



Creating a Chinese Language Program in Your School

An
Introductory
Guide





Asia Society is an international nonprofit organization dedicated to strengthening relationships and deepening understanding among the peoples of Asia and the United States. The Society operates cultural, policy, business, social issues, and education programs. Through its Asia and International Studies in the Schools initiative, Asia Society's education division is promoting teaching and learning about world regions, cultures, and languages in K-12 schools by raising awareness and advancing policy, developing practical models of international education in the schools, and strengthening relationships between U.S. and Asian education leaders. Headquartered in New York City, the organization has centers in Hong Kong, Houston, Los Angeles, Manila, Melbourne, Mumbai, San Francisco, Shanghai, and Washington, D.C.

Copyright © 2006 by the Asia Society. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

For further information and for pricing and ordering information, please visit www.AskAsia.org/Chinese



3	Preface
5	Introduction
9	About Chinese
15	Setting Program Direction
21	Getting Started: Staffing and Funding
27	Choosing a Program Model
33	Curriculum Development, Instructional Design, and Assessment
41	Sustaining Quality and Longevity
46	Three Case Studies
49	Appendix A: Project Staff and Advisors
50	Appendix B: Professional Organizations
51	References



**Table of
Contents**



Preface

The rise of Asia is reshaping politics, economics, and culture in the twenty-first century. As citizens of an increasingly interconnected world, we have a responsibility to understand these new dynamics and prepare our children to live and work in a society molded by global factors—the rapid flow of information and products across national borders, increased international collaboration on common challenges, and a global marketplace where ideas and the ability to communicate often trump material resources.

China is central to this shift. A formidable country, home to one-fifth of the world population, China today presents both great opportunities and great challenges. Success in the Asian century will hinge on America's ability to engage China constructively and on Americans' ability to understand, work with, and share ideas with their Chinese counterparts. In an environment where knowledge and innovation are driving growth, communication is a key component of any successful program of cooperation. Speaking the language and connecting to Chinese peers within a context of cultural understanding and respect will contribute to our nation's long-term interests, whether in business, politics, or culture. This guide seeks to help schools and districts in the United States meet this need.

I would like to thank the project co-chairs, Vivien Stewart, Vice President for Education at Asia Society, and Shuhan Wang, Education Associate for World Languages at the Delaware Department of Education, for spearheading this important initiative. This guide was authored by Greg Duncan, President of InterPrep, Inc., Vivien Stewart, and Shuhan Wang, with support from Marta Castaing, Program Associate at Asia Society. Producing this guide would not have been possible without the wealth of knowledge from the project advisors and the established model programs of Chinese language education that they represent. These schools and programs are real pioneers in a field that is just beginning to gain national attention.

Asia Society is delighted to be a partner in The College Board's creation of a new Advanced Placement Course and Examination in Chinese Language and Culture. I am grateful to The College Board for their partial support of this guide. I would also like to thank the Freeman Foundation for their generous support of Asia Society's education work, and the Delaware Department of Education's Commissioner, Valerie Woodruff, for her ongoing encouragement of this endeavor.

I hope that this guide will contribute to more opportunities for students to learn Chinese, a language that we as a nation can no longer ignore.



Vishakha N. Desai
President, Asia Society

Introduction

Increasingly leaders across both public and private sectors are recognizing Asia's dramatic rise as a central fact of the 21st century. China, with its tremendous economic growth and emergence as a cultural and political leader, is fundamental to this shift. For example:

- **China's gross domestic product has grown tenfold since 1978, and in recent years (2001-2004) China accounted for one-third of global economic growth.**
- **China is an immense market for American goods and services and a major supplier to American manufacturers and consumers. U.S. trade with China exceeded \$245 billion in 2004, outpaced only by trade with Canada and Mexico. The demand for business people who know Chinese is growing.**
- **An official language of the United Nations, Chinese is the most widely spoken first language in the world, extending beyond the People's Republic of China and Taiwan to Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia.**
- **China's political importance in the Asia-Pacific region is broadly acknowledged and, particularly since the terrorist attacks of September 11, 2001, its help has been sought on difficult issues such as national security and nuclear threats.**
- **As one of the most enduring world civilizations, China has a major international cultural presence in literature, philosophy, religion, film, dance, art, music, cuisine, and medicine, drawing on its tremendous heritage to enrich the present.**
- **In the United States, the Asian and Pacific Islander population is projected to grow nearly 70 percent by 2020.¹**

Current Status of Chinese Instruction

Given these realities, one would assume that American educational institutions would be busy teaching Chinese, but that is not the case. According to a 2002 Modern Language Association survey of college and university language courses, Chinese was the seventh most commonly studied foreign language

after Spanish, French, German, Italian, American Sign Language, and Japanese. Less than 3 percent of total enrollment in foreign languages is in Chinese. However, interest in Chinese is growing and enrollment has increased by 20 percent since a 1998 survey (Brod and Welles, 2004).

CHART 1

Foreign Language Enrollments in United States Institutions of Higher Education, 2002

LANGUAGE	ENROLLMENT	PERCENT OF TOTAL
Spanish	746,267	53.5%
French	201,979	14.5%
German	91,100	6.5%
Italian	63,899	4.6%
Japanese	52,238	3.7%
Chinese	34,153	2.4%

ADFL Bulletin, Modern Language Association Survey

The study of Chinese at the elementary and secondary levels is also undeveloped. While there has been no recent comprehensive survey of the number of students studying Chinese in K–12 schools, a 2002 study estimated that approximately 24,000 students nationwide are studying Chinese (Princeton University, 2002). Chart 2 compares this figure against the enrollments reported by other languages commonly taught in American secondary schools (Grades 7–12).

CHART 2

Foreign Language Enrollments in Public Secondary Schools (Grades 7–12), 2000

LANGUAGE	ENROLLMENT	PERCENTAGE OF TOTAL FOREIGN LANGUAGE ENROLLMENT
Spanish	4,757,373	68.7%
French	1,270,510	18.3%
German	332,980	4.8%
Italian	79,006	1.1%
Japanese	53,889	0.8%
Chinese	24,000 ²	0.3%

American Council on the Teaching of Foreign Languages

Most Chinese instruction in the United States takes place through Chinese heritage schools, that is, schools established by parents to teach children

¹ See References.

² Enrollments for Chinese represent survey results from the Princeton University 2002 survey as Chinese was not comprehensively tracked in the ACTFL data. Enrollment figures for other languages in the chart were gathered in 2000.

whose home or ancestral language is Chinese. These community-based after-school and weekend classes provide language and culture instruction for approximately 150,000 students through two main systems of heritage schools: the National Council of Associations of Chinese Language Schools (www.ncacsls.org) and the Chinese School Association in the United States (www.csaus.org).

The Future of Chinese Language and Culture Study in the United States

While the number of students currently studying Chinese in schools is small, there is rapidly growing interest in teaching Chinese language and culture. For example, in a 2004 survey conducted by the College Board, nearly 2,400 high schools across the United States expressed an interest in offering the newly developed Advanced Placement Chinese Language and Culture Examination to their students. In a new initiative launched by the Chicago Public Schools, 3,500 students are learning Chinese in 20 schools, with 10 more schools slated to offer courses in 2006–2007. There is also a waiting list of schools that want to offer the language. At the national level, new developments such as the federally funded K–16 Pipeline Project in Oregon and the President’s proposed National Security Languages Initiative also reflect the rising interest in Chinese.

A 2005 Asia Society report, *Expanding Chinese Language Capacity in the United States*, indicates that while interest in offering Chinese is growing rapidly, the U.S. education system is not ready to meet the increasing demand. Lack of qualified and certified Chinese teachers is one key bottleneck. Another is the lack of knowledge by education decision-makers of the characteristics that make teaching Chinese different from and similar to the teaching of Western languages more commonly offered in schools.

Creating a Chinese Language Program in Your School

This guide, to which the program leaders and experts listed in Appendix A generously lent their time and expertise, is intended to offer support by providing information for schools and districts on how to plan, launch, and sustain new programs in Chinese language and culture. It is intended as an *introductory* guide for school administrators, parents, school board members, business and community leaders, and others interested in establishing Chinese language programs. It includes sections on:

- **The special features of Chinese**
- **Launching a planning process**
- **Involving key stakeholders**
- **Setting program goals**
- **Staffing and budget**
- **Selecting a program model**
- **Developing the curriculum**
- **Choosing appropriate materials**
- **Integrating technology**
- **Assessing and monitoring student progress**
- **Partnering with heritage language communities**
- **Three case studies of Chinese programs**

A single publication cannot provide all that is needed to manage a program. A companion Web site, www.AskAsia.org/Chinese, which will be continually updated, provides information on:

- **Schools that currently teach Chinese**
- **Teacher education and visiting faculty programs**
- **Curriculum materials**
- **Technology supports**
- **Resource organizations**
- **Funding opportunities**

About Chinese

- Which Variety of Chinese Should Be Taught?
- Learning Chinese in the United States
- Special Features of the Chinese Language

As with other languages in the world, Chinese is full of melodic sounds and reflective of its rich culture. It shares similarities with languages traditionally taught in American schools, but has several distinct characteristics. In this section, we briefly discuss some special features of the Chinese language and their implications for learning Chinese in the U.S. context.³

Which Variety of Chinese Should Be Taught?

China's more than 1.3 billion inhabitants speak a variety of languages and dialects. However, Mandarin is the official language of the People's Republic of China and the Republic of China on Taiwan. There are more than 885 million speakers of Mandarin throughout the Chinese territories. While other language dialects exist and are spoken by sizable numbers of the Chinese community, the majority of Chinese can communicate in Mandarin.

Most schools, therefore, choose to teach Mandarin Chinese as it is the recognized "common speech" (Putonghua) in Chinese-speaking regions that include mainland China, Taiwan, and Singapore. As interest in learning Chinese continues to grow in the United States, numerous collaborative efforts in Mandarin instruction are already under way. Teacher exchanges, visiting teachers, classroom materials, language assessments, and virtual and real student exchanges generally focus on the use of Mandarin.

Some U.S. communities have begun teaching a Chinese dialect in their schools due to the presence of a Chinese population in the community. Being sensitive to the dialects of these Chinese speakers, such as Cantonese, Taishanese, or Hakka, is necessary to tap their support for the new program. In the event that the local Chinese community speaks a Chinese dialect other than Mandarin, the school community should consult with the heritage language group about which variety of Chinese should be taught. However, for most American students, Mandarin is the logical choice.

Learning Chinese in the United States

There are several aspects of Chinese to consider in planning a program to teach Chinese as a world language in the U.S. context.

The most obvious factor is the linguistic one. For instance, Mandarin Chinese employs tones combined with syllables to differentiate meanings in speech. Its character-based writing system is distinctively different from alphabet-based languages such as French and Spanish. Despite these differences, Chinese is not necessarily more difficult to acquire than other languages. In fact, while students of Romance languages may find grammatical structure the most challenging aspect of the language to master, students of Chinese may find Chinese grammar relatively uncomplicated. For example, Chinese grammatical structure has basic subject-verb-object constructions and there are no plurals, conjugations, gender-specific articles or nouns, nor future, past, or present tense. However, students will need to spend more time learning to read and write Chinese characters.

