

## 9-12 Heritage Language Program Profile

### Chinese / Hockessin, Delaware

Levels: Grades 9-12

Languages/Dialects taught: **Chinese (Mandarin)**

Program name: **Chinese School of Delaware**

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#### **Purposes and goals of the program:**

- Maintain heritage
- Provide opportunities to learn Chinese language and culture
- Provide facilities and an environment for second generation families and adopting families
- Provide an environment for students of similar age groups to get together regularly to prevent identity crisis
- Provide support for the community about culture and language

#### **Type of program**

- Chinese language program
- Content-based
- Exploratory
- Saturday academy

The program was founded in 1971 by a group of Chinese immigrants.

**Parents' expectations for the program:** to be able to do minimum listening, reading, speaking, and writing in Chinese and to be aware of the important Chinese cultures.

**Staff expectations for the program:** to be able to provide a stable learning environment for our students and some assistance to the community

### **Students**

- Second generation immigrants: 70 %
- Third generation immigrants: 10 %
- Children of interethnic marriages: 10 %
- Children of interethnic adoption: 5 %
- Non-ethnic background: 5 %

### **Countries of origin:**

- Taiwan
- Republic of China (ROC)
- United States
- Malaysia

**Total student enrollment:** 106

The program identifies heritage speakers of Chinese by registration and teacher's evaluation. The majority of students are placed by teacher's evaluation and a small portion by parent's input.

**Percentage of students who complete the program:** 90 %

**Percentage of students who continue to study the heritage language after completing the program:** 85 % (estimate)

**Possible reasons for students to withdraw from the program:**

- Too many weekend activities
- Lack of interest

**Students' attitudes toward the language varieties they speak:** medium to high levels of interest in learning the language.

**Instructors and Staff**

**Number of staff in program:** 16

**Languages in which staff are proficient:** Chinese (Mandarin)

**Credentials:**

- High credentials
- BA , varied credentials
- MA, varied credentials
- Doctorate: varies

**Professional development opportunities for teachers:**

- Heritage school system seminars, workshops, teacher training programs
- Local university or college professional development programs
- Web-based training programs by OCAC (Overseas Chinese Affairs Commission, Taiwan, ROC)

**Professional development opportunities that teachers need:**

- Classroom management
- Innovative teaching style.
- Assessment
- Understanding how to apply for teacher certification

**Hours of instruction per week:** 2.5 hours

Students are grouped from Pre-K to 10th grade

## **Heritage skills**

Listening, speaking, reading, writing and translation.

## **Levels of language proficiency students reach by the end of the program:**

- Intermediate (level II)

## **Culture taught**

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

## **Methodologies and instructional strategies used in the program:**

- Traditional classroom style
- Utilize videos and audios
- Culture events

**Textbook used:** New version of Chinese textbook by OCAC (Overseas Chinese Affairs Commission, Taiwan, ROC)

Other materials used for instruction: videos, audios, posters, flash cards, computers, Internet, and maps

Technology used in the program: low usage

**Kinds of assessment:**

- Mid-term tests
- Final exams
- Teacher's observations

Our students continue their study at various universities and colleges. The program develops connections with universities and parents by promoting parent involvement in the parent co-op program and in providing financial support . The school also has local and state government financial support as well as home government financial support, tuition, and help from the local community.

Financial support is solicited by

- Principal
- School board

Other kinds of assistance the program would like to receive for your program from other entities:

- Financial support for improving culture activities
- More communication with second generation families, adopt families, and non-Chinese speaking families about their needs.
- Teacher training
- Administration/management training and funding
- How to write grants and proposals to obtain resources

The program does not grant credits upon completion.

The program monitors students' academic achievement in school with:

- Speech contest
- Poster contest
- Chinese brush painting contest
- Program performances such as Chinese New Year

**Examples of challenges that the program has experienced:**

- Limited funding
- Reduced enrollment due to decreased first generation immigrants in the area
- Shortage of qualified teachers
- Reduced parents' interest in getting involved
- "Fighting" between different pronunciation systems and "traditional" and "simplified" characters