

1. **Teaching Chinese pronunciation. 發音教學** (---may be **one hour**)

---Show my Chinese Pronunciation DVD which has 3 parts:

- a) Initials, Medials, Finals;
- b) Combinations;
- c) Tones.

--- I will also introduce the 16 tone patterns for beginners

2. **Using Skits to help students learn basic conversation and achieve nearly perfect tones 短劇教學** (----may be **one and a half hour**)

--- How do I integrate the 27 skits with the textbook that I am using;

--- Why using skits?

--- Suggestions for how to these skits

--- Show the audience some of the 27 skits in the DVD

---Show the audience a video of my students final exam--their tones are nearly perfect!

3. **Using a story-telling method to help students learn the Chinese grammar 趣味語法教學**(also introduce my book- "Elementary Chinese Grammar and Patterns") -- **2 hours**

(This is a huge topic, but only those who teach non-heritage students may find it interesting.)

---Use stories to teach grammar

(give real examples of how to use stories to help students learn the grammar.)

---A few useful tips to help students learn Chinese grammar

---show a list of all the basic Chinese grammatical patterns and how they are related to one another. All the grammatical patterns are derived from lesson one.

---(If we have time, I can show people how I teach "le"-- the "aspect marker".)

--- My students will gain a solid foundation of the patterns at the end of the 1st year Chinese

4. **Using a story -telling method to help students learn how to write the Chinese characters 趣味文字教學** (also introduce my book " Stories for 130 Chinese characters") --- **one and a half hour**

--- For the past few years, I have been using a "story-telling" method when I teach students characters. Most Chinese characters have a "radical"

plus some other "parts" or "components". The stories were created by combining (1) the "meaning" of the Chinese character, and (2) the "radical" and (3) all the other "parts" of the character.

Upon telling the story, students can remember how to write the character immediately, even though it may have up to 20 strokes. The human mind is better at retaining and emembering stories much faster and longer compared to memorizing stroke orders. This story-telling method really works. Even students who could not write before were able to after hearing the stories. This method has been tested and proved to be very effective for my classes since the year 2001.

--- I will pick some of the favorite stories that I made to show the audience.
--- Maybe give the audience some characters and ask them to come up with stories.

5. At the end, I could **play a video of my summer students to show the audience that it is possible to produce "super students", which is our ultimate goal.**

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