The second factor is the cultural distance between Chinese ways of being in the world and U.S. ways. Chinese rhetorical and literary styles are different from those in English. Its long history and literary tradition, coupled with the socio-linguistic changes that are a natural occurrence in any language and civilization, provide a rich system of historical and cultural references and perspectives that are uniquely Chinese.

These features of Chinese mean that English-speaking students need more time to reach the same level of proficiency in Chinese than they would need if studying an Indo-European language that shares linguistic and cultural foundations with English according to the Foreign Service Institute scale (Malone et al. 2005; O'Maggio, 2001). While Chinese is not necessarily more difficult to learn, high quality Chinese language instruction requires an early start and a long-term ap-

³ DeFrancis (1984), Kubler et al. (1999), and Ramsey (1987) provide additional in-depth information about the Chinese language, and a bibliography compiled by Dr. Michael Everson of the University of Iowa refers readers to published research in the Chinese teaching field (available at www.AskAsia.org/Chinese).

proach. Along the way, learners are rewarded with rich linguistic, cultural, and cognitive benefits that help to prepare them for a globalized world.

Special Features of the Chinese Language

Basic Characteristics of the Language

There are two distinct features that trigger most questions by school planners: the writing system and the tonal system. Written Chinese is a character-based system, and there are roughly 3,500 Chinese characters used in daily life. Spoken Mandarin uses a tonal system to accompany syllables. There are four basic tones and about 400 basic syllables in Chinese. The combination of tones and syllables signifies which Chinese characters are being referenced or used, and what the intended meanings are. While learning Chinese can be challenging, many students treat the task like that of assembling the pieces of a puzzle. Many Chinese language teachers report that their students develop sophisticated learning strategies to tackle both tones and characters. In addition, because of the perception that Chinese is a difficult language, many students begin to develop a sense of “being smart” because they can read and write complicated Chinese characters and can differentiate meanings through the variation of tones.

The Transcription of Chinese Sounds

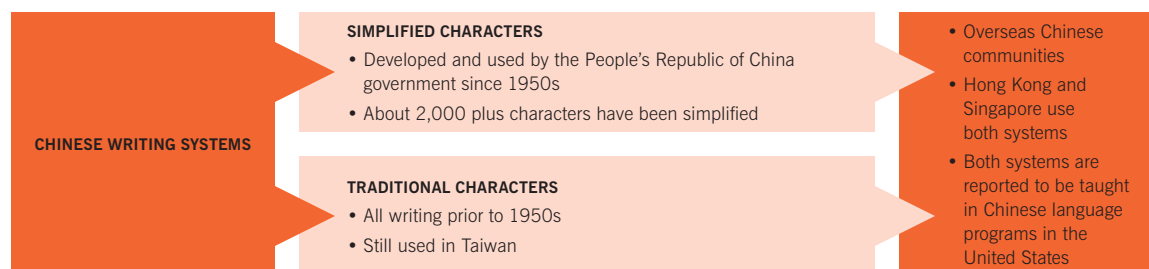
As noted above, the basic unit of written Chinese is characters, not words spelled out by individual letters as in English. While more than 50,000 Chinese characters are historically recorded to have existed, knowledge of approximately 3,500 characters allows the reader/writer to handle daily Chinese literacy demands. Still, learning 3,500 characters is a major task for a student. To provide written representation of spoken Mandarin Chinese, a transcription system

known as Hanyu Pinyin (usually referred to simply as Pinyin) is commonly taught in Chinese language programs. Fundamentally, as an aid to developing literacy in Chinese without being bogged down by the limited number of Chinese characters that a learner could handle, this system uses the Romanized alphabet familiar to westerners to transcribe Chinese sounds into text. For example, a reader can learn to say “zhongguó” (meaning “China”) before he can memorize the character, 中国. Therefore, instruction in basic Chinese will include study in Pinyin, which is also needed for word processing in Chinese.

There is another phonetic system commonly referred to as bo-po-mo-fo or Zhuyin Fuhao, which is used in Taiwan and in heritage schools associated with the National Council of Associations of Chinese Language Schools (NCACLS) system. Both Hanyu Pinyin and Zhuyin Fuhao denote the same sounds with identical tones, so both systems are capable of developing proper pronunciation. There have been controversies over which system to use, because there are political as well as linguistic considerations. Research on which system is more effective is inconclusive. For this reason, this issue is best left to local decision.

Chinese Characters

In an effort to modernize written Chinese, since the 1950s the government of the People’s Republic of China has initiated efforts to simplify the characters. Typically, simplified characters require fewer strokes than the traditional characters. To date, there are 2,238 simplified characters out of approximately 7,000 characters that are used by educated native speakers of Chinese (DeFrancis, 1984). The use of simplified characters is common on mainland China but traditional characters prevail in Taiwan (Kubler, 1999). Hong Kong and Singapore use both systems. In the United States, overseas Chinese communities may use either writing system, depending on the origins of their members.



Thus, in addition to the debates about which transliteration system to teach, there are also debates about which writing form to use. From a linguistic point of view, the traditional form seems to “tell more stories” because of its pictographic origins. On the other hand, the simplified form is the logical choice for many programs because it is easier and is used in mainland China. Note that the majority of characters are identical in both writing systems.

Generally speaking, in today’s Chinese language programs students are introduced to only one system

of writing. When students’ proficiency level and maturity increases, they are then introduced to another system of writing. Where programs are serving heritage communities, it is important to incorporate the community’s emotions, identities, and wishes into the decision-making process when deciding which writing or phonetic system to use.

As far as the major testing instruments in the United States, the SAT and AP tests offered by the College Board are available in both forms for schools and students to choose (www.collegeboard.com).

In summary, while there are many Chinese dialects, Mandarin, the most widely used form of Chinese, will be the focus of most Chinese language programs in the United States. In many respects, Chinese is an easy language to learn. Its grammatical structures are relatively simple. But its writing system, its tones, and its cultural distance from English mean that more instructional time is needed for English-speaking students to reach the same level of proficiency in Chinese than they would need if studying an Indo-European language. Therefore, Chinese language instruction is best when it starts early and is sustained over a long term. Overall, however, the steps in planning a strong Chinese program are similar to those of other language programs as the following sections will make clear.



Setting Program Direction

- Launching the Planning Process
- Involving Key Stakeholders
- Setting Program and Student Goals
- Setting Long-Term Goals
- Setting Short-Term Goals

Launching the Planning Process

Once the decision has been made to initiate a new program in Chinese, the first step is determining a direction and a focus. Many questions—some philosophical, some operational—will need to be answered before the program can get off the drawing board. What will be the purpose of this program? What will students be able to do as a result of this experience? How long will it take to reach the targeted goals? What kinds of resources will be required?

Answers are best determined through a thoughtful, inclusive planning process that brings all interested parties to the table to create the new program.

Involving Key Stakeholders

As with any new educational endeavor, the Chinese program will need a broad base of community and professional support. Most successful Chinese programs start with the support of different types of stakeholders. Planners should consider organizing a formal planning committee with representation from the following groups:

- Members of professional/business/ethnic heritage communities
- Parents
- School principals from the cluster of schools that will participate
- School board members
- Curriculum supervisors
- Teacher(s) of Chinese (if already identified)
- Other world language teachers in the school/district
- Chinese faculty from local institutions of higher education
- Guidance counselors
- Students
- Teachers of other subjects, such as history, social studies, literature, and arts, who could include Chinese culture in their classes

Representatives of these groups, particularly those who are leaders of their respective constituencies, will bring different perspectives and resources to the table in setting the course of a new Chinese program. Their invitation to participate will help ensure their support and better integration of Chinese instruction with the entire educational program of the school or district.

Setting Program and Student Goals

Purposes of Language Learning Today

Students are interested in learning a foreign language for varied reasons. Many are drawn to a new language because of the intrigue of its culture; some come from a desire to build impressive college applications and perform well on nationally required tests. Many students choose to learn Chinese in order to enhance their career options in today's globalized world. A common thread that unites most students is their desire to be able *to use the language in real-world settings* (Wen, 1997).

Today's Chinese classroom needs to be anchored in a real-life context. It should produce listeners, speakers, readers, and writers of Chinese who are capable of communicating in the language in socially, culturally, and developmentally appropriate ways. The degree to which students can successfully do this depends directly on the focus of instruction and the amount of time that is made available for teaching and learning.

When a program recognizes students' different motivations and purposes for learning Chinese, it sets its targeted outcomes accordingly. For example, what are realistic linguistic objectives that students are expected to achieve? What are the social and cultural competencies that students must demonstrate? Is the main purpose to give students a level of Chinese adequate for everyday conversation, or is it to give them the ability to write Chinese in college or work settings?

Language Ability as a Function of Time

The program objectives above represent significantly different levels of linguistic, academic, and cultural sophistication and skill, or proficiency. Deciding on the desired outcome for the program will help the planning committee know how much time will be needed to reach the intended result.

The *ACTFL Performance Guidelines for K–12 Learners* (ACTFL, 1999) describe different levels of ability to use real-world language when interacting with speakers of the language and when confronted with written texts in the language. The guidelines describe three different stages, or benchmarks, of

language proficiency and are representative of different commitments of time and resources for language learning. The following chart illustrates student oral language production in the three benchmark levels: Novice, Intermediate, and Pre-Advanced.

