

## **Community-Based Program Chinese Language School of the Chinese Cultural Center**

### **Background Information**

**Institution:** Chinese Language School of the Chinese Cultural Center

**Program address:** 300 Summit Street, Hartford, CT 06106

**Telephone:** 860-523-1667

**Contact Person:** Ms. Wen-Lin Su

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**Languages/dialects taught:** Mandarin Chinese

### **Program Description**

**Purposes and goals of the program:** Provide heritage students, adopted children from China and others interested in learning Chinese, with an environment to learn the language and culture.

**Type of program:** Saturday academy (for heritage and non-heritage learners)

**Program origin:** The program was founded in the 1980s by a coalition of groups.

**Parents' expectations for the program:** Parents want their children to learn the heritage language and they expect to socialize with other parents who have similar backgrounds.

**Instructors' and administration's expectations for the program:** Help the school run the program, organize activities, and be a bridge between parents and the school.

### **Students**

#### **Students:**

- First-generation immigrants 3%
- Second-generation immigrants 85%
- Third-generation immigrants 3%

- Children of interethnic marriages 5%
- Children of interethnic adoption 3%
- Others: 1%

**Countries of origin:** U.S., China, Taiwan, Hong Kong, and other Asian countries

**Total student enrollment:** 230

**Age of students:** Pre-K to grade 12 and adults

**How the program identifies heritage speakers:**

- At least one parent speaks Chinese at home, and the family reports using Chinese more than 50% of the time
- Placement test

**Percentage of students who complete the program:** 60%

**Possible reasons for student withdrawal:** Some students find that homework and academic activities from their regular school are an overload.

## **Instructors**

**Number of instructors in the program:** about 35

**Languages in which instructors are proficient:** Mandarin, Cantonese, Taiwanese (Southern Min), and other Chinese dialects. The teachers are native speakers.

**Credentials:**

- 10% of teaching staff hold a teacher's certificate or license
- Teacher certification in World Languages, MA and CT
- BA
- MA—one teacher has an MA in Teaching Chinese as a Second Language
- Doctorate—Medical School

**Professional development opportunities for instructors:** Attend conferences and training workshops.

## **Instruction**

**Total contact hours per week:** two hours; one hour for language and one hour for extra-curricular programs

**Times per week:** once a week

### **Student grouping:**

- Age and level
- Separate adult conversation class

### **Language skills**

#### **Heritage language skills:**

- Listening
- Speaking
- Reading
- Writing

**Levels of language proficiency reached by the end of the program:** Low Advanced proficiency. Our goal is that every student will be able to take the Chinese AP and SAT II exams.

### **Culture**

#### **Aspects of culture taught:**

- History
- Festivals
- Customs
- Traditions/beliefs
- Folktales
- Arts and crafts
- Dances
- Songs
- Rhymes
- Social and cultural norms
- Cultural appropriateness
- Literature
- Dragon Boat Festival with other organizations

### **Materials**

#### **Textbooks:**

- K and first grades—we are developing our own textbooks.
- Second to ninth grades—*Far East Chinese for Youth*, Volumes 1, 2, and 3
- Tenth grade—*Integrated Chinese*

**Other materials used for instruction:** Teachers provide their own resources.

**Technology used for instruction:** We teach students how to type in Chinese.

## **Assessment**

**Assessments used to evaluate students' progress:**

- Weekly quizzes
- Chapter tests
- Mid-term tests
- Final exams
- Teachers' observations
- Performance-based tasks or assessments
- SAT II

**Connections:**

- Local schools
- Trinity College provides facilities to our program, but we would love to affiliate with other primary and high schools, too.

**Credits:** We do not have a credit system, but we are working on it.

**Credit recognition:** We would like students to receive school credit after finishing our school.

**How the program develops home school connections:** We invite parents to help in different activities and to join our education committee.

**Opportunities for using the heritage language and developing cultural knowledge outside the program:** Annual recitation contest for three different groups, K to second grade, third to fifth grade, and sixth to ninth grade. Some contests are held by the Association of Chinese Schools.

## **What the program has in place**

**Types of financial support the program receives:**

- Ethnic/cultural organizations
- Tuition
- Parents

**Solicitation of funding:** Funds are solicited by the Chinese Cultural Center and the United Way.

**Plans for the future:** We are developing our own kindergarten and first grade textbooks. At the end of 2006, the chief editor of these two textbooks will present a paper at the World Chinese Teachers Association in Taiwan.

## **Special challenges**

**Challenges the program has experienced:** Some political issues

**Additional support desired:** We would like to work with the state education department and help them get certified for primary and high schools.

**Insights:** We open our school not only to heritage language students but also to anybody interested in learning the Chinese language and culture. We are working on our pre-K to grade 10 pipeline curriculum, and we will be finished soon.