

TEACHERS OF CRITICAL LANGUAGES PROGRAM



关键语言教师项目

برنامج معلمي اللغات الحرة



Chinese Highlights, January 2010

Capacity Building



TCLP teachers increase interest in Chinese language learning outside of their regular classes. Zhang Hong (left) hosts a regular Chinese Language Show on a local access cable channel in Muskogee, OK.

*“Our exchange teacher is fantastic. She is an intuitive and reflective educator. She truly cares about the children and wants them to love her class....She is a very positive person.
-- TCLP Mentor Teacher*

Language Application



Teachers encourage real-life applications using new vocabulary in their classrooms. At left, Xiang Mei uses students familiarity with hacky sack to teach her students how to play the Chinese game jianzi where students count in Chinese each time they kick the shuttle.

Zhu Shunmei organizes a second after-school Chinese Culture Club with elementary students. At right, he ‘flies’ his students to China using Google Earth maps.



Tu Yijun set up a PenPal program (below) with students in Hangzhou, China so his Arizona students can practice their Chinese and learn more about the daily lives of their Chinese peers.



During outreach at a local elementary school, Sun Liang teaches the students about the significance of select Chinese characters, and then shows them how to cut the characters for ‘double happiness’ out of red paper (left).



Interactive Review Lessons



TCLP teachers prepare their students for midterm tests with engaging review lessons. At left, Liu Na’s students practice Chinese character stroke order by modeling Kungfu poses. Gong Hongling (below, right) builds a vocabulary wall in her classroom with words her students learned last semester. She also helps her students create vocabulary banks in individualized dictionaries where they keep

Celebrating Holidays



In honor of Martin Luther King, Jr. Day, Xiao Chunzhi speaks to young students at a local church about Dr. King’s “I Have a Dream” speech, and then teaches them how to say and write “I have a dream” in Chinese (above).



their vocabulary. Niu Jun (left) reviews dialogues with her students as they prepare to perform a short play in Chinese about family in front of the class.



Bureau of Educational and Cultural Affairs

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