CHART 3
Learner Profiles

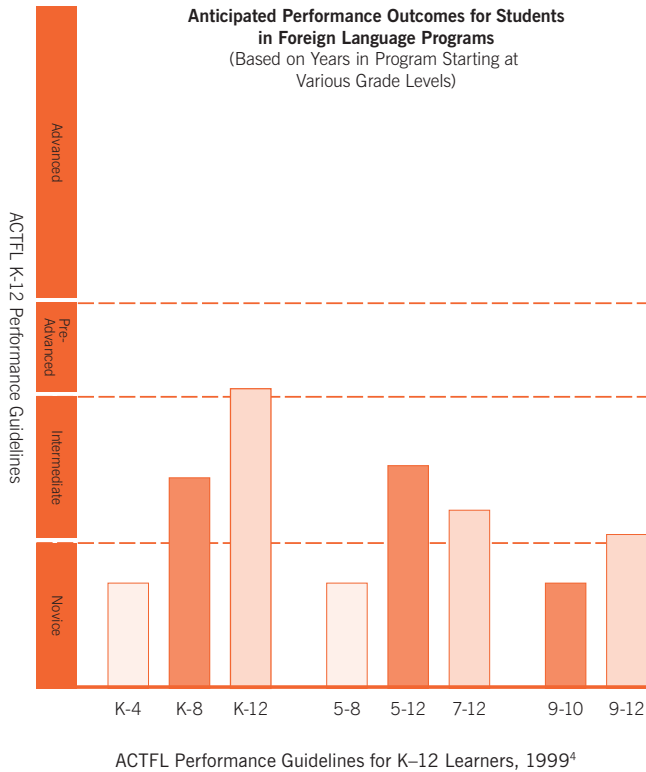
STUDENT A PERFORMS IN THE NOVICE RANGE OF PROFICIENCY:	STUDENT B SPEAKS IN THE INTERMEDIATE RANGE OF PROFICIENCY:	STUDENT C SPEAKS IN THE PRE-ADVANCED RANGE OF PROFICIENCY:
<ul style="list-style-type: none"> ● Relies primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics; ● Is understood primarily by those very accustomed to interacting with language learners; ● Imitates modeled words and phrases using intonation and pronunciation similar to that of the model; ● May show evidence of false starts, prolonged and unexpectedly placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs; ● Is able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary in Chinese characters and Hanyu Pinyin and structures to form simple sentences on very familiar topics; ● Begins to build an increased awareness of the culture under study. 	<ul style="list-style-type: none"> ● Expresses his own thoughts using sentences and strings of sentences when interacting on familiar topics in present time; ● Is understood by those accustomed to interacting with language learners; ● Uses pronunciation and intonation patterns that can be understood by a native speaker accustomed to interacting with language learners; ● Makes false starts and pauses frequently to search for words when interacting with others; ● Is able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary in Chinese characters and Hanyu Pinyin and familiar structures with emerging evidence of some control of various time frames; ● Begins to show awareness of cultural similarities and differences between the native and Chinese cultures. 	<ul style="list-style-type: none"> ● Narrates and describes using connected sentences and paragraphs in different time frames when interacting in topics of personal, school, and community interest; ● Is understood by those with whom he interacts, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message; ● Uses pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners; ● Begin to use language with more confidence and ease, with fewer pauses; ● Is able to meet practical writing needs such as short letters and brief summaries by writing basic descriptions and narrations with somewhat connected sentences or paragraphs and organization, showing emerging control of basic structures and partial control of more complex structures and time frames; ● Show an understanding of and appreciation for cultural perspectives, practices, and products that are uniquely Chinese.

Adapted from ACTFL Performance Guidelines for K–12 Learners, 1999
American Council on the Teaching of Foreign Languages

The planning committee should be aware that the amount of time and the program model chosen play critical roles in determining which of the above proficiency ranges students can achieve. The following chart, based on the experiences of many European foreign language programs, may help program planners to determine how much time will be needed to reach the desired proficiency levels.

CHART 4

Anticipated Performance Outcomes for Students in Foreign Language Programs
(Based on Years in Program Starting at Various Grade Levels)



As Chart 4 demonstrates, students who reach the Novice Range may be:

- Fourth-graders who have participated in language study since kindergarten, three to five days per week in class period of 30 to 40 minutes;
- Eighth-graders who started language study in fifth or sixth grade and have continued their language study on a daily basis in class periods of 30 to 50 minutes;
- Eleventh-graders who began their studies in ninth grade in daily classes of a normal high school period length.

Students who reach the Intermediate Range may be:

- Eighth-graders who participated in language study since kindergarten and whose elementary school experience consisted of instruction three to five days per week in class periods of at least 30 to 40 minutes, and who have continued language studies daily throughout middle school in normal middle school length classes;
- Twelfth-graders who began their studies in fifth or sixth grade and have continued their language study on a daily basis in class periods of at least 30 to 50 minutes.

Students who reach the Pre-Advanced Range may be:

- Twelfth-graders who began language studies in kindergarten and whose elementary school experience consisted of instruction three to five days per week in class periods of at least 30 to 40 minutes, and who have continued their language studies daily throughout middle and high school in normal middle/high school length classes.

It must be noted here that schools should build in more time for a Chinese program to reach the suggested proficiency levels outlined in the ACTFL Performance Guidelines. As the earlier discussion of Chinese language illustrates, attainment of literacy in Chinese usually takes longer than for Indo-European languages.

Where heritage language learners are part of a program, they may be in any of these proficiency ranges, depending on their age and exposure to Chinese language outside the classroom. Careful planning is needed to place these students appropriately and enable them to take their language development to the next level.

⁴ Note the AP Course and Examination focuses on content throughout the Intermediate range (College Board).

The principle of backward design (Wiggins & McTighe, 1998; 2005) should prove useful for the planning committee. For example, the SAT and new Advanced Placement (AP) tests developed and offered by the College Board could be useful end-of-program objectives. The SAT Chinese with Listening Subject Test is used in support of admissions to U.S. colleges and universities. The AP Chinese Language and Culture Examination course, which reflects proficiencies exhibited throughout the Intermediate range as described in the ACTFL Proficiency Guidelines, supports advanced standing or the award of credit to high school graduates at institutions of higher education (College Board). These could serve as important end points in helping the school design its program backward.

Setting Long-Term Goals

The committee charged with planning the program must consider the purpose and focus of language study, the probable length of time needed to obtain the desired results, and a host of other issues. Suggested questions to guide setting long-term goals include:

- **What language proficiencies will students attain in Chinese by the time they have completed the program?**
- **How long (how many instructional hours) will it take to acquire those proficiencies?**
- **In what grade should the program begin and how will the program extend from one grade to another in order to produce the desired proficiency level?**
- **Will these courses enable students to earn credits and enable them to continue their study of Chinese in higher education?**

In summary, involving key stakeholders in the planning process, setting long-term program and proficiency goals, and then identifying more specific steps along that path are crucial elements in designing a successful Chinese language program. Using nationally accepted tools, such as the ACTFL Performance Guidelines for K–12 Learners and the Chinese Learning Standards in the National Foreign Language Standards, local planners will be able to launch their new programs from a solid foundation. As the planning committee moves forward, it should be aware that the process needs to continually review and revise its initial goals to integrate new information and decisions.

Setting Short-Term Goals

Whereas long-term goal-setting involves addressing questions about the end results of the program, short-term goal-setting helps guide the incremental steps along that path. For example, if the planning committee has selected an end performance target of Intermediate speaking proficiency, an important step in reaching that target will be breaking down the longer goal into more immediately achievable ones.

Suggested questions to guide setting short-term goals include:

- **What specific language performance indicators will be the focus for each year of the program?**
- **What instructional approaches seem to hold the highest promise for achieving the targeted proficiencies?**
- **What materials and technological tools will be used for teaching and learning?**
- **What in-house and external measures of assessment will be used to determine student and program growth toward targeted proficiencies?**
- **How will teachers of other subjects support the program by incorporating content on China into their classes?**
- **How will members of the local Chinese-speaking community be tapped to enrich teaching and learning?**

These questions are addressed in later sections of the guide.

Getting Started

- Staffing the Program
- Getting the Word Out
- Identifying Financial, Human, and Material Needs
- Funding Sources

The common saying that a teacher can make or break a program is also true in the case of Chinese. The teaching of Chinese as a world language is a relatively new phenomenon in the United States (Moore et al., 1992) and the infrastructure for Chinese language teacher preparation is not yet systematically established. Finding the right teacher for a Chinese program thus presents a special challenge. This section describes the types, qualifications, and sources of teachers, as well as the financial, human, and material needs of programs (Wang, 1999; Walker and McGinnis, 1995).

Staffing the Program

What Teacher Qualifications Are Needed?

For more commonly taught languages in the United States (e.g., French and Spanish), the teacher pool is a combination of native or heritage speakers of the language and English speakers who major in the language in their university studies and become certified to teach it. Less commonly taught languages, such as Chinese and Japanese, have fewer English-dominant teachers. The teacher pool tends to be composed primarily of native or heritage speakers of Chinese.

Regardless of the background of a teacher or the educational setting, a good Chinese teacher needs to possess the following qualifications:

- **Has a solid background in Mandarin and speaks the standard variety (Putonghua).** For all teachers of Chinese, their pronunciation in Mandarin must be Putonghua (the common speech). Different states set different linguistic competency requirements: Some require the demonstration of a speaking proficiency in Chinese of Advanced-Low or above on the ACTFL scale of speaking proficiency; some states also require a rating on the ACTFL Writing Proficiency Test, while some others require proof of credits or a major in Chinese.
- **Is well-versed in American foreign language pedagogy.** Prospective teachers of Chinese should have credits in foreign language pedagogy courses such as methods of teaching, curriculum design, assessment and testing, second language acquisition, and material design.
- **Is knowledgeable and skilled in managing students in a U.S. classroom.**
- **Is certified or willing to pursue certification and continuing professional development.**

- **Is willing to work with the school and community at large.**
- **Is proficient in English.** Foreign-born or non-native speakers of English may be required to take and pass a Test of English as a Foreign Language (TOEFL, see www.ets.org) or its equivalent in order to communicate effectively with students, parents, and administrators.

Finding Chinese Language Teachers

Teachers of Chinese may include:

- **Graduates of American university teacher preparation programs;**
- **Educated Chinese native speakers already living in the U.S. who have or might obtain teaching credentials; or**
- **Chinese nationals who come to the school or district on a short-term visa (one to three years) through a visiting faculty arrangement.**

Graduates of American university teacher preparation programs

While still small in number, several American colleges and universities offer Chinese teacher education programs that enable aspiring teachers to obtain certification. A list of these institutions and their contact information can be accessed at www.AskAsia.org/Chinese. This list will be continuously updated as more institutions develop such programs.

Where teacher preparation programs in Chinese do not exist, schools and districts should work with their local colleges and universities to establish them. Institutions of higher education need to know there is a demand for these graduates. Collaboration between institutions of higher education and K–12 schools will bridge the gap between supply and demand for teachers of Chinese.

Native or heritage speakers of Chinese living in the United States who might obtain teaching credentials

In communities where there are educated native or heritage speakers of Chinese, schools have potential sources of teachers for their new Chinese programs. For example, if there is an institution of higher education in the area, there may be graduates who are native speakers of Chinese who could become Chinese language teachers in local schools. Historically, Chinese heritage communities have organized after-school and weekend programs to provide Chinese language and culture teaching to their offspring. These Chinese community schools could also provide teachers who could become certified teachers. There are more than 750 such schools in the United States, enrolling approximately 150,000 students annually. Information can be found through the Chinese School Association in the United States (www.csaus.org) and the National Council of Associations of Chinese Language Schools (www.ncacls.org).

The greatest challenge in tapping these community resources lies in ensuring appropriate certification. Many states make alternative certification possible for individuals to enter the teaching field through non-traditional paths. In this case, a person with a college degree in any field who is a native speaker of the language may pursue alternative certification in that language with the understanding that he (1) demonstrates oral and written language proficiency through nationally recognized testing, and (2) agrees to complete required education courses, including foreign language pedagogy. Further information on certification is found below.

Visiting Chinese teachers

Several programs are available through which visiting teachers may come to a school for a period of one to three years. While arrangements vary from program to program, generally a district makes a request to the placement program for a visiting teacher, who has been trained as a teacher of Chinese or English as a foreign language. The program may provide the stipend on which the teacher lives during the year, and the district may be asked to provide accommodations and health insurance, and assist with local transportation. The school district also commits to provide orientation and classroom mentor support, as well as

assisting with the acculturation of the visiting teacher into the community.

Visiting teacher programs can provide teachers to:

- **Initiate programs in communities that do not have easy access to certified teachers of Chinese; and**
- **Serve as a visiting linguistic and cultural resource to assist in expanding existing programs.**

While the advantages of visiting teachers are numerous and in the short term they may be the only practical way for many school districts to initiate a program, the use of visiting teachers in any subject needs to be discussed with the local teachers' union. Also, given the culture shock that visiting teachers may experience, the importance of designating a mentor teacher cannot be overemphasized.

