

SUN YAT-SEN UNIVERSITY



Teaching Resource Guide

For instructors teaching in English



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About this Teaching Resource Guide

The purpose of this guide is to provide a resource for instructors at Sun Yat-sen University who conduct class in English. The content is curated to enhance the quality of education in the classroom for students at SYSU by combining the best resources, tools, and information, and making them readily available to all educators who would find them useful.

This guide contains information relevant to teaching such as the classroom environment, what to expect from the students, teaching methodologies, online tools or resources, and more.

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Sun Yat-sen University Basic Information

Brief History

[Sun Yat-sen University](#), founded by Dr. Sun Yat-sen and with an educational tradition spanning over 100 years, is a preeminent research, academic and cultural center and the premier location for talent development in South China. Under the direct supervision of the Ministry of Education of the People's Republic of China, and strongly supported by both the Ministry and Guangdong Province, Sun Yat-sen University has developed into a modern comprehensive university that enjoys a reputation as a top-tier university nationally and a renowned university internationally. With five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten affiliated hospitals, the University is striving to become a world-class university and global center of learning.

The University Motto is:

"Study Extensively, Enquire Accurately, Reflect Carefully, Discriminate Clearly, Practice Earnestly"

Campuses

| | |
|---|---|
|  | <p>Guangzhou South Campus</p> <p>The Guangzhou South Campus is just southwest of the popular city center, Tianhe Square. South Campus covers an area of 1.239 square kilometers and is a common location for courses taught in English. The primary building for courses in English is Shaw Yifu, then the Foreign Language Building, and occasionally other buildings such as Lingnan College.</p> <p>Campus Address is: No. 135, Xingang Xi Road, Guangzhou, 510275, P. R. China</p> |
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|  | <p>Guangzhou North Campus</p> <p>The Guangzhou North Campus is located in downtown Guangzhou and covers an area of 0.208 square kilometers. It is not common for courses to be taught in English at this campus, but it may happen depending on the situation. North Campus Address: No. 74, Zhongshan Er Road, Guangzhou, 510085, P. R. China</p> |
|  | <p>Guangzhou East Campus</p> <p>The Guangzhou East Campus is located at Higher Education Mega Center in the east part of Guangzhou city and covers an area of 0.989 square kilometers. It takes roughly 45 minutes by bus or subway to arrive from the South Campus. East Campus is also a common location for courses taught in English. If necessary, accommodations can be provided for instructors to spend the night. East Campus Address: Xiaoguwei Island, Panyu District, Guangzhou, 510006, P. R. China</p> |
|  | <p>Zhuhai Campus</p> <p>The Zhuhai Campus is located north at the border of Macau. Courses in English are taught here consistently but are fewer in number compared to South or East Campus. Zhuhai Campus covers an area of 3.571 square kilometers. If necessary, accommodations can be provided for instructors to spend the night. Zhuhai Campus Address: Tang Jia Wan, Zhuhai, 519082, P. R. China</p> |
|  | <p>Shenzhen Campus</p> <p>The Shenzhen Campus is located in Guangming New District, Shenzhen, and covers an area of 3.143 square kilometers. Currently, courses in English are not taught at this location by members of the Faculty of English Education at SYSU. This campus is under construction.</p> |

Classrooms

This University has different classroom styles, but courses taught in English will have an average standard unless otherwise requested by staff. Regular classrooms contain a computer which is connected to speakers, one or two microphones, a projector and projector screen, and a blackboard with chalk or a whiteboard with markers depending on which building and campus it is. For special circumstances, it may be possible to reserve or request that a class be held in another type of classroom such as a computer room, depending on the course.

Please be aware that most classrooms are equipped with Windows computers. Internet is available as well as basic Microsoft Office with Word, PowerPoint, and Excel. Some computers may be running an older version of Windows or Microsoft Office, so check to make sure your files are compatible.

Class Types

Instructors generally teach these 4 basic types of classes.

Reading / Writing: These classes are focused heavily on reading, writing. Students often take these courses to improve their writing. They tend to involve writing papers and essays, or their components, for assignments and exams.

