

**Chinese Language and Culture Enrichment Program:
A Summer Institute for Teachers of Chinese Language**

A Fulbright-Hays Group Projects Abroad Proposal

Project Narrative

Submitted to

The United States Department of Education

Submitted on:

April 22, 2012

Submitted by:

Wanli Hu

The China Program Center

The University of Massachusetts Boston

Project Narrative

Table of Contents

Chinese Language and Culture Enrichment Program: Summer Institute for Teachers of Chinese – Program Plan of Operation

Program Introduction.....	1
Program Rational and Needs	2
Program Objectives and How to Accomplish Them at a High Level	3
Program Features	8
Program Publicity	8
Program Security	9
Program Design	10
Management and Administration of the Project	22
Anti-discrimination Policy - Equal Opportunity.....	23
Budget and Cost Effectiveness	24

Quality of Key Personnel for the Summer Institute

Evaluation Plan

Adequacy of Resources

Potential Impact

Relevance to the Institution’s Educational Goals

Need for Overseas Experience

Competitive Preference Priority II (84.021A only)

Chinese Language and Culture Enrichment Program: Summer Institute for Teachers of

Chinese – Program Plan of Operation

Program Introduction

This proposal offers a one year program for fifteen high school teachers of Chinese which will strengthen their language teaching skills, give them background in Chinese history, geography and literature, and immerse them in Chinese culture. It is offered through the Chinese Language and Culture Enrichment Program at UMass Boston. Comprised of three elements, a five week comprehensive Summer Institute and a week travel in China, a 6 month curriculum development and teaching follow up back in New England and the beginning of a partnership between the US teacher's school and a matched high school in China, this program is a natural extension to what the China Program Center in University of Massachusetts Boston has pursued. For the past four years, the China Program Center has received and managed successfully, close to a million dollars in grants from STARTALK. Our STARTALK New England Program has trained over three hundreds of Chinese teachers from all states of the New England area, and our model was rated nationally as an "excellent model by STARTALK Central.

However, all of our participants and other parties involved sensed a great lack of a critical component: overseas experience in China. With the Fulbright grant, teachers will be equipped with accurate knowledge and rich information to improve their teaching of the Chinese language and the culture. We will take 15 high school teachers of Chinese, accompanied by a Resident Director, to study Chinese language and Chinese culture in the College of International Chinese Studies in Shaanxi Normal University Xi'an for five weeks. Xi'an is the cradle of the ancient civilization in China. After five weeks of study, participants will travel and be exposed to many cultural activities for one week in Beijing, the heart and the soul of the modern day society in

China. As a result of this summer institute, curriculum with great quality will be created and used in schools in New England and a new group of great teachers, with greatly expanded horizons both theoretically and experientially, will proactively influence their students and communities, impacting the lives of thousands of students throughout the entire New England area.

Program Rational and Needs

“Our future history will be more determined by our relationship with China than by our relationship with Europe.” This is a prediction from President Theodore Roosevelt more than a hundred years ago which has finally become a reality. China plays an increasingly significant role in the world because of the following factors:

- Largest population of 1.3 billion people
- Second largest economy with a GDP of \$10.08 trillion
- Largest exporter and second largest importer in the world
- Fastest growing economy with a rate of 10% over the past 30 years
- Largest foreign creditor of American debts
- Longest and continuous ancient civilization in the world

Given this international background, Chinese language teaching has garnered attention from the federal government down to local schools in the United States. Chinese Language is among the critical languages chosen by The National Security Language Initiative (NSLI), because it is critical to the national security of the United States. A College Board Survey in 2004 indicated that more than 2,400 high schools had intentions to offer AP Chinese Language courses.

According to a 2010 government-financed survey, thousands of public schools have discontinued or reduced teaching European languages, but there has been a rush by schools across America to offer instruction in Chinese Language. The American Council on the Teaching of Foreign

Languages (ACTFL)'s survey in 2011 showed that Chinese language program had increased 194 percent.

However, there is a serious shortage of highly qualified teachers of Chinese language, as well as accurate and up-to-date teaching materials in America due to the fact that Chinese has only recently been gaining popularity. The lack of qualified teachers has been a bottleneck for the rapid growth of Chinese language programs in New England. For instance, in the State of NH the Chinese language programs have grown from 3 in 2005 to 10 in 2011. Ken Relihan in charge of Social Studies, and World Languages in the Department of Education, indicated they had to control the growth because of the lack of qualified resources in the state to teach Chinese on their k-12 campuses. They had to rely on Guest teachers from China to come and teach for a short period of time before they would have to return due to visa issues. They are hoping to have enough Chinese teachers within the community so that the growth of Chinese programs on campus can match up with the demand in the future.

The UMass Chinese Language and Culture Enrichment Summer Institute for Teachers of Chinese Language is designed with the goal to develop high quality Chinese teachers who are local to the New England area and who will be able to commit to the teaching of Chinese in our K-12 schools for many years to come. Participants will also produce great curriculum to be shared among all the K-12 schools in New England.

Program Objectives and How to Accomplish Them at a High Level

The 18 month long program will reach the following three objectives:

- ❖ Objective #1: Through the six week summer institute participants will gain
 - Accurate knowledge and greater proficiency in the Chinese language and culture.

Among the 330 teachers of Chinese language the China Program Center has trained, less than one percent had majored in Chinese language or teaching Mandarin as a Second Language in college. Those who are children of Chinese immigrants might have a good command of the language in terms of basic speaking and reading skills, yet as teachers, they often stumble at finding accurate explanations over many language points due to a lack of professional training. In addition, Chinese society has experienced a rapid transformation, which has been reflected in the daily usage of Chinese. However there is a lack of relevant and up to date materials to demonstrate these social and language changes in the US.

To bring accurate and up-to-date knowledge of Chinese language and advanced instructional techniques to 6-12 New England schools, our summer institute participants will study “Teaching Chinese as a Second Language” given by experts in this field in China. Participants will learn Chinese phonetics, syntax and etymology; they will learn how Chinese teachers teach Chinese as a second language, and be exposed to modern day Chinese. They will also get an introduction to Chinese geography, history and literature through lectures in Chinese.

➤ *Participants will become immersed in Chinese culture.*

At the University of Massachusetts teaching about Chinese culture stays at a very superficial level with great amount of simplification and generalization due to limited understanding of Chinese culture, literature and history among the teachers of Chinese language in the U.S.

To respond to the call for a deeper understanding and greater sensitivity to the Chinese culture in US society, this summer institute offers cultural learning in three dimensions: cultural study on campus, field trips and immersion into daily lives of regular Chinese through home stays with Chinese families.

The participants will study the following topics while on campus: Chinese literature and poetry, history, geography and its Impact on Chinese Civilization, with a taste of today's economic reforms, Calligraphy and Painting.

While in Xi'an, they will take trips to explore ancient sites to gain insight into ancient Chinese civilization and the role Xi'an played as China's ancient capital. The participants will spend their last week in Beijing, the modern capital city. The design of the trip is to focus on two regions that are keys to Chinese civilization, highlighting the harmony and contradictions behind the cultural diversity in the country and revealing how history and civilization of 5,000 years meets today's reality.