Visiting teachers enter and remain in the United States through a visa-granting process. Several agencies can assist schools in locating and selecting visiting teachers of Chinese and can provide specific information about how to obtain visas. The China National Office for Teaching Chinese as a Foreign Language (commonly known as Hanban, english.hanban.edu.cn) and the Fulbright Teacher Exchange Program of the U.S. Department of Education (www.fulbrightexchanges.org) are two government-sponsored programs for visiting teachers. Finally, the College Board and Hanban will be undertaking a five-year program to bring visiting teachers to the United States and to support the development of American teacher candidates. For updates, see www.AskAsia.org/Chinese.

Teacher Certification Requirements

Under the No Child Left Behind Act, all classroom teachers in public schools must be certified and highly qualified to teach their subject within a specified time period. Certificates can range from fully certified to alternatively certified to provisionally certified, but all teachers must be "licensed" to teach students. Because Chinese is a relatively new addition to the menu of certification areas, not all states have certification procedures in place to license teachers of Chinese. However, there are agreements among many states through which reciprocity of teaching certificates may be honored. Information on which states currently offer certification for Chinese can be found on www.AskAsia.org/Chinese. Because matters related to certification vary from state to state, schools should contact

the state foreign language supervisor (www.ncssl.org) or the state teacher accrediting agency for information about their specific state's certification procedure.

Teachers in Non-Public Schools

Independent schools, religiously affiliated schools, and other private schools are not restricted by the same credentialing requirements that public schools face in recruiting teachers of Chinese. This can significantly broaden the pool of potential teacher candidates. However, the program planning committee should be mindful of the desired qualifications for good Chinese teachers listed at the beginning of this section. These criteria help ensure that teachers have the appropriate linguistic as well as pedagogical background to deliver a sound program of Chinese language and culture to American students.

Other Options

In the absence of a K–12 certified Chinese language teacher some school districts have collaborated with community colleges to provide language programs that serve high school as well as college students. A further option is to pair a Chinese-speaking paraprofessional with a certified ESL teacher or teacher of another language.

Getting the Word Out

Many options exist for locating Chinese language teachers or for prospective Chinese language teachers to look for employment. One option is to contact the foreign language supervisor in the state department of education. These curriculum specialists can be helpful as the new program is planned and gets under way. Information on contacting these state supervisors can be found through the National Council of State Supervisors for Languages (www.ncssl.org).

Schools and districts may also advertise their teaching vacancies through state foreign language teacher professional organizations.

Information about teachers of Chinese who are looking for teaching positions or about programs seeking qualified Chinese instructors is frequently posted on the Web sites of the Chinese Language Teachers Association (www.clta.osu.edu) whose membership is mainly university and college instructors or professors, and the Chinese Language Association

of Secondary-Elementary Schools (www.classk12.org) whose membership consists of K–12 teachers of Chinese. Both organizations provide services and information to their members and the community at large, and are invaluable resources for a range of information related to the Chinese field. (See Appendix B: Professional Organizations.)

It must be emphasized that support for the teacher from the school district administration is also important. There should be a contact person, coordinator, or mentor to whom the Chinese teacher may turn for assistance or advice. This individual should have the authority and willingness to solve unforeseen problems or issues. Periodic meetings must be scheduled to troubleshoot, evaluate, and reflect on the status and progress of the new program to ensure success and longevity.

Identifying Financial, Human, and Material Needs

As with any new program, human and material resources are required to get the program up and running. Major areas of investment will include:

- **Teacher salary and benefits;**
- **Materials, including textbooks, supplementary materials, assessment instruments, and computer software;**
- **Professional development for teacher(s) and administrators;**
- **Time for developing curriculum, instructional, and assessment materials; and**
- **Cultural activities for students.**

If following a distance learning model, costs will involve these items:

- **Allocation of a staff member to facilitate the class;**
- **Tuition costs per student (if instruction is provided by an outside vendor); and**
- **Dedication of necessary equipment.**

Funding Sources

Underwriting the cost of the new Chinese program is possible through a number of avenues. Typically schools or districts provide the necessary budget for the new program through their customary budgeting process. Going this route ensures local school and community buy-in through a financial commitment to get the program started and sustained over time.

While sustainable funding from outside sources is rare for language programs, the U.S. Department of Education will be providing some financial support for programs in less commonly taught languages such as Chinese. Information on U.S. Department of Education initiatives can be obtained at www.ed.gov/programs. Other grant options are often listed by the Joint National Committee for Languages at www.languagepolicy.org. Funding options will also be maintained on www.AskAsia.org/Chinese.

Additional sources of support for a new Chinese language program may be obtained from the National Office for Teaching Chinese as a Foreign Language (Hanban) and from the Taipei Economic and Cultural Office in New York.⁵

When a new language program begins in a school, it is rare that it starts as a full-time program. Chinese is no exception to this rule. It is likely that the program will start with one or two classes and will grow over time. This phenomenon allows a teacher to be used for more than one school or district. Using a teacher to start the program in an inter-school or inter-district consortium allows funding to be shared by multiple institutions, thus making the seed investment more manageable. This should be considered only as a start-up option, though. Eventually, all participating schools or districts need to work toward establishing their own full-fledged programs and hiring their own teachers.

⁵ <http://english.hanban.edu.cn>, http://taiwan-info.org/new_york.cfm

In summary, this section has focused on three critical issues that will have long-lasting impact on the success of the new Chinese program:

- Qualifications needed by a good Chinese language teacher;
- How to find and recruit teachers; and
- Resources needed by a Chinese language program and how they can be obtained.

Choosing a Program Model

- Common Characteristics of Models
- Program Types
- Choosing the Right Model
- Important Program Considerations

There are several widely accepted program models used to deliver foreign language instruction in U.S. schools. Each has a unique focus and renders different results in terms of language proficiency and student achievement in academic, cognitive, social, and cultural areas. An awareness of these program models and their outcomes is useful to decision-makers as they seek a match between desired program goals and available resources.

Common Characteristics of Models

Regardless of the model selected for a new Chinese program, all high-quality programs share common characteristics pertaining to teaching, learning, assessment, and resources. They include:

- Curriculum is standards-based and driven by desired student language proficiency outcomes.
- Instructional planning addresses student interests, abilities, and learning styles.
- Assessment mirrors instruction; it provides appropriate feedback to students on their progress and it measures progress on overall program goals.
- Certified/endorsed teachers staff the program.
- Adequate planning and preparation time is provided to teachers.
- Funds are available for the purchase or production of high-interest, engaging instructional materials.
- Time and funds are available for continued professional development of the Chinese teacher(s).
- Where Chinese heritage students are present, their language learning needs are specifically addressed.
- Community members are invited and encouraged to participate in the Chinese program.
- Procedures ensure that the program articulates in a seamless fashion from grade to grade and from school to school.

Program Types

Most foreign language programs in the United States fit broadly into one of these three categories:

- **Traditional Foreign Language Program (begins in middle or high school)**
- **Foreign Language in the Elementary School (FLES) program (with continuation to middle and high school)**
- **Immersion program (with continuation to middle and high school)**

These program models vary greatly across the United States. The basic features of each model are outlined below.

Traditional Foreign Language Program Model

Most U.S. schools choose to begin foreign language instruction in middle or high school, typically in sixth or ninth grade. This model is labeled “traditional” because it is the most commonly provided language model in U.S. schools. The goal is to build skills of listening, speaking, reading, and writing with instruction provided daily for one class period. Some middle school classes may lead to advanced credit standing in high school. Typically, a high school student takes a foreign language for at least two years to meet the admission requirements of many colleges or universities, although these language programs are often available as an uninterrupted instructional offering until high school graduation. This means that students can build a basic foundation in a foreign language that can be furthered through more advanced study in college in order to achieve a usable level of proficiency.

Foreign Language in the Elementary School (FLES)

The FLES model is one that begins in the elementary school and continues a sustained offering of language classes from elementary through secondary school. As with any skill-building classes, the FLES program needs an uninterrupted instructional sequence to attain the targeted proficiency. Under this model, planners

must ensure that the program can be sustained year after year in the elementary school. It is equally critical that the middle and high schools, where the FLES students will continue, are involved in every stage of program planning and commit to a continuation of Chinese language study in their respective schools.

Immersion Models

Typical immersion programs teach the school curriculum through the medium of Chinese for at least half of the school day or in certain specified subject areas. Students are expected to develop oral and written proficiency in both Chinese and English while meeting district/school expectations for achievement in literacy and all other school subjects. Because of greater time, exposure, and cognitively challenging content, students in immersion programs will evidence higher

levels of Chinese language proficiency than students who enroll in traditional or FLES programs.

Another immersion option that is gaining in popularity is the two-way or dual-immersion model. In this program, half of the class is composed of native speakers of Chinese, and the other half is made up of English-dominant speakers. In this model, at least half the instruction takes place through the medium of Chinese. The added benefit of this program over a regular immersion program is that students help each other learn the new language, whether it is Chinese or English, which can add a more natural dimension to language use for the learner.

The chart below summarizes the characteristics of the traditional, FLES, and immersion language program models.

CHART 5
Foreign Language Program Models

	TRADITIONAL	FLES	IMMERSION
Goal(s)	Development of listening, speaking, reading, and writing skills as informed by national and state standards	Development of listening, speaking, reading, and writing skills as informed by national and state standards and dictated by the developmental characteristics of young learners	Development of academic content knowledge and advanced proficiency in Chinese and English, as informed by national and state language and content standards and dictated by the developmental characteristics of the learners
When introduced	Grade 6 and beyond, mostly in high school	As early as pre- kindergarten	Generally in kindergarten or Grade 1
Amount of time for instruction	Daily class period	Daily class periods, at least 30 minutes in length	At least one-half of the instructional day in Chinese
Curriculum design	Standards-based, often textbook supported; learning Chinese is the focus	Standards-based, generally supported by teacher made materials; learning Chinese is the focus	Standards-based, regular grade-level content; content learning and Chinese language development are simultaneous foci
Materials	Textbook, thematic units, technological aids	Many teacher-made and other supplementary materials	Linguistically accessible subject area materials in Chinese; literacy materials in Chinese at appropriate literacy and language level; supplementary teaching materials, including software in Chinese
Human resources needed	Certified teacher of Chinese	Certified teacher of Chinese (K–12)	At least one certified teacher proficient in oral and written Chinese and in teaching content through Chinese for every two regular grade level classes
Number of classes needed to start program	At least one	At least across one grade level	At least two classes in the starting grade level and thereafter
Probable oral proficiency by end of program	Novice High-Intermediate Low range, depending on length of study	Intermediate-Mid to Pre-Advanced range, if continued K-12	Pre-Advanced range and beyond depending on length of study

Content-based or content-related instruction can be incorporated into any of these program models. This means selecting subject areas such as science, math, social studies, arts, or health and teaching them periodically through the medium of the second language. Because of the double benefits of learning language plus content, this type of instruction is gaining popularity.