Speaking / Listening: These classes are focused heavily on speaking, listening, and related skills such as pronunciation. They tend to involve discussion, giving a presentation, and video or listening practice. Exams are often of the traditional style.

General Compulsory: These are required classes for first and second year students at SYSU. Students must pass in order to graduate, so grading tends not to be harsh. These courses contain a balanced mixture of reading, writing, speaking, and listening in a rotational format (or the instructor is free to adjust the format as desired). The instructor does not create the final exam. Instead, the exam is created by several other faculty members. Students and instructors do not see the exam before the exam day in order to ensure there is no cheating. The course grade is heavily weighted on the exams and the classroom component accounts for no more than 60% of a student's final score.

Electives: Elective courses are created entirely by the instructor. Topics are unique to their own interest and specialty. Course content is customized by the instructor including topics, reading materials, assignments, exercises, the weekly schedule, the exams and exam format, and the weight of scoring. Instructors are usually required to create and teach an elective, so it is best to begin planning one early and to ask another faculty member for the format guidelines necessary to submit a course proposal.

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Students at Sun Yat-sen University

Education History

The public school system in China is designed to be highly competitive. Classroom conditions will vary from region to region according to factors such as population, and those conditions are constantly changing and improving over the years. By law, all children must attend school from elementary to middle school (grades 1-9). High school is optional, and is 3 years. All students are required to begin learning English in elementary school. Depending on the school and region, they may have begun in 1st grade or 5th grade (as examples). They will continue taking English classes all the way through high school, and the frequency may range from a few days per week or possibly every day (always depending on the region and school).

The new school year runs according to the lunar calendar. The first half begins in September and the second half begins in February or March. Culturally, when students enter elementary school, middle school, or high school, they stay with the same students during the entire time at that school until they move to the next, so they spend several years growing up with the same students around them from a young age. It can be a shocking for them entering University and meeting all new people again.

Students who come from less populated provinces of China such as Xinjiang may have had few students in their class, whereas students from the most populated provinces such as Shandong or Henan may have had as many as 80 students in a single class (in other words, the teacher/student ratio may have been 1/80). In elementary, middle, and high school, students are accustomed to having their scores displayed publicly and ranked in order from best to worst. Scores are not private during these years, and anyone who wants to know the score of a classmate can check. Additionally, their ranking in the class can affect certain aspects of their education, as determined by the teacher. As one example, a teacher may choose to allow the higher ranked students to sit in the front of the class and the lower ranked students may be required to sit in the back of the class. Therefore, rigorous self-study at home becomes a habit for many students and families, and they can become accustomed to independent learning from a textbook.

In high school, students will choose one of two tracks. One track is geography, politics, and history. The other track is chemistry, physics, and biology (referred to as “the science track”). Both tracks have sections in English, Chinese, and math. All high school students who plan to attend University must take the national college entrance exam and receive a score. It’s a 2-day exam held on June 7th and 8th. The score from this exam will determine whether or not they can enter a good University. Scores are put in order from high to low, and students are ranked against all other students in their province who took the exam. Therefore, it is more difficult to get a high rank in more populated provinces due to more competition and more students taking the exam.

Chinese students (and adults) are culturally accustomed to being given time in the middle of the day to have lunch and also take a nap.

Students from Macau, Hong Kong, and Taiwan have different standards for entering University and are not included in the previous descriptions.

What to Expect

Because Sun Yat-sen University is a top 10 University in China, it is very difficult to get in, and students must achieve a high score on the exam to gain entrance. Students who are local may have an easier time due to tradition and a greater number being admitted. Students who come from highly competitive provinces will likely have very strong organizational and study habits.

Foreign instructors may run into students who express their excitement at having a foreign instructor. Some students may have never had a foreign instructor in their entire lives, before. Some may request to have a picture taken with the instructor. It’s not uncommon.

