

CELIN Briefs on Chinese Language Learning and Teaching

In response to an urgent need in the field of Chinese language education for research-based information and examples of best practices, CELIN (the Chinese Early Language and Immersion Network@Asia Society) has published a series of Briefs that address critical aspects of Chinese language education. School administrators, policymakers, and teachers who need to make decisions about how to design or implement Chinese language programs will find these Briefs useful. They are also helpful to parents and researchers. The Briefs can be excellent resources for teacher education programs, because they provide Chinese-specific information for use in teacher development. They are available in both English and Chinese at <http://asiasociety.org/china-learning-initiatives/celin-briefs-chinese-language-learning-and-teaching>.

The authors of the Briefs are scholars and experts in the field of Chinese language education. Through these Briefs, they provide a synthesis of research, experience, and strategies in a specific topic area, with available references and resources.

We welcome your feedback on these Briefs. We would like to hear about the ways that you are using them and suggested topics for future CELIN Briefs. Please contact us at CELIN@asiasociety.org.

CELIN Briefs Series Editors

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About CELIN

Chinese Early Language and Immersion Network (CELIN) aims to strengthen and expand Chinese language education in early childhood, primary grades, secondary school, and immersion programs. We collaborate with practitioners, researchers, policy makers, parents, and advocates for language learning across the United States and beyond. CELIN Briefs are developed by the Chinese Early Language and Immersion Network, under the China Learning Initiatives at Asia Society.

CELIN Briefs

[Key Features of Effective Chinese Language Programs: A CELIN Checklist \(2018\)](#)

Shuhan C. Wang, Project Director, CELIN

Joy K. Peyton, Senior Project Associate, CELIN

[Learning Chinese in the Digital Age \(2018\)](#)

Adam Ross, Chinese Content and Technology Specialist, Chinese American International School

Jiahang Li, Assistant Professor, Michigan State University

Ann Marie Gunter, World Languages Consultant, North Carolina Department of Public Instruction

[Parents as Partners in Their Children’s Chinese Immersion Education: Making Decisions and Providing Support \(2018\)](#)

Maquita Alexander, Head of School, Washington YuYing Public Charter School

Elizabeth Weise, Author, *A Parent’s Guide to Mandarin Immersion*

[Curriculum, Instruction, and Assessment for Elementary Chinese and Immersion Programs \(2018\)](#)

Rita A. Oleksak, Director of Foreign Languages/ELL, Glastonbury Public Schools

Betsy Hart, STARTALK Program Director, National Foreign Language Center, University of Maryland

[Recruiting and Supporting International Chinese Language Teachers in U.S. K-12 Programs \(2018\)](#)

Stacy Lyon, Director, Chinese Dual Language Immersion, Utah Department of Education

[Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education \(2018\)](#)

Robin E. Harvey, Clinical Assistant Professor, New York University

Duarte M. Silva, Executive Director, California World Language Project, Stanford University

[Immersion Education: Creating an Integrated School Culture \(2018\)](#)

Jeffrey Bissell, Head of School, Chinese American International School

Susan Berg, Executive Director, Yinghua Academy

[Making Secondary School \(Grades 6-12\) Mandarin Immersion Work \(2018\)](#)

Eric Schneider, Associate Superintendent, Minnetonka Public Schools

Michael Bacon, Director of Department of Dual Language, Portland Public Schools

[Designing and Implementing Chinese Language Programs: Preparing Students for the Real World \(2016\)](#)

Der-lin Chao, Professor, Head of Chinese Program, and Director of Chinese Flagship, Hunter College, City University of New York

David Kojo Hakam, Curriculum Specialist, Teacher, Portland Public Schools Chinese Flagship Program

Yu-Lan Lin, Executive Director, Chinese Language Association of Secondary-Elementary Schools

[Developing Initial Literacy in Chinese \(2016\)](#)

Michael E. Everson, Emeritus Associate Professor, University of Iowa

Kevin Chang, Director of Chinese Program, Chinese American International School

Claudia Ross, Professor of Chinese, College of the Holy Cross

[Mapping Chinese Language Learning Outcomes in Grades K-12 \(2016\)](#)

Jianhua Bai, Professor of Chinese, Kenyon College; Director, Chinese School, Middlebury College

Luyi Lien, Academic Director, Yinghua Academy

Madeline K. Spring, Professor of Chinese, University of Hawai'i at Mānoa