

East Asian Colloquium Series, Fall 2014

Indiana University Bloomington

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October 24, 2014

GOING GLOBAL

Development, Challenges and Opportunities for Chinese as a World Language in the United States



Noon, Ballantine Hall 004
October 24, 2014

Light refreshments will be served
Feel free to bring your own lunch

Topics

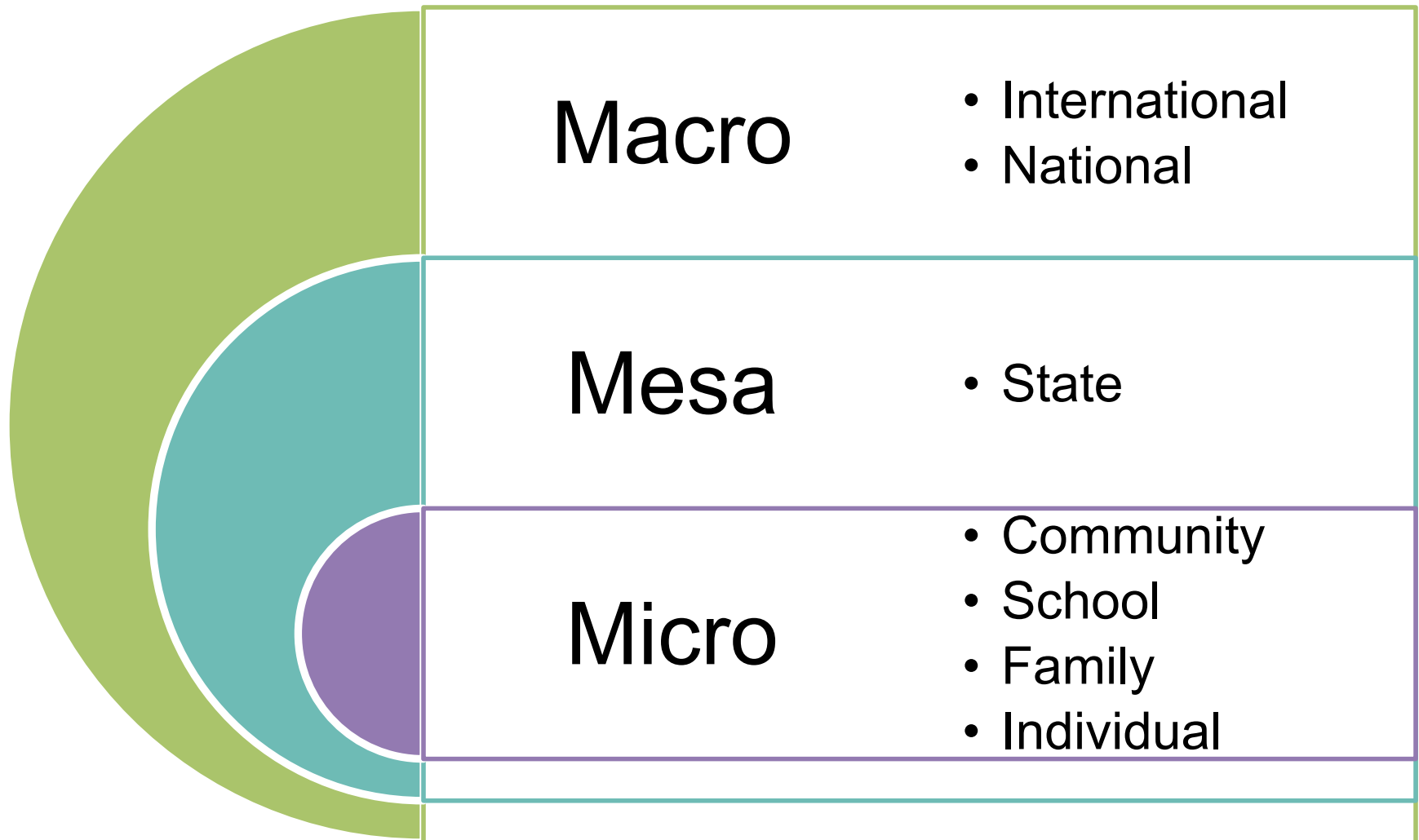
1. What are major developmental stages of the Chinese language field in the United States?
2. What factors have contributed to the boom of the field from 2004 to 2014?
3. What are the infrastructure needs and challenges associated with such rapid expansion?
4. What strategies and opportunities can be adopted or tapped into to ensure the quality, sustainability, and continued growth of the field?

