

Chinese Language Teacher Preparation Program in Italy

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- Since 2003
- 2008: Final State Exam (Maturità)
- 2015: 150 high schools

60 mandatory subject

National Teacher Preparation Program
(TFA: Tirocinio Formativo Attivo)

Chinese Language Teacher Preparation
Program
(TFA-Chinese)

TFA-CHINESE

- One-year intensive teacher preparation program
- For who wants to be a Chinese teacher of secondary schools
- Hold by Universities, based on the DM 249/2010

2012-2013 tfa-chinese

Five universities in four regions

- *Sapienza University of Rome*
- *University for Foreigners of Siena*
- *LUSPIO University*
- *Ca' Foscari University of Venice*
- *Kore University of Enna*

2014-2015 tfa-chinese

Four universities in four regions

- *Sapienza University of Rome*
- *University for Foreigners of Siena*
- *Ca' Foscari University of Venice*
- *“Orientale” University of Naples*

Enrolment

- Admission requirements: Educational Background

For who wants to teach English and second foreign language

- Bachelor's degree with at least 66 credits.
- Master's degree in foreign languages with at least 120 credits.

———*DM 249/2010*

Enrolment

- Admission requirements: Educational Background
- Master's degree or a higher academic degree with certain credits.
- Written exam by MIUR
- Written exam and oral exam by universities.
- **Experience is not a prerequisite for enrolment**

program

“Four activities”:

- Educational Science
- Subject Teaching
- 475 hours of Direct and Indirect Internship
- Workshops

———*DM 249/2010*

- ***Direct Internship:***

Including class observation and teach actual students in real classrooms and so, which should be done under the guidance of the tutor of internship at high schools.

- ***Indirect Internship:***

Outside school internship, including peer discussions, reflection on teaching practices, and the preparation of thesis, which should be done under the guidance of the tutor coordinator.

assessments

Minimum Passing Scores:

- Educational Science: 70/100
- Subject Teaching: 70/100
- 475 hours of Direct and Indirect Internship: 80/100
- Workshops: 70/100

- Teaching Certificate
- State List of Language Teachers for Primary and Secondary Schools
- Be allocated to local public schools based on local education demands and individual's willingness
- Permanent job: 13

2012-2013 tfa-chinese

2012-2013

- *Sapienza University of Rome: 4*
- *University for Foreigners of Siena: 16*

2014-2015

- *Sapienza University of Rome: 9*
- *University for Foreigners of Siena: 24*

TEACHING ACTIVITIES

	Section	Content		Credit
		Sapienza	Siena	
1	Education Sciences	General Pedagogical Knowledge	General Pedagogical Knowledge, Social Pedagogy/ History of Pedagogy (36 hours)	18
		Special Education and Teaching	Special Education and Teaching (36 hours)	
		Experimental Pedagogy	General teaching Methods and Experimental Pedagogy (36 hours)	
2	Content knowledge and Workshop	Chinese Culture Teaching	Chinese Language Teaching	18
		Chinese Language Teaching	Chinese Culture and Literature Teaching	
		Modern Languages	Language Education	
3	Internship (475 hours)	75 hours, only for special students	75 hours, only for handicapped students	19
		150 hours' indirect internship	400 hours, including school internship, workshop and self-study	
		250 hours' direct internship		
4	Thesis and Internship Report	Thesis and Internship Report	Thesis and Internship Report	5
	Total			60

Questionnaire Survey

Sessions	Type	Sapienza	Siena	Total	Response rate
1st session	Respondents	4	8	12	60%
	Did not respond	0	8	8	
2nd session	Respondents	8	13	21	63.6%
	Did not respond	1	11	12	
Total	/	13	40	53	62.3%

Table 4-7 Responses Data of the 1st session of the TFA-Chinese

		Sapienza	Siena
Total		4	16
Respondents		4	8
Sex ratio		0:4	1:7
Age	20-30	3	3
	31-40	1	4
	41-50	0	1
Academic background	Bachelors	0	0
	Masters	3	6
	Ph.D	1	1
With high school teaching experience before the TFA-Chinese		2	3
With no teaching experience before the TFA-Chinese		1	2
Teaching in high schools after the TFA-Chinese		3	7
Do not teach after the TFA-Chinese		0	1

Table 4-8 Responses Data of the 2nd session of the TFA-Chinese

		Sapienza	Siena
Total		9	24
Respondents		8	13
Sex ratio		0:8	3:10
Age	25-30	1	4
	31-40	5	7
	41-50	2	2
Academic background	Bachelors	0	0
	Masters	6	8
	Ph.D	3	3
With high school teaching experience before the TFA-Chinese		6	5
With no teaching experience before the TFA-Chinese		0	1
Teaching in high schools after the TFA-Chinese		2	8
Do not teach after the TFA-Chinese		2	2

