



Community-Based Program

Background Information

Institution: Cleveland Contemporary Chinese School

Program address: Chinese Culture Association: 28950 Naylor Dr. Solon, OH 44139
Solon High School, where the school is located: 33600 Inwood Drive

Web address: www.cccca.org

Contact person:

Name: Liming Wang

Title: Principal

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Levels: Pre-K/K to adults

Languages/dialects taught: Standard Mandarin Chinese

Program Description

Purposes and goals of the program: Teaching Chinese language and culture in order to promote cultural exchange between American and Chinese people

Type of program: Bilingual; Foreign language; Saturday academy (Meets every Saturday from 2-5 p.m.)

Program origin: The program was founded in March 1995 by a group of concerned parents who were new immigrants from China.

Parents

Parents' expectations for the program: That students will maintain and learn the language and culture, and the program will be a good place to participate in local Chinese community activities.

Staff

Instructors' and administration's expectations for the program: Students will maintain the language and culture. The program will be a good place for local Chinese community activities.

Students

- First-generation immigrants, 20%
- Second-generation immigrants, 60%
- Third-generation immigrants, less than 5%
- Children of interethnic marriages, 5-10%
- Children of interethnic adoption, 5%
- Non-ethnic background, 5%

Countries of origin: Varies

Total student enrollment: Approximately 400

How the program identifies heritage speakers: Teachers and administrators determine who is a heritage speaker by talking with the students enrolled in the program and their parents.

How the program determines the language background and language proficiency of students: Ask every new student who enrolls using a home language survey and oral interview

Possible reasons for student withdrawal: The combination of Chinese school and mainstream school is too much for them to keep up with their high school studies.

Instructors

Number of instructors in the program: Over 60

Languages in which instructors are proficient: Chinese, English

Proficiency level: Varies

Credentials:

- Teacher certification in foreign language for Ohio
- B.A. – Many different areas
- M.A. – Many different areas
- Doctorate – Many different areas
- Medical school

Professional development opportunities instructors need: Teaching certificate or license in Ohio

Instruction

Total contact hours per week: 3 hours (more than 100 hours per year)

Times per week: Once

Student grouping: Age and Chinese level

Hours devoted to language teaching: Two hours

Hours devoted to culture teaching: One hour

Language skills

Heritage language skills:

- Speaking
- Reading
- Writing
- Listening

English skills:

- Speaking
- Listening

Culture

Aspects of culture taught:

- Geography
- History
- Festivals
- Customs
- Traditions/Beliefs
- Folktales
- Arts and crafts
- Dances
- Social and cultural norms
- Cultural appropriateness
- Literature

Kind of student identity program fosters: Multicultural; Leadership building

Additional comments: The school also organizes culture and art shows from China's visiting troupes.

Materials

Textbooks: Zhong-Wen (Chinese) volumes 1 to 12, using Pin-yin system and standard Chinese

Assessment

Assessments used to evaluate students' progress:

- Weekly quizzes
- Chapter tests
- Mid-term tests
- Final exams
- Standardized test: AP Chinese
- Student self-assessment
- Teacher's observations
- Performance-based tasks or assessment
- Portfolios

Articulation

Connections with other institutions: None

Credit or recognition students receive: High school credit

How the program develops home/school connections or promotes parent involvement: Parent Teacher Association

Opportunities for using the heritage language and developing cultural knowledge outside the program: Visit China; Talk to both U.S. and Chinese business personnel

What the program has in place

Financial support the program receives:

- Parents
- Others

Other support the program receives: Donations from local donors, businesses, and individuals

Assistance or funding the program would like to receive: Community and local government support

Program research or evaluation: Planned by doctoral candidate for education study

Special challenges

Challenges the program has experienced: Funding