“When in Rome, do as the Romans do”. Participants will be fully immersed into many day-to-day activities of common Chinese, such as, participating in middle school morning team exercises ranging from Ta Chi to Chinese folk and ballroom dance, embracing the hustling and bustling of local open grocery market on the street, observing and participating in transactions between the vendors and Chinese, enjoying delicious food offered at local restaurants (street vendors may present health issues), and even trying to haggle back and forth with local vendors in the street mall. Most important of all the overnight home-stays in Chinese families will give them a taste of the rhythm and the pace of Chinese life, which will allow them glimpses into the deeply embedded value systems of the Chinese people as well as experience first-hand, various expressions of the culture in their lives.

Participants will be exposed to many local art forms such as Qinqiang, the ancestor to Peking opera, embroidery, kite making, and face painting in Peking Opera. They will also visit local art fairs and meet local artisans.

➤ *Collect primary sources*

One challenge that the Chinese teaching community in the U.S. is facing is the lack of relevant content and culturally appropriate supporting materials such as videos and images that reflect different facets of the society. A picture is worth a thousand words. With appropriate images and videos American students will be transported to China directly, experiencing architecture, agriculture, education of Chinese high school students studying English, facial expressions, body language, fashion, architecture, and commotion of the street. Throughout the trip, participants will take pictures and shoot video footage to help with their future teaching.

Before the trip, we will provide participants with training on the basic skills and elements of videography and photography (they must provide their own video cameras). Participants will also gather to discuss and determine a list of videos and pictures they want to take on the trip. While in China, participants will visit specific places of relevance for footage and images.

After coming back, we will upload the raw video footage and images on the web sites of China Program Center at UMass Boston, the Chinese Language Association of Secondary-elementary Schools and the Massachusetts Department of Elementary and Secondary Education.

Objective #2: During the next school year participants will create curriculum projects to be shared among colleagues, outreach centers and other networks.

Participants and the China Program Center will generate a list of different themes related to Chinese language and culture teaching. Each participant will choose one theme and create a project plan defining what research to conduct and what artifacts to collect and what visual content to create in China.

During the trip, participants will implement the plan with help from mentors, their Chinese study partner, the Chinese instructors, and the Resident Director.

After the trip, they will work on their own and in small groups to develop and finalize these curriculum projects. The China Program Center will have a curriculum evaluation team consisting of evaluators from both the US and China to evaluate the accuracy of the content and the effectiveness of the pedagogy. The finalized curriculum will be shared among all the K-12 teachers in New England through the Department of Education in Massachusetts, Chinese Language Association of Secondary-Elementary Schools, Primary Sources and New England Chinese Language Network.

Objective #3: With the assistance and resources of the Chinese Program Center at the University of Massachusetts, participants will take the first steps to establish partnerships and social network between their schools in New England and schools in China.

During pre-departure, the China Program Center will work with participating K-12 teachers and their administrators to understand the priorities and goals of the schools in the area of forming relationships with Chinese schools, and to determine a plan of action. In the past five years, many bilateral exchanges and conferences have been sponsored by the China Program Center. The Center today enjoys an extensive network in China, linking schools of different profiles with the UMass China Program Center. The Center will draw upon its resources and business savvy in China to provide match making services between Chinese schools and the ten schools represented by program participants in New England.

While on the trip, participants will visit local Chinese schools to start talk on partnerships, and to set up pen-pal programs. Through a pen-pal program, students will

have opportunity to exchange letters and share their lives in Chinese or English with their peers from each country.

After coming back, the China Program Center will also provide ongoing consulting services to the participating schools in establishing exchange programs based on needs.

Program Features

To plan and implement this project, we will establish four committees: Leadership, Selection, Operation, and Evaluation. The Leadership Committee will oversee each phase of the program to ensure great quality. The Operation Committee is responsible for actual implementation of the operation plan and will report to the Leadership Committee. The Evaluation Committee and the Selection Committee will coordinate with the Operation Committee, with the Evaluation Committee implementing the evaluation plan and with the Selection Committee selecting a diverse mix of high quality high school teachers of advanced Chinese language. Please see more details in the Management and Administration of the Project.

Several program features include: orientation in the U.S. and orientation in the host country; pre-departure reading assignments and assessment; mentor and study partner system for participants in China; access to computer lab, library, electronic information system, gym; field trips to explore the two cities; independent formative and summative evaluation for each phase; train the trainers model for the participants to train other Chinese teachers through STATALK New England Program after the trip; and active curriculum sharing through statewide and nationwide venues.

Program Publicity

To publicize the grant opportunity to New England high school teachers of Chinese, the China Program Center will make two announcements. First, in the end of April, is to provide

information about the potential program, funding pending. Interested persons should email so they can be the first to know if the Program is funded, at which time a webinar will be offered to help with the formal application process. The second, upon approval of the grant, is to officially announce the program through Department of Education in Massachusetts, STARTALK New England, the Chinese Language Association Secondary-elementary Schools, and Primary Source. We hope to get close to 50 applicants for the fifteen slots.

Upon approval of the program, two press releases about the program funded through a Fulbright short term grant will be arranged both in China and in America through the Shaanxi Normal University Xi'an and University of Massachusetts Boston.

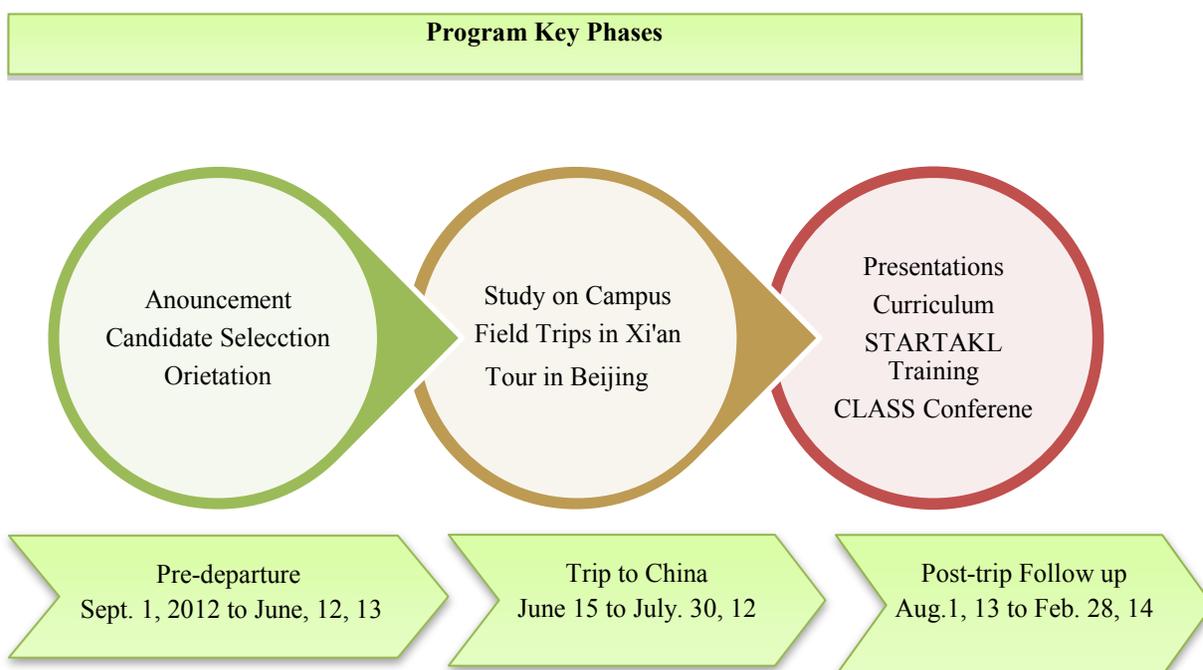
To publicize the program in China, arrangements with TV Station of Shaanxi Province will be made for interviews. While studying in the host country, participants, and the program director from the China Program Center will be interviewed. The interview about the Fulbright grant program will be aired on the province TV Stations.

