

SESSION OVERVIEW		
Topic	Chinese learners	Duration: 50 minutes
Trainees	All teachers	Rooms required: 1 workshop room (and lounge area)
Outcomes	<ul style="list-style-type: none"> ● Trainees will have a clear expectation of how Chinese learners will behave in the classroom, Chinese students' (and parents') expectations and typical language challenges they will face learning English 	
Rationale	<ul style="list-style-type: none"> ● Teachers need to have a clear understanding of how their learners are before being able to engage with and teach them effectively 	
Preparation	<ul style="list-style-type: none"> ● Print Jung Chang's "Chinese Speakers" and stick someone outside the classroom ● Prepare Chinese high school classroom video 	
PROCEDURAL NOTES		
WARM UP		
Eliciting Aim: trainees will know the eight competencies	<ul style="list-style-type: none"> ● Ask trainees to brainstorm what they know and expect Chinese students to be like and consider what they hope to get out of the session 	Flexibilities: If some trainees have taught in China before they can be asked to consider what they know about differences between Chinese and English language and education systems
INPUT		
Education system Aim: trainees will have considered the difference in their and Chinese learners' educational backgrounds	<ul style="list-style-type: none"> ● Show the trainees a video of a typical Chinese English class and ask them to consider the differences between this and their own education ● Ask trainees what effect this may have on learners in the EF centers 	Flexibilities: If the trainees are already familiar with the competencies, the "exceeds expectations" descriptors could also be used
Language Aim: trainees will have considered some typical linguistic challenges for Chinese learners of English	<ul style="list-style-type: none"> ● Ask trainees to skim Jung Chang's "Chinese Speakers" asking different teachers to look for either lexical, phonological or grammatical challenges ● Ask trainees to present their findings and elicit come strategies for dealing with these 	Flexibilities: If there is only one trainee, they could be asked to make brief notes on all three areas If the trainees seem particularly unfamiliar with one aspect of language (e.g. phonology) they could be asked to concentrate on this
Student expectations Aim: trainees will what behaviors are expected of them	<ul style="list-style-type: none"> ● Trainees brainstorm questions to get to know learners better (e.g. Why are you (or your children) learning English? What are your (or your children's) hobbies/interests?) ● Trainees survey students around the center, come back and present 	Flexibilities: If trainees have taught Chinese students before they can focus their questions on either EF, the city they are now in, etc.
REVIEW		
Review Aim: trainees will have described the competencies using behaviors	<ul style="list-style-type: none"> ● Trainees play hot potato saying one thing they've learned about Chinese students they didn't know before 	Flexibilities: Trainees could asked to brainstorm in groups and present