Many students will struggle with speaking. There is no speaking section on the college entrance exam (however, this is set to change in the future). Students rarely volunteer to answer questions and are shy to speak out in the class when called on. Students rarely raise their hand to ask any questions, even when prompted to do so. Instead, some prefer to seek the instructor after class to ask questions privately. Students often want to know about life (culture, education, family, etc.) outside of China and will love to hear any personal stories or thoughts.

Class Monitor System

Students are accustomed to having a class monitor. In the public education system, there may be multiple class monitors with different duties. In University, many instructors choose to have a class monitor to aid in class organization duties. Examples of possible duties may include collecting homework, reading attendance, or answer questions about the course content from students who have difficulty. When teaching the same course multiple times in a single semester, instructors can more efficiently disseminate information by sharing it with the class monitors and having the monitors make an announcement to the respective classes. In this scenario, monitors can also ask questions to each other.

Class Monitors are often more than happy to help. It also may be the case that they are being academically rewarded for being the class monitor. It's a good idea to ask another staff member if your Class Monitor is being rewarded academically through a merit system.

Common Struggles

Writing: Students may struggle when given *too much* unspecified freedom on a particular assignment as they are familiar with being given exact instructions.

They can struggle with writing specific details instead of vague sweeping or obscure sentences. This is an L1 struggle as Chinese is designed to often have underlying or implied meaning. This is also due to being required to perform well on exams and to write an essay in a very time constrained situation. As a result, they may produce very generic sentences that are similar or identical to one another.

Students may have trouble with analyzing a topic in an impartial and unbiased way because they are often told to take a position on an issue or to write about an opinion.

Students often struggle to give peer review, peer feedback, or to do group studying because they are so accustomed to doing self-study outside of the classroom.

Speaking / Listening / Pronunciation: There are a few areas in which Chinese students will struggle with when it comes to pronunciation. There are the minimal pairs, the stressed/unstressed syllables and the regional differences. Here are briefly some of the regional differences. In the Canton region there are certain recurring errors, such as the "s" and "sh" or "m", "n" and "ng" errors. In the central part of China, they may have trouble distinguishing between "l" and "n".

Most students cannot hear the differences between /e/ and /æ/ or /l:/ and /i/. Partially this is because they were learning it incorrectly from their NNEST, who also had trouble distinguishing between the two.

When students struggle with numerous sounds within a word, then the individual sounds need to be worked on. The word “world” can be difficult for Chinese students because of the difficulty distinguishing “r” and “l”.

Chinese students tend to stress all syllables and that is why some longer words sound awkward or mispronounced. So when it comes to pronunciation, know that the students may have been taught incorrectly, heard the differences incorrectly, or may be having regional difficulties because their local dialect lacks having that sound in their lexicon.

Common Strengths

Reading / Writing: Students often have beautiful handwriting. They are taught to value the quality of their handwriting, and likely received extra points for it in public school.

Students have excellent note-taking skills and can be given difficult reading material to study. They will learn it due to their adept self-study skills.

Students can produce writing (especially opinions) in a time constrained environment.

Students often have a fair vocabulary due to emphasis on vocabulary words in previous English classes.

Speaking / Pronunciation: Students are often willing and eager for instruction on these topics because they know these are their biggest weaknesses.

Students are accustomed to chanting and listen/repeat style because it’s a strong part of their tradition when learning Chinese.

Chinese languages have many sounds. Compared to other languages, Chinese students may have potential to adjust well or to hear sounds in English.

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Teaching Strategies & Activities

General Strategies

Group Work

Chinese classrooms tend to have a large number of students. At Sun Yat-sen University, a small class will have close to 20 students, and a normal class will have near 50 students. Therefore, it’s important and beneficial for students to be familiar and comfortable with doing group work. Many instructors tell students to create diverse groups of 3 or 4 where each group should include students of different genders, provinces, and majors (if possible). This is done on the first day of class and students will default to those groups thereafter.

Using Examples

Providing students with numerous detailed and varied examples to learn from in class will help them to customize their work and to learn from the example that best fits their ability and preference. For example, if they are asked to write about a topic and are not given many examples, they might default to writing their opinions in a very vague and mechanical way due to the test conditioning they have undergone in previous years.