Program Security

While studying in China, participants will live at a gated dormitory with security officers on the campus of Shaanxi Normal University of Xi'an. Group norms will be created for participants to abide by. The Resident Director will be with the participants throughout the entire course of the program to ensure the quality of the program and the safety of the participants. While they are out for cultural exposure in Xi'an, they will be with a Chinese study partner assigned to them. Whenever they are off campus participants should stay in groups and inform the Resident Director with their contact information, destination and expected time of return. While participants are visiting Beijing, they will always be in a group setting with a local tour guide and the resident director.

Program Design

All major activities of the Chinese Language and Culture Enrichment Program: Summer Institute for Teachers of Chinese Language will start at Spet. 1 and end before Feb. 28, 2013. To accomplish the objectives of the project, three phases need to be carefully planned out and effectively executed: pre-departure, study and trips in China, and post trip follow-up meetings. The following chart shows the three major phases and the key components.



Phase 1 – Pre-departure

Dr. Wanli Hu will be the program director supervising all the activities in this phase. Kaitlyn Lee, Assistant Director/Resident Director, and Renee Covalucci, Associate Director of the China Program Center, will manage the pre-departure activities working with key liaisons from different agencies, departments and committees at different phases.

The following is the timeline of this phase.

Activities	Deadline	Location/Means	Who
Phase 1.0 Preapproval Preparation	5/15/2012		

Program Announcement – Funding Pending	7/30/2012	Email	China Program Office, STARTALK New England Program
Four Committee Formation	8/1/2012	UMASS Boston	China Program Center
Selection Criteria Finalization	8/30/2012	UMASS Boston	Selection/Operation
Phase 1.1 - Program Official Announcement	9/1 – 9/21/2012	Email, websites, press release	Operation
Announcement through agencies	9/1 – 9/21/2012	Depart. of Education in Mass., Chinese Language Association of Secondary-elementary Schools (CLASS), STARTALK New England Program, Primary Source	Operation
Announcement through web site, and blog.	9/1 – 9/21/2012	UMASS Boston, Primary Source, CLASS	Operation
Phase 1.2 Participant Selection	9/22-1/12/2013	Email, Skype, University Mass. Boston	Selection/Operation Committee
Participants Application Preparation	9/22-11/22/2012		
Participant Application Review	11/23-12/20/2012	UMASS Boston	
Candidates On Site Interview	1/5-1/19/2013	UMASS Boston	
Participant List Finalization and Selection Result Announcement	1/20-1/31	Mail	
Phase 1.3 Participant Prep		Email, blog, onsite, website	Operation
Assign./Assess	2/1-3/30		
Orientation	6/6, 7/2013	UMASS Boston	Operation

The following is a detailed explanation of each sub-phase:

Phase 1.0 – Program Preparation

At the end of this sub-phase, the four committees will be formed: Selection, Operation, Leadership, and Evaluation. All committees will consist of members from different ethnicities, e.g. Caucasian, African American and Asian. The mixture of people from different groups in the committees will further ensure all candidates will have equal access regardless of their background, creating a fair distribution in the program.

The Selection Committee will design selection criteria which will include but are not limited to 1) public or independent school high school teachers of Chinese, 2) teachers who have spent

two weeks or less in China previously, 3) applicants must be either born in the US or immigrated to the US before the age of 12)

Phase 1.1 – Chinese Language and Culture Enrichment Program: Summer Institute for Teachers of Chinese Language announcement

If the grant is approved, The Operation Committee will announce the program through Department of Education in Massachusetts, University of Massachusetts Boston, Chinese Language Association of Secondary Elementary School, Primary Source, and the New England Chinese Language Teachers Network to all 6-12 Chinese language teachers in New England region. Applications will include:

- application form
- two recommendation letters
- a statement (see below)
- an interview at the University
- a lesson plan on teaching Chinese language or Chinese culture based on the National Standards of Foreign Language Education in the 21st Century.

Applicants need to answer the following questions in the statement: 1) Why do you want to participate in this program? 2) Why do you think that you are the right candidate for the program; 3) How can you make your curriculum and learning experience beneficial to your colleagues, schools and communities? 4) How can you commit yourself to this full year program from pre-trip training, studies, travel in China, writing and sharing curriculum and in other follow-up activities? The interview will test applicants' Chinese language skills as well as ascertain such qualities as resilience, motivation, social skills, internet skills and curriculum writing experience. In the application package, a statement on equal access will be included.

Webinars and websites will also be created to community the application process and selection criteria with the candidates.

Phase 1.2 – Participant Selection

- ❖ At the end of this sub-phase, the fifteen participants will be selected among all the candidates with a wait list generated. To achieve this goal, the following actions need to take place:
 - Candidates will have two months to prepare an application package.
 - The Selection Committee will review all submitted application profiles. Each candidate's application will be reviewed by Committee members, using the Application Evaluation Rubric (see the attached evaluation sample). Scores will be calculated for decisions.
 - All candidates will be invited to be on site for an interview with Selection Committee. The scores will be compiled based on the interview Rubric (see attached sample).
 - Fifteen candidates will be selected based on two sets of the scores and will be notified that they have been selected and five others will be notified that they are alternates in mail listing all the conditions. Participants' signature to share their agreement of the conditions is required. Each participant will receive a Liability Release form to return back and a medical release form. Each participant will also need to commit to the full two days of pre-trip workshops with their signature.

Phase 1.3 –Participant Pre-departure Preparation

At the end of this sub-phase, the participants will understand their goals for the trip, sign off on Terms and Conditions, gain understanding on Chinese culture, and learn some non-verbal communication patterns. A group Code of Conduct will be developed and agreed upon in writing among the candidates. A list of special interests will be generated for the group with each list item assigned to participants. Mentors and Chinese study partners from China will be selected and paired with each participant before the trip. Participants will also create a preliminary list of

artifacts, videos and images they want to collect while they are in China. The Evaluation plan throughout the course of the program will be clearly communicated to the participants – how each participant will be evaluated and how participants will have a chance to evaluate the program and program personnel including the instructors from the host country. To accomplish the goals mentioned above, the following actions need to take place:

- A self-assessment will be sent out to each participant to measure their understanding of Chinese culture, history and the language. This pre-trip test score will be compared to the participants' scores of the same test administered after the trip to evaluate the program effectiveness.
- Information and reading lists will be generated and sent to the participants to read on their own.
- The Operation Committee will work with Shaanxi Normal University Xi'an to determine 5 mentors, who will help participants with their curriculum research, and 15 study partners, who will be assisting cultural enrichment activities in Xi'an.
- The China Program Center will host two on-site orientations on two days for the participants at University of Massachusetts Boston to accomplish goals mentioned above. Assignments will be given out at the first orientation. Please see the attached orientation agenda in the attached form.
- A focus group will be conducted to collect qualitative feedback on the effectiveness of the orientation.

