

Three levels of courses will be offered. The beginner courses, Introduction to Chinese, are rigorous yet enjoyable and are designed to be comparable or equivalent to the first and second semesters respectively of high school courses in Mandarin Chinese I. The advanced courses feature more varied content and incorporate more real life applications, such as training to be bilingual docents at museum locations. The courses provide students with understanding of the basic principles of listening, speaking, reading, and writing the Chinese language across the three communication modes (interpersonal, interpretive, and presentational) and five goals (communication, cultures, connections, comparisons, and communities) as outlined in the National Standards for Foreign Language Learning. Also, students will be given ongoing and varied opportunities to develop their language skills and learn about the richness of Chinese culture through online Moodles, digital media, artistic projects, and cultural activities. Students can choose to participate in a three-day residential Chinese language camp after completion of courses to practice what has been learned. The pre and post assessments and surveys will be conducted under the guidelines of the federal STARTALK program for audits and research purposes.

Teachers participating in this program develop

learner-centered and activity-based lessons and curricula that incorporate cultural appreciation in a hands-on manner through a separate STARTALK teacher training program that is equivalent to six units or 90 hours of graduate courses in teaching Chinese from state universities before the beginning of the Chinese Immersion Summer Program.

These training courses, including Instructional Strategy, Performance-based Instructions, Oral Proficiency Interview, Authentic Assessment, Curriculum Design, and others, all specialized for teaching Chinese, will be instructed by professors of California State Universities, Texas State Universities, and the College Board's authorized presenters of the AP Chinese Summer Institute.

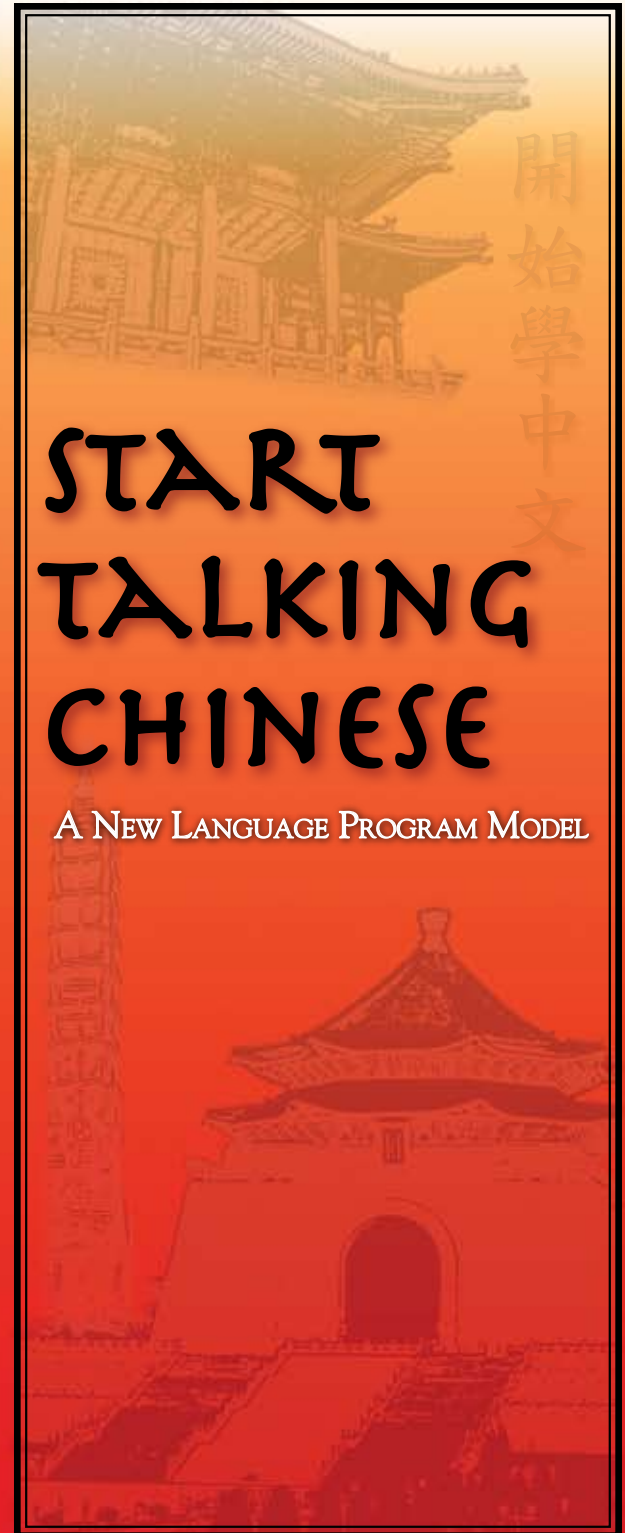
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START TALKING CHINESE

A NEW LANGUAGE PROGRAM MODEL



A SUMMER CHINESE LANGUAGE IMMERSION PROGRAM

STARTALK (www.startalk.umd.edu) is one of several federal government initiatives aimed at increasing the number of Americans learning critically needed languages such as Arabic and Chinese through new and expanded programs from kindergarten through universities and into the work force. STARTALK funds provide high school and middle school students with language learning experiences and language teachers with professional development opportunities in both residential and non-residential settings during the summer months.

The Chinese Immersion Summer Program offered by the Southern California Council of Chinese Schools (SCCCS), the Washington Metropolitan Association of Chinese Schools (WMACS), and the Chinese Language Teachers Association in Texas (CLTA-Texas)



with Chinese schools of the Dallas-Fort Worth Chinese School Association (DFWCSA) and the Houston Chinese School Association (HCSA) have been selected as the STARTALK program providers. SCCCS has 113 member institutions with over 16,000 total enrolled students in southern California, DFWCSA and HCSA have 23 member institutions with over 3600 total enrolled students in Texas, and WMACS has 24 member institutions with over 3000 total enrolled students in Virginia and Maryland learning Chinese after school hours and during weekends. Eighteen school districts in Los Angeles, San Diego, Washington DC, Dallas, and Houston have decided to participate in the programs to accommodate nine hundred students in learning Chinese in 2008. The program models will be expanded into other states next year through the regional Chinese heritage school associations.

The mission of the Chinese Immersion Summer Program is to be a feeder program aimed at increasing the number of students learning Chinese in school districts that have Chinese classes or to be an alternative language class in school districts without any Chinese classes. It is a simple matter to set up the program in interested school districts through collaboration with a nearby participating heritage language school. School districts are expected to:

- Have school counselors recruit 15~25 students from the school district to participate in the Chinese Immersion Summer Program.

- Guarantee a safe environment on campus for students and teachers.
- Grant one semester's worth of credit units for completion of STARTALK courses; to students who continue by taking Chinese class in Chinese schools, if the curriculum meets the standard of the foreign language classes, grant one year's worth of credit units. Curricula will be submitted for approval upon request

The program will provide one Chinese language teacher for every 20 students to make one



class. Also, an administrator from a nearby participating Chinese school will be assigned to coordinate the program implementation in the school district and to administrate student affairs in each school if more than two classes total are opened in the school district. There will be no cost to school districts; everything will be funded by the federal STARTALK program.

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