Framework: An Ecological System Approach for Language Planning & Policy

- Environments: Macro, mesa, and micro
- Evolution of the language: Growth/eradication of the language in the host environment
- Effects: Analysis of opportunities and challenges

(Hornberger, 2003; Hornberger & Hult, 2009; Wang, 2010, 2012)

Environments: Language Planning Occurs at Various Levels (Wang, 2009)



Factors in Macro Environments

- Economic and political relations between the home and host countries
- Economic contexts of the host environment
- National security concerns
- Public attitudes toward the target language and its speakers
- Legislative efforts for or against the language
- Funding support
- Educational policies incorporating these factors that result in language programs

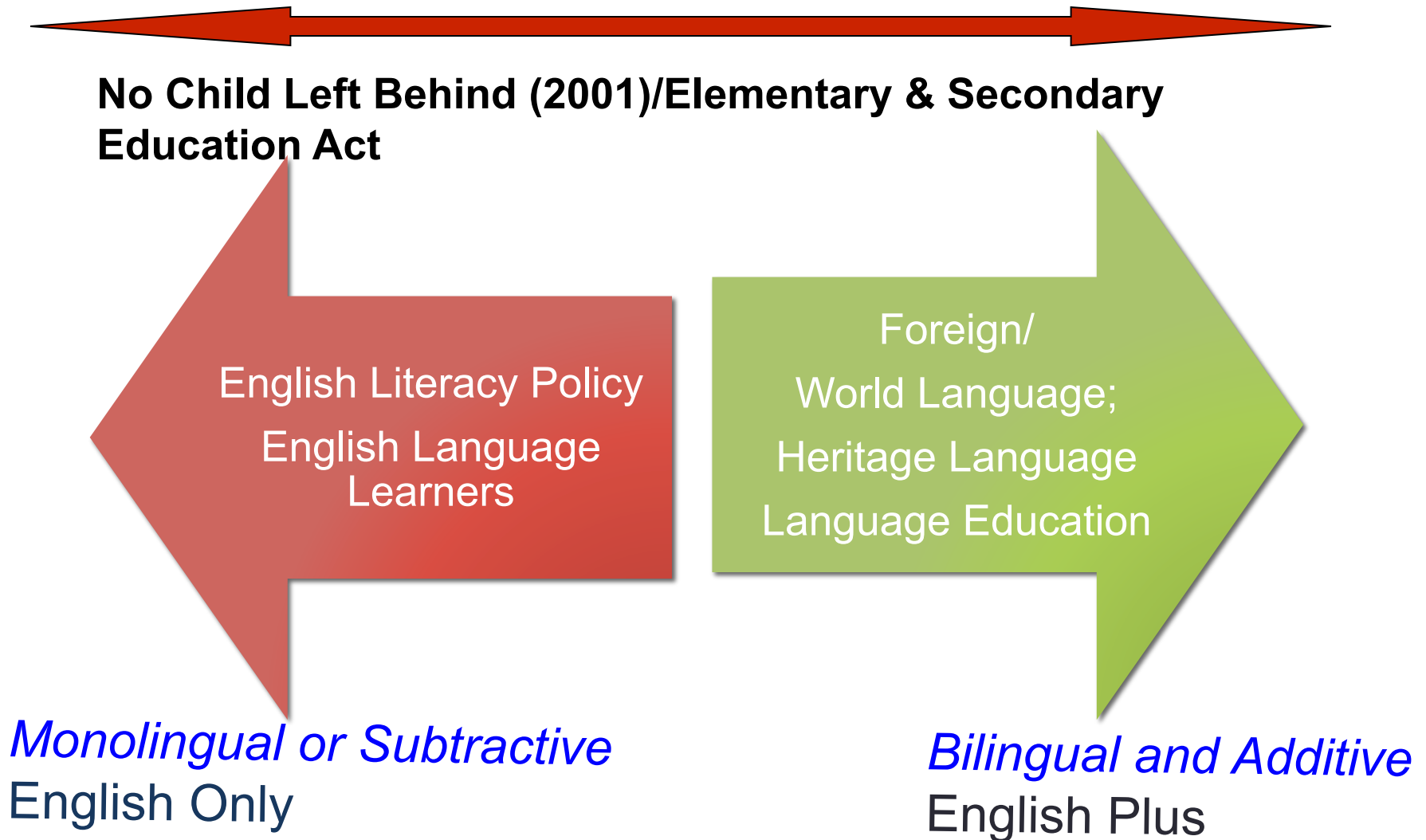
Additional Factors in the U.S. Environment

U.S. Language Orientations (Ruiz, 1984)

Public attitudes underlying language education policies

- *Language-as-problem*
- *Language-as-right*
- *Language-as-resource*

Sociological Codes of Languages in the U.S.: Education Policies and Practices in the K-12 Context



Some Factors in the Micro Environment: A Language and Its Speakers

- Who are they? Are they educated?
- What do they look like?
- What language do they speak?
- What are their religions and cultural practices?
- Under what conditions did they come? For what purposes?
- What numbers came?
- When did they come? How long have they been here?
- Where do they live? Are they socially integrated or isolated?
- To whom do they pledge allegiance?
- What is the condition of the local economy and education system?

Micro Environment: Community and Individual Factors

- Socio-political-economic factors
- Communities' demographics, attitudes, and goals
- Teachers' identities: competence and comfort level
- Parents' expectations and goals
- Heritage community identities
- Students' goals, motivations, interests, and identities
- Materials
- Resources
- Access to the language and culture

Effects in Language Education

What are major developments of and trends in the Chinese language field in the United States?

Three Developmental Stages of the Chinese Language Field

Stage 1: 1958 – 1970s

Emergence of a New Language Field

- National Defense Education Act (NDEA, 1958)
- Carnegie: 1960s – 1980s: Introduce Chinese in institutions of higher education

Stage 2: 1980s – 2000s

Infrastructure and Knowledge Building

- Dodge Initiatives (1980-2000)
- FLAP Grants (1988-2012): program building
- Freeman Foundation (Chinese and Asian cultures)
- ACTFL Proficiency Guidelines (1986; 2012)
- Standard setting aligned with the ACTFL standards (1996; 2009)
- World-Readiness Standards for Learning Languages (ACTFL, 2014)

Stage 2: 1980s – 2000s

Infrastructure and Knowledge Building (cont.)

- Professionalization of Chinese-specific originations: CLTA, CLASS
- Establishment of two Chinese heritage school systems: NCACLS (Taiwan) and CSAUS (PRC)
- Codification of the language variety and writing scripts
- Field building: materials, resources, assessments, infrastructure, research-based knowledge and practice

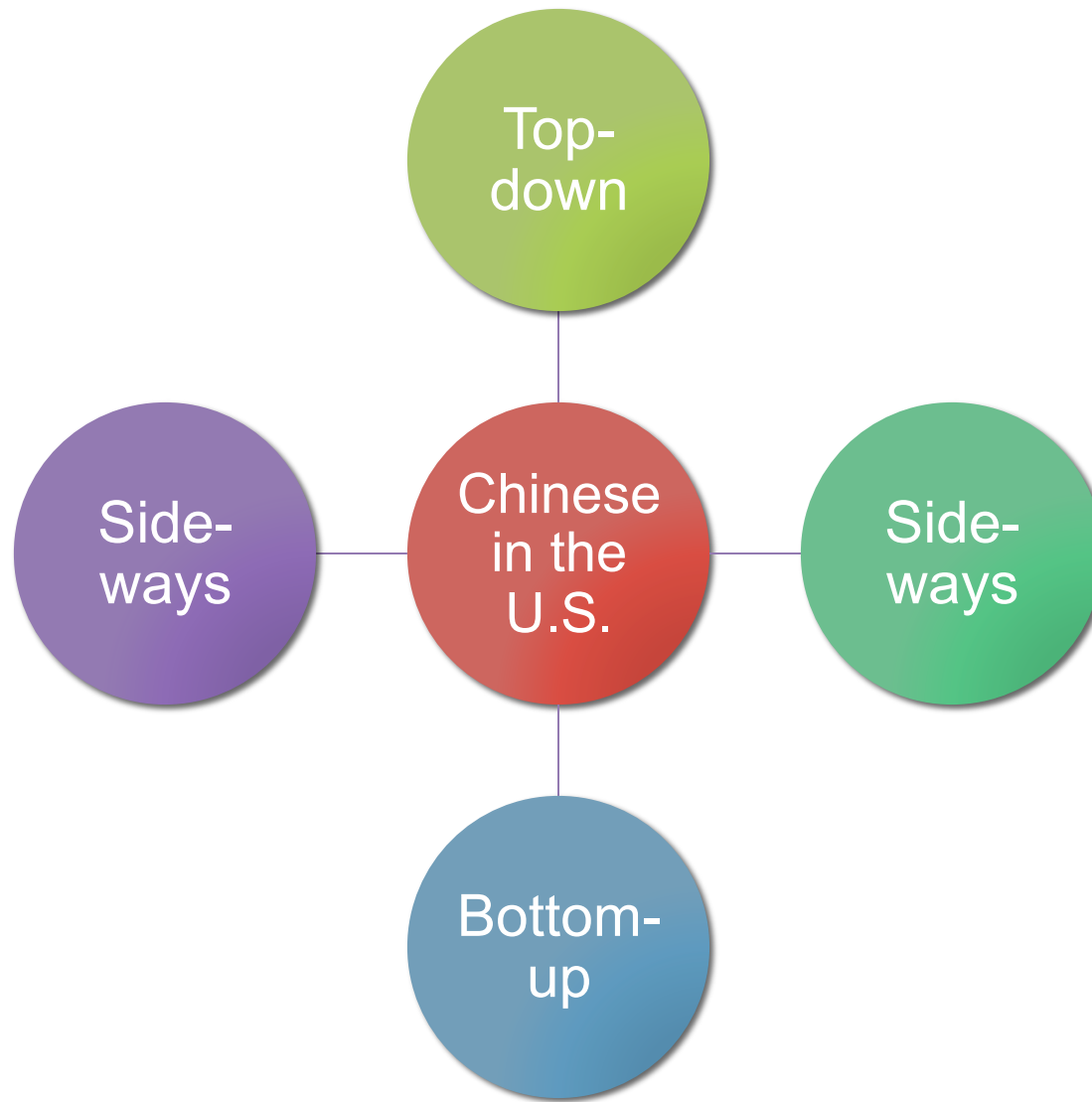
Stage 3: 2004 - 2014: Growth Spurt

What factors contributed to the boom of the Chinese language field in the United States from 2004 to 2014?

- Changing macro, mesa, and micro environments
- Different domestic and international players
- Critical language education policies
- Promotion of standards- and performance-based language learning and teaching

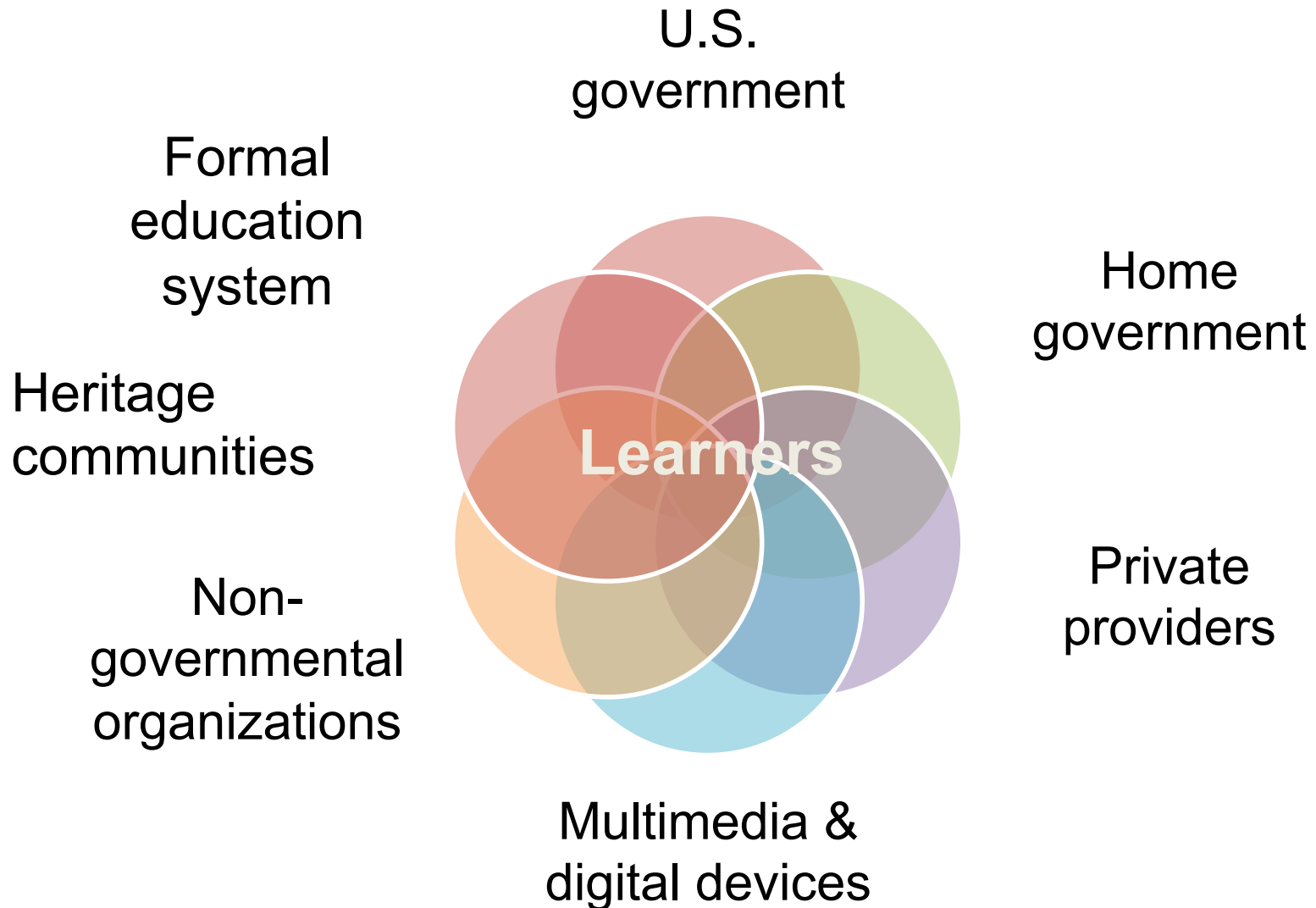
What is Special about the Chinese Case?

Interface of Policies, Players, and Practices



Architecture of a Language Field

(Brecht & Walton, 1995; Wang, 2009, 2013)



Chinese Heritage Language Schools in the U.S.

Group Type	Chinatown Chinese Schools	National Council of Associations of Chinese Language Schools (NCACLS)	The Chinese School Association in the United States (CSAUS)
When	19 th Century	Early 1970s	Early 1990s
Family Origin	Southern China; After 1976, ethnic Chinese from Southeast Asia	Taiwan; After late 1990s, adoptive and interracial families	People's Republic of China, Hong Kong, adoptive and interracial families
Language Variety Taught	Cantonese, Taishanese, Hakka	Mandarin, a few teach Taiwanese (a Min Dialect)	Mandarin

Post 2004:

Major Players in Chinese

U.S. Government:

- Federal Government (NSLI)
- State and Municipal Efforts

Chinese Government: Hanban

- Confucius Institutes
- Confucius Classrooms

NGOs:

- College Board
- Asia Society
- National Foreign Language Center, University of Maryland

U. S. Federal Government

National Security Language Initiative (NSLI, 2006)

Coordinating Agencies:

- State Department
- Education Department
- [Defense Department](#)
- [The Director of National Intelligence \(now National Security Agency\)](#)

Three Goals:

1. expand the number of Americans mastering critical need languages and start at a younger age
2. increase the number of advanced-level speakers of foreign languages
3. increase the number of foreign language teachers and resources for them

Chinese Programs Under the Foreign Language Assistance Program (FLAP)

Programs	2006 (48%)	2007 (32%)	2008	2009 (58 & 56%)
Number	48 LEAs 3 SEAs	22	5	36 LEAs 3 SEAs 12 Partner- ships
Funding amount	\$9.66 million	\$3.65 million	\$0.79 million	\$7 million

Total: \$21 million

<http://languagepolicy.org>

Programs under NSLI

- NSLI-Y
- Critical Language Scholarship Program
- Critical Language Teacher Program
- Language Flagship Programs
- STARTALK

Language Flagship Programs

- Goals: *Creating Global Professionals*
- Ten languages:
Arabic, Chinese, Hindi/Urdu, Korean, Persian, Portuguese, Russian, Swahili, Turkish
- Components:
Domestic, overseas Flagship Programs
- Students must graduate at a Superior level of proficiency in the target language (ILR Level 3)

Chinese Flagship Programs

- [Arizona State University](#)
- [Brigham Young University](#)
- [Hunter College](#)
- [Indiana University](#)
- [San Francisco State University](#)
- University of Hawaii, Manoa
- University of Minnesota
- [University of Mississippi](#)
- [University of North Georgia](#)
- [University of Oregon](#)
- [University of Rhode Island](#)
- [Western Kentucky University](#)

<http://www.thelanguageflagship.org/content/chinese>

STARTALK

- Summer programs for *students* to learn and *teachers* to receive training in teaching
- 10 critical languages: Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, Urdu
- In 2014, 25 teachers (out of 40) and 25 students (out of 55) programs in Chinese

<https://startalk.umd.edu>

Sample State Initiatives

Delaware: Governor's initiative in Chinese and Spanish immersion programs in elementary schools

North Carolina: now 10,000 students studying Chinese; 10 year longitudinal data on immersion program

Ohio: 23,000 students studying Chinese, a growth from 0.0002% in 2006 to 4.7% in 2014

Minnesota: former governor's initiative on Chinese language education

Utah: 33 Dual Language Immersion Programs

Chinese Government

The Office of Chinese Language Council International
(Hanban)

Worldwide Promotion of Chinese as a world language

- Chinese Bridge Delegation
- Visiting Teacher Programs
- Confucius Institutes: 100 in the U.S.
- Confucius classrooms: 256 in K-12 schools

[http://www.hanban.edu.cn/confuciousinstitutes/
node_10961.htm](http://www.hanban.edu.cn/confuciousinstitutes/node_10961.htm), May 21, 2014

Non-governmental Organizations

- The College Board
- Asia Society

Co-organize the annual National Chinese Language Conference (NCLC) in the spring

The College Board

In Collaboration with Hanban

- AP Course and Exam, beginning in 2007
- Chinese Bridge Delegation
- Chinese Guest Teacher Program: more than 200 teachers in 2014
- Confucius Institutes and Classrooms
- Chinese Cultural Seminars
- Student Summer in China Program

Asia Society

Expanding Chinese
Language Capacity
in the United States

Meeting Report
April 12, 2005



Asia
Society®

Partnership for
Global Learning

Chinese Language
Initiatives

Chinese in 2008:
An Expanding Field



Asia
Society

Creating a
Chinese Language Program
in Your School

An
Introductory
Guide



China Learning Initiatives <http://asiasociety.org>

Chinese Early Language and Immersion Network (CELIN) at Asia Society



Chinese Early Language and Immersion Network

Asia Society is pleased to present a new initiative, the Chinese Early Language and Immersion Network (CELIN) @Asia Society. In response to the expressed needs of Chinese early language and immersion programs throughout the United States, CELIN was established in 2012 under the leadership of Dr. Shuhan Wang, President of ELE Consulting International and former Executive Director of Chinese Language Initiatives at Asia Society.

Post 2004: Other Players in Chinese

- Private providers: e.g., Berlitz, Rosetta Stone
- Online, multi-media language use
- Digital materials
- Social media

Accomplishments of the Chinese Field

- Launched federal, state, and local initiatives
- Increased student enrollment in all levels
- Increased the number of K-12 school programs
- Increased the number and quality of Chinese language teachers
- Began to develop curricula, materials, and assessments

Languages Taught in Elementary Schools

(Center for Applied Linguistics, 1997 & 2008)

L	SP	FR	*SP Sp Sp	LA	** CH	GE	AS L	HB	IT	JP	AR	RU
'97	79	27	8	3	0.3	5	2	2	2	3	0.1	1
'08	88	11	7	6	3	2	2	1	2	1	1	0.2

* SP Sp Sp: Spanish for Speakers of Spanish

** Chinese: + 900% increase

(<http://cal.org/flsurvey>)

Languages Taught in Secondary Schools

(Center for Applied Linguistics, 1997 & 2008)

L	SP	FR	G E	LA	SP Sp Sp	*C H	AS L	IT	JP	HE	A R	G RE	R U
'97	93	64	24	20	9	1	2	3	7	0.2	0	1	3
'08	93	46	14	13	8	4	4	4	3	1	1	1	0.3

* Chinese: + 300%

(<http://cal.org/flsurvey>)

Chinese Language Enrollments in K-12 Schools

(ACTFL, 2011, Table 6)

Year	*FL Enrollment	Percent **CI	Percent of Chinese Lang. Enrollment
2004-05	20,292		0.23%
2007-08	59,860	+/-2.13%	0.67%

*FL=foreign language; **CI=confidence interval

Emergence of Chinese Immersion Programs

- *In **1971***, immersion education was **first introduced** in the U.S. (Lenker & Rhodes, 2007).
- *In **2007***, there were **12 Mandarin immersion programs, 3.9% of all** immersion programs (Center for Applied Linguistics, 2011).
- *In **2011***, there were **71 Mandarin immersion programs, 13.4% of all** immersion programs (Center for Applied Linguistics, 2011).
- As of **August 2014**, the Mandarin Immersion Parent Council lists **183 Chinese immersion schools** that teach Chinese at least 50% of the time.
(<http://miparentscouncil.org/full-mandarin-immersion-school-list/>)

Enrollments in Higher Education Language Courses Fall 1998, 2002, 2006, & 2009

	1958	1998	2002	2006	2009
Chinese	615	28,456	34,153	51,582	60,976

Source: *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009*. MLA, accessible at
http://www.mla.org/cgi-shl/docstudio/docs.pl?flsurvey_results
http://www.mla.org/pdf/2009_enrollment_survey_pr.pdf

Heritage Language Programs (2012)

Type of System	Schools	Students	Est. Teachers
NCACLS (Taiwan)	800+	70,000	5,000
CSAUS (PRC)	405	80,000	3,000
Total	1,200+	150,000	8,000

Han 2012; Liu, 2012; Wang, 2012

Trends in Chinese/World Language Education in the U.S.

- Awareness of the need for **global competence** for this interconnected world, which includes ***linguistic and cultural capital***
- Growth of immersion and early language learning programs
- Seal of Biliteracy and Credit by Proficiency movements across states
- K-16 articulation aligned with standards and real-life use
- Content-driven language learning

What are the infrastructure needs and challenges associated with such rapid expansion?

Challenges

1. Teachers, teachers, teachers
2. Most programs are young
3. Almost no early language learning infrastructure and research
4. Lack of K-16 articulation leading to attainment of high levels of language proficiency
5. Pockets of excellence exist; coordination of initiatives and collaboration needed

A National Issue: Teacher Certification

- ◉ Each state has its own requirements
- ◉ Count seat time instead of competency
- ◉ Inadequate requirements to certify native speakers of the language
- ◉ Inflexible program design
- ◉ NCLB and teacher evaluation complicate the problem
- ◉ Mismatch of candidates and programs

The Teachers We Need

*Transforming World Language Education
in the United States*



**A serious
World Language
Education Gap
in the United
States**

[http://www.startalk.
umd.edu](http://www.startalk.umd.edu)

What strategies and opportunities can be adopted or tapped into to ensure the quality, sustainability, and continued growth of the field?

A Useful Conceptual Framework: Vitality of the Chinese Language Field

Three Necessary Conditions for Language Vitality

- Capacity Development
- Opportunity Creation
- Desire Enhancement

The COD model is based on the clear understanding that all three elements must be co-present for language vitality to be possible.

(Grin, 1990; Lo Bianco 2008; also see LoBianco & Peyton, 2013; Wang, 2014)

Vitality of the Chinese Language Field

- *Capacity development:* Development of personal language proficiency and language use, through both formal teaching and informal transmission of the language
- *Opportunity creation:* Real and active places and circumstances where use of the language is natural, welcome, and expected
- *Desire enhancement:* Individual and collective identification with and motivation to use the language and investment in learning and improving proficiency in it, because proficiency brings certain rewards

As a Start: Ten Lessons Learned (Rhodes, 2014)

1. Focus on good teachers and high-quality instruction
2. Identify and clearly state intended outcomes from the beginning
3. Plan for K-16 articulation
4. Develop and maintain ongoing communication among stakeholders
5. Conduct ongoing advocacy efforts to garner and maintain public support
6. Advocate for district and statewide language supervisors
7. Dispel common misperceptions about language learning
8. Monitor language development through continual assessment
9. Harness the power of immersion
10. Remember that money matters

Summary:

Chinese Language Education in the U.S.

Type	18 th C to 1949	1950-1969	1970-1985	1990-2004	2005-present
Formal Education System (Top-down)					
Foreign Language		√	√	√	√
World Language				√	√
Bilingual Ed/English Language Learners			√		√
Home/Community (Bottom-up)					
Home/Heritage Language	√	√	√	√	√

Status and Identity of Chinese as a Foreign/World Language

Pre-2004

- National security
- Economic competitiveness
- Language as a tool for area studies
- Perceived as a difficult language
- Traditionally for elite college-bound students or scholars in Asian Studies
- Polarized views about U.S.-China relations

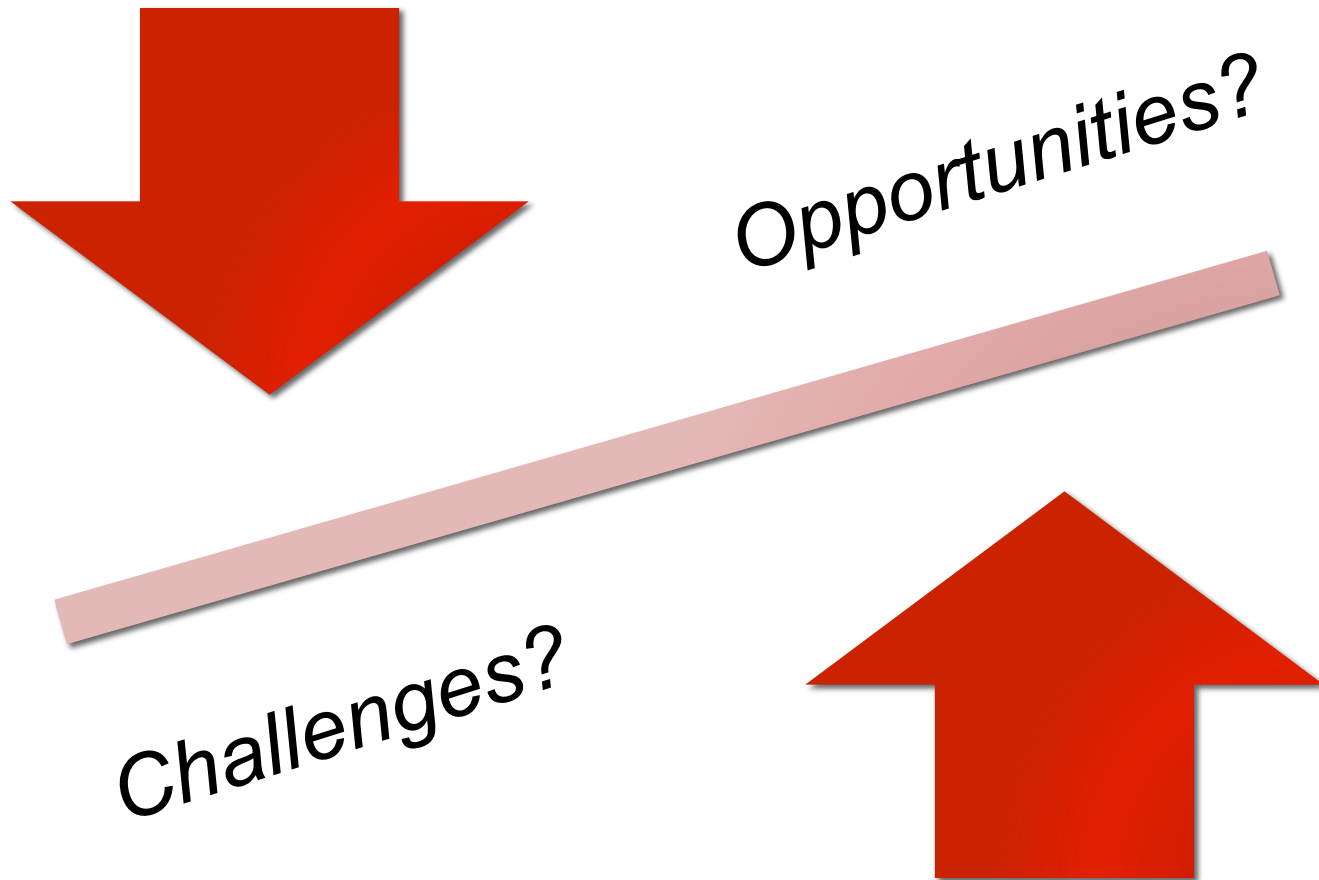
Post-2004

- National security
- Economic competitiveness
- A ticket to the China Express
- Global issues
- Mandarin as a global phenomenon
- Mixed feelings from speakers of other world languages
- Mixed media profiles of China and U.S.-China relations

Conclusion and Strategies

1. Create a robust learning system for the digital age in the interconnected world
2. Connect all sectors relevant to Chinese language education in your locality
3. Take advantage of what technology offers
4. Invest in teachers and infrastructure
5. Build opportunities for language use and desire in students

Discussion: Challenges and Opportunities for the Chinese Language Field



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Questions, Comments, Suggestions?

谢谢

Thank you!

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