Distance Learning, Web-Based, and Other Digital Learning Models

With the advancement of technological tools, distance learning, Web-based, and other digital learning models have emerged as alternative delivery models. Given the lack of qualified teachers and the increasing sophistication of technology that can connect communities worldwide, creating and using effective technology tools for program design and delivery would seem to be an effective strategy for teaching Chinese.

For example, at the higher education level, the National Foreign Language Center has developed a highly acclaimed LangNet program that targets ACTFL Advanced-Plus and above levels of reading proficiency. Ohio State University uses videoconferencing around a well-defined curriculum with students in high schools. Wisconsin employs two-way interactive distance learning in Chinese and Japanese, and Hawaii administers distance education at the college level. K–12 schools may be able to tap into the resources of higher education institutions in their area and form a consortium to build language pipelines.

The CHENGO program is another important model. Funded by the Chinese and U.S. governments and currently being piloted in schools around the United States, it is available for any middle or high school to use in either a CD-ROM or Web-based form. CHENGO (www.elanguage.cn) uses adventure games and speech recognition software to teach beginning Chinese. The program can stand alone or as a supplement to classroom instruction. It needs to be linked to student proficiency assessment so that proper credits may be awarded to participating students.

Many states now have broadband infrastructure that could be used for Web-based instruction in Chinese. For instance, Kentucky is building on its virtual high school and adding Chinese language to its offerings of online courses. Although there are currently no nationally available distance learning

programs available in Chinese for K–12 students, some other highly acclaimed language programs could be models for Chinese. One is the Japanese distance learning program, Irasshai, which is offered through PeachStar, an educational division of Georgia Public Broadcasting Company. Irasshai consists of two levels of Japanese-language instruction and include video lessons, audio interactions, textbooks, and activity materials, along with an Internet Web site. Another is the BBC's Muzzy video series in various languages, including Chinese, for K–8 students. Yet another model is Salsa, the Spanish program for young children developed by the Georgia Department of Education to meet state foreign-language requirements without extensive new funding or large increases in the number of certified teachers. It is now used in schools across the country. Similar distance, video, or Web-based learning programs are likely to be developed for Chinese. New developments will be posted on www.AskAsia.org/Chinese.

Homegrown distance learning options can also be used if schools have technology available. This approach can be used among schools that are spread out within a particular district or can be used across district lines when necessary. Various models of distance learning can be used, from the teacher being always “on-site” at one school and working with other students “from a distance” to the teacher rotating among schools. The teacher can also “broadcast” three days per week, for example, and visit classrooms on alternating days. The distance learning approach chosen is often a function of school/district policy as well as other logistical concerns. For many rural parts of the United States, a distance learning instructional delivery option may be the only viable way to begin a program in Chinese and should be utilized to its full potential.

Choosing the Right Model

To select the right model from among those described, the planning committee should refer back to the questions in the earlier section on Setting Program Direction. The profiles and Chart 4 in this section can serve as a baseline for decision-making in terms of desired proficiency levels and time needed to achieve them.

It must be noted here that schools should build in more time for a Chinese program to reach the suggested proficiency levels outlined in the ACTFL Performance Guidelines. As the earlier discussion of Chinese language illustrates, attainment of literacy in Chinese usually takes longer than for Indo-European languages. Regardless of program type or delivery model, more time will be needed for students in the new Chinese program to reach the desired proficiency level.

What Resources Will Be Required?

The human and material resources needed are prescribed by the program type and duration. For example, if the school or district has decided that students will reach a Pre-Advanced range of speaking proficiency, they will need to begin their language studies in kindergarten. And, accordingly, staffing and materials will need to be provided for a 13-year period to achieve the desired result. If, however, the school determines that it cannot ensure availability of the resources over such a long period, program planners must reevaluate the program's long-term goals and expected outcomes and adjust the program to the time and available resources in the local setting.

Important Program Considerations

Foreign Language for All

National and state foreign language standards all share a common vision that, in the 21st century, foreign language learning is an essential tool for communication and is appropriate for all students. Classroom practice should acknowledge that there are different types of learners with varying abilities, demanding differentiated instruction to make the language and culture of Chinese-speaking regions accessible to them. Teacher preparation and professional development initiatives should provide Chinese faculty with skills, strategies, and materials to address different learning styles and abilities. Chinese language teachers should also network with other faculty—inside and outside of the language department—to foster ongoing discussion on meeting the needs of all students.

Attention to Chinese Heritage Learners

Special attention needs to be given to Chinese heritage learners who may be enrolled in the program. Heritage learners bring a broad spectrum of language experience with them. They may be fluent speakers of the language; they may speak but not be able to read or write; they may understand some words and phrases when they hear them; or they may not know Chinese language at all but identify with their ancestry or ethnic background. If there are sufficient numbers of heritage students, schools may place heritage learners into distinct classes in order to better meet their needs.

Differentiated Instruction

As in any foreign language class, the Chinese language teacher must deal with students of different backgrounds, abilities, learning styles, and interests. In addition, as a Chinese program grows, teachers may need to deal with students of multiple levels of instruction in one class. Differentiated instruction should be considered an effective pedagogical approach to any new language program.

Flexible Multiple Entry and Exit Points

As in any school, students transfer in and out. The Chinese program must address how it will accept students who come to the program having no prior experience in Chinese as well as those who come from other Chinese programs. If the program is large enough, establishing various entry points into the program will be important. However, most beginning programs of Chinese will need to be easily adaptive to meet the needs of learners whenever and wherever they happen to enter the program.

In summary, this section has described several different types of program models for foreign language instruction, the common characteristics of these models, and the differences in terms of expected language proficiency. While an early start and long term approach achieves superior language proficiency, it may not be feasible or the main goal in many schools. Schools should start wherever they can and build from there. Given the rapid advances in technology and the lack of qualified teachers, distance learning, Web-based, and other digital learning models seem likely to play an increasing role in broadening opportunities for Chinese language learning.

Curriculum Development, Instructional Design, and Assessment

- Guiding Principles of Curriculum Development in Chinese
- Developing the Chinese Curriculum
- Designing Instructional Delivery
- Using Technology as a Tool
- Assessing Student Achievement in Chinese

Guiding Principles of Curriculum Development in Chinese

A well-conceived curriculum that embodies the spirit of national and state foreign language standards is essential for a solid start to the new Chinese program. A good curriculum outlines the vision for the program and establishes priorities, the building blocks upon which all subsequent instructional and assessment decisions can be made.

The Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project 1999) provide direction for all foreign language programs in the United States and give specific guidance for a number of languages, including Chinese. These national standards—and most subsequently developed state standards—have laid out language learning priorities that highlight the importance of acquiring *functional language use*. In other words, the primary purpose of language learning is the appropriate and effective use of the language in real or virtual communities and for meaningful purposes. *Cultural perspectives* embedded in both the high culture and everyday life practices are also included. Through constant comparisons of languages and cultures, learners develop a broader worldview and higher-order thinking skills.

The goals and standards, listed on the right, guide the development of global communicative competency demanded by the 21st century.

CHART 6

Standards for Foreign Language Learning in the 21st Century

GOAL ONE:	<i>COMMUNICATION</i>
Standard 1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2	Students understand and interpret written and spoken language on a variety of topics in Chinese.
Standard 1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Chinese.
GOAL TWO:	<i>CULTURES</i>
Standard 2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.
Standard 2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.
GOAL THREE:	<i>CONNECTIONS</i>
Standard 3.1	Students reinforce and further their knowledge of other disciplines through the Chinese language.
Standard 3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.
GOAL FOUR:	<i>COMPARISONS</i>
Standard 4.1	Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.
Standard 4.2	Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.
GOAL FIVE:	<i>COMMUNITIES</i>
Standard 5.1	Students use the Chinese language both within and beyond the school setting.
Standard 5.2	Students show evidence of becoming lifelong learners by using the Chinese language for personal enjoyment and enrichment.

National Standards in Foreign Language Education Project, 1999

Developing the Chinese Curriculum

At the outset of curriculum development, the following are useful start-up materials:

- National foreign language standards
- State foreign language standards (most state standards are available online by visiting the state education department Web site)
- ACTFL Performance Guidelines for K–12 Learners and the ACTFL Proficiency Guidelines
- Basic Chinese Guidelines (Kubler et al., 1992)

Generally speaking, there are two ways to develop a curriculum in Chinese. One is to borrow an existing curriculum that has proven to be effective in another school; the other is to make your own curriculum.

Borrowing from Existing Curriculum Documents

The task of creating a curriculum document—especially for a new program—can be challenging. A good way to start curriculum development is to examine curriculum documents that are used by other successful Chinese programs. A list of American schools that offer Chinese is available at www.AskAsia.org/Chinese. It would be useful for new programs to contact some of these schools to request curriculum documents and to solicit other advice as the new program is planned.

Curriculum documents from existing Chinese programs will have been written for the particularities of the local setting and will appear in a variety of formats and contain varying kinds of information. Schools or districts should ask the following questions as they assess whether “borrowed” curriculum documents are appropriate models for the new Chinese language program:

1. Is the curriculum standards-based?
2. What is the goal of the curriculum? Is it the same as yours?
3. Are there proficiency/performance targets for each year of instruction?
4. Is culture infused throughout the document?
5. Are the performance expectations of the curriculum realistic given available time?
6. Does the curriculum contain assessment recommendations?
7. Are there suggested resources/materials?
8. How long has the curriculum been in use and what evidence is there that the curriculum is effective and appropriate?

Constructing a New Curriculum

Regardless of the quality of curricula from other Chinese programs, a new program may want to create its own curriculum, tailored to the needs of its students and community. Districts or schools should begin with a curriculum writing team consisting of at least the following individuals: the Chinese language teacher, a district or state foreign language specialist or curriculum director, and another world language teacher. Having more than one person involved in the curriculum writing process ensures that a broader spectrum of content, strategies, and resources are included in the final product. Other important elements of successful curriculum development are connections to other content area standards and a generous allocation of time.

Once the curriculum writing team is assembled and the necessary start-up resources are available, the following steps are recommended:

1. Review national and state standards for Chinese language learning as well as performance and proficiency guidelines.
2. Study curriculum documents from other Chinese programs and note features that seem appropriate for the new program.
3. Review curriculum documents for other languages in the school or district.
4. Choose progress indicators for each standard; make sure they are specific, achievable, and measurable.
5. Develop the curriculum using backward design starting from the desired end results.
6. Develop quarter/semester and end-of-year performance assessment tasks that will allow students to demonstrate attainment of the expected yearly proficiency goals.
7. Determine resources/materials that will be needed to deliver the curriculum.

Designing Instructional Delivery

While the curriculum for the new Chinese program sets a general direction, instructional planning involves the nuts and bolts of how one arrives at the desired end. Since great thought will have been given to the curriculum, either by adapting another district's curriculum for local use or through local development of the district's own document, instruction should proceed directly out of the spirit and intent of the new curriculum.