- 1. Which one is more important during the teacher preparation programme?**
- 2. Which one is well organized?**
- 3. Which one can be improved in the future?**

- A. Training courses arrangements
- B. Teaching practice
- C. Guidance from experienced teachers
- D. Peer discussions
- E. Assessment
- F. Others

Questions 1-3

	A	B	C	D	E
<i>MOST important</i>	25%	46.9%	25%	3.1%	0
<i>BEST organized</i>	21.9%	12.5%	21.9%	37.5%	6.25%
<i>MOST in need of improvement</i>	26.7%	46.7%	26.7%	0	0

A. Training courses arrangements

B. Teaching practice

C. Guidance from experienced teachers

D. Peer discussions

E. Assessment

F. Others

Question1: BAC

Question1: BAC

B: 6

A: 5

C: 4

E: 0

F: 0

G: 0

Questions 1-3

	A	B	C	D	E	F
1. <i>Important</i>	133	150	135	89	31	4
2. <i>Well orgnized</i>	101	76	79	131	64	3
3. <i>Need to be improved</i>	94	126	84	27	44	0

A. Training courses arrangements

B. Teaching practice

C. Guidance from experienced teachers

D. Peer discussions

E. Assessment

F. Others

4. What is the most frequently adopted teacher preparation approach in the TFA-Chinese?

5. What is the most effective teacher preparation approach of the TFA-Chinese?

- A. Lectures*
- B. Instructions and demonstrations of tutors*
- C. Simulation teaching*
- D. Classroom observation*
- E. Group/pair discussion*
- F. All of them are ineffective*
- G. Others*

Questions 4-5

	A	B	C	D	E
<i>MOST frequently adopted</i>	53.1%	6.25%	25%	9.4%	6.25%
<i>MOST effective</i>	6.1%	15.2%	57.6%	6.1%	12.1%

A. Lectures

E. Group/pair discussion

B. Instructions and demonstrations of tutors *F. All of them are ineffective*

C. Simulation teaching

G. Others

D. Classroom observation

Questions 4-5

	A	B	C	D	E	F
1. <i>Frequently used</i>	152	94	131	80	122	2
2. <i>Effective</i>	53	90	179	118	123	14

A. *Lectures*


E. *Group/pair discussion*

B. *Instructions and demonstrations of tutors* All of them are ineffective

C. *Simulation teaching*

G. *Others*

D. *Classroom observation*



Simulation teaching } Internship
Classroom observation }
Group/pair discussion } Workshop



“Experiential practices involve the student teacher in actual teaching...the student teachers are required to teach actual students in real classrooms, or in ‘stimulated’ practices.” And “Awareness-raising practices are intended to develop the student teacher’s conscious understanding of the principles underlying second language teaching and/or the practical techniques that teachers can use in different kinds of lessons.”

——Ellis Rod, “Activities and procedures for teacher preparation”, *Second language teacher education*, Cambridge: Cambridge University Press, 1990: 27.

6. Which one would you like to improve before taking the TFA-Chinese?

7. Which one you have improved after taking the TFA-Chinese?

8. Which one helps you most in your work after taking the TFA-Chinese?

A. Pedagogical knowledge

B. Knowledge of second language education

C. Subject knowledge

D. Teaching methods and approaches

E. Teaching management

F. Self-development skills

G. Understanding national and local foreign language education policies

H. None of the above.

I. Others

Questions 6-8

	A	B	C	D	E	F	G	I
<i>MOST want to improve</i>	29%	3.0%	24.2%	39.4%	3.0%	0	0	0
<i>MOST improved</i>	53.1%	15.6%	6.25%	15.6%	3.1%	0	6.25%	3.1%
<i>MOST helpful</i>	33.3%	13.3%	10%	16.7%	3.3%	6.7%	13.3%	0

A. Pedagogical knowledge

B. Knowledge of second language education

C. Subject knowledge

D. Teaching methods and approaches

E. Teaching management

F. Self-development skills

G. Understanding national and local foreign language education policies

H. None of the above.

I. Others

Questions 6-8

	A	B	C	D	E	F	G	I
<i>Want to improve</i>	168	96	128	236	194	50	90	0
<i>Have improved</i>	240	141	63	185	165	82	102	9
<i>Helpful</i>	174	110	49	140	161	92	101	0

A. Pedagogical knowledge

B. Knowledge of second language education

C. Subject knowledge

D. Teaching methods and approaches

E. Teaching management

F. Self-development skills

G. Understanding national and local foreign language education policies

H. None of the above.

I. Others

Teacher preparation is not only for familiarizing future teachers with techniques and skills to apply in the classroom but also “for involving future teachers actively in the process of making decisions about what to teach and how to teach.”[1]

[1] Ellis Rod, “Activities and procedures for teacher preparation”, Second language teacher education, Cambridge: Cambridge University Press, 1990: 26.

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Thank you!