

**Q:** Are there any results regarding read traditional characters & writing simplified characters?

**Q:** Is there a source for getting information that we could refer State Certification boards to?

**Shi Weixin:** At what age should kids start to learn Chinese?

**Lin Yulan:**

There is research for other languages that indicate the benefits of starting at a young age, but there is no research on this topic for Chinese. Students should start as early as possible... Start young, and continue for as long as possible.

**Q/comment:** <http://AskAsia.org/Chinese> is a good resource.

**Q:** How do we keep non-native speakers interested when the class is dominated by heritage speakers? How do we keep them from feeling like they are drowning...?

**Lin Yulan:** Many elements combine to make effective teaching. Think how to make teaching more interesting, keep kids motivated, and have students stay on task.

**Madeline Spring:** When do students need to start? Whenever they start – great if they're in well structured programs in the early elementary school years. But it's still great if they start in 7<sup>th</sup>, or 9<sup>th</sup> grade. The most important point is to make sure that the curriculum is well designed and articulated.

**Q:** Teachers and students often miss an important piece, namely, study abroad programs. These might be targeted to students at all levels. In my program we took students who had one year of Chinese to China. After they came back, they not only had increased their proficiency level, but they also were more excited about learning Chinese and they wanted to China again.

**Roberta Martin:** On the question of research, articulation from K to grade 12, there are currently

two programs with an articulated program from K through 12: These are Portland Public Schools (previously w/ Madeline, through the Oregon Flagship) & Minnesota.

**Jennifer Liu:** Regarding the articulated program in Oregon, they now are putting together some research on its effectiveness. If you have questions, please email me at the University of Oregon.

**Q:** Many Chinese textbooks are designed for college students. I hope that higher ed researchers will organize units for high school students. Another issue is that teaching at the high school level requires a lot of time on classroom management.

**Jerry Packard:** Actually at the university level we also have classroom management issues...

## Closing remarks

**Dali Tan:**

A well-structured mentorship program should help the rapidly expanding field in the Chinese language and culture instruction in the K-16. At last year's CLTA/CLASS Forum, I also mentioned about mutual visitation and collaboration among local K-16 Chinese teachers as the first step in K-16 articulation. I only had one of my students visiting Prof. Tseng Miao-fen's class at University of Virginia in the past and hope members from both CLTA and CLASS will share their experience of mutual visitation with us in the future. How do you articulate the teaching of culture with the teaching of the language? Chinese language instructional practice as it stands now is not really totally integrated.

**Madeline Spring:** In closing, I would like to remind everyone how far things in our field has come since the first CLTA/CLASS forum was held three years ago. At that time communication and collaboration between teachers of K-12 and those in higher ed was fairly minimal, whereas now many people in our field are working together on developing curricula, teacher training, and other exciting ventures. One idea we could entertain for the future is setting up a program to pair individuals from CLTA and CLASS as "vir-