Logistics preparation: collect copy of passports for visas and flight tickets.

Phase 2 – Trip in China

The participants will gather together after arriving in Beijing, China before flying to the first stop, Shaanxi Normal University of Xi'an. In addition to Xi'an and its surrounding area, participants will also spend a week in Beijing.

The Need for Two Staff in China

While participants are studying in China, Kaitlyn Lee, who has experience developing Chinese language teaching curriculum and offering Chinese courses in the States. She has strong managerial experience and communion skills in both cultures, and will be with the group to ensure the safety of the participants and the quality of the program. She will be instrumental in providing overall guidance in curriculum research. Dr. Hu, the program director, has been offering lectures in UMASS Boston on the cultural and social comparison between China and American. He will be conducting seminars and workshops for the participants on campus on cultural and social comparison. Dr. Hu's international travel will be covered by the China Program Office. The timeline of this phase:

Table – Timeline for Trip in China

Activities	Time	Location	Who
Arrival	6/16/2013	Beijing	Participants /Kaitlyn Lee
Phase 2.1 Study			
Trip to Xi'an	6/17/2013	Xi'an	Participants /Kaitlyn Lee
Host Country Orientation	6/18/2013		Participants /Kaitlyn Lee/Shaanxi Normal Univ. of Xi'an
Study on Campus	6/19-7/21/2013	Xi'an	Participants /Kaitlyn Lee/Dr. Hu/Shaanxi Normal Univ. of Xi'an
Trips in Greater Xi'an	6/23, 6/30, 7/7, 7/14 2013	Xi'an	Participants /Kaitlyn Lee/Dr. Hu/Shaanxi Normal Univ. of Xi'an
Travel in Beijing	7/22-7/29/2013	Beijing	Participants /Kaitlyn Lee
Return	7/30/2013	U.S.	Participants /Kaitlyn Lee

Phase 2.1 – Study and Field Trips in greater Xi'an area

Many activities will be taking place at the Shaanxi Normal University and in the greater Xi'an area. By the end of Phase Two, participants will have gained more accurate

education on Chinese and broader knowledge about Chinese history, literature, and culture through in-classroom studies and cultural events. Participants will also have conducted curriculum research.

On-site orientation includes the following items:

Table - Orientation Agenda

Host University Orientation Agenda	
▲	Welcome address
▲	Introduction of the University and key personnel.
▲	Participants, mentors and study partner introduction
▲	Logistics: student ID
▲	City Introductions and how to get around.
▲	Campus Tour
▲	Health, safety and travel tips in China

On-campus study

Basic information about the university:

Founded in 1944, Shaanxi Normal University has 19 schools and 2 basic course departments, 61 undergraduate majors, 10 post-doctoral mobile research stations, 67 doctoral programs, and 175 master degree programs. Please refer to their website for more information at <http://english.snnu.edu.cn/>.

The university has established multiple competitive advantages in areas of Chinese Language and Literature, History, Management and Education, etc. The university has over 2,800 faculty members and 60,000 students of various backgrounds currently enrolled in the university. The university places a strong emphasis on the education of international students using its abundant teaching resources. They are known for excellence in their approach to teaching Chinese as a second language to students from

different language background. It first started to admit international students in 1965, and there are currently about 5,000 international students studying in the university.

Actively engaging in international cooperation and exchange, the university has established friendly working relationships with more than 60 institutions and organizations in over 30 countries and regions, such as the USA, the UK, France, Germany, Japan, Australia, Canada, Korea, Vietnam, Taiwan, and Hong Kong.

The participants will attend seminars on topics of Chinese language, geography, history, and literature on campus four days a week for five weeks. (please see the appendix section titled Chinese Language and Culture Enrichment Program Course Description for more information.) Six hours of time will also be reserved for the participants to work together with their mentors to conduct curriculum research. One candidate will be assigned for note taking and compiling for each course to encourage learning among participants.

During this phase, participants will reside in the dormitories of the university with access to the libraries, internet, and computer labs.

Participants will stay with the host family for weekends and visit local places where most Chinese will visit on a daily basis with their study partners.

At the end of each week participants will evaluate the courses and other cultural activities. Each instructor and mentor will also submit their evaluation form for the participants on a weekly basis.

Table- Courses and Seminar Topics

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tai Chi					Field trips
Chinese Language	Chinese Language	Chinese Language	Chinese Language	Curriculum Research &	

Chinese Literature & Poetry	Teaching Chinese as Second Language	Chinese Literature & Poetry	Teaching Chinese as Second Language	Writing	
Xi'an & Chinese Civilization	History				
Geography & Its Impact on Chinese Civilization	Deng's Economic Reform & Social Transformation	Geography & Its Impact on Chinese Civilization	Deng's Economic Reform & Social Transformation		
Calligraphy & Painting					
Course Review and Assessment					

Tour to historical sites while in Xi'an.

Xi'an, historically called Chang'an, where of Chinese civilization began, is ranked as one of the four great ancient capitals of the world with Athens, Rome and Cairo. Xi'an is also the starting place of the famous "Silk Road". Participants will have the opportunity to visit all the ancient sites.

At the end of each day, participants will debrief. During the meeting, they will review what they enjoyed, possible improvements and personal feelings and insights. Suggestions for the next day activities will also be gathered. This formative evaluation will apply to all other trips. Participants will have plenty of opportunity to take pictures, videos, and collect artifacts for the curriculum design. This will apply to all the trips and cultural events.

Cultural Immersion

Participants will see performance of Qing Qiang, a local opera, visit local art galleries, and meet local artists and artisans.

School Visits

Participants will visit schools such as Middle School Affiliated to Shaanxi Normal University, Xi'an Middle School No. 85. They will tour around school campus and meet with the teachers to discuss the pen-pal program. They will also discuss other opportunities to

foster on-going relationships. At the end of each school visit, participants will gather to review this component: what worked and what not, what changes need to take place.

Phase 2.2 – Tour in Beijing and departure

From Xi’an, participants will fly back to Beijing, China's second largest city. Beijing, the capital of the People's Republic of China, is the nation's political, economic, cultural, educational, and international trade and communication center. With the second busiest airport in the world by passenger traffic, it is one of the four great ancient capitals of China, the heart and soul of politics and society for centuries, especially in modern day China. The visit in Beijing will offer participants an unparalleled wealth of discovery. Participants will explore Beijing’s ancient past and exciting modern development.

Participants will visit Tiananmen Square, Forbidden City, Temple of Heaven, Summer Palace; hike the most beautiful section of the Great Wall - the Mutianyu Great Wall. After that they will take a pedi-cab to explore the Shichahai, part of old Beijing, the Old Courtyard and Drum Tower, and will have an outside look at the Bird's Nest and Water Cube.

Participants will learn face painting in Beijing Opera, how to make kites, and enjoy Kung Fu Show in the evening by a group of the best Kung Fu practitioners of China.