Scaffolding

Scaffolding (layered teaching) as a good way to help students transition away from older (bad) habits and into new habits that will help them succeed in an English speaking environment. Scaffolding means to teach a concept or habit in layers, beginning with something simple early in the course, and slowly adding pieces or steps as the course progresses, and then to ask students to combine all layers together to practice a more complicated endeavor. Scaffolding can be done with any aspect of language learning, but a common example is in writing. Students can learn to write paragraphs well before they produce a well written essay.

Forming Routines

Developing routines for the classroom will help students to quickly become comfortable and set a positive tone for the class which may better enable language learning growth. Repetition works for all ages and is a good way to teach students how to prepare and what to expect in the classroom. And when students know what to expect in the class, they develop an understanding of the framework and can concentrate more on the content.

Calling on Students

Chinese students at Sun Yat-sen University do not raise their hand or volunteer answers often. Some instructors have chosen to use a randomizer when calling on students, and some students find this fun and exciting (and fair). The idea is to use an online randomizer to input student numbers or names and then to click a button that will produce one (and possibly remove that one from the group, as well).

Course Projects

Projects are less common in Chinese classrooms. Including a variety of assignment options which require multiple steps to complete and which go beyond the traditional forms of essay writing or giving presentations can give students the opportunity to apply more practical skills that they may use post-graduation and which will challenge them to create something meaningful. This very guide is a result of such a project.

Student Presentations

Students are frequently asked to give presentations in classes that are taught in English. It's a strong trend in China, right now. Students who are just entering University will likely have very weak presentation skills. If the instructor plans to require students to give a presentation, it is a good idea to set aside a portion of class to go over best practices and presentation expectations. It is also recommended that students be introduced to multiple styles of presenting and then be allowed to

choose their own style such as informative, persuasive, exploratory, or another kind. Showing students multiple examples of such options will keep this fresh and more interesting for the students.

Speaking

When teaching pronunciation to a mixed group of students from various regions in China, you may not be able to focus on individual needs so that's where minimal pairs are helpful.

Strategy: Draw Pronunciation Diagrams

Using diagrams to teach pronunciation can be very helpful to students. Try drawing teeth, tongue, and the roof of the mouth on the board to demonstrate placement. When it comes to lips, the instructor can be a model and ask the students to use a compact mirror or their phone's camera to see their own actions.

Techniques need to be used to get the students closer to making the proper /e/ and /æ/ or /i:/ and /i/ sounds. For example, /i:/ should have the students smile (that's why Westerners say 'cheese' for pictures). But really this is also to have the students tighten their jaw more, whereas /i/ would be more slacked. /e/ and /æ/ are even more of a struggle because the difference is so subtle.

An instructor may choose to include /ei/ so that the students can feel how their mouth gets wider and more relaxed from these three sounds. Getting them to practice and feel the difference will help them to improve to pronounce and distinguish.

Strategy: Breaking Apart Sounds

When students struggle with numerous sounds within a word, then the individual sounds need to be worked on. The key for the "r" and "l" is to tell students, "If you're not making the L sound it's because your tongue is not touching. Make contact." So for "world", start off with 'were' /wɜ:r/. Be sure that they are properly making the // sound, otherwise it sounds like /wɔ:r/. Now add the L, like 'whirl'. This may take some time to master and the students should do it slowly to ensure the tongue makes contact. "Weeeeeerrrrrrrrrrlllllllll." After they have mastered that, then they can add the D at the end so that 'whirled' and 'world' sound the same. The D should be firmer and slightly back on the roof of the mouth than the L.

Strategy: Word Stress Practice

When students are stronger with pronunciation, have them focus on stressed and unstressed syllables. Chinese students tend to stress all syllables and that is why some longer words sound awkward or mispronounced. It may be beneficial also to learn how words are broken up. Some examples are the differences between "photograph" and "photographer", "present" (verb) and "present" (noun), or "produce" (verb) and "produce" (noun).