The teaching of Chinese should focus on both oral and written language development, though the rate of development for each skill—listening, speaking, reading, and writing—may be different. In some Chinese language classrooms, because of the perception that Chinese characters are difficult to memorize and use, teachers tend to spend an extraordinary amount of time and energy on learning Chinese characters. As a result, oral proficiency is often sacrificed. *Planners need to ensure a balanced approach to oral and written language development.*

Textbooks as a Resource

Historically in U.S. foreign language classrooms, the selection of a textbook is the main focus of curriculum development. While this does not hold true for elementary school programs, for which textbooks are generally not available, it has often been the case at the middle/junior high school and high school levels. Textbooks can provide vocabulary, oral language practice activities, exercises in developing literacy skills, explications of language structural patterns, and current cultural information.

Because of its comprehensive nature, the textbook often becomes the curriculum. If the textbook mirrors the philosophy of the curriculum, the prominence of the textbook in the Chinese classroom is an asset. If, on the other hand, the focus of the textbook is not that of the curriculum, the textbook's prominence becomes a detriment to meeting program goals.

This underscores the importance of critically examining available textbook materials to make certain that they align, as closely as possible, with the approach espoused by the new program. The College Board publishes teacher-generated reviews of various textbooks and other instructional resources on its Web site, apcentral.collegeboard.com/chinese.

Other Materials Available for Teaching Chinese

Having up-to-date, relevant, and engaging materials is essential to capture the interest and attention of students. Many interesting supplementary materials, newspapers, and Web sites are now available. Extensive listings of supplementary materials that might be used for a new Chinese language program can be found at www.AskAsia.org/Chinese.

Thematic Units as an Option

Many teachers of foreign languages in the United States are supplementing—and in some cases supplanting—textbook materials with thematic units of instruction. Among the characteristics of thematic units/planning are the following:

1. **Thematic planning makes instruction more comprehensible, because the theme creates a meaningful context.**
2. **Thematic planning changes the instructional focus from the language itself to the use of language to achieve meaningful goals.**
3. **Thematic instruction provides a rich context for standards-based instruction.**
4. **Thematic instruction involves the students in real language use in a variety of situations.**
5. **Thematic instruction avoids the use of isolated exercise with grammatical structures, practiced out of context, that tend to fragment language at the word or sentence level and to neglect the discourse level.**
6. **Thematic instruction connects content, language, and culture goals to a “big idea.”**

(Curtain & Dahlberg, 2004)

For these reasons, many foreign language teachers—and students—find a thematic approach to language learning engaging and meaningful. New Chinese language programs might want to consider development of themes (See Curtain & Dahlberg, 2004 for details). Needless to say, adequate time should be allocated for the design of thematic units.

Using Technology as a Tool

Technological advances make possible learning opportunities that simply did not exist in the past. Relatively easy access to the Internet—whether in real time or in captured materials—brings to the classroom a whole host of learning options that have the potential to enhance instruction and pique student interest. *Almost every facet of learning Chinese can now be supported by online materials, from writing Pinyin to writing simplified or traditional Chinese characters to accessing online dictionaries, games, courseware, news, and entertainment.* For more information, consult www.AskAsia.org/Chinese. (See technology discussion in *Choosing a Program Model* section also).

Assessing Student Achievement in Chinese

As earlier sections of this guide have described, the new Chinese program should focus on performance and proficiency. This emphasis on what students can *do* with the language rather than on what they can tell *about* it inspired the goals of national and state standards for foreign language learning and focuses on relevance and real-world applications. Generally, two types of assessment should be considered: classroom assessment and external assessment. Both can also be used to establish entry and exit criteria for program articulation as discussed in the previous section.

Classroom Assessment

For many teachers, the focus on performance—both for instruction and assessment—is a new thought. Generations of language learners have completed course requirements that measured their ability to regurgitate information *about* aspects of the language at the expense of being able to *use* the language. While traditional testing is still widely used and serves its prescribed purpose, classroom assessment should align with what students have learned and how they have learned. Because the goal of the curriculum is for language *use*, it is important to require students to apply the newly gained communicative competence to similar but different contexts. This ability to transfer is similar to what happens in real life (Wiggins and McTighe, 1998; 2005).

Among the assessment tools that teachers of Chinese will use are the following:

- Performance-based assessment tasks
- Self-assessments
- Peer-assessments
- Teacher observations
- Portfolios
- Teacher-made quizzes and tests

Multiple measurements taken across time provide a more comprehensive picture of students' ability to use Chinese for meaningful purposes than would an assessment scheme that focuses on students' ability as measured by tests and quizzes alone. For more information about the differences between traditional testing and performance assessment, the New Jersey World Languages Curriculum Framework (1999) is an excellent resource.

External Assessment

A growing array of standardized, external assessments is available to measure student performance and program effectiveness. Among these options are the following:

- *Early Language Learning Oral Performance Assessment (ELLOPA)*, Center for Applied Linguistics, www.cal.org (face-to-face listening and speaking assessment for primary grades children)
- *Student Oral Performance Assessment (SOPA)*, Center for Applied Linguistics, www.cal.org (face-to-face listening and speaking assessment for elementary and middle grades students)
- *Standards Based Measurement of Proficiency (STAMP)*, Language Learning Solutions, www.onlinells.com (online assessment measuring listening, speaking, reading, and writing for students in Grade 7 and beyond)
- *SAT, Subject Area Test, Chinese with Listening*, College Board (test of understanding spoken and written Chinese for college-bound high school students)
- *Advanced Placement Examination in Chinese Language and Culture*, College Board (test of listening, speaking, reading, and writing ability for college-bound high school students, available in May 2007)

- **Oral Proficiency Interview (OPI)**, American Council on the Teaching of Foreign Languages/Language Testing International, www.languagetesting.com (face-to-face or telephonic assessment of speaking ability for high school students and beyond)
- **Chinese Proficiency Test (HSK)**, www.hsk.org.cn (the national standardized test designed and developed by the HSK Center of Beijing Language and Culture University to evaluate the Chinese proficiency of non-native Chinese speakers)
- **Lingua Folia**, National Council of State Supervisors for Languages (NCSSFL) www.ncssf.org (a reflective learning and self-assessment tool based on the European Language Portfolio)

These external forms of assessment provide an opportunity to measure student growth in the language. With the exception of Lingua Folia, which focuses on students' self-assessment and reflection, the testing instruments listed above also allow the program to compare its results with those of other students and programs nationally and internationally. Most of these assessments are fee-based, and complete information about each can be obtained by contacting the noted organization.

In summary, this section has provided guidelines for the development of curriculum that focuses on communicative competence and cultural understanding. Although there is a need for more materials for Chinese language programs, there are a range of textbooks, supplementary materials, technology tools, and assessment instruments already available. Selecting among these will require collaboration among staff and a significant investment of time and energy from the school or district in order to equip the teacher and students with the resources needed to support teaching and learning.



Sustaining Quality and Longevity

- Working Across Grade Levels
- Professional Development of Teachers
- Partnering with Heritage Language Communities
- National and International Resources
- Monitoring Effectiveness Over Time

Working Across Grade Levels

To ensure that young Chinese language learners continue to use and build on their new skills well into adulthood, a new program must address the challenge of articulation from grade to grade and school to school. Poorly articulated language programs often re-teach material year after year, leaving students and parents to wonder about the program's effectiveness and the value of the students' investment of time and energy.

Chinese faculty at every level—elementary, junior high/middle school, high school, college/university—must be aware of the instruction that has preceded them and that will follow them. It is incumbent on faculty to ensure that instruction moves along an uninterrupted and well-articulated continuum such that students experience measurable and uninterrupted growth in knowledge and proficiency.

Collaboration among administrators, Chinese language teachers, and other faculty is essential to envision, plan, and implement instruction across grade levels. The following suggestions provide a focus for cross-grade and cross-school collaboration:

- **Develop curriculum that is aligned with the goals in national and state foreign language standards.**
- **Create proficiency-based outcomes for each grade level and each school exit.**
- **Write instructional units that contain high-interest, high-engagement student involvement in the learning experience.**
- **Involve teachers of other subjects in teaching about China.**
- **Use classroom assessment that provides formative and end-of-course information about student progress.**
- **Use external proficiency assessments to provide outside validation for student performance.**
- **Engage the services of a district- or state-level foreign language specialist to ensure the articulation of the program across grades and schools.**

Professional Development of Teachers

A critical component for sustaining a Chinese program is supporting teachers' professional development. The following types of support can foster improved instructional practices as well as retain the teacher:

- **Provide a language teaching mentor for the new Chinese teacher and time for them to observe each other as well as to discuss teaching practices.**
- **Where teachers are provisionally certified, support the teacher in obtaining full certification.**
- **In order to build increased Chinese-specific teaching practices and improve language skills, ensure that the Chinese teacher has opportunities to meet and share best practices with peers at conferences, at state or local meetings, at on-site visitations, on the Internet, and through study abroad experiences.**
- **In order to avoid isolation, include Chinese teachers in department-wide and school-wide committees, projects, and initiatives so that they can become members of the local professional community.**
- **Keep administrators well informed about program growth and development and engage in ongoing instructional supervision with the Chinese teacher.**
- **Provide subscriptions to professional journals and allow for the purchase of other professional reading materials.**
- **Encourage membership in the Chinese Language Association of Secondary-Elementary Schools (CLASS) and Chinese Language Teachers Association (CLTA).**
- **Provide financial resources to allow Chinese teachers to pursue professional development and advanced degrees in their field.**

Time to work collaboratively and financial resources must be allocated to support the above objectives. Attention to continued professional development of the Chinese language faculty will lead to greater teacher retention, a more effective teacher workforce, and more successful students. Opportunities for professional development of Chinese language teachers are listed at www.AskAsia.org/Chinese.

In addition, the National Consortium for Teaching about Asia is a nationwide initiative to encourage teaching and learning about Asia in world history, geography, social studies and literature courses (www.nctasia.org).

Partnering with Heritage Language Communities

The existence of a Chinese heritage population in the school community can be a major boon to the program's success. Rich cultural resources are readily available to a school that seeks to partner with its heritage community. Heritage schools are often a good source of teachers of Chinese, provided more training can be offered to enable them to obtain certification. Heritage students in the district may also be recruited to take the more advanced level or AP Chinese courses. In addition, local Chinese businesses or American businesses that work with China are potential donors of funds or services to the program.

Some ways of reaching out to the heritage community and solicit its involvement include:

- Find opportunities to meet with leaders of the heritage community to make them aware of the new Chinese program, its goals, and how they can help.
- Launch an ongoing campaign to keep the community informed about the life of the Chinese program.
- Establish a partnership with the local media so that a steady stream of articles and pictures about the Chinese program can be an ever-present reminder of the impact of the program on students and the larger community.
- Invite heritage community members to visit classes and to share cultural perspectives, products, and practices.
- Sponsor extracurricular events that may take advantage of local performing talent or crafts skills found in the community.
- Provide professional development to Chinese teachers in both the regular and heritage language programs.
- Work with local Chinese businesses to pave the way for student internships.

- Promote student community-based learning opportunities or service projects (e.g., volunteering in a nursing home of Chinese language speakers).
- Establish real or virtual exchange programs by building on local community ties to the home country.

