

Community Based Heritage Language Program Profile Lansing Chinese School

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Languages taught: Mandarin

Grades:

- PreK-K
- 1-5/6
- 6/7-8
- 9-12
- Adults

Program Description

Purposes and goals of the program:

- To study the Chinese language
- To promote the understanding of Chinese culture
- To provide support for individuals and organizations that share a common interest in Chinese ethnic and cultural heritage

Type of program: Saturday academy

Program origin: The program was founded in 1986 by local Chinese parents.

Parents' expectations for the program: To maintain a linguistic and cultural link to their heritage country

Students

- First-generation immigrants: 100%

Countries of origin: China and Taiwan

Total student enrollment: 60

Identification of a heritage speaker: Students who have either been born abroad or have at least one parent who is a native speaker are identified as heritage speakers. In addition, a staff member will conduct a brief interview with each student.

Percentage of students who complete the program: 75%

Percentage of students who continue to study the heritage language after completing the program: 50%

Possible reasons for not completing the program: Lack of interest and competing activities

Students' attitudes toward the language varieties they speak: Very positive

Instructors

Number of staff in program: 10

Languages in which staff members are proficient: Mandarin. Each instructor is a native speaker.

Percentage of teaching staff holding a teacher's certificate or license in any given state: 0%

Professional development opportunities teachers have: Workshops and in-service meetings

Professional development opportunities teachers need: Path to certification

Instruction

Total student contact hours: 3 hours once a week (2 hours of language and 1 hour of culture)

Student grouping: Students are grouped by age and ability

Language Skills

Heritage Skills

- Listening
- Speaking
- Reading
- Writing

Skills and levels of language proficiency students reach by the end of the program: Students are expected to be able to pass the SAT II Chinese exam.

Culture

- History
- Festivals
- Customs
- Traditions/beliefs
- Folktales
- Arts and crafts
- Dances
- Songs
- Social and cultural norms
- Cultural appropriateness

Kind of student identity the program fosters: A positive attitude toward heritage culture and language

Methodologies

Methodologies and instructional strategies used in the program:
Communicative language teaching

Materials

Textbook: *Children's Chinese Reader* (Overseas Chinese Affairs Commission, ROC, 1994)

Technology used in the program: Computer programs that instruct students how to type in Chinese

Assessment

- Weekly quizzes
- Final exams
- Teacher's observations

Articulation

Local connections:

- Colleges
- Universities

Credit or recognition that would be ideal for your students to receive: High school credit

Parent connections with the program: The program develops connections with parents, because the school is run in a co-op format. Parents are expected to participate in school operations.

What the program has in place

Financial support:

- Tuition
- Parents

Who solicits funding for the program: The principal and board of directors solicit funds for the program.

Special Challenges and Comments

Special Challenges: Dwindling enrollment due to shrinking demographics