Resource for Stress Rules:

<https://www.englishclub.com/pronunciation/word-stress-rules.htm>

Resource for Stress Practice:

<https://www.toeflgoanywhere.org/learn-these-4-word-stress-rules-improve-your-pronunciation>

Activity: Minimal Pair Work

In the classroom, students can pair up and read minimal pair words to their partner (without showing the word) and the listening partner should spell the word back to their partner. This practices their speaking and listening skills. The reason they need to spell it back is because if one mispronounces the word, then both will be confused. If the word is spelled back incorrectly, then the speaking student realizes they need to try again. However, there may be cases where the speaking student is saying the word correctly but the listening student cannot distinguish the sounds and spells a different word. In those cases the student can be instructed to also look at the lips to see if they are parted more or less, or whether the student is smiling more (using the target sounds given).

Resource for Minimal Pairs: <https://www.englishclub.com/pronunciation/minimal-pairs.htm>

Activity: Group Study

Students in China can be so comfortable with self-study that they are unable to function well in a group study scenario. This prohibits them from gaining the benefits of learning language from their peers. To counter this, classes can have “Group Study” time. “Group Study” is an allotted time during class when students will get into random groups of 4 to discuss something they should have read and taken notes on before arriving in class. They should then take turns giving answers to guided questions. For example, they could be asked to summarize a certain paragraph to their group, or to show an English word which they translated into Chinese and then to speak *only* English to explain what that word means. Students will want to say “this word means _____” and in the blank, they simply state the Chinese translation. However, they should be warned not to do this and that there is no true equivalence between languages, so it’s important for them to be able to explain the meaning completely in English and the Chinese translation is just a step to that end. Other ideas for guiding Group Study are to encourage students to ask their group members if there is a part of the reading they didn’t understand, or else to simply share something they learned or thought was interesting from the reading. Suggested time for this activity is 10-15 minutes, followed by a class discussion about the reading.

Listening

Strategy: Self Recording

To improve their listening, students can record themselves saying targeted minimal pairs in their free time. They can then listen to a native speaker followed by their recording to hear the difference and continue to practice, using the methods taught, to improve. If they still struggle, they can practice again with a Native English Speaking Teacher (NEST).

Activity: The Missing or Mispronounced Word

The instructor should prepare a list of sentences related to the class topic. Students can be put into groups or pairs. The instructor should read the sentence and make an error. Depending on the ability of the students, a word may be intentionally omitted or mispronounced. The students should listen and

attempt to identify the error. Groups should raise their hand when they feel they have an answer and the instructor can check the answer. It's best to begin by speaking the sentence fast and fluently. If students struggle or fail to identify the error, it can always be slowed down.

Activity: Nonsense (aka 'Mad Gab')

The instructor will show a string of words that do not make sense when written together. However, when they are read quickly, listeners may hear a secret message or phrase. To teach the activity to the class, write "isle of view" so students can read it. Then, have the class repeat each word individually so they can have the correct pronunciation. Next, ask one student to read the words to you quickly. After they read "isle of view", say "thank you". It should sound like "I love you". Some students may hear it and laugh. Repeat this process until most of the class hears the correct message. Then, begin the game with an actual phrase. For tips, it is much better if students are warned that they need to work together in groups and not attempt to get the answer individually. Instruct them that one student should be the speaker and the others should listen and try to get the answer. Warn students that the words are designed to be deceptive, so looking at the words while they listen will work against them. Instructors can create their own phrases, or search online "Mad Gab phrases" to find new ones.

Reading

Strategy: Delayed Correction

When a student is reading, avoid interrupting them to help them with difficult words when they stumble. Allow students, and encourage them, to attempt to speak the word completely, even incorrectly. If they say it correctly, there's no need for interruption. If they say it incorrectly, it will be more memorable for them when they are asked to read the sentence again and speak the word correctly. When students are denied the requirement of using their brain to consider how the word should be spoken and then to make an attempt, they are not processing the language at all. When they are forced to think about it, they also internalize it as a result.

Strategy: Using Graded Readers

Graded readers are books that have been curated to make reading easier. Students who struggle with reading can be assigned to read low level graded readers and learners have the potential to gain a lot from the scaffolded stories and activities.