National and International Resources

In addition to local means for sustaining program quality, many national and international resources can further enhance the overall program. For example:

- Partner-school and partner-city arrangements, with teacher and student exchanges—semesters, summers, full academic years
- E-mail and Internet communication with native speakers in Chinese-speaking regions of the world
- Distance delivery of instruction from identified overseas institutions, with support and advice from U.S. pedagogical experts
- TV (cable and satellite) news and cultural broadcasts
- Foreign educational and cultural services
- Exchange programs for teachers, students, and administrators
- Governmental and non-governmental organizations, both in China and the U.S.
- Foreign language and international education professional organizations

Additional information about many of the resources listed above is available at www.AskAsia.org/Chinese.

Monitoring Effectiveness Over the Long Term

The sustainability of the Chinese program will be directly tied to the program's quality. Student retention is dependent on high-quality classroom practices and the availability and use of materials that support instruction. *Students will measure their success in Chinese by how well they develop an ability to use the language for functional purposes; teachers will measure their success by how successful their students are; and the community will measure the success of the program through feedback from students and results of available assessments.*

A successful Chinese program is a combination of many elements working together toward common goals. The Center for Applied Linguistics has developed a set of guidelines that can be used to monitor

program effectiveness. The following elements are included in this program review protocol:

- Assessment and Accountability
- Curriculum
- Instruction
- Program Structure
- Family and Community
- Support and Resources
- Staff Quality and Professional Development

The principles were developed for use by dual-language education programs (those that include immersion in a second language and aim for bilingualism and biliteracy). However, many of the principles may be used or adapted for non-immersion programs as well (www.cal.org).

Conclusion

As schools nationwide shift from asking “Why Chinese?” to “How do we build a quality Chinese language program in our community?” a number of practical and theoretical issues are raised. This guide lays out the preliminary steps needed to address those issues and build the foundation for long-term success. While schools must ask hard questions and enter into a comprehensive planning process, there is an increasing array of resources available for those interested in this field. And as interest grows, so too does the number of schools that offer Chinese and are willing to share best practices in Chinese language instruction.

Schools and districts that are embarking on this new journey are helping the nation meet larger capacity needs in less commonly taught languages—for business, policy and culture. As the world grows smaller and more interdependent, opportunities and challenges that demand fluent Chinese language speakers will only increase. Through well-planned, coherent language programs, communities and states can begin to build a language supply system that meets the needs of all sectors of society. They can also ensure that their graduates are equipped with one of the most essential 21st century skills.



Case Study: Chicago Public Schools

- **Urban public school district**
- **Grade span: K–12**
- **Model: FLES plus Traditional**
- **Students learning Chinese: 3,500 and growing**

A nudge and a promise—that’s what got Chicago Public Schools’ Chinese language and culture program going. In the mid 1990s, feeling that the historical, cultural, and political importance of Asia was neglected, Asian-American parents in Chicago took their concerns to administrators in the Chicago schools. Administrators listened to the issues raised by these parents—and they acted. In 1999, the Chicago Public Schools created a new position in the Office of Language and Cultural Education to infuse more Asian languages and cultural studies into the schools. Shortly thereafter, Chicago’s new program in Chinese language and culture was launched in three schools.

Today that program has expanded to include 20 schools (ten K-8 and ten 9-12 high schools) operated by twenty-two full-time teachers. From an all-black elementary school on the West Side to a nearly all-Hispanic elementary school on the South Side, to more diverse schools throughout the city, some 3,500 students are learning Chinese. For many students, Chinese is their third language after Spanish and English.

The schools have benefited tremendously from support at the top, starting with the mayor. “Chicago is a global city. The business community wants a workforce that can compete globally, and we want to give all our young people the opportunity to succeed in this flat world”, says Mayor Richard M. Daley. But schools also have support from community members and school administrators. “The Chicago Public Schools could not have started any of the programs without the support of principals, teachers and parents,” says Robert Davis, Manager of the Chicago Chinese Connection Program for Chicago Public Schools. At every school, a School Council, made up of parents, teachers, administrators, and community representatives, approves all programs, staffing, and budgets.

Acknowledging that long sequences of language learning produce greater functional language proficiency, the Chicago Chinese program begins with a Foreign Language in the Elementary School (FLES) model that provides 30- to 45-minute blocks of instruction three to five days per week for grades K-8. In the high schools, instruction is provided for one class period daily. Numerous professional development and networking opportunities are afforded the Chinese language teachers. Local community partnerships have been forged between the schools and Chinese businesses and cultural resources so that students may go into the community to see Chinese in daily use, as well as making it possible for the community to come into classrooms to further enrich the language learning experience.

Teacher recruitment, as in most Chinese programs, demands constant attention. The Chicago Public Schools have staffed their program with a combination of locally available teachers (most are Chinese heritage speakers who have bilingual certification) and visiting teachers from China, particularly through a recruitment initiative with Shanghai. Davis underscores the need for more American universities to offer Chinese teacher preparation programs so that Chinese language teachers may be more easily available to schools as they initiate and expand programs.

Chicago’s program has also received support from the Chinese Ministry of Education, in the form of textbook donations, as well as exchange programs for educators and administrators. The National Office for Teaching Chinese as Foreign Language (Hanban) also recently provided support to open a Confucius Institute in Chicago as a resource center on Chinese language and culture for teachers and parents.

The existence of the twenty programs in Chicago is testimony to the partnership between political, business, school, and community leaders and to their shared conviction that learning and teaching Chinese is an important endeavor in the twenty-first century. Further information about Chicago’s program of Chinese language and culture instruction can be obtained by contacting the coordinator at (773) 534-0021 or rdavis@cps.k12.il.us.

Case Study: Springfield Chinese Language Program

- **Urban public school district**
- **Grade span: 1–12**
- **Model: FLES plus Traditional**
- **Students learning Chinese: 800**

At a time when many communities are just beginning to examine the possibilities of starting a Chinese language program in a single school, Springfield requires the services of seven full-time teachers to meet the growing demands for instruction in Chinese. And it takes place in the context of a school district that is very supportive of language learning across the board, offering French, Spanish, Latin, and Italian as well as Chinese. Out of nearly 1,900 students enrolled at the High School of Science and Technology, for example, more than 1,400 are enrolled in a foreign language course, and close to 300 are enrolled in Chinese. Half the student population of this high school is Latino, one-third African-American, one-fifth Caucasian, and less than 2 percent of Asian or Pacific Islander heritage.

Begun as a high school program in 1987, the program drew on a seed grant of \$40,000 from the Dodge Foundation to get its financial jump-start but quickly moved on to district financing. Springfield's Chinese language initiative became so popular and well received by the community that parents of middle school children began asking for it. Now the program runs from seventh through twelfth grade and enrolls 800 students in six levels of Chinese. Chinese is also offered in one K–8 school. The district will be one of the first to prepare students for the new AP course and examination in Chinese Language and Culture.

Throughout the years, leaders in the Springfield Schools have leveraged community interest and enthusiasm with external forms of support to grow and strengthen the program. The district competed for federal support through the U.S. Department of Education Foreign Language Assistance Program—first, a three-year grant (1996-1999) focused on curriculum development and technological training, and again, another three-year grant (2004-2007) targeting professional development and growth of the program into a third middle school. Partnerships with the University of Massachusetts Asian Arts and Culture

program and the National Consortium for Teaching about Asia have provided professional development opportunities for teachers. And the district works with various Chinese cultural organizations to bring performing arts and other cultural activities to the students. Community interest, strong district language leadership, and professional community and external partnerships have all intermingled to form a solid, well-conceived, and well-implemented Chinese language and culture program that is enormously popular among the students of the Springfield Public Schools.

Foreign language study takes an integrated approach, with support for faculty in other curricular areas. For instance, faculty from the science department accompanied a group of Chinese language students to the New York Staten Island Chinese Garden, then created lesson for other students after the visit. The district also organizes an annual Chinese New Year Celebration that involves teachers and students in many subject areas. Even if students do not continue with their language study later, they take their understanding of Asian culture with them. Not surprisingly, given the focus of the High School of Science and Technology, there is also significant use of technology for language learning through multimedia labs (which also meet the students' technology requirement), accessing international news sites, communicating progress with parents, and piloting of online language assessments

Further information about the Springfield Chinese program can be obtained by calling (413) 750-2000 or by e-mail at meiju@comcast.net.

Case Study: The Chinese American International School (CAIS)

- **Private, independent school**
- **Grades: preK–8**
- **Model: immersion**
- **Student population: <400**

“CAIS students will be bilingual, bi-literate, and bi-cultural when they graduate,” opens the mission statement of the Chinese American International School in San Francisco. This philosophy guides all efforts at the nation's oldest Chinese immersion school. CAIS is

an independent school with just under 400 students, pre-kindergarten through eighth grade. Nearly eighty percent of the student body comes from a home where Chinese is *not* spoken.

Determined that immersion education offers the best chance for students to gain the greatest degree of proficiency in Chinese language and culture, founders of the school embraced the concept of learning subject matter in both Chinese and English as the school's operating principle when the school opened in 1981. Beginning with only four students, one teacher, and meager financing, the school has grown to forty faculty members and an annual operating budget in excess of \$7 million.

CAIS started in response to the lack of Mandarin education opportunities in the Bay area. While the San Francisco Unified School District provided elementary school foreign language education in Cantonese (due to the sizable presence of a Cantonese-speaking community), there was no such offering in Mandarin. An influential community member, who was also a parent, marshaled civic and business leaders in the city, as well as university leaders at California State University San Francisco, to provide the brain power and resources to initiate an immersion school to teach Mandarin beginning in the elementary grades. Today that program begins in pre-kindergarten and continues through eighth grade with a goal of helping students attain advanced level speaking proficiency (according to the ACTFL Proficiency Scale) at their exit.

From their first day at school in pre-kindergarten, students spend half the day learning in English and half the day in Chinese. Math, social studies, and science are taught in both English and Chinese. For those who do not come from Chinese-speaking homes, they begin by simply listening to teachers who speak to them only in Mandarin and teach using physical expression. While students in the early grades are allowed to respond in English, the immersion model avoids translation so that students learn to think and study core subjects entirely in Chinese or entirely in English. Students are responding to their teachers in Chinese. In sixth grade, the structure of the school day changes to a 70-30 English-Chinese split with math and science taught in English.

There are numerous elements that make CAIS an outstanding program of Chinese language and culture. One is the great attention the school has paid to the professional development of its teachers, including for teachers without experience in the United States training in how to work effectively with American students and American parents. Another is partnership with schools in China for teacher and student exchanges. Among the challenges at CAIS is finding curriculum materials for immersion programs. Teachers have to develop many of the curriculum materials themselves. As interest in Chinese grows, the school has responded. Through its Institute for Teaching Chinese Language and Culture, the school provides professional development for schools in the Bay Area and beyond.

Continued professional growth is not just a matter of interest for new teachers to CAIS. Driven by its desire to take care of its teachers' professional development needs but realizing that others could also benefit, CAIS has been centrally involved for more than two decades in recognizing the need and planning for professional development of Chinese language educators throughout the nation. Through its Institute for Teaching Chinese Language and Culture, its exchange programs (for teachers *and* students), and its working relationship with East China Normal University, CAIS assists teachers in identifying and meeting the needs for their own professional growth each year. Opportunities to network with each other, to identify promising new materials or create original ones, to delve into topics that deal with better instructional and assessment practices—and more—are offered to CAIS and other Chinese teachers through its emphasis on professional development.