Participants will visit The Dandelion Middle School, a migrant school, a Middle School affiliated to Renmin University, and Beijing No. 2 Experiment School. They will also discuss with school teachers and administrators on future collaboration opportunities.

Phase 3 – Post Trip Activities

Table – Timeline for Post Trip Activities

Activities	Timeline	Location	Who
Phase 3.1 – Post Trip Briefing and information sharing			
Briefing and evaluation of the trip	8/1/03	UMASS	Participants /Operation
Post Trip Assessment	8/1-9/12/13	Email	
Presentation Creation	8/1-9/15/13		

Presentation at UMASS Boston	10/5/13	UMASS	Participants /Operation
Presentation at Primary Source	10/20/12	Primary	Participants /Operation
Phase 3.2 – Curriculum Design	8/1-9/30/13		
Curriculum Design	8/1-9/30/13		Participants
Curriculum Implementation	9/30-11/15/13		Participants
Curriculum Update	11/15-12/22		
Phase 33 Curriculum Execution, Evaluation and Finalization	8/30/13		Participants /Operation
Curriculum Evaluation	1/2 - 2/15/14		Evaluation
Curriculum Sharing at New England Chinese Language Network conference	2/15– 2/28/14	UMass Boston	Conference

Phase 3.1 – Post Trip Briefing and information sharing

At the end of this phase, focus groups will be conducted to evaluate the trip, presentations will be created and delivered, and images and video footage will be uploaded onto the website of the China Program Center, University College at University of Massachusetts Boston and the electronic platform of Department of Education of Massachusetts to be shared among K-12 Chinese language and/or culture teachers. The following activities need to take place to accomplish these goals.

Briefing among participants and the Leadership, Evaluation and Operation Committees.

Participants will gather at University of Massachusetts Boston after the trip. At the meeting, project plans for curriculum creation and implementation will be created with responsibilities assigned to each participant. Participants will discuss what they have learned, what worked and what can be improved.

A focus group will be conducted among the participants and evaluation forms will be sent out to the participants to evaluate the program.

- Participants will take assessments on Chinese culture, history and the language. The result will then be compared to the one that they took before the trip for evaluation.

Presentations at different venues

The China Program Center will host China Night Forum at the University of Massachusetts and Primary Sources. Participants will deliver their presentations on different topics. The forums will be announced through the websites, email lists, and on-campus advertisements.

The participants shall give a presentation, workshop and panel discussion at the Fall New England Chinese Language Teachers Network Conference.

The participants will provide classes on the topics/theme of their interest at the STARTALK New England Program.

Feedback from audience will be collected for evaluation purposes.

Phase 3.2 – Curriculum Design

Participants will be divided into curriculum groups and create curriculum projects. A blog will also be created among all the participants to share and collaborate on this process. All curriculum projects need to be created and finished by Sept. 2013.

Phase 3.3 – Curriculum Execution, finalization and distribution.

Each participant will offer lessons based on the newly designed curriculum in the school he or she is teaching starting from Oct. 2013 with feedback from students collected and documented. Modification to the curriculum needs to be finished by Dec. 22 2013.

Topic experts from China will evaluate the curriculum created based on content and pedagogy. The curriculum will be ready for sharing by Feb. 15, 2014.

The Operation Committee will make all the new curriculum available online and notify all Departments of Education within the New England States. The Department of Education in Massachusetts will also upload the curriculum on the electronic platform which all the K-12 teachers have access to. This is done by the end of Feb. 2014.

Management and Administration of the Project

We will have four committees to plan and implement this project. All the four committees will meet in the beginning to discuss how to work with each other, the report cycle, and communication preference and frequency.

The Leadership Committee

A group of leaders will work in this committee to provide ongoing guidance and advice to all of the other committees. They consist of leaders with many international experiences. Some of them went on a Fulbright grant program as participants, while others successfully administered large amount of the grant annually. They will provide quality control to the entirety of the program. This Leadership Committee consists of Dr. Dennis Maxey, Associate Dean of the University College, UMass Boston, Dr. Wanli Hu, Director of the China Program Center, Susan Wheltle, the Director of the Office of Literacy and Humanities in the Center for Curriculum and Instruction at the Massachusetts Department of Elementary and Secondary Education Enrichment Program, and Professor Chen Xuechao, the Dean of International College of Chinese Studies.

The Selection Committee

This committee's purpose is to design selection criteria and develop rubrics and select highly qualified candidates to ensure equal opportunity. The Selection Committee consists of people from different cultural backgrounds, Dr. Yu-Lan Lin, Dennis Maxey, Kaitlyn Lee, and Professor Alexander Des Forges.

The Operation Committee

This committee will implement program operation during all three phases. This committee will report to and will receiving ongoing guidance from the Leadership Committee. They will coordinate with Evaluation and Selection Committee to ensure the

smooth implementation of the evaluation plan and successful selection of the candidates. The members of this committee consist of Dr. Wanli Hu, Dr. Wanli Hu, Assistant Director of the summer institute, and Renee Covalucci, Associate Director of the China Program Center.

The Evaluation Committee

The committee will gather information from professionals both in America and China. There are two types of evaluations: one is on the curriculum and the other is the overall program. The result of curriculum evaluation will be included as one parameter to determine the effectiveness of program. Curriculum evaluation will be conducted under the leadership of Yu-Lan Lin with top field experts from China and the US. The overall program evaluation will be conducted by Dr. Wanli Hu, Director of the China Program Center, Dr. Anping Shen, a specialist of student assessment at Department of Education of Massachusetts, Susan Wheltle, the Director of the Office of Literacy and Humanities in the Center for Curriculum and Instruction at the Massachusetts Department of Elementary and Secondary Education Enrichment Program, and Dr. Anping Shen, a specialist in students assessment at Department of Education of Massachusetts. Susan Wheltle's experience as a participant in a Fulbright program will help fine tune the evaluation plan.

Anti-discrimination Policy - Equal Opportunity

The China Program Center is committed to diversity in Chinese language education, and encourages persons of all races, nationalities, age, and genders to participate in language teaching and learning. Personnel to direct and assist with the project as well as participants will be selected without reference to gender, sexual preference, marital status, race, nationality, age, or disability status. Language background will be a factor in selection, but this will not be tied to either race or nationality. This policy is in accordance with state law, including Massachusetts Human Relations Act, and with federal law, including Title IV and Title VII of the Civil Rights

Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the American Disabilities Act of 1990.

This anti-discrimination policy provides equal access and treatment for project participants and the selection of the project personnel.

Budget and Cost Effectiveness

Federal funding requested is \$109,887; cost sharing from China Program Center is 27,600; participants need to be responsible for the following costs: Camera, video camera, health insurance, visa fee and travel within the U.S.

BUDGET ITEM	GRANT FUNDS TOTAL
PERSONNEL	\$8000
FRINGE BENEFITS	0
TRAVEL	\$72487
EQUIPMENT	0
SUPPLIES	\$3000
CONTRACTUAL in China	\$27800
CONSTRUCTION	0
OTHER	26400
INDIRECT COSTS	0
TRAINING STIPENDS	0
TOTAL COSTS	\$109887

Budget Narrative

We are asking for total amount of \$107,236 for taking 15 participants, accompanied by a resident director to study and travel in China for six weeks.

In-kind contribution from University of Massachusetts Boston total amount is \$27,600.

Personnel Name	Percentage of the	Total Salary Cost Sharing	Total Salary Cost Sharing	Total fringe	Total fringe	Total
----------------	-------------------	---------------------------	---------------------------	--------------	--------------	-------

	Involvement	annually	for 18 months	Benefit Yearly	Benefit for 18 Months	
Wanli Hu	10%	8000	12000	2800	4200	16200
Renee Covalucci	10%	6000	9000	1600	2400	11400
Grand Total for both Personnel						27600

While participants need to bring their camera, video camera, pay for visa application, health insurance overseas and travel within the U.S. Please refer to attached mandated budget narrative and justification for more details.

Quality of Key Personnel for the Summer Institute

Project Director:

Dr. Wanli Hu, director of the China Program Center at the University of Massachusetts Boston, received his Ph.D. at the University of Massachusetts Amherst with focus on Sino-US relations. Since 2000, Wanli has taken more than 10 groups with a total number of over 300 American educators and students to China helping them learn Chinese language, experiencing Chinese culture, and study Chinese society. He established New England Chinese Language Teachers Network in 2001 and organized conferences twice a year since then. Its members increased to 700 from original 10 teachers. Wanli Hu received STARTALK grant five times from 2008 to 2012. With the grant he organized students Mandarin summer camp four times, and 15 summer institutes for teachers of Chinese language. UMass Boston's STARTALK program has been recognized as an "outstanding model." He has served on several national and regional task forces and committees involved in development and application of the National Standards to Chinese language education. Hu facilitated UMass Boston to establish partnership with 10 Chinese universities including Shaanxi Normal University. Dr. Hu is also an honored guest

professor at the International School of Chinese Studies, Shaanxi Normal University. Wanli Hu will commit 50% of his time to this project.

Other Key Personnel:

The following five individuals will play the role of leadership: Dr. Dennis Maxey, Susan Wheltle, Dr. Yu-Lan Lin, Dr. Anping Shen and Kaitlyn Lee.

Kaitlyn Lee, Assistant Director of the China Enrichment Program, came from China as a transfer college student and received her bachelor degree from State University of New York at Albany. After graduation, she has worked at different American companies including fortune 500 companies and startups. She also started her own business that serves as bridge between the Chinese market and the American markets. With a rich experience in large scale program management, Kaitlyn will commit her 80% time to this program. As a Chinese teacher herself with experiences of creating curriculum, she will use her expertise in second language acquisition to guide participants in the curriculum design.

Dr. Yu-Lan Lin has been a teacher and administrator for 33 years, currently works as the Senior Program Director of World Languages of the Boston Public Schools. She is also the Executive Director of the Chinese Language Association of Secondary-Elementary Schools (CLASS), a national K-12 Chinese teachers' organization. She has previously served on the Board of Directors for MaFLA, NECTFL, and ACTFL. Dr. Lin's professional work has encompassed the spectrum of local, regional, national, and international educational settings. Her most current work includes co-authorship of the *CLASS Professional Standards for K-12 Chinese Teachers* and K-12 Performance Tasks; the development of CLASS Performance Standards for PreK-12 Students, and CLASS K-12 Thematic Unit Curriculum Design. She has received the Distinguished Service Award from MaFLA in 2004. She is the 2010 recipient of the NECTFL's Nelson H. Brooks Award for Outstanding Leadership in the Profession, as well as

the 2010 recipient of the ACTFL's Florence Steiner Award for Leadership in K-12 Foreign Language Education.

Dr. Lin will join our leadership team and help us to select qualified candidates to this program. Moreover, she will be evaluator to review the curriculum and make sure that these curriculum projects can meet the National Standards of Foreign Language Education in the 21st century. Dr. Lin will commit her 5% time to this project.

Susan Wheltle is the Director of the Office of Literacy and Humanities in the Center for Curriculum and Instruction at the Massachusetts Department of Elementary and Secondary Education, where her work centers on academic standards and large-scale assessments for students, and professional development for educators. She is responsible for the development and periodic revisions of the Massachusetts *Curriculum Frameworks for English Language Arts and Literacy, History and Social Science, Foreign Languages, and the Arts*. Members of her staff work with educators and a testing contractor to create the Massachusetts Comprehensive Assessment System (MCAS) tests for English language arts for grades 3 to 10. Eight literacy specialists in her office provide regional support for low-performing districts. Other staff members manage educator leadership networks, professional development institutes, and advisory councils to the Board of Elementary and Secondary Education.

She serves on the state's leadership team for its federal Race to the Top grant (2010-2014), where her work involves the implementation of the 2011 *Curriculum Frameworks for English Language Arts and Literacy and Mathematics*, the improvement of student performance on the MCAS grade 3 literacy assessment, and the development of curriculum maps, model curriculum units, and performance assessments in mathematics, science and technology/engineering, history/social science, and English language arts. Other facets of her work include collaboration

with WGBH, the Massachusetts Public Broadcasting affiliate, on the use of media in the classroom and for professional development and leadership of a state legislative commission on creative and innovative opportunities in schools.

Susan serves in our leadership team. She will instruct our teachers how to write a curriculum project based on Massachusetts framework of foreign language education. She will also send an announcement to all the schools of Massachusetts once our application is accepted. Moreover, she will also put our curriculum into the website of Department of Education of Massachusetts. Susan will commit her 5% time to this project.

Dr. Anping Shen works at English Proficiency Assessment of DOE of Massachusetts. Dr. Shen is a Student Assessment Specialist. Anping will serve in our leadership team with responsibility to design assessment tool for our program. Dr. Shen will commit his 5% time.

Host Country Personnel:

Dr. Xuechao Chen is Dean of International College of Chinese Studies, Shaanxi Normal University. Professor Chen is a specialist in Modern Chinese Language and Literature, and a well-known calligrapher in China. Dr. Chen worked at The University of Iowa, Nagoya Gakuin University, Japan and Institute of Education, and Hong Kong as professor. Professor Chen made it clear that his college will give full support to our Fulbright-Hays Groups Project Abroad Program and will design courses/seminars/activities to meet our specific needs. Mr. Chen will be the instructor of Calligraphy and Painting. He will commit his 10% time.

Dr. Xiaoling Wang, Associate Dean of the International College of Chinese Studies, Shaanxi Normal University, will be the key person to coordinate our summer institute in Shaanxi Normal University. She will invite a group of faculty members from Shaanxi Normal University to teach our program. Dr. Wang will commit her 35% time to this project.

Evaluation Plan

There will be formative and summative evaluation in the form of indirect and direct evaluation including qualitative and quantitative evaluations. A group of external independent evaluators in the US and China will evaluate the programs and the curriculum. Different evaluation tools such as rubric, Likert questionnaire and focus group will be given out during all the major phases to gauge the effectiveness of the program and the participants learning. Assessments will be ministered before and after the trip to measure the effectiveness of the study and tour in China. Data will be collected and evaluation will be conducted during the three phases: pre-departure, China trip, and post trip as well. The Evaluation Committee, with the help of Operation Committee, will implement the evaluation plan.

The committee will revisit the three objectives of the program: to increase participants' knowledge on the Chinese culture and language, to create curriculum, and to form partnerships between schools in the US and China. Evaluation plan will be created to measure the success of the program from the three aspects.

Data and information/feedback from different dimension need to be gathered: results of two sets of assessments – pre tip and post trip; audience feedback on the presentations; test scores on the courses and feedback on the participant performance from the instructors and resident director; feedback from participants on each phase; the schools feedback on the partnership; the feedback from the curriculum evaluators on the accuracy of the content and the effectiveness of the pedagogy; the selection result of the selection committee, the selection committee formation to evaluate the effectiveness of the selection process and the equality in the selection; and feedback from participants school to evaluate the impact of the program.

Evaluators in China will evaluate the portion in China and share the findings with those in the US, who will then compile the information in the overall evaluation of the program. At the end, a summative evaluation will be written up and included in the report.

Please see the attached evaluations materials for more details on how to evaluation each of the three phases: pre-departure, study and tour in China, and post trip activities.

Table – Evaluation Plan

		Deadline	Methods
Pre-departure Evaluation			
Selection Evaluation	Selection Committee Formation, criteria, selection result	2/1-2/30	Likert questionnaire, Rubric
Candidate Assessment	Assess Participants skills	9/139/30/13-	Test
Orientation Effectiveness	Pre-trip prog. & Orientation Effectiveness	6/8-7/8/13	Focus group
Trip Evaluation			
Formative Eval.			
Daily Evaluation			Informative
Weekly Evaluation	Effectiveness of the course	6/21,28, 7/5, 12, 19	Likert quetionnaire
Weekly Test	Learning outcome of the participant		Test
School Visit	Effectiveness of the school visits		Likert questionnaire
Summative Evaluation			
Course Evaluation	Effectiveness of the courses	7/16,17,18	
Participant Performance Evaluation		7/16, 17, 18	
Trip Evaluation	Effective. of the trip	8/1-8/30/13	focus group, rubric
Post Trip Evaluation			
Post Trip Assess.	knowledge of the participants	8/1-9/12/13	Test
Presentation Evaluation	effectiveness of the presentation	10/1-10/30/13	Likert questionnaire
School Partnership Evaluation	Effectiveness of the partnerships between schools	8/1-10/30/13	Likert questionnaire
Curriculum Evaluation	effectiveness of the curriculum	1/12-2/15/14	Analytic Rubric
workshop/Seminar Evaluation	effectiveness of the trainings by participants	8/30/13	Likert questionnaire

Adequacy of Resources

The China Program Center has administrated STARTALK grants for five years with an amount of \$850,000 and our STARTALK model has been rated as an excellent model for the entire nation. From that operation, we have gained the experience and credibility of managing large grants. Throughout the years, we have also established our library with several thousand books and video tapes focusing on Chinese language, culture and history. We also have the following facilities: copy machine with function of printing, scanning, fax and color copy, desktop computers, laptops, telephones, internet access, LCD projectors, overhead projectors, and one hundred flip cameras and other video cameras.

Since we have run 15 summer institutes, we have a large pool of professors and specialists in Chinese language and culture. For instance, Dr. Yu-Lan Lin, Director of World Languages Department of Boston Public School and Executive Director of CLASS, is our academic consultant. We established New England Chinese Language Teachers Network in 2001, and the list has more than 700 Chinese language teachers in New England. We feel very confident to recruit 15 participants from our connections in New England, particularly, in Massachusetts.

The International Schools of Chinese Studies at Shaanxi Normal University Xi'an is our host in Xi'an. This school has its own building with 5 advanced labs, more than 50 classrooms, and a library with more than 10,000 books and teaching materials. We took 40 teachers of Chinese language and students spending two weeks at Shaanxi Normal University in 2005. All the students and teachers gave feedback which indicated they very satisfied with the first class service by the hosts and modern and they remarked that labs and classrooms were both modern and comfortable. Dr. Wanli Hu is an honored guest professor at the International School of Chinese Studies of Shaanxi Normal University. Dr. Xuechao Chen, a very well-known scholar in the US, Japan, Hong Kong and China, is the Dean of the International Schools of Chinese Studies. Dr. Xiaoling Wang, Associate Dean there, spent several years studying in the U.S. Both

of them promised to design summer institutes based on our special requirements and needs. Shaanxi Normal University one of the six key normal universities under the direct administration of Ministry of Education, China, has a large number of faculty members who can teach any topic and themes on Chinese language and Chinese culture.

Potential Impact

The Fulbright grant will allow us to take 15 teachers of Chinese language to a five-week intense study of Chinese language and culture while being immersed in the society in a safe environment. This study will be supplemented by a week cultural tour in Beijing. This opportunity will make them master teachers of the Chinese language. These teachers are required to write curriculum projects with focus on integration of Chinese culture into language curriculum. These new curriculum combined with accurate knowledge of the language and culture based on first-hand primary sources will directly impact the students they will be teaching throughout the entire New England area.

Exchange programs and pen pal programs between their American schools and Chinese partnership schools will expose the students to another way of life and help motivate them to learn the language and the culture. Schools will also have a partnership set up for future collaborations and exchanges.

The China Program Center has close connection with Chinese language teachers in New England through the following two channels: New England Chinese Language Teachers Network with 700 members; and STARATALK summer institutes alumna with more than 300 members. These ten participants will offer workshops, seminars, presentations to share their knowledge and teaching skills in our New England Chinese Language Teachers Network conferences and STARTALK summer institutes. Moreover, their curriculum projects, with images and video, will be put into China Program Center's wiki blog website and will be made

available to anyone who are in-service Chinese language teachers and pre-service Chinese teachers. The Department of Education in Massachusetts is also committed to uploading the curriculum on the electronic platforms which all K-12 teachers will access. The new curriculum will be distributed to all the Chinese teachers and teachers who are interested in incorporating Chinese culture and history into their teaching through The Department of Education within New England area. The program will greatly impact the entire Chinese teaching community of New England Region.

Relevance to the Institution's Educational Goals

One of the objectives of the China Program Center is to offer community service through professional development programs to teachers of Chinese language. We have offered summer institutes, seminars, workshops and lecture series to teachers at New England Chinese Language Teachers Network and STARTALK programs. All of these training programs are in the U.S. The Fulbright Grant will afford us an opportunity to take a group of teachers of Chinese language to China where they can experience Chinese culture, learn from top professors, collect first-hand primary sources, and establish networks with Chinese partners. These people will become master teachers, able to lead our professional development programs, and their curriculum projects will enrich our teaching materials. Moreover, these teachers will have the option to serve at our STARTALK Student Mandarin Camp as Chinese language instructors. These teachers' curriculum projects will be put into The China Program Center's wiki website to provide an extensive database for teaching Chinese with excellence.

Need for Overseas Experience

Since the purpose of our program is to design a curriculum integrating culture into the language curriculum, it is logical we must go to China to learn and experience the Chinese language and culture. There are 1.35 billion people, 56 ethnic groups covering 3.7 million square

miles of terrain in China. With a long history and ancient civilization, centuries of migration and development, China has the world's oldest and most complex culture covering large geographical territories. There are regional cultures and within each region, it is further divided into distinct sub-cultures. Such distinctions give rise to the old Chinese proverb: literally "the wind varies within ten *li*, customs vary within a hundred *li* (Chinese *Li* is a distance of 500 meters)". To truly understand its diverse culture, and stay current to its modern usage of the language, it is critical for participants to be totally immersed into the culture. Participants will witness first-hand the continuity of the culture from one region to another with distinct differences among neighboring regions. What the trip will bring to the participants, in terms of understanding of the culture and sharpening language skills, will go far beyond what any books and classroom study could offer.

Xi'an is a perfect place to host our summer institutes. Being the ancient capital city for 13 dynasties including four outstanding dynasties that influenced Chinese culture profoundly, the city is saturated with imprints left from many great philosophers, such as Confucius and Laozi. The city was also the first to embrace new concept such as The Mandate of Heaven (Its importance to China is similar to that of John Locke's Natural Rights to Life, Liberty, and Property to the development of the U.S.) The city offers so much for the participants to explore on their own or in a group.

There are a group of learned scholars and specialists in Shaanxi Normal University. Our teachers will be surrounded with some of the greatest minds in China.

One of the objectives of our program is to create curriculums based on primary sources. We can gain first-hand experience and collect primary sources when we are in China.

Another goal of the trip is to form partnerships with Chinese schools. Quite contrary to some of the Western business culture, in China, people tend to enter into a business relationship with

people with whom they already have a personal relationship. It creates a bond of trust. This trip provides the opportunity for face-to-face interactions for both parties. The meetings in person will accomplish more for international relations and prepare a good entry way to many future collaborations which would not otherwise be achieved.

Competitive Preference Priority I (84.021A & 84.021B)

During orientation, a two hour language class for the participants. Each week, participants will receive 10 hours of training on Chinese and 2 hours training on Teaching Mandarin as a Second Language. A Chinese student will also be assigned to accompany the participant while they are in Xi'an for tours and visits to surrounding areas. So this program meets this priority.

Competitive Preference Priority II (84.021A only)

The program will select 15 participants from within New England States. To ensure each state within New England is represented, the program will at least have one participant from each state. The program will recruit teachers from public, private, and heritage schools in this region.

The participants of the program are mainly educators from 6-12 schools. Upon return from China and completion of the program, the participants will train other teachers in STARTALK summer camp and CLASS annual conference.

The participants will create new curriculum after the trip and share the curriculum they designed among all the k-12 teachers in New England area. Some of the materials they gathered from the trip such as images and videos will also be available to all K-12 teachers.

Appendix

Chinese Courses Description:

1. Teaching Chinese as a Second Language

This course will show participants how to teach Chinese language from the perspective of linguistics and second language acquisition. Participants will learn Chinese phonetics, syntax and etymology, which will enrich participants' knowledge of Chinese language itself. Moreover, this course will also teach new language phenomenon such as new phrases and new expressions, which reflects changes of a transforming society. Generally speaking, this course will provide participants with accurate language and up-to-date teaching materials. Based on their knowledge of Chinese, they will also learn strategy and methods on how to teach Chinese language to students who learn Chinese as a second language.

2. Xi'an and Chinese Civilization

Xi'an is cradle of Chinese civilization. This city served 13 dynasties as capital from BCE 1046 to CE 917. Three dynasties displayed the peak of Chinese civilization: Qin (221-206), Han (BCE 206-220 CE) and Tang (CE 618-917). China is the pronunciation of "china/Qin in ancient time. To this day, China's majority ethnic group (92% of Chinese population) refers to itself as the "Han people" and Chinese characters are referred to as "Han characters." Chinatown in the US is also called Tang Ren Jie, meaning a residential community of Tang people. This course will enrich our participants' knowledge of Chinese history and traditions.

3. Chinese Geography and Its Impact on Chinese Civilization

Chinese civilization is largely a product of its natural environment. Its authoritarian political system is closely connected with the two rivers: the Yellow River and Yangtze River. It is out of the need to control frequent flooding that China gave birth to a centralized and authoritarian government. Today it's one-child policy is also the outcome of its limited natural resources and a huge burden of 1.3 billion population. The Qinglin Mountains is the watershed of northern and southern China. These mountains created distinguished climate, perception, which lead to different crops, plants, diets, and ways of life between these two regions. This course will help our participants understand China's diversity, political system, traditions, customs, and current population policy.

4. Chinese Literature & Poetry

China is very rich in literature and poetry. Selection of Chinese literature and poetry not only enrich our teachers' knowledge, but also will make their Chinese language teaching more interesting and attractive to their students.

5. Calligraphy and Chinese painting

Chinese calligraphy and painting are another highlight of Chinese culture. Chinese calligraphy gave Steve Jobs inspiration for his product designs for apple. The skills of Chinese calligraphy and painting which teachers learn will be used in their Chinese language class.

6. Deng's Economic Reform and Social Transformation (I would put this into a contemporary context since they are participating in Chinese life TODAY).

Deng's Economic Reform not only made China the second largest economy in the world, but also transformed Chinese society significantly. The Chinese people have much more

freedom to do what they want, and to move where they are eager to go. The knowledge of modern Chinese society will make our teachers' Chinese class more accurate and more up-to-date.

7. Taichi

Tau chi is a type of internal Chinese martial art practiced for both its defense training and its health benefits. Teachers can introduce their skill to Chinese class when they return to the US.

Curriculum themes

1. Modern Day Chinese Beginner level
2. Modern Day Chinese Intermediate level
3. Street Chinese and Chinese Idioms
4. Modern Developments and Social Transition
5. Festival Celebrations
6. Understand China through Its Geography
7. China's One-Child Policy
8. Chinese Inventions
9. China in My Eyes
10. My Friend in Xi'an/Beijing
11. Tour in Beijing
12. Tour in Xi'an
13. Qingling Mountains' impact on Chinese Way of Life

Fieldtrips and historical sites:

Shaanxi History Museum: a Chinese history from Banbo Village, a primitive society of 6000 ago to the Min Dynasty in the 17th century. It displays highlights of Chinese civilization including the four outstanding dynasties: Zhou (1046–256 BC), Qin (221-206 BC), Han(206 BC-220 CE) and Tang (608-917 CE).

Terra-cotta Warriors Museum: to show how Qin unified China and established a centralized government.

Yellow Emperor Mausoleum: the burial site of the Chinese legendary Yellow Emperor, which will trace the beginning of Chinese civilization.

Qinling Mountains: a watershed between southern China and northern China. This geographical division determined different way of live between Chinese people in these two regions.

Qiang Maosoleum, a joint tomb between Empress Wu & her husband. Empress Wu is the only Empress in the history of China. This historical site displays the glory of the Tang Dynasty.

Famenshi Temple: a place where Buddha's relics were buried. It demonstrates the influence of Buddhism in China.

Fieldtrips in Beijing:

The Great Wall: a symbol of China, a man-made wonder

Temple of Heaven: it displays harmony between nature and human beings

Tiananmen Square: a political identity of China, where several historical events happened such as the May Fourth Movement in 1919, which gave birth of the Chinese Communist Party and the Democratic Movement in 1989.

Forbidden City: Symbol and identity of China's centralized government.

Beijing University: China's Harvard.

Olympic Game Village and Bird's Nest Stadium, a symbol of China's emerging into the world.