



# **Perspectives on Chinese Language Education in Maine**

**Maine Chinese Conference  
October 26, 2012**

A light blue background featuring a faint, stylized world map with a grid overlay. The map shows the continents in a darker shade of blue.

# Trends Indicating a Demand for World Language Programs in the U.S.A.

- Greater awareness of the need for a linguistically and culturally competent citizenry
- Increasing popularity of immersion and early language learning programs
- Expanded offerings of online or distance learning language learning programs
- Increased enthusiasm for programs in less commonly taught languages generated by the **National Security Language Initiative (NSLI)**

# National Standards for Foreign Language Learning



- **Communicate** in languages other than English
- Gain knowledge and understanding of other **cultures**
- **Connect** with other disciplines and acquire information
- Develop insights into the **nature of language and culture**
- Participate in multilingual **communities** at home and around the world

# 21<sup>st</sup> Century Skills Map for World Languages

## 21<sup>st</sup> Century Skills Map

DESIGNED IN COOPERATION WITH THE NATION'S WORLD LANGUAGE EDUCATORS

*This 21st Century Skills Map is the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued this map for the core subject of World Languages. This tool is available at [www.P21.org](http://www.P21.org).*

The Partnership for 21st Century Skills (P21) has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science, Geography, World Languages and the Arts. These collaborations have resulted in the development of 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

### A 21st Century Skills

### B Skill Definition

An example from the World Languages Skills Map illustrates sample outcomes for teaching Creativity and Innovation.

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

### Creativity and Innovation

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Novice Range	Intermediate Range	Advanced Range
<p><b>EXAMPLE:</b> Students create a song to help others learn about endangered species in a target language country.</p> <p><b>EXAMPLE:</b> Students identify and select images of importance to them from a service learning situation. They brainstorm with their peers to produce a list of words and phrases that they associate with the images. They then share the image with others from different target cultures asking them to identify words and phrases they associate with the images. They create a multimedia presentation that captures what they and others have shared in an effort to convince others to engage in volunteer work.</p> <p><b>EXAMPLE:</b> Students browse online recipes from target language sites and work in pairs to change ingredients to a healthier alternative, which they present to the class.</p>	<p><b>EXAMPLE:</b> Students create raps and/or poems reflecting a perspective such as a "coming of age" event in the target culture and compare this with the "coming of age" process in the U.S. such as getting a driver's license or the right to vote. These examples are then shared with peers in the target culture who have completed a similar project and the results are shared on a social media website with comments in the target language.</p> <p><b>EXAMPLE:</b> Students work in groups to identify different volunteer service opportunities around the world. They connect via technology with target language speakers who work with these projects to learn more and to find out what a typical day is like when working on a volunteer project. They create a multimedia presentation to share with others on the importance of the work that is being done.</p> <p><b>EXAMPLE:</b> Student Created Museum after studying about a topic of significant cultural merit on historical interest, students prepare research projects, create timelines, use maps to conduct research and locate representations of artifacts. Then they compile the research and artifacts into a series of museum exhibits for which they serve as the docents. Members of the target language community serve as consultants on the project during its development. The student docents prepare a virtual tour of the</p>	<p><b>EXAMPLE:</b> Students design a unique game (board game or video game) that explores multiple alternative scenarios, to introduce gamers to a global issue.</p> <p><b>EXAMPLE:</b> Students investigate alternative energy projects in a target language country (e.g. Solar Decathlon Europe) and use ideas gleaned from their investigation to design and explain an original design of an electric car, solar house, or renewable-energy alternative specific to their school. Students vote on the best use of renewable energy and defend their choice in an alternative energy publication.</p>

**Legend:**

- = Interpersonal mode
- = Interpretive mode
- = Presentational mode

**Partnership for 21st Century Skills**

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### C Sample Student Outcome/Examples

### D Interdisciplinary Theme

### E Modes of Communication

- = Interpersonal mode
- = Interpretive mode
- = Presentational mode

# 21<sup>st</sup> Century Skills Map for World Languages

## Introduction (continued)

### Then and Now

The language classroom in the U.S. has been transformed in the last 20 years to reflect an increasing emphasis on developing students' communicative competence. Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21<sup>st</sup> Century Skill. Following is a chart comparing how language classrooms looked in the past compared to today.

