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.
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Kevin Chang, Director of Chinese Program, Chinese American International School
Claudia Ross, Professor of Chinese, College of the Holy Cross

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