

Template	
Problem-Based Learning (PBL) Method and Language Teaching Practice	
<p>Case # <u>12</u> Grade <u>9th</u> Language of instruction <u>Mandarin</u></p> <p>Years of Teaching Current Subject <u>8 years</u> Class Size <u>25 students</u></p>	
<p>Problem Statement (Individual Activity)</p> <p>1. Students at beginning levels are confused by Chinese writing strokes in fall 2014.</p> <p>Should we start teaching typing to beginners rather than writing Chinese characters and following their strokes?</p>	<p>List actions have been taken with a timeline (Individual Activity)</p> <p>I used both writing and typing Chinese characters in lab in spring 2015. However, students preferred typing their homework.</p>
<p>List Discussion and Solutions from your Group Members (Group Activity)</p>	
<p>Write Out Discussion and Solutions from other Groups members and Trainers (Workshop Activity)</p> <p>Trainers' Opinions</p> <p>Hybrid method: Writing Chinese characters should be first, then start typing in the same semester. If only the typing was taught, students would improve fast in their first year, but they will have difficulties in their second and third years. Typing Chinese focuses on recognitions skills. Writing Chinese can help students to understand and use the words.</p>	

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