Activity: Chants and Tongue Twisters

Chinese students are familiar with chanting and tongue twisters and they enjoy it. Although they have limited benefits, there may be occasion for their use and they can become possible options.

Activity: Exchanged Readings

After a short writing exercise, put students into pairs and have them exchange papers. Instruct them to read their partner's paper while their partner listens, and instruct them that the writer should not be able to see their writing while the reader is reading. This is a reading and listening activity, and is beneficial for classes that incorporate reading, writing, and listening goals.

Writing

Strategy: Writing Workshops

There are numerous methods for conducting writing workshops. Students are often asked to prepare for a workshop by reading, writing, brainstorming, or searching for information. The purpose of a writing workshop is often to apply writing theory from previous classes and to exercise peer feedback strategies. It's not necessary for a writing workshop to be strictly about writing an essay within the constraints of class time. It may be more effective to use a writing workshop to prepare for an out-of-class essay through instructor feedback, peer feedback, brainstorming, outlining, mini-exercises, writing activities, or other means. Students will most definitely appreciate it should the instructor choose to give them in-class time to write the essay, though!

Strategy: Teaching Phrases, Not Vocabulary

Students do not learn to speak a language by learning words. Context gives meaning to words, so teaching language through context is important. However, because Chinese students so often study vocabulary apart from context such as phrases, sentences, and situations, they lack any ability to use, practice, or apply that knowledge. So that information becomes a barrier and obstruction to achieving language fluency and proficiency instead of a step towards it. For example, is "rain" "big", "dense", "thick", "hard", or "heavy"? What is a word? Is "cahoots" a word? If so, what does it mean outside of the phrase "to be in cahoots with someone"? Teaching language meaning through phrases and context takes students beyond textbooks and allows them to experience a living language.

Activity: Word Strings

An example of a specific strategy would be to collect three-, four-, or five-word-long strings of words (a.k.a. "phrases" - though not necessarily the neatly chunked ones) and scaffolding them for a writing exercise. It could be understood as an archaeological reconstruction. Imagine that you got a fragment of papyrus or a piece of parchment badly chewed up by mice. It's a series of random phrases, not necessarily logically chunked, just word-strings of random length that have been ripped from some unrelated sentences. Now you have to fill in the missing information so that all the phrases, along with your creative "reconstruction", form a coherent story.

Activity: Writing Definitions

This activity is an ESL adaptation of the game "Balderdash". Another name is "Word Wise". The concept is to have a list of advanced and uncommon words which are unfamiliar and unknown to the students. Read and show them the word. Speak the word so they can hear the pronunciation. Then, have students write down if it's a noun, verb, or an adjective. Have them write down their own made-up definition of the word, and then to write an example sentence of the word in use based on their created definition. The instructor can then gather 4 papers from random students along with the real answer. Mix them up and read them. Students should vote on which answer they believe is correct. If they are correct, they get points, and each vote given to a wrong answer counts as a point for the creator of that answer.

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Online Teaching Tools

English Dictionaries

Longman Dictionary: <https://www.ldoceonline.com/>

The Longman Dictionary is great for ESL students. It gives simple definitions and example sentences. It gives American and British pronunciations and tells whether a noun is countable or uncountable and whether a verb is transitive or intransitive.

Dictionary.com: <http://www.dictionary.com>

Dictionary.com contains multiple definitions and is coupled with a thesaurus. It is also available as a phone app, and the website contains articles related to word usage, history, or other fun aspects.

Pigai | <https://www.pigai.org/>

This website has an English version. Students can go to the website, select the class, sign in, and write their assignment through the website. The website checks for plagiarism and (optionally) can give students a score for their writing based on criteria which can be adjusted according to the instructor preferences and student needs. Instructors can select from a wide range of assignment styles such as short answer or essay. Scored assignments can be downloaded, and a scoring sheet can be downloaded which contains all the names and scores of students in the class.