### IN THE PAST

Students learned about the language (grammar)

Teacher-centered class

Focused on isolated skills (listening, speaking, reading, and writing)

Coverage of a textbook

Using the textbook as the curriculum

Emphasis on teacher as presenter/lecturer

Isolated cultural "factoids"

Use of technology as a "cool tool"

Only teaching language

Same instruction for all students

Synthetic situations from textbook

Confining language learning to the classroom

Testing to find out what students don't know

Only the teacher knows criteria for grading

Students "turn in" work only for the teacher

### TODAY

Students learn to use the language

Learner-centered with teacher as facilitator/collaborator

Focus on the three modes: interpersonal, interpretive, and presentational

Backward design focusing on the end goal

Use of thematic units and authentic resources

Emphasis on learner as "doer" and "creator"

Emphasis on the relationship among the perspectives, practices, and products of the culture

Integrating technology into instruction to enhance learning

Using language as the vehicle to teach academic content

Differentiating instruction to meet individual needs

Personalized real world tasks

Seeking opportunities for learners to use language beyond the classroom

Assessing to find out what students can do

Students know and understand criteria on how they will be assessed by reviewing the task rubric

Learners create to "share and publish" to audiences more than just the teacher.



**PARTNERSHIP FOR  
21<sup>ST</sup> CENTURY SKILLS**



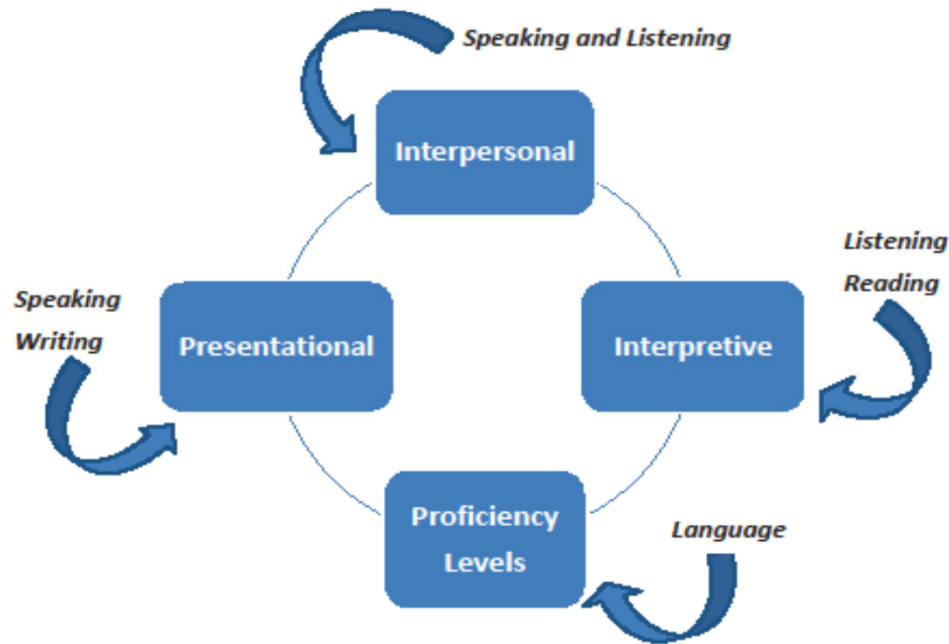
# Aligning National WL Standards with the Common Core

## Aligning the National Standards for Learning Languages with the Common Core Standards Page 2

*Common Core State Standards for  
English Language Arts and  
Literacy in History/Social Studies, Science,  
and Technical Subjects*  
Reading  
Writing  
Speaking and Listening  
Language