Guided by trusted advisors, administrators who are passionate, teachers who love and nurture their students and parents who seek a different path for their children, the Chinese American International School works its magic. Head of School Andrew Corcoran sums it up best: "We have developed students who are comfortable in two languages and two cultures. It's a potent story and an extremely important one for the times in which we are living."

For further information, contact CAIS at (415) 865-6000 or at www.cais.org.

Appendix A

Project Staff and Advisors

Co-Chairs

Vivien Stewart

Vice President, Education, Asia Society, New York, NY

Shuhan Wang

Education Associate, World Languages, Delaware Department of Education, Dover, DE

Director

Greg Duncan

President, InterPrep, Inc., Marietta, GA

Staff

Marta Castaing

Program Associate, Asia Society, New York, NY

Advisors

Martha Abbott

Director of Education, American Council on the Teaching of Foreign Languages, Alexandria, VA

Michael Bacon

Immersion Education Coordinator, Portland Public Schools Professional Development Academy, Portland, OR

Jianhua Bai

Professor of Chinese at Kenyon College and Director, Chinese School, Middlebury College, Middlebury, VT

Selena Cantor

Director, Chinese Language and Culture Initiatives, College Board, New York, NY

Guoying Chen

Teacher and Member, Chinese School Association in the United States, Brookline, MA

Ling-ling Chou

Principal, PS 184M Shuang Wen, New York, NY

Donna Christian

President, Center for Applied Linguistics, Washington, DC

Lili Cole

Assistant Director, TeachAsia, Asia Society, New York, NY

Andrew Corcoran

Head of School, Chinese American International School & The Institute for Teaching Chinese Language and Culture, San Francisco, CA

Robert Davis

Manager of Asian Languages, Chicago Public Schools, Office of Language and Cultural Education, and Director, Confucius Institute, Chicago, IL

Michael Everson

Associate Professor, The University of Iowa College of Education, Iowa City, IA

Marisa Fang

Chinese Teacher, Plainview-Old Bethpage Central School District, Plainview, NY

Diane Ging

Assistant to Superintendent, Columbus Public Schools, Columbus, OH

Mary Ann Hansen

World Languages Consultant, Bureau of Curriculum and Instruction, Connecticut State Department of Education, Hartford, CT

Carolyn Henderson

Co-director, China Exchange Initiative, Newton, MA

Mei-Ju Hwang

Teacher, Springfield High School of Science & Technology, Springfield, MA

Janis Jensen

President, National Network of Early Language Learning and World Languages Coordinator, New Jersey Department of Education, Trenton, NJ

Marleen Kassel

Director, TeachAsia, Asia Society, New York, NY

Claire Kottenbeutel

Supervisor, Teacher Training Program, University of Wisconsin-Madison Department of Curriculum and Instruction, Madison, WI

Margot Landman

Senior Director for Education Programs, National Committee on U.S.-China Relations, New York, NY

Lucy Lee

Assessment Specialist II, Educational Testing Service, and President (1998-2001), Chinese Language Association of Secondary-Elementary Schools (CLASS), Livingston, NJ

Michael Levine

Executive Director, Education, Asia Society, New York, NY

Yu-Lan Lin

Senior Program Director, World Languages, Boston Public Schools, Boston, MA

Christopher Livaccari

Chinese Teacher, College of Staten Island High School for International Studies, Staten Island, NY

Greta Lundgaard

LOTE Coordinator, Plano Independent School District, Plano, TX

Thomas Matts

Director, AP World Languages Initiative, K–12, College Board, New York, NY

Scott McGinnis

Academic Advisor & Associate Professor, Defense Language Institute, Washington Office, Arlington, VA

Scott McVay

Former Executive Director, The Dodge Foundation, Princeton, NJ

Myriam Met

Senior Research Associate, National Foreign Language Center, College Park, MD

Kathleen M. Riordan

Director of Foreign Languages (1978-2002), Springfield Public Schools, Springfield, MA

Liana Szeto

Principal, Alice Fong Yu Alternative School, San Francisco, CA

Ann Tollefson

Foreign Language Content Specialist, Wyoming Department of Education, Casper, WY

Jacqueline Van Houten

World Language & International Education Consultant, Kentucky Department of Education, Frankfort, KY

Larry Weiss

Headmaster, Saint Ann's School, Brooklyn, NY

Thomas Welch

Director, Seeding Innovation Programs, Commonwealth of Kentucky, Office for the New Economy, Cabinet for Economic Development, Frankfort, KY

Marcia Wilbur

Associate Director and Head, World Languages and Cultures Content Development Group, K–12 Professional Development, College Board, Duluth, GA

Margaret Wong

Teacher, Breck School, Minneapolis, MN

Wei-ling Wu

Teacher, West Windsor-Plainsboro H.S., South Campus, Princeton Junction, NJ

Min Zhang

Teacher, Indiana Academy for Science, Math & Humanities and Adjunct Faculty, Department of Modern Languages & Classics, Ball State University, Muncie, IN

Yunian Zhang

Teacher, West Potomac High, Alexandria, VA

Suzy Zien

Teacher, Bethesda Chevy Chase High School, Bethesda, MD

Appendix B

Professional Organizations

American Council on the Teaching of Foreign Languages (ACTFL) | www.actfl.org

Asia Society Education Programs | www.askasia.org; www.internationaleled.org

Association of Departments of Foreign Language | www.adfl.org

Center for Applied Linguistics | www.cal.org

Chinese Language Association of Secondary-Elementary Schools (CLASS) | www.classk12.org

Chinese Language Teacher Association (CLTA) | clta.osu.edu

Chinese School Association in the United States (CSAUS) | www.csaus.org

College Board AP Home Page | apcentral.collegeboard.com

National Consortium for Teaching about Asia | www.nctasia.org

National Council of Associations of Chinese Language Schools (NCACLS) | www.ncacls.org

National Council of State Supervisors for Languages | www.ncsfl.org

National Foreign Language Center at the University of Maryland | www.nflc.org

National Office for Teaching Chinese as a Foreign Language (NOCTFL) | www.hanban.edu.cn

Secondary School Chinese Language Center, Princeton University | www.princeton.edu/~sscl

References

- American Council on the Teaching of Foreign Languages (1999). *ACTFL performance guidelines for K–12 learners*. Yonkers, NY.
- American Council on the Teaching of Foreign Languages (1999). *ACTFL proficiency guidelines—Speaking*. Yonkers, NY.
- Brod, R. and Welles, E. (2002). Foreign language enrollments in United States institutions of higher education, fall 1998. Association of Departments of Foreign Languages. Available: www.adfl.org/resources/enroll.htm.
- College Board (2006). AP[®] Chinese Language and Culture Course Description. Available: <http://apcentral.collegeboard.com> (requires registration).
- Curtain and Dahlberg (2004). *Languages and children—making the match*. Boston: Allyn and Bacon.
- DeFrancis, J. (1984). *The Chinese Language: Fact and Fantasy*. Honolulu, Hawaii: University of Hawaii Press.
- Draper, Jamie B. and June H. Hicks (2002). *Foreign Language Enrollments in Public Secondary Schools, Fall 2000*. American Council on the Teaching of Foreign Languages: Yonkers, NY. Available: www.actfl.org/files/public/Enroll2000.pdf
- Gordon, R. (ed.) (2005). *Ethnologue: Languages of the World*. SIL International [online]. Available: www.ethnologue.com.
- Kubler, Cornelius C. (Editor) (1997). *NFLC Guide for Basic Chinese Language Programs*. Washington, D.C.: National Foreign Language Center.
- Lin, J. (2004). Is China's growth real and sustainable? *Working Paper Series*, China Center for Economic Research, February 26, 2004. Available: www.ccer.edu.cn/download/3024-1.pdf.
- Mahbubani, K. (2005). Understanding China. *Foreign Affairs*, 84(5), 49–60.
- Malone, Margaret E., et al. (2005). Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States. *CAL Digest*.
- Moore, Sarah Jane, A. Ronald Walton, and Richard D. Lambert (1992). Introducing Chinese into High Schools: The Dodge Initiative. *National Foreign Language Center Monograph Series*. Johns Hopkins University.
- National Standards in Foreign Language Education Project (1999). *Standards for foreign language learning in the 21st century*. Yonkers, NY. Executive Summary Available: www.actfl.org/files/public/execsumm.pdf.
- New Jersey Department of Education (1999). *New Jersey World Languages Curriculum Framework*. Trenton, NJ. Available: www.state.nj.us/njded/frameworks/worldlanguages/
- Omaggio-Hadley, A. (2001). *Teaching language in context* (3rd ed.). Boston: Heinle and Heinle.
- Princeton University (2002). Secondary school Chinese language center newsletter. Princeton University Department of East Asian Studies. Available: www.princeton.edu/~sscl/
- Ramsey, S. R. (1987). *The Languages of China*. Princeton, NJ: Princeton University Press.
- Stewart, Vivien and Wang, Shuhan (2005). *Expanding Chinese language capacity in the United States*. New York: Asia Society.
- The great fall of China (2004, May 13). *The Economist*. Available: www.economist.com/opinion/displayStory.cfm?story_id=2668015&tranMode=none.
- U.S. Census Bureau, (2004, March 18). *Census Bureau projects: Tripling of Hispanic and Asian Populations in 50 years: Non-hispanic whites may drop to half of total population*. Available: www.census.gov/Press-Release/www/releases/archives/population/001720.html
- U.S. Census Bureau, Foreign Trade Division, Data Dissemination Branch (2005). *Foreign trade statistics: Trade with China: 2004*. Available: www.census.gov/foreign-trade/balance/c5700.html#2004.
- U.S.-China trade statistics and China's world trade statistics* (2005). The U.S.-China Business Council. Available: www.uschina.org/statistics/tradetable.html.

U.S. Department of State, Bureau of East Asian and Pacific Affairs (2005, March). Background note. Available: www.state.gov/r/pa/ei/bgn/18902.htm

Walker, Galal and Scott McGinnis (1995). Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers. Task Force for Teacher Training in the Less Commonly Taught Languages.

Wang, S. C. (1999). Teacher training: Meeting the needs of the field. In Chu, M. (Ed.). *Mapping the Course of the Chinese Language Field* (pp. 25-36). Chinese Language Teachers Association, Monograph Series, Vol. III. Kalamazoo, MI: Chinese Language Teachers Association, Inc.

Welles, E. (2004). 2002 MLA Enrollment Survey: Foreign language enrollments in United States institutions of higher education, fall 2002. Association of Departments of Foreign Languages. Available: www.adfl.org/projects/index.htm

Wiggins, Grant and Jay McTighe (1998, 2005). *Understanding by Design*. Association for Supervision and Curriculum Development (ASCD).

For a bibliography of research on the teaching of Chinese compiled by Dr. Michael Everson, University of Iowa, visit www.AskAsia.org/Chinese.