Baidu Drive | <https://yun.baidu.com/>

Baidu Drive is the Chinese version of Google Drive. The same features are provided, including online document creation and shared editing. Baidu Drive allows 2 Terabytes of storage for free. There is no English version, but it is most definitely worth the effort to get it set up. Baidu Drive can be directly connected to the next resource, xzc.cn, to allow students to upload files directly to your Baidu Drive folder.

xzc.cn | <http://xzc.cn/>

This website will require you to have Baidu Drive set up. Like Baidu Drive, there is no English on this website, but also like Baidu Drive, it is well worth the time and effort to have it set up. Once connected, you can create folders in your Baidu Drive that are connected with a link. Give students the link and they will be taken to a website which prompts them to enter their name and upload their file. Once uploaded, the file goes directly to the Baidu Drive for online viewing or bundled downloading. It also allows instructors to set a time limit for the link to be active, so if an assignment has a due date, the link can expire the day after the due date.

wjx.cn | <https://www.wjx.cn/>

This website is similar to Survey Monkey. Instructors can create quizzes and surveys for the students to take. This can even be done in class. Students can use their phones to submit their answers and the results can be shown on the website in the form of charts and graphs. Unfortunately, this service is only available in Chinese. But it is a great tool that can aid class interest and efficiency.

Library Genesis | <https://libgen.pw>

The Library Genesis is a digital archive comprised of eBooks, available to download for free. This is a great resource for instructors in China to find material in English.

QQ & WeChat | <https://www.wechat.com/en/>

QQ and WeChat are both chat apps which are primarily used on a phone but can also be used on the PC. If you live in China, you know about these already. It's hard to survive without WeChat. QQ offers a large chunk of free cloud storage. Among WeChat's many features, this chat APP can be used to create a digital chatroom for your class. Just go to the main screen and select the plus sign in the upper right corner. Select 'New Chat', and then select 'Join Private Group'. You can choose a pin code and share that with your students during class time. Everyone can then join the chatroom. Once they have joined, students can be instructed to change their names (which can be applied to the chatroom, only) to align with the names that are on the class list. Otherwise, students will tend to have pseudonyms and may not be identifiable. When students have questions, they can get answers in the class chat. When the instructor needs to send digital files, links for uploading assignments, or give announcements, this chat is a great way to accomplish that. However, be aware that students will not be able to check the chatroom every day and may miss messages unless they are tagged or instructed to regularly check on a specific day or time.

Quizlet.com | <http://www.quizlet.com>

This website allows instructors to create vocabulary flash cards for a class. Students can save, copy, edit, and use those flash cards and study them on their phone using the phone app. Students can also search for card sets which have already been created and copy them to their account. This service is free.

Other Resources (provided by SYSU Students)

Randomizer to use on class lists for choosing students: <https://www.random.org/lists/>

Websites that students enjoy to help them write essays: <https://app.grammarly.com/ddocs/579936274>
<http://www.analyzemywriting.com/>
<https://socialnetworking.procon.org/>

知到: is a learning app with many kinds of classes that students can watch and learn from.

百词斩: This helps students to learn and recite words.

Resource for Stress Rules:

<https://www.englishclub.com/pronunciation/word-stress-rules.htm>

Resource for Stress Practice:

<https://www.toeflgoanywhere.org/learn-these-4-word-stress-rules-improve-your-pronunciation>

Resource for Minimal Pairs:

<https://www.englishclub.com/pronunciation/minimal-pairs.htm>

Ideas for Resource Guide Expansion

It's easy to see how this guide can be expanded. There is a wealth of untapped information within the teaching practices at SYSU alone. This guide can easily be expanded to add more strategies, activities, and other information.

In addition to the task of adding more information, this guide can also potentially be adapted into other more comprehensive guides. For example, it could include information that teaches SYSU instructors more about different tools and resources available at the University. It can include information about the sporting facilities such as the tennis courts and swimming pool, library locations and hours, canteen locations and hours.

It's possible for this guide to become a complete orientation packet for new instructors. It could teach instructors how to log into the online system, download class lists, input grades, or submit elective course information.

Possibilities are endless.

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Contact:

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