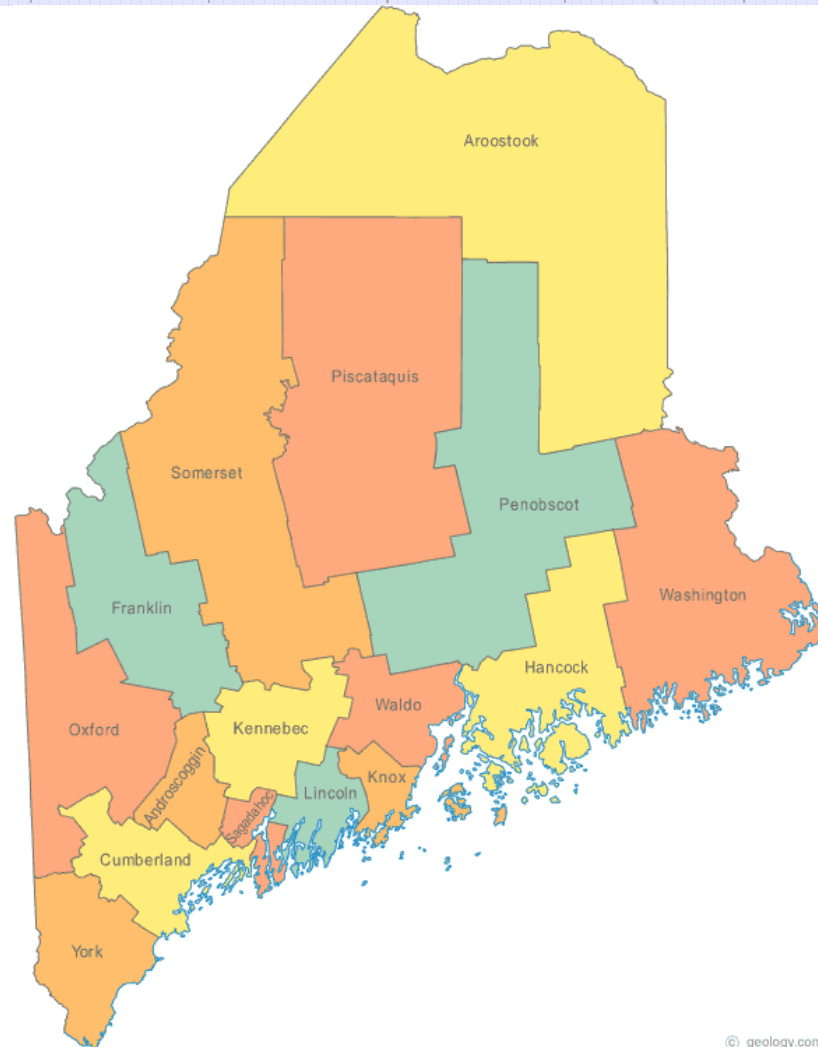
*National Standards for Learning Languages*  
*Three Modes of Communication*  
Interpersonal  
Interpretive  
Presentational

*ACTFL Proficiency Guidelines*  
Novice  
Intermediate  
Advanced



3 April 2012

# World Language Education in Maine





# Current State Statute

- Maine Education Statutes, Title 20-A, §6209.  
**System of Learning Results Established**

<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6209.html>

- Maine Education Statutes, Title 20-A, §4726.  
**World Languages (Secondary Schools)**

<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4726.html>





# Current State Statute

- Maine Education Statutes, Title 20-A, §4711, §4712, §4721.

Elementary course of study, Junior high school or middle school course of study, General requirement (secondary schools)

<http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach207-Asec0.html>

- Public Law, Chapter 669, LD 1422 - [An Act to Prepare Maine People for the Future Economy](#)

<http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=SP0439&item=16&snum=125>

A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and North America. The map is centered on the Atlantic Ocean.

