

CHARACTERISTICS OF AN EFFECTIVE TEACHER OF CHINESE LANGUAGE  
IN AMERICAN SCHOOLS

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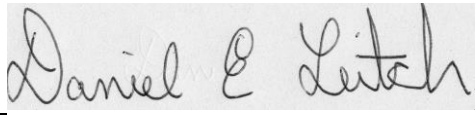
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by

Amy West

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The attached seminar paper, by Amy West, entitled, Characteristics of an Effective Teacher of Chinese Language in American Schools, when completed, is to be submitted to the Graduate Faculty of the University of Wisconsin-Platteville in partial fulfillment of the requirements for the Master of Science in Education Degree, for which 3 credits shall be allowed, is hereby

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Amy West

Under the Supervision of Dr. Daniel Leitch, PH.D

**Abstract:** This project is to review the current literature about the characteristics of an effective Chinese language teacher and what kind of teacher an American school is looking for. The beginning of the paper talks about the background of Chinese language education in US and the challenges the schools are faced with not having qualified Chinese language teacher. The main body will go into the exploration of characteristics of an effective Chinese language teacher in an American public school. The last section will discuss what strategies need to implemented to make learning Chinese language more meaningful and stimulate students' interest in learning Chinese.

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## Chapter One: Introduction

### Introduction

*As a second language teacher and a native Chinese and naturalized American citizen, I have always been interested in learning about the characteristics of an effective language teacher. When I was teaching English to Chinese learners in China previously for ten years and while I was teaching Chinese to American learners in USA not too long before the work of this paper, this inquiry of what makes a language teacher effective and what makes a language learner most interested in learning has never been apart from me. After being in the educational field for 15 years, I fully come to this stage of wanting to dig deeper into literature and to research on available resources concerning the aspects of characteristics of an effective Chinese language teacher in American public schools.*

According to the research findings (Asia Society, 2012), Chinese language programs have rapidly grown in American public schools over the past ten years due to the growing economic power and influence from China and Chinese culture. American school administrators, parents, and students are more aware of and show keener recognition of the importance of being able to understand and communicate with China by its national standardized language-Pu Tong Hua, common language. This significant recognition has prompted the Chinese language program to flourish and to continue to expand. With the demand of learning Chinese, it is natural for American public schools to look for competent and qualified teachers for their students. However, from the statistics and reports, the findings reporting about lacking qualified Chinese language teachers for American students have been identified. Maghan Keita, Chair of Board of Trustees, College Board, Director of

the Institute for Global Interdisciplinary Studies, Villanova University, “China and the US—two important countries-should realize their international responsibilities in education and the responsibilities to produce better students. This is in the common interest of the two countries, and in the interest of the entire world. Therefore, we need to promote quality education. We must recognize that quality education is realized through providing future-oriented, rich, challenging, and formal courses for all our students. Our students will possess critical and flexible minds; they can resolve cultural conflicts through understanding of language and culture; and they could understand globalization and diversity.”(Confucius Institute Magazine, 2012) The purpose of the study is to identify those characteristics of an effective teacher of Chinese language (TCL) and discuss the reasons why they are significant and necessary to be a successful language educator in American public schools and hopefully these features will be placed on the top lists of consideration for selecting an ideal finalist for the school when American school administrators look for prospective TCL for their districts. The USA is actively striving its full effort to be globally engaged and highly competitive in many aspects, especially in economic and political realms which requires the proficiency of many capable citizens who are able to communicate with business partners and educational professionals as well as civilian communications, whether governmental or nongovernment exchanges requires the direct exchanges of ideas and appreciation of events and researches.

### **Statement of the Problem**

With the increasing interest and need in learning Chinese, Teachers of Chinese Language (TCL) are faced with challenges in terms of effective teaching strategies and of reaching optimal outcome for learners. TCL constantly feel that they are not adequately prepared with techniques, skills, and strategies need to carry out the mission of teaching Chinese to American public school

students. There is a shortage of qualified and well-trained TCL in USA. To achieve the best learning outcome, best practices in teaching Chinese are explored in the language education field. The first comes with the probe of the necessary characteristics of an effective teacher of Chinese language in America.

### **Definition of Terms**

Characteristics: qualities, features, abilities, and competencies of a language teacher renders

Teacher of Chinese Language: a teacher who teaches Chinese to American school students

### **Delimitations of Research**

The delimitations of this paper rest with just two interviews with the experienced teachers and a limited number of books and articles are available for references.

### **Method of Approach**

The methods of approach applied in this paper include interviews, literature review, Research online, and synthesize the available information from the related topics and articles.

## **Chapter Two: Review of Literature**

**Standards for Chinese Language Teachers:** American Council on the Teaching of Foreign Languages (ACTFL) and Office of Chinese Language Council International (Han Ban)  
ACTFL Program Standards for the Preparation of Foreign Language Teachers

### **Standard 1: Language, Linguistics, and Comparisons**

Demonstrating Language Proficiency

Understanding Linguistics

Identifying Language Comparisons

### **Standard 2: Cultures, Literatures, and Cross-Disciplinary Concepts**

Demonstrating Cultural Understandings

Demonstrating Understanding of Literary and Cultural

Texts and Traditions Integrating Other Disciplines in Instruction

### **Standard 3: Language Acquisition Theories and Instructional Practices**

Understanding Language Acquisition and Creating a

Supportive Classroom

Developing Instructional Practices That Reflect

Language Outcomes and Learner Diversity

### **Standard 4: Integration of Standards into Curriculum and Instruction**

Understanding and Integrating Standards in Planning

Integrating Standards in Instruction

Selecting and Designing Instructional Materials

## **Standard 5: Assessment of Languages and Cultures**

Knowing assessment models and using them appropriately

Reflecting an assessment

Reporting assessment results

## **Standard 6: Professionalism**

Engaging in Professional Development

Knowing the Value of Foreign Language Learning

## **Han Ban Standards for Teachers of Chinese to Speakers of Other Languages**

### **Module 1: Language, Abilities, and Skills**

**Standard 1:** Chinese Language Ability and Skills

**Standard 2:** Foreign Language Ability and Skills

### **Module 2: Culture and Communication**

**Standard 3:** Chinese Culture

**Standard 4:** Chinese-Foreign Cultural Comparison and Intercultural Communication

### **Module 3: Second Language Acquisition and Learning Strategies**

**Standard 5:** