

The ACC Intensive Language Training Program for Students and Language Professionals

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The Associated Colleges in China (ACC), a consortium of six core members and over 50 participating colleges and universities, is administered by Hamilton College and hosted by Capital University of Economics and Business (CUEB) in Beijing, China. Established in 1996, ACC has successfully trained 1,248 undergraduate students who are linguistically and culturally proficient in Mandarin Chinese and who can function freely in Chinese speaking communities. The ACC has established itself as a leader in curriculum design, pedagogical innovation, teacher training, and material development among overseas programs in China. ACC key officers have published four sets of textbooks and a number of multimedia materials, mostly for the study of advanced level Chinese. ACC is considered one of the top study abroad programs because of its academic rigor, quality teaching, highly interactive and individualized instruction, culturally enriching class activities and innovative curriculum. The Associated Colleges in China (ACC) currently operates two programs: a 12 month intensive Chinese language program and a summer post-study abroad field studies program.

The Hamilton College and the ACC now respectfully request \$1,204,602 to significantly expand its programmatic offerings. **The ACC Intensive Language Training Program for Students and Language Professionals** will: 1) create twelve new full-year scholarships, enabling more students to join to the ACC's existing advanced language and culture study aboard program; 2) provide four new fellowships for ACC's post-study abroad field studies program; and 3) establish a new summer Chinese language teachers' institute for K-12 teachers. These programs will help students and Chinese teachers further develop their language proficiency and cultural competency by participating in a series of carefully designed programs,

including intensive language/culture training, first-hand field experience in China, hands-on projects, and face-to-face interaction with Chinese people.

Our proposed project addresses several pressing *issues and needs* in the larger field of foreign language education and of Chinese language/culture education in the America: 1) the national paucity for competent and fluent speakers of critical languages, of which Chinese is one; 2) serious language loss and maintenance challenges every student faces after study abroad programs have been completed; 3) the prevalence of urban-based and classroom-oriented study abroad programs; 4) the lack of opportunities to expose students to a comprehensive and in-depth study of the Chinese culture and society; 5) the need to develop experience-based study abroad programs for teachers of Chinese; and, 6) the need to find innovative ways to inspire more American young people to engage in foreign language/culture learning and K-12 Chinese language teaching. Please see section eight – Needs and Issues – for additional commentary on why such a program is needed.

This proposal meets the *absolute priority* of the of GPA program by creating a program with a focus on East Asia. Further, we address *competitive preference priority I* by establishing a program that fosters the development of advanced language skills in one of the critical languages – Chinese – highlighted in the GPA program announcement. By establishing a new short-term study abroad program for K-12 teachers, we are also addressing *competitive preference priority II*.

1. Plan of Operation

1.1 Goals and Objectives

The ACC Intensive Language Training Program for Students and Language Professionals is a suite of distinctive and mutually supportive study abroad programs. The overarching goals of these programs are:

- To advance participants' language/culture competency from an intermediate/advanced level to a superior level through a performance-based curriculum and purposeful language usage in different linguistic and cultural contexts.
- To expand participants' cultural knowledge in China through first-hand experiences in China.
- To develop self-awareness and cognitive and affective changes in participants through the sharing of their experiences with a variety of Chinese nationals.
- To develop participants' awareness of international education and global issues by participating in Chinese community activities.
- To provide a total immersion professional development opportunity for K-12 Chinese language teachers.

ACC will work in partnership with its collaborator of eleven years and host institution, Capital University of Economics and Business (CUEB) (please see letter of commitment in *Appendix B*) and the Hands Brain Education Training Center (HBETC), a non-profit organization based in China. Although each of the three proposed programs focuses on different aspects of study abroad experience and serves the needs of participants at different stages of learning and career preparation, each program builds upon ACC's proven model of advanced Chinese language acquisition and cultural immersion. In order to accomplish the overarching goals, we have established four programmatic objectives:

1) ***Establish twelve new full-funded fellowships for students who commit themselves to a full year of study in China through ACC's Language and Culture program, enabling students without financial means to engage in intensive advanced language and cultural studies to achieve an advanced high to superior proficiency of Chinese.*** From 2003-2007, applications to the ACC program have grown from 123 to 203 per year, an increase of 39%. Meanwhile, a recent ACC survey indicated that only 10 to 17% percent of participants sign up for the full-year program, with the primary reason being financial constraints.

2) ***Expand the ACC post-study aboard field studies program by establishing four new fellowships.*** Established in 2007 with a grant from the Group Projects Abroad program and now primarily supported by the Henry Luce Foundation, the seven-week program demonstrated that well-designed field experiences can assist students achieve advanced high to superior level language and cultural proficiency. The 2007 program included 12 students – those 12 slots are now being supported by the Luce Foundation. Due to the enormous success of the program, we seek to expand the total number of students involved in the Field Studies Program to 16. Without these fellowships, the vast majority of our students reported that they would be unable to participate due to financial constraints.

3) ***Launch a new six-week Chinese language teachers institute for twelve fellows who are in-service or pre-service K-12 Chinese language teachers.*** Such an institute not only helps address the urgent need for qualified Chinese language teachers in K-12 schools in the U.S., but it also provides opportunities for K-12 teachers to refresh their Chinese languages skills, learn advanced pedagogical strategies, and renew cultural awareness. A recent survey in the language field

shows that 85% teachers do not have adequate funding for their professional development, let alone the opportunity to do so in an overseas setting.

The objectives of the program are directly related to those of the GPA program. The suite of programming outlined below will expand a successful model of advanced Chinese language acquisition and cultural immersion, building a continuum of increasing exposure for students from kindergarten through post baccalaureate study and meeting the nation's security and economic needs through the development of the nation's capacity in foreign languages and area and international studies.

1.2 Program Design for All ACC Academic Programs

ACC is committed to maintaining an effective and comprehensive language curriculum with well-defined objectives, instructional approaches, and teaching materials. The success of all ACC academic programs derives from: a) its innovative and rigorous core curriculum which focuses on theory-driven and research-based curricular models, a highly interactive and individualized instructional approaches and classroom processes, and individualized task-based activities; b) its experience-based co-curricular activities that reinforce the core curriculum and ensure full use of China's linguistic and culture environment; c) its thoughtful program features which enrich language and culture learning; d) its effective teacher training and mentoring programs which help cultivate a team of the best trained and most experienced Chinese instructors; and, e) its efforts to provide modern facilities and local contacts for students' needs. These design features of the ACC program have proven to be the key factors to ACC's continued success and we plan to maintain them in the proposed GPA-funded programs.

Performance-based core curriculum: The ACC curriculum is based on the recent second language acquisition research which emphasizes language use and communicative ability. Its aim is to develop students' language ability across three communicative modes: interpersonal, interpretive, and presentation as outlined in the Standards for Foreign Language Learning in the 21st Century.¹ Instead of offering discrete traditional speaking, listening, reading, and writing courses, the ACC curriculum focuses both on the program process and learning outcomes of students. To reinforce the program process, ACC designs its instruction by incorporating research-based pedagogy. To ensure learning outcomes, ACC uses standard ACTFL proficiency guidelines to establish learning objectives for each level (see the ACC curricular description in *Appendix A*), as measured by functional ability, textual type, and rate of accuracy.

In order to achieve the curricular goals defined by the performance descriptors specified in the ACC curricular description in *Appendix*², a unique pyramid instructional model based on learner's cognitive processing and strategies is adopted to maximize the daily 4-5 contact hours. This model incorporates four types of instruction in a daily teaching cycle, each with a set of distinctive instructional procedures, unique techniques, and varied class size to achieve different pedagogical objectives. Following is a summary of students' daily classes:

Schema building and thematic scaffolding (eight students). The class uses a set of activating activities involving a discussion of the main idea and thematic framework of a focal topic/lesson. While discussing main ideas, the key language forms and functions relating to the focal topic are introduced and practiced.

¹ National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan.: Allen Press, 1999)

² The performance descriptors state what the students should know and be able to do at each level of instruction.

Pattern learning and focus-one form (four students). This class focuses on language forms and uses a format of pre-planned question-answer interactions on a topic using key routines and patterns

Task-based conversation class (two students). This class uses simulated tasks of role play, information gap, interviews, problem solving, debate, and other activities to encourage discussion, and interpersonal communication.

One-on-one individual session (one student). As a part of core curriculum, individualized instruction is offered to all students.

Experience-based co-curricular activities: ACC also emphasizes hands-on and experiential learning by offering students different opportunities to apply what they have learned in class to the real world. The following co-curricular activities have proven to be most effective and have contributed effectively to students' gains in Chinese language and culture.

Weekly language practicum: Once a week, students are assigned real world tasks to be completed outside of classes in three stages. A pre-task prepares students with reading or viewing. A core task is then carried out in local communities. For example, students may interview Chinese people in a specific field, survey families or students in a community, join a panel discussion, or debate with Chinese students. As a post-task, students write about their experience and task process for their weekly essay and report it to class the following week.

Learner portfolio: A Personal Chinese Language Learning Portfolio is intended to monitor a student's Chinese learning development and achievement. The portfolio contains criteria for evaluation including a student's comprehension, speaking, writing, and participation in the formal classroom learning setting. After all the criteria are compiled, it is evaluated by both the professor and the student. After reviewing and self-reflecting on his/her Personal

Chinese Learning Portfolio, the student has individual meetings with the assigned teacher in the middle and final week of semester to discuss his/her learning experience and strategies and to receive further directions and sample narratives.

Independent Project: This semester-long project is carried out under the guidance of the program director and individual instructors. Students will spend two hours weekly in class preparing for a project of their own choosing. The project guideline stipulates that students must also engage in four activities in order to integrate their skills in Chinese language and culture: a) read the literature on the topic; b) go outside of campus to conduct interviews and surveys with local Chinese in the community; c) present the project in PowerPoint to class; and d) submit a written paper in Chinese.

Language and culture enriching program features: All three ACC programs will implement the following program features to enrich the language and culture learning experience in China.

Chinese-only Policy: ACC implements a serious Chinese-only policy. All admitted students must sign a language pledge indicating their agreement to speak only Chinese to all people at all times. This policy has been program's most important regulation and constitutes the very backbone of its philosophy. The policy is upheld seriously and has helped students drastically improve their language and naturally immerse into Chinese culture as evidenced in students' letter of support (see *Appendix B*).

Chinese host family and roommate programs: ACC has been implementing the Chinese host family program since 1996 and it has proven to be successful. Students can observe and participate in the daily life of a Chinese family and gain a better understanding of Chinese

culture, customs, and social etiquette. ACC expanded its host family program to include the Chinese roommate program in 2007. Students can choose to rent an apartment with a Chinese roommate. The pilot year was successful and we are now institutionalizing the program. Due to an added work on housing arrangement, roommate selection, and student supervision, a residence director is needed to help share the work load.

Chinese language partner program: The ACC's Chinese language partner program is a newer component of the curriculum, but has proven to be immensely successful. ACC sends out open invitations to Chinese college students at the host institution and nearby universities. ACC students sign up for the program voluntarily and schedule weekly meetings at their leisure to engage in language and culture discussions in Chinese.

High quality teaching team and effective teacher training and mentoring programs: ACC has a remarkable teaching team. Among its 34 local instructors, 70% of them have a MA or BA degree in teaching Chinese as a foreign language and 80% of them have had at least 4-11 years of teaching experience at ACC. The high quality teaching team can be attributed to our careful selection and preparation process, effective teacher training workshops, teacher mentoring program, and an open class observation policy.

Careful selection and preparation process: All ACC instructors will be carefully selected through a three-step process of application, interview, and teaching demo. New instructors will go through a two month pre-service training coupled with class observation, pedagogical workshops, and supervised teaching practice;

Hands-on teacher training workshops: Since its inception, ACC has offered its faculty 56 teacher training workshops on various topics, averaging five per year. ACC's annual three-day hands-on teacher development workshop in June is renowned in the field of CFL. It serves to

renew ACC faculty’s knowledge and skills in teaching and also attracts many CFL instructors from other programs. ACC’s pre-semester and post-semester workshops and weekly teaching demonstrations have proven to be effective for ACC faculty’s rapid improvement and mastery in teaching methodology and techniques.

Teacher mentoring program: ACC established its teacher mentoring program in 1999. The program pairs the experienced instructors with a new teacher. Meetings are scheduled regularly to discuss pedagogy and classroom management issues, to practice teaching techniques, to work on lesson plans and joint presentations, and to revise teaching materials.

Open class observation and frequent teaching rotation: ACC has established a system of open classroom observation and teaching rotation, enabling instructors to teaching all levels and different types of class. ACC instructors’ classes are open to their colleagues to observe and share. Teaching posts are rotated every two semesters. In addition, there is a weekly teaching demonstration and practicum session organized by the program and participated by both instructors and volunteer students. Real lessons and real students will be used to experiment different teaching techniques.

1.3 Program operation

All three programs will have three main phases: Pre-departure preparation phase, overseas phase, and post-program phase.

Phases	Time line	Main components
I. Pre-departure: Phase for all three programs	6 to 10 months between October to April	<ul style="list-style-type: none"> • Application and recruitment • Selection and admission • Pre-departure orientation
II. Overseas Phase		
<ul style="list-style-type: none"> • ACC full year 	June 20 -August 20	<ul style="list-style-type: none"> • Summer program

program	September 1-December 10 January 15- May 10	<ul style="list-style-type: none"> • Fall program • Spring program
<ul style="list-style-type: none"> • ACC summer field studies program 	June 20 to July 15 July 16 to August 3	<ul style="list-style-type: none"> • Language preparation • Field experience • Information dissemination
<ul style="list-style-type: none"> • ACC summer teachers institute 	June 10 to July 25 July 1 to July 25	<ul style="list-style-type: none"> • Language training • Culture enrichment • Teaching practice
III. Post-program phase for all three programs	One week to three weeks immediately following each program	<ul style="list-style-type: none"> • Debriefing • Performance evaluation • Reflection • Program evaluation

Pre-departure phase: Preparation phase consists of three distinctive components.

Application and Recruitment. We will begin advertising the three programs by using our extensive e-mail database, advertising in professional journals, newsletters and websites, and by posting information on ACC and other professional websites. We will also start our recruitment among ACC member schools as soon as the grant is approved. We will seek out students who have a strong interest in education, international studies and/or Asian studies, a desire to achieve high degree of Chinese language proficiency, and quality reasons for wanting to study with ACC.

Selection and Admission. Application forms will be revised for the existing programs and will be created for the new program. The application for all programs will require a personal statement, a brief description of future career intentions, recommendations from colleagues, supervisors, or principles, and transcripts (if possible), along with standard biographical information. For field studies program, applicants must submit a project proposal and a brief description of their prior study abroad experience. For the teachers' institute, applicants certify they are not native to China, describe their teaching experience, and state their intended career

goals. Applications will be due March 1st and the selection process will be completed by March 30th. Selections will be based upon the applicants' grade point average, language ability, career intentions, and academic and psychological readiness. The selections will be made by the admissions committee: ACC's General Director, Hong Gang Jin, one ACC board member from the consortium, the ACC Program Administrator, and ACC's Program Coordinator.

Pre-departure Preparation and Orientation. Students will be sent orientation materials to assist them to prepare for the program. Before departure we will also hold an online orientation for all students and staff so that we can clearly communicate on all necessary issues before arriving in China.

Overseas Phase: ACC's three programs have different components and time line.

ACC Full Year Advanced Chinese Language and Culture Studies Program: This program provides students with opportunities to study advanced Chinese for a summer, a fall, a spring or any combination in Beijing, China. The ACC academic program offers four proficiency levels: intermediate, advanced I, advanced II, and advanced III (a new feature added to the program a year ago). All courses are taught solely in Chinese. Placement/entrance/exit examinations in written and oral formats are administered at the beginning and end of each term. Once the academic term begins, students are offered 18 different language and culture courses. The summer program spans eight weeks while the fall and summer programs last 14 weeks.

ACC summer intensive Chinese language and culture program: This program functions as a preparatory and transitional term for students to engage in further advanced Chinese language and culture studies in the fall and spring terms. During this eight-week intensive language program, participants are offered 20-22 contact hours per week and four types of instruction: eight-on-one lecture and drill; four-on-one pattern practice; two-on-one task-based

conversation; and, one-o-one individualized instruction. On a typical teaching day, each participant will spend 4-6 hours preparing for their classes and will work with 4-5 different instructors, all of whom are native speakers of Chinese.

Courses for each level normally cover 8-10 units with 32-35 lessons covering topics on contemporary China, equivalent to two terms of Chinese language courses at most US colleges. Course activities also include daily dictation, homework assignments, weekly achievement test on four language skills, weekly language practicum and oral presentation, a language game and performance once a term, and other co-curricular activities previously described. In addition, guest lectures, interviews, and discussions with Chinese citizens, local teachers, and students will be woven into courses.

ACC Fall and Spring intensive advance language and culture program: This program focuses on further developing participants' skills in formal and academic Chinese across three communicative modes. Each student is normally enrolled in four courses with a focus on advanced academic Chinese language use. In addition to 20 different language courses (see the complete list in *Appendix C*) and the whole array of program features offered in the summer program, students will engage in a semester long independent project in Chinese, conduct joint panel discussions with ACC teachers on a topic of their own choosing relating to their experience in the US, and participate in more language practicum and community activities.

Weekly achievement tests will be scheduled to monitor students' progress and adjust course curriculum. Students' independent project will be evaluated at the end of each week after each round of practice of discussions and presentations. An evaluation rubric has been developed to assess the content, organization, and language accuracy of the presentations at each stage. At

the beginning and end of each term, a proficiency test and formal ACTFL oral test will be administered to assess students' overall achievement in this period.

For these two programs, we request GPA support to fund two components of the overall program: the development of a fellowship program to creating 12 fellowships for full-year participants and the establishment of a resident director position in Beijing so that ACC can expand its Chinese roommate program and ensure the quality of Chinese family program.

ACC summer post study abroad Field Studies Program: ACC summer post study abroad field studies program is an advanced language/culture training program with an added component on field experience. It is designed to provide those students with prior study abroad experience to further their knowledge of Chinese language and culture through a field-based experience.

Language/culture Study & Project Preparation. This stage will include a three-week intensive Chinese language/culture training and field trip preparation. Students will be enrolled in two courses: Chinese 507: *Issues on China's Education System* and 508: *Independent projects and field preparation*. Students will meet three hours a day to read and discuss issues on China's education and rural development. One hour individual meetings with the instructor will be held to work on an independent project course. In addition to four hours of daily intensive course work, guest lectures, class observation, interviews, and discussions with Chinese citizens, local teachers, and students will be woven into the two courses.

Field Experiences in Rural China. The field experience component will last for three weeks and will be arranged through our host institution, Capital University of Economics and Business (CUEB), a NGO volunteer organizations (HBETC), and regional teachers colleges in China on education projects.

The three-week field study is process-oriented and focuses on issues of education in rural China. Students will first work in day camps with elementary schools students at HBETC sponsored rural sites, and then join a Chinese-speaking working team consisting of education experts, research specialists, and China's master teachers/principles from various cities. Students will travel with the working team to two to three rural sites.

During the field trips, students will also meet as a group once a week with the Project Director to discuss their experience. They will keep journals and plan a brief reflective paper comparing and contrasting their understanding about China's rural development and education before and after the field trips. They are encouraged to submit their finished report to their school papers for publication after field trips.

For this program, ACC requests funding of four fellowships for four year of grant cycle.

Summer Chinese Language Teachers Institute: The summer Chinese Language Teachers Institute offers in-service and pre-service teachers of Chinese in K-12 schools a six-week immersion program of courses, seminars, workshops in Chinese language, culture, pedagogy, and teaching practicum. The objectives of this institute are: a) to refresh and expand participants' language skills through highly interactive and task-based advanced language courses; b) to further participants' knowledge on Chinese culture and education practice through a series of well organized culture lectures and tours; c) to improve and further develop participants' knowledge and skills in Chinese language instruction.

Three key components are designed for this program:

Advanced Language training: Participants will enroll in two courses: Chinese 450: *Advanced readings and discussion* and 490: *Special topics in advanced Chinese*. Participants will take three hours of classes per day with ACC instructors. Course content consists of two

aspects of the advanced language training. The first targets academic newspaper and journal readings on contemporary China and advanced reading skills. The second focuses on advanced conversations on social and professional topics, different genres, oral literature, and local accents through TV, radio, and audio programs. Class activities include lectures, group discussions, individual presentations, conversations, and debates on contemporary issues in China, China's educational system, and challenges in elementary and secondary school education. ACC teachers will also create exercises targeted at improving participants advanced listening, reading, and writing skills.

Culture enrichment: One hour of each day will be devoted to cultural understanding of China. We will invite professors from different institutions in Beijing to lecture/lead discussions on China's society, education, economy, government, family structures, folklores, literature, arts, and culture. We will also arrange culture tours to historical sites in Beijing and nearby cities. The lecturers are from Beijing Capital University of Economic and Business, Beijing Education Institute and Beijing Normal University. Twice during the institute, participants will have a chance to organize panel discussions with Chinese colleagues from different programs institutions on current issues in the US and China.

Teaching practice and teacher training: Three activities will be organized for this part of the program: teacher training workshops, local school visit, and teaching practicum.

Teacher training workshops: Four three-hour workshops will be organized on theories and practice of teaching Chinese as a second language. The main topics include: a) pedagogical principles and procedures of second language instruction; b) curricular design and instructional approaches; c) classroom techniques: elicitation and interaction; d) small group and task-based instruction; and e) assessment: measures and tools.

Local school and community visit: Since Chinese schools are still in session in the first two weeks of July, participants will be given opportunities to visit local elementary and high schools to observe classes. They will also write two reports in Chinese comparing and contrasting American and Chinese educational system, theories, methodology, and practice of foreign language instruction.

Teaching practicum: Two participants will be assigned to one teaching mentor who has had at least six years of teaching experience at ACC and has been rated by students and the program as an effective teacher. Participants will shadow the mentor for a day, observe classes, and prepare a teaching practicum. Each participant will also have six teaching practicums with volunteer ACC students during the second half of the program, providing them with the hands-on experience of teaching in overseas program

Class schedule	Monday-Friday class schedule
8:00-9:00	➤ 4 on 1 group session: form focused pattern practice
9:00-10:00	➤ 2 on 1 conversation: tasks and activities
10:00-11:00	➤ 1 on 1 individual session: language practice, discussion, error correction
11:00-12:00	➤ Cultural lectures by guest speakers, culture tours
1:30-2:30	➤ Teacher training workshops, panel discussions
3:00-5:00	➤ Local community and school visit, language and teaching practicum

The institute will also incorporate the immersion features that have proven to be beneficial to all ACC students: the Chinese roommate program, weekly Chinese language tables, language partner, guest lectures, cultural performances, local excursions, and field trips organized by the program coordinator.

In addition to taking entrance and exit examines, achievement tests will be given at different points of the program to assess the language and culture gains, one culture survey will be conducted, and a teaching/learning portfolio will be filed jointly by participants and instructors. Program evaluations will be conducted twice during the program to make adjustments for the following year's program.

Post-program phase: At the end of each program, participants will engage in debriefing, reflection, and program evaluation. First, participants will schedule an individual interview and debriefing with the program director in charge of the specific program. Secondly, an experience-sharing session and group discussion will also be scheduled during the week. Thirdly, program evaluation forms will be filled out by participants, and finally, the exit tests will be administered during this week to assess students' language development and cultural knowledge.

1.4 Program management

Pre-Departure Administrative Duties: Beginning in September of each funding year, the project director and coordinators will be responsible for advertising their program to prospective students, developing an application for the program, accumulating pre-departure materials, and communicating within ACC on the development of their program to ensure the smooth operation of the program in three phases.

The project administrator will work under ACC's General Director, Dr. Hong Gang Jin, to communicate with the ACC Beijing Office on renting classroom and dormitory space, hiring teachers, and finalizing the curriculum. The project administrator will communicate with Beijing to finalize the details of all activities for each program.

The project director and administrator will plan the program assessment by negotiating the project evaluation dates with Dr. Phyllis Zhang, project evaluator and ACTFL oral proficiency examiner. The survey forms will be designed and revised by the ACC current Field Director.

During the Project: For each program, the project director will work and travel with students to China to ensure that each component of the project runs smoothly. Furthermore, the director of each program will act as an advisor to each of the participants. The director will fill out a report on the successes and difficulties of the activities of each component of the project. A summary of these reports will be used in the annual report submitted to ACC General Director, Professor Jin, and the ACC board members for review.

While still in Beijing, each student will be required to fill out an anonymous survey presenting their feedback on the project. We will use this information to help us to improve the project in the coming years.

After each program: At the conclusion of the programs, the program director will write a formal annual report that will be circulated to ACC's General Director and the ACC Board.

1.5 Resources and personnel to be used to achieve the objectives of the projects

We are requesting funding, primarily, for student-related expenses and in-country personnel. Because the ACC is a well-established program, staffing and facilities are already in place, enabling us to focus almost exclusively on the participants' needs. ACC is equipped with modern teaching facilities and has cumulated many close local contacts and collaborators. All ACC offices and lecture rooms are equipped with high speed internet, LCD projectors. A computer lab with internet and online access is conveniently located in the teaching building for

students to work after class and research for project materials. Students' dorm rooms are equipped with internet, telephone, and cable TV.

ACC has established many local contacts to help students travel to different parts of Beijing and China to carry out interns and field studies. Beijing Renmin University, Beijing Normal University, Jiangsu Hands & Brain Teacher Training Center, Northwest Normal University, Anhui Teacher's College, and Qufu Normal University and Confucious Middle School in Qufu, Anyuan Elementary School in Tianzhu County were local sponsors for ACC's field studies program and language practicum. ACC is located in the heart of Beijing in a residential area. It is close to 30 different Chinese universities and over 20 American overseas summer programs in Beijing.

1.6 Commitment to Equal Access and Treatment

Hamilton College and the ACC program are both committed to ensuring equal opportunity to this project and will establish policies that are non-discriminatory in nature. Selection of students will be made without regard to age, gender, race or ethnicity, nationality, sexual orientation, disability, religion, or marital status. Reasonable accommodations, if required, will be made for students with special needs.

2. Quality of key personnel

Curricula vitae for all program staff can be found in *Appendix D*.

2.1 Project Director: qualification, duties, and time commitment

Dr. Jin, William R. Kenan Professor of Chinese and second language acquisition at Hamilton College, will act as the general director for all programs administered by ACC. She

received her Ph.D. from the University of Illinois at Urbana-Champaign. She started the Chinese Program at Hamilton in 1989 and, in 1996, she helped establish ACC. Jin was named the 1998 CASE National Outstanding Baccalaureate College Professor of the Year and in 1996 received Hamilton's 1963 Award of Teaching Excellence. Jin's primary interest is language processing and language acquisition. In addition to her books on Psychology of Language Development and Studies of Language Acquisition, she has published numerous articles in professional journals. More recently, her research focus has been on classroom process and its effect on language acquisition, resulting in six articles published during 2004-2006 in *Language Learning* and *Journal of Chinese Language Teachers Association* and other edited books. Jin is also interested in language pedagogy. She is the lead author of three sets of textbooks. A two-volume textbook series, *Crossing Paths: Living and Learning in China* and *Shifting Tides: Culture in Contemporary China* (both with De Bao Xu), was published in February, 2003. She is on the board of directors of Chinese Language Teachers Association (CLTA) and was president in 2004-2005. In 2006, she was elected vice president of National Council of Less Commonly Taught Languages. Dr. Jin devotes 30% of her time during academic year and full time in the summer to work on ACC related administrative work, including curricular design, admission, budget proposal, board meeting, and office supervision.

2.2 Other Key Personnel: qualification, duties, and time commitment

Donna Cardarelli, chief program administrator at the ACC headquarters and MA in public relations, is the Assistant Director of ACC and will oversee the ACC field studies program and summer teachers' institute. Cardarelli is fluent in Chinese and Russian and has extensive administrative experience with overseas programs. She served as program coordinator at the Middlebury College School in Russia and a special project director for a program

promotional DVD. She participated in ACC during 2002-2003 and is fluent in both Chinese and Russian. Cardirelli will devote 100% of her time to coordinating programs and communicating with the officers in Beijing. She will also serve as Project Director for the field studies program.

ACC Beijing Office

Yin Zhang, Field Director of ACC since 2003 and MA in second language acquisition from Oxford University, oversees the full year and summer ACC language and culture program. Zhang has extensive experience in teaching Chinese as second language. She taught at Hamilton College for two years and was promoted to the field director of ACC thereafter because of her excellence in teaching and administration. Zhang has co-authored textbooks with Hong Gang Jin and published articles in professional journals relating to overseas language studies. Zhang will devote her time to the ACC full year program in Beijing; Her duties include overseeing program operation, financial report, personnel, teaching supervision, student counseling, and communicating with the ACC headquarters.

Fei Wang, full time program manager, serves as the overseas staff and finance manager for ACC's three programs. Wang holds a BA in foreign languages as well as a National Certificate in Teaching Chinese as a second language and has taught at ACC for eight years. In 2006, she taught at Williams College for a year. She now serves as program manager at ACC and supervises program assistants and secretaries of the office and oversees course registration, grading, credit transfers, planning field trips, and program activities on a daily basis.

Yusheng Yang, curricular specialist for the summer, is in charge of ACC's summer teacher training workshops and mentoring program. Yang holds a MA in Chinese as a foreign

language and has taught at Middlebury Summer Chinese School for four years. She will design and revise the curriculum and teaching materials for ACC in the summer.

Hong Yan Li, full time coordinator for the summer teachers' institute, oversees curriculum implementation, teacher development, and materials development for the summer institute. Li holds a BA in foreign languages and Russian studies, and a national certificate for teaching Chinese as a second language. She has extensive teacher supervision experience and is also in charge of ACC teacher training workshops, mentoring programs, and daily teaching supervision.

Jessy Fan, full time resident director and coordinator for the field studies program, is in charge of program coordination, including arranging the three-week courses, contacting guest lectures, coordinating day camps, and field trips with ACC collaborating NGOs. Fan is currently completing her MA in teaching Chinese as a foreign language at Beijing University while teaching at ACC. She has served at ACC for 4 years and has excellent teaching and administrative skill. She coordinated the first ACC GPA field studies in 2007 and played vital role in the success of ACC's field studies program.

2.3 Hamilton College's Statement on Non-discriminatory Employment Practices

Hamilton College is committed to diversity in its workforce among faculty, administration, and other staff. More specifically, and in accordance with federal statutes, Hamilton takes affirmative action to identify prospective employees who are qualified for available positions at the College, and who are women, Black, Hispanic or Latino, Asian or Pacific Islander, Native American or Alaskan Native, veterans of the Vietnam Era (and other veterans who have served on active duty on a campaign or expedition for which a campaign badge was authorized), or members of other federally recognized groups. Affirmative action

consideration applies to U.S. citizens and to those with permanent resident status. Furthermore, Hamilton is committed to ensuring equal opportunity and non-discrimination in all of its employment practices, without regard to age, gender, race or ethnicity, nationality, sexual orientation, disability, religion, or marital status. This commitment applies to College practices in hiring, supervision, promotion, and termination and will be applied to the recruitment and selection of all student participants.

3. Budget and Cost Effectiveness

Adequacy, allowability, and reasonableness of costs. All costs presented in the line item budget are allowed under the guidelines set forth in the project announcement. Each budget item is directly related to one or more of the project goals. We have requested funding for: project director and student travel to China and within China; tuition (which covers all in-country costs for students); office supplies; support for contractual assistance; and, costs associated with usage of CUEB facilities, such as classroom rental, and registration fees.

We have requested partial salary for one in-country staff person. This position will take on expanded duties as the number of our students and programs increase. No other request is being made for staff or administrative positions.

We have based the requests for travel to China upon estimates given to us by our College's travel agent. We believe the request reflects an acceptable cost in today's market.

The request for the contractual line includes contracts for language teachers, and invited lecturers. The rates for language teachers and lecturers were pre-determined and reflect the agreed upon amount that CUEB charges the ACC in its regular study abroad program. This is also the case for classroom rental.

Hamilton College will fully fund the salary for the general director. Additionally, the College has committed to paying for the evaluator's travel and salary.

Cost Effectiveness. The cost per student per year for the full-year language and culture program will be \$12,600. The cost per student/participant for both the field studies and the teachers' institute programs will be \$10,600.

Relationship to Program Objectives. We believe student travel to and within China is necessary to assist participants' gain near-fluency levels of language competency. Moreover, contact with a wide variety of people – residents of rural China and teachers/lecturers from Beijing – is an important part of the program. Finally, a comprehensive evaluation of the project will enable us to disseminate quality information and assist other programs in developing similar post study abroad options for their students. Therefore, we believe each line item can be directly tied to our project objectives.

4. Evaluation

Program evaluation is an important platform for improving our programs and for maintaining clear lines of communication between all involved parties.

In order to objectively measure the quality of the three programs, we plan to employ five types of assessment tools; some are formative while others are summative. The five program goals will direct the key areas of evaluation and assessment. They are summarized as follows:

- Language assessment: Entrance and exit proficiency examinations will be administered in addition to daily quiz, weekly achievement tests, and learner portfolio. A certified ACTFL oral proficiency examiner will be hired to conduct these tests.

- Program experience assessment: Surveys and questionnaire will be distributed to students, teachers, and other related parties on their satisfaction with the programs
- Culture understanding assessment: Culture tests, oral interviews, and journal evaluation will be conducted at both entrance and exit points to measure participants' understanding on China's educational system and rural development
- Cognitive and affective change assessment: Surveys will be conducted in addition to journal keeping and experience sharing to measure participants' self-awareness and cognitive and affective changes
- Project design assessment: Surveys and external evaluator will be employed to measure the curricular design, field experience arrangement, and program operation

Language Assessment: Multiple measures will be adopted for language assessment to ensure reliability and validity. First, we will administer entrance and exit examinations to measure the language gain of students. The examination was initially designed by ACC teachers and administrators and has subsequently been revised over the last eleven years. The test results have been reliable with an error rate of 1.8% in measuring students' proficiency level in categories of vocabulary and grammar control, listening, and reading comprehension, and writing ability. Secondly, during each week of language study, achievement tests will also be administered on a weekly basis. The tests will focus on weekly objectives on speaking, listening, reading, and writing. Finally, in order to measure participants' oral proficiency, Phyllis Zhang, an ACTFL certified oral proficiency examiner and professor of Chinese at George Washington University will be hired for both ACC regular program and the post two summer programs to conduct examinations at both entrance and exit points.

Program experience assessment: Surveys and questionnaires will be used as the main assessment tools to measure feedback, satisfaction, and effectiveness. In addition, the external evaluator will also assess the program design during this phase of the operation. Three sets of surveys will be conducted throughout the program which asks participants to rate the project numerically and descriptively.

Participant surveys will assess students' needs and goals, their satisfaction rating and feedback/suggestions about the ACC's three programs. Participants will be asked to fill out anonymous surveys gauging their feedback on each phase of the program. Additionally, each participant will meet individually with the Project Director to discuss their experiences on the program and to provide any verbal feedback that they wish to communicate.

Language/culture teachers/experts' surveys will focus on four areas: participants' linguistic and cultural readiness, curricular arrangement, course materials, and program operation. After the survey, the project director will summarize the surveys and meet with the teachers/experts for further feedback on specific suggestion for future improvement.

The surveys by the collaborating organizations, local Chinese community leaders, and activity participants will evaluate the impact of our participants' presentation, program arrangement, participants' performance, program effectiveness, and program objectives.

Cultural understanding Assessment: Culture tests and oral interviews will be conducted at both entrance and exit points to measure participants' progress. The tests will be given to assess participants' knowledge and understanding on China's culture norms and value system. At the same time, a half hour interview will be scheduled with each student to meet with ACC instructors to further assess participants' culture understanding and knowledge as specified in the

program objectives. Students will also keep journals during the program. The journals will be evaluated by the project director and program instructors.

Cognitive and affective change assessment: We will use surveys, ratings of participants' journals, and oral presentations during each program to measure participants' progress in self-awareness and cognitive and affective changes. Questions will assess participants' observations on similarities and differences in the educational systems and cultures between the US and China. We will further inquire about the participants' perception of concepts like "self," "family," "teacher," and "students" in both China and the US. Throughout each program, participants will make four to six oral presentations reflecting on their own language study, educational experience, and their field/teaching experience. Participants' journals will be rated by three teachers on a scale of 1-5 in terms of their culture awareness, sensitive, and personal growth and changes.

Overall project assessment: For this part of the evaluation, we will use three types of evaluation measures: surveys, debriefing interviews, and external evaluators. First, the survey questions regarding this category will be incorporated in surveys to students, teachers, and Chinese local education organizations. The focus will be on project structure, curricular design, material development, field trip/workshop arrangement, impact of participants' contribution to the rural education conference, teacher training, and program operation. Secondly, during the last week of the program, participants will meet with project director individually for 30 minutes for debriefing and to provide feedback about the program. Thirdly, the program will hire Phyllis Zhang, ACTFL Oral Proficiency Examiner, to conduct project evaluation of the overall program. Since she will give both entrance and exit oral interviews, she can also be hired to observe classes, evaluate teaching materials, and assess classroom activities. During the overseas phase,

Professor Zhang will visit the sites twice and evaluate each program in terms of its language contact and culture learning. She will also participate in the experience sharing and student debriefing period. A report will be completed by Professor Zhang within three months of the program's conclusion.

The Evaluation Team: The evaluation team consists of seven members: Hong Gang Jin, the Project Director who will be responsible for the entire project evaluation process – forming an examination plan, selecting assessment tools, designing survey questions, delegating responsibilities (primarily to Donna Cardarelli), making arrangement for tests and testers, measures of data collection and analysis; Donna Cardielli, the Project Administrator, will be responsible for implementing the evaluation plan; Yin Zhang, ACC Field Director who will help the project administrators arrange test and survey schedule and sites; Phyllis Zhang, a certified ACTFL oral proficiency examiner and a CFL specialist with 10 years of program coordinator experience, who will evaluate and advise on assessment tools, test validity and reliability, and data analysis process; Hong Yan Li, ACC senior lecturer, and Jessy Fan, ACC lecturer, will be in charge of the teacher evaluation and data collection. Data analysis will be conducted by both the project director and Phyllis Zhang.

The Evaluation Schedule: Please see the schedule for the evaluation in *Appendix E*.

5. Adequacy of Resources

This project involves collaboration with three primary organizational hosts in China. The Capital University of Economics and Business (CUEB) is a long-time collaborator with the ACC, the Center of International Changes is a CUEB-based organization specializing in the

teaching of foreign languages, and the Hands Brain Education Training Center (HBTC) is an NGO with 25 years of operating experience in China.

CUEB will provide the facilities necessary for the three language/culture programs. Since ACC has an established partnership with Capital University of Economics and Business (CUEB), ACC has one of the best infrastructures for overseas programs. Currently, the ACC Beijing Office occupies four administrative offices, 30 classrooms, and 40 dorm rooms throughout the year. CUEB has committed to providing the necessary support for our three abroad programs by providing research experts, meeting rooms, lecture halls, classrooms, dormitory housing, and local transportation for our students during ACC operating semesters.

The Center of International Changes (CIC) is a center at CUEB specializing in teaching and research in all foreign languages. ACC has collaborated with CIC in the past to offer joint workshops each year for ACC and CIC faculty. We will collaborate with CIC again on the summer teachers' institute and make use of their teacher training facilities such lecture halls and observation classrooms and their local contacts for community and school visit in Beijing and China. .

HBETC, with its strong education mission, 25 years of field experience, and extensive local contacts in China, will arrange the field experience component of the program. ACC students will join HBETC team in traveling to three sites for day camps, conferences/workshops, and school visits. In addition to arranging for ACC students to work with the organization, HBCT will be responsible for booking flights and buses to field trips. HBCT will also arrange for our students' lodging and food during field trips.

Hamilton College fully supports the three proposed programs. The College has committed to paying the project administrator's salary and benefits, share other cost of the programs, and will also provide funding for the evaluator's stipend and travel.

6. Impact of the Project

Impact of Project on Modern Foreign Languages and Area Studies: The proposed project represents an important and forward-thinking next step in the development of foreign language education and area studies in American education. This project will impact the field of foreign languages and area studies, especially Chinese language and China studies in the United States, in the following four ways: 1) the project explores a new curricular model which combines classroom experience with hands-on experience to help participants to achieve advanced high to superior level proficiency in Chinese; 2) the project adds a new dimension to the design of traditional study abroad programs by providing unique language learning and teacher training and models for students and K-12 teachers; 3) the project provides valuable empirical data in systematically researching the learning strategies and developmental process of language/culture acquisition beyond the advanced level; and, 4) the project will create a pool of professionals in the field of foreign language education and area studies.

An experience-based curriculum model: The proposed programs set out to experiment a program model which emphasizes the careful selection of curricular activities, purposeful language use, and meaningful interaction with local community in different contexts. Such a model is different from conventional study abroad models which are often classroom-oriented, text-driven, and urban-based with language and culture learning separated. Although all three proposed programs offer an experience-based curriculum, each focuses on different aspects of

language/culture training and explores different ways to combine classroom with real world experiences.

The full year language program provides the first-time participants with a task-based curriculum which combines intensive classroom interaction with real-world practicum and projects. The classroom interaction uses four types of processing-based instructional approaches to practice simulated tasks resembling everyday life.

The field experience program engages post study abroad participants in purposeful advanced language use through a series of classroom and field experiences. The curricular model focuses on advanced to superior language/cultural training with all authentic tasks in Chinese society, such as discussing with China's education experts, attending guest lectures, presenting at professional conferences, interning with the NGO organizations, teaching at day camps, and working with rural teachers and students.

The summer teachers institute offers a K-12 teacher a curricular model which combines participants' language/culture learning experience with teaching practice in an immersion setting.

This experience-based program model integrates the language and culture, teaching and learning, classroom and field experience, urban and rural into one unique learning experience. Our program models will demonstrate that higher level language and culture learning can be effectively achieved through a series of innovative pedagogical activities.

A coherent abroad program design – an added dimension to advanced language and culture learning: This project will impact the field of Chinese language teaching, especially the design of traditional study abroad programs, by establishing a coherent suite of programs: 1) an intensive study abroad program which focuses on advanced language training; 2) a post-study

abroad field studies which focuses on advancing language and culture competency through meaningful interaction in Chinese communities, and 3) a teachers' institute that helps transfer Chinese language/culture learning experience to teaching skills. We hope to use our project to demonstrate that abroad programs promise to further advance participants' Chinese linguistic and cultural ability and provide diverse abroad experiences in the target culture. This project will also serve as a model for other study abroad programs in China.

Empirical data for research on language/culture acquisition: As a part of the evaluation process, the proposed project will systematically collect empirical data valuable for research on students' language and culture development at advanced levels, their learning strategies, and curricular effectiveness. ACC has accumulated a database for studies of learning strategies, sequence of acquisition order, classroom interaction analysis, and the effect of pedagogical intervention on structural acquisition. Based on the data, we have conducted several focused data analyses and published and presented the results at professional meetings in our field (see examples in Hong Gang Jin's CV). The proposed project will use multiple assessment tools at both entrance and exit points. They will generate and add more systematic data to the ACC database for research on Chinese as a foreign language (CFL) at advanced level. Such a data based is urgently needed in the CFL field and we hope to make the data base available for researchers in the field to share.

Creating a pool of professionals in the field of foreign language education and area studies: Because our three programs all target advanced language and culture training, and because our fellowship selection criteria for participants will be K-12 Chinese teachers or their intention to work as an educator in the fields of Chinese language and cultural studies, the results of these programs will directly address the issue of paucity for proficient foreign language

experts in the US. These programs will help create a pool of future professionals who will be contributing to the development of modern foreign area and language studies in US education. We intend this project to contribute to developing a pool of well informed, experienced, and knowledgeable Chinese speaking Americans who can impact the fields of Sino-US relations, Chinese language teaching field, China Studies, and other related fields.

Impact of Project on Individual Students. Attainment of the objectives of the program will have a serious impact on participants' linguistic, cultural, and cognitive/affective development. We believe the program will: 1) enable more American undergraduates and graduates to participate in study abroad programs in China through a generous fellowship program; 2) develop advanced language/culture competency through a series of well-designed and well sequenced study abroad experiences in China; and, 3) cultivate personal growth and encourage a career and professional activities related to China employing their Chinese language skills.

We believe that a fellowship program is the most direct and effective way to engage in such an endeavor. According to Foreign Service Institute's study and ILR³ research, Chinese is a Category IV language. What this means is that it would take an educated English speaker three times more hours to achieve native-like fluency of an educated speaker of Chinese, compared to learning French and Spanish. Research has shown that most students can not hope to achieve language competencies beyond the level of "intermediate (1/1+)" unless they undertake a serious study abroad program in the target culture which will help students attain a higher level of fluency. It is clear that only direct and extended experience in the target culture can truly impact individual student's linguistic, cultural, and cognitive/affective development. The fellowships

³ ILR stands for Interagency Language Roundtable which has been developing proficiency scales for the government.

offered in the aforementioned programs enable participants to stay in China for an extended period.

Our project design is sensitive to participants' stages of language/culture development and tailors its curriculum according to participants' needs. For a "first timer," the full year language/culture program will help participants rapidly progress in language/culture through classroom and real world tasks. For participants with prior study abroad experience, a field experience combined with intensive language training is the most appropriate and useful one. For a K-12 Chinese language educator, the learning and teaching language experience in an immersion setting will be most valuable. Because of this, we believe that our proposed project will make an important contribution to our participants' knowledge of China, which will help to round out their area studies curriculum.

The experiential learning during study abroad will impact participants on their personal growth and their view towards the world. Such reflective and experiential learning not only helps students better understand their own experiences and their educational context, but also leads to a new understanding of China and the relationship of China the United States. The best examples are seen the journals written by ACC field studies' students (see *Appendix F*). The experience sharing with peers at both the home institution and local communities required of all ACC fellows will impact many people in their views about Chinese language and culture and also inspire many young students to become interested in Chinese language and culture. At the same time, the program experience will help students become leaders in their community and fields of Chinese language and cultural studies.

7. Relevance of Project to Educational Goals

In the summer of 2002, Hamilton College formally adopted its strategic plan (<http://www.hamilton.edu/strategicplan/strategicplan.pdf>). East Asian Languages and Literature was highlighted in the plan as one of the College's programs of distinction and named a strategic priority. Additionally, the plan notes that: "We will also support ways for students to connect their academic programs to societal concerns through internships, service-learning programs, and academically oriented partnerships with civic, cultural, and other organizations."

Strong positive feedback from students about their off-campus study experiences encourages us to promote further our programs in Spain, France, **China**, Washington, and New York. Hamilton will support and promote distinctive academic programs, which create recognition for the College's overall excellence."

The proposed ACC post study abroad program is tied directly this institutional strategic objective and is an important expansion and addition to our current high quality undergraduate study abroad program in China. By extending opportunities for high quality language/culture learning, we can expand participants' knowledge on global and regional issues in Asia. This project will also serve as a model of innovative programming for all study abroad programs in China.

8. Need for Overseas Experience

Our objectives, in short, are to provide extended and first hand overseas experience for participants to achieve advanced proficiency. Speakers with advanced proficiency in Chinese are needed because: 1) As China's global economic power increases, there is a national need for advanced Chinese speakers in the US; 2) only an overseas programs can truly implement an

experience-based program; 3) there is a serious shortage of qualified Chinese language teachers at K-12 schools and urgent need to help maintain and produce more K-12 Chinese language teachers in the US.

Extended overseas experience: Because of the national need for advanced speakers of Chinese, many study abroad programs have been established in recent years. While it is exciting to see new abroad programs established in China, we are finding that 1) a majority of the language programs are summer or short term ones; 2) many programs do not have a Chinese-only policy; 3) many programs are limited to one type of overseas experience; and 4) after returning to the US, students suffer a serious language loss and are having a difficult time maintaining and improving their Chinese language skills. Students can not reach an advanced high or superior level of proficiency in Chinese without an extended and intensive overseas program. It is also true that students need a variety of abroad experiences and different types of programs to obtain and consolidate their language ability. The proposed projects not only respond to both the national needs for proficient speakers of Chinese and the needs for extended overseas experience, but also address issues of Category IV language acquisition and language lose.

First-hand overseas experience in China: It is more important that this project extends the educational experiences of the students beyond their classroom walls. Advanced language and culture training needs more authenticity and communicative contexts than a classroom setting can provide. The proposed three programs all take advantage of the target country environment and try to combine classroom teaching with first hand experience to help students develop a more comprehensive picture of Chinese language and culture.

Unique K-12 professional development opportunities: In response to serious shortage of Chinese language teachers at K-12 levels, many colleges and universities are beginning to offer teacher training programs for Chinese language. These programs often target at teachers of native Chinese speakers and focus on the training on pedagogy and material development only. They ignore the fact that many non-native teachers of Chinese are now teaching with many more planning to join the force. These teachers will need both pedagogical training as well refresher language courses as part of their in-service and pre-service professional training – an overseas summer teachers institute is highly necessary and potentially significant. Their experience will help improve their professional skills in Chinese language education and their presence at ACC will also probably attract more American undergraduates and graduates to engage in K-12 education.

9. Competitive Preference Priorities

The proposed three projects clearly address the *Competitive Preference Priority I* of establishing an intensive advanced project abroad in a country where a critical language – Chinese – is spoken. The ACC maintains a Chinese-only policy. We have found that this policy of total immersion creates an environment that encourages language acquisition and competency. We believe that by creating three distinctive programs will address participants’ learning needs at different stages and further enhance this process and encourage near-native fluency in our participants.

Our proposed project also addresses the *Competitive Preference Priority II* of developing and improving foreign languages and area studies in elementary and secondary schools. The teachers’ institute speaks directly to this priority by providing instructors with the resources to

not only improve their own language skills, but also refine their pedagogical skills and their curriculum, creating top-notch language programs in elementary and secondary schools.

Selection of fellows for the other two programs will be heavily weighted in favor of those with commitment to one year language study and aspiration to teach in the fields of foreign languages or area studies. We believe that this project can help create a critical mass of future educators with a high degree of competency in Chinese and who have a unique perspective of Chinese culture.