# Current MDOE Rule

Maine Department of Education  
Regulation 132 – *Learning Results:  
Parameters for Essential Instruction*

<http://www.maine.gov/sos/cec/rules/05/071/071c132.doc>

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# **Maine *Learning Results***

## **Guiding Principles**

- A. A clear and effective communicator
- B. A self-directed and lifelong learner
- C. A creative and practical problem solver
- D. A responsible and involved citizen
- E. An integrative and informed thinker

A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and South America.

# Guiding Principles

- A. 1. A clear and effective communicator who demonstrates organized and purposeful communication in English **and at least one other language**;
- D. 5. A responsible and involved citizen who displays **global awareness** and economic and civic literacy;

A world map is visible in the background of the title slide, showing the continents of North and South America. The map is rendered in a light gray color against a blue grid background.

# World Languages Standards and Performance Indicator Labels

**A. Communication:** Students communicate in the target language.

1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons

A world map is visible in the background of the title slide, showing the continents of North America, South America, Europe, and Africa. The map is overlaid with a grid pattern.

# World Languages Standards and Performance Indicator Labels

**B. Cultures:** Students demonstrate an understanding of a culture(s) in which the target language is spoken.

1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture



A world map is visible in the background of the title slide, showing the continents of Africa, Europe, Asia, and Australia. The map is overlaid with a grid of latitude and longitude lines.

# World Languages Standards and Performance Indicator Labels

**C. Connections:** Students expand their knowledge by connecting their study of a language(s) with other content areas.

1. Knowledge of Other Content Areas
2. Distinctive Viewpoints

A world map is visible in the background of the title slide, showing the continents of North America, South America, Europe, and Africa. The map is overlaid with a grid pattern.

# World Languages Standards and Performance Indicator Labels

**D. Communities:** Students encounter and use the language both in and beyond the classroom for personal enjoyment and lifelong learning.

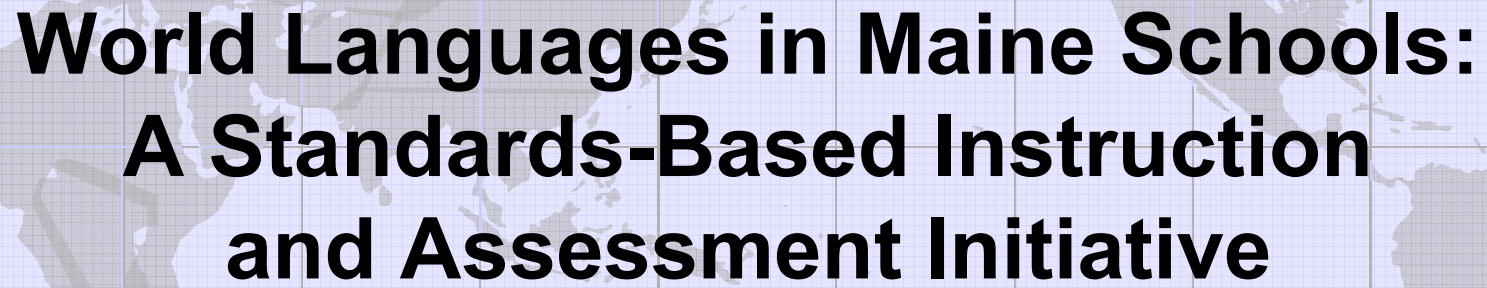
## 1. Communities

[http://www.maine.gov/education/lres/pei/wld\\_lang102207.pdf](http://www.maine.gov/education/lres/pei/wld_lang102207.pdf)

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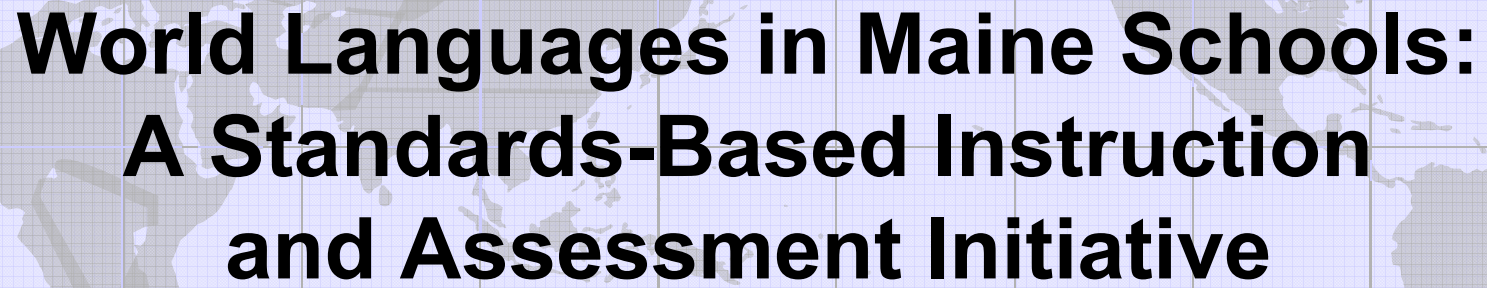
# **Education Evolving: Maine's Plan for Putting Learners First**

- Effective, Learner-Centered Instruction
- Great Teachers and Leaders
- Multiple Pathways for Learner Achievement
- Comprehensive School and Community Supports
- Coordinated and Effective State Support

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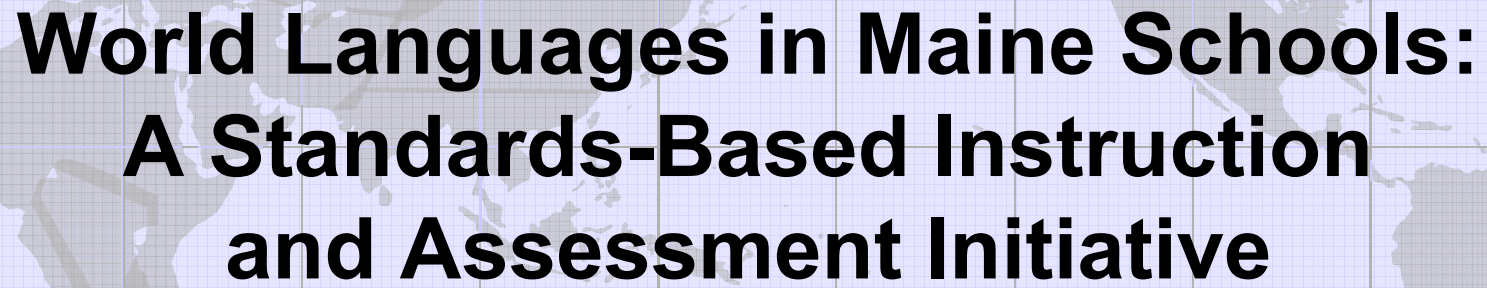
# **World Languages in Maine Schools: A Standards-Based Instruction and Assessment Initiative**

- Develop a statewide plan to expand on the knowledge and skills of world language teachers in order to improve teaching and learning.
- Create an environment in which standards-based curriculum, instruction and assessment are an integral part of the work of all K-12 world language educators.

A light blue background featuring a faint world map with a grid overlay. The map shows the continents of Africa, Europe, Asia, and Australia.

# **World Languages in Maine Schools: A Standards-Based Instruction and Assessment Initiative**


- The ultimate goal is to improve student achievement and proficiency in one or more world languages.

A light blue background featuring a faint world map with a grid overlay. The map shows the continents of Africa, Europe, and parts of Asia and Australia.

# **World Languages in Maine Schools: A Standards-Based Instruction and Assessment Initiative**

- Summer Institute
- 18 Regional Teacher Leaders (9 regions)
- Regional Workshops
- ACTFL webinar series
- Resource Directory with sample standards-based units and assessments



A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and Australia. The map is centered on the Atlantic Ocean.

# **MDOE Initiatives in International Education**

## **Memoranda of Understanding (MOUs)**

- Academy of Nantes, France
- Hanban – National Office for Teaching Chinese as a Foreign Language , P.R.C.
- Ministry of Education and Science , Spain
- Ministry of Education, Taiwan

A light blue background featuring a faint world map with a grid overlay. The map shows the continents of North and South America, Europe, and Africa.

## World Languages in Maine Public Schools (2011 - 2012)

- **237** schools have a program in one or more world languages.
- **117** are high schools.
- **114** are elementary or middle schools.
- **6** are schools that include a high school and middle/elementary school.

A world map is visible in the background of the title slide, showing the continents of North and South America. The map is light blue and white, with a grid of latitude and longitude lines.

# World Languages in Maine Schools (2012- 2013)

- American Sign Language (**6**)
- Chinese (Mandarin) (**19**)
- French (**164**)
- German (**16**)
- Greek (ancient) (**3**)
- Japanese (**2**)
- Latin (**44**)
- Passamaquoddy (**3**)
- Russian (**1**)
- Spanish (**184**)
- Exploratory (**10**)

# World Language Teachers in Maine Schools (2012 - 2013)

- American Sign Language: **6**
- Chinese: **8 (20)**
- French: **228**
- German: **18**
- Greek (ancient): **3**
- Japanese: **2**
- Latin: **55**
- Passamaquoddy: **5**
- Russian: **1**
- Spanish: **313**

# Chinese Programs

in  
Maine



A light blue world map with a grid overlay, showing the continents. The title text is superimposed on the map.

# Chinese Programs in Maine Schools

- Bangor High School
- Erskine Academy (South China)
- Foxcroft Academy (Dover-Foxcroft)
- Fryeburg Academy
- Gould Academy (Bethel)
- Kents Hill School (Kents Hill)



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# Chinese Programs in Maine Schools

- John Bapst Memorial High School (Bangor)
- Maine Central Institute (Pittsfield)
- Maine School of Science and Mathematics (Limestone)
- Mt. Ararat High School (Topsham)

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# Chinese Programs in Maine Schools

- Mt. Ararat Middle School (Topsham)
- Noble High School (North Berwick)
- [North Yarmouth Academy](#)
- Old Town High School
- Orono High School

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# Chinese Programs in Maine Schools

- Oxford Hills Comprehensive High School (Paris)
- Thornton Academy (Saco)
- Washington Academy (East Machias)
- Waynflete School (Portland)

A light blue world map with a grid overlay, showing the continents. The title text is superimposed on the map.

# Chinese Programs in Maine Schools

- **19** programs in public and private schools
- **17** programs in high schools
- **3** programs in middle schools
- **20** teachers

A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and Australia. The map is centered on the Atlantic Ocean.

# High School Mandarin Programs

- **2** programs have **one** level.
- **4** programs have **two** levels.
- **4** programs have **three** levels.
- **7** programs have **four** levels.

A light blue world map with a grid overlay, showing the continents of North America, South America, Europe, and Africa. The map is centered on the Atlantic Ocean.

# Middle School Mandarin Programs

- **1** program is **exploratory**.
- **1** program has **one** level.
- **1** program has **two** levels and **exploratory**.




A horizontal banner featuring a world map with a light blue grid overlay. The map shows the continents of Africa, Europe, Asia, and Australia. The title 'Chinese Cultural Programs' is centered over the map in a large, bold, black font.

# Chinese Cultural Programs

**2** high schools

**1** middle school

A world map with a light blue grid background, showing the continents in a darker blue. The map is centered on the Atlantic Ocean.

# Maine Students in Chinese Programs


Total enrollment = **525**

Largest enrollment = **63**

Smallest enrollment = **5**

High school = **470**

Middle school = **55**

A light blue world map with a grid overlay, showing the continents of Africa, Europe, Asia, and Australia. The map is centered on the Atlantic Ocean.

# Associated Curriculum

**8** of the **19** schools

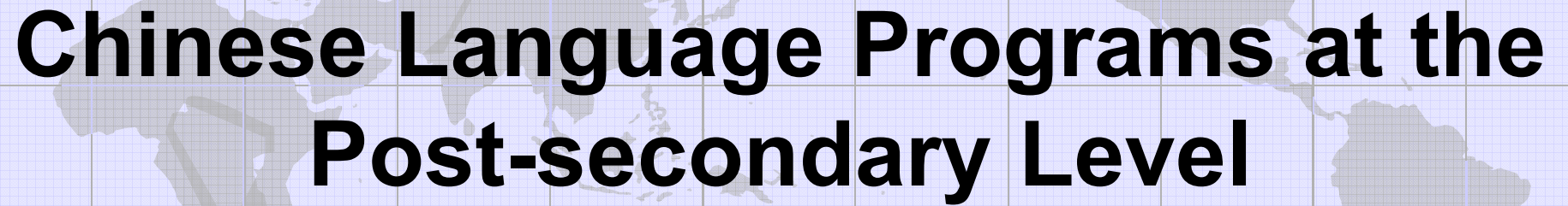
include the study of Chinese history, culture and/or language in other curriculum areas.

- Asian Studies
- World History or Civilizations/ Global Studies
- Humanities/Human Geography/ Philosophy
- Comparative Governments



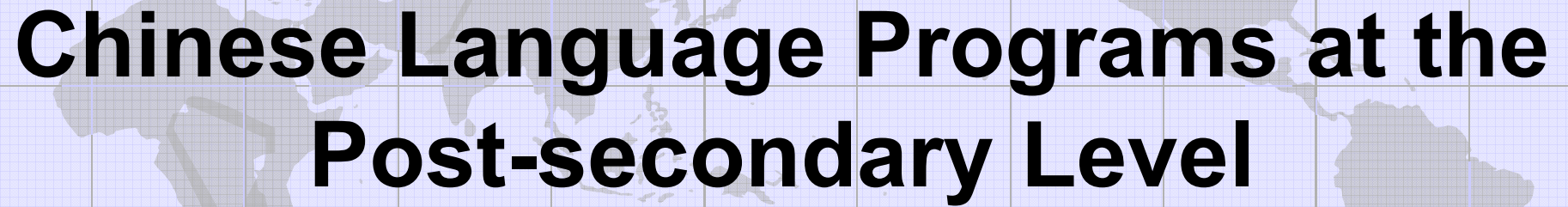
“Chinese language learning thrives best and has the greatest impact in schools when China is mentioned in other subjects as part of the curriculum.”

Asia Society Newsletter Aug/Sept 2011

A light blue world map with a grid overlay, showing the continents in a darker blue. The map is centered on the Atlantic Ocean.

# **Chinese Language Programs at the Post-secondary Level**

- Bates College
- Bowdoin College
- Colby College
- Husson University

A light blue world map with a grid overlay, showing the continents. The title text is superimposed on the map.

# **Chinese Language Programs at the Post-secondary Level**

- University of Maine at Farmington
- University of Maine (Orono)
- University of Maine at Presque Isle

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# Selected Resources in World Languages

- **Maine Department of Education World Languages website**  
<http://www.maine.gov/education/lres/language/index.html>
- **Foreign Language Association of Maine (FLAME) website**  
<http://www.umaine.edu/flame/>
- ***Standards for Foreign Language Learning in the 21<sup>st</sup> Century***  
[http://www.actfl.org/files/public/StandardsforFLExecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf)
- **Alignment of the National Standards for Learning Languages with the Common Core State Standards**  
[http://www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf)

A world map is visible in the background of the title slide, rendered in a light blue and grey color scheme. The map shows the continents and major oceans, with a grid of latitude and longitude lines.

# Selected Resources in World Languages

- ***ACTFL Performance Guidelines for K-12 Learners***  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>
- ***ACTFL Proficiency Guidelines***  
<http://actflproficiencyguidelines2012.org/>
- **21<sup>st</sup> Century Skills Map for World Languages**  
[http://www.p21.org/storage/documents/Skills%20Map/p21\\_worldlanguagesmap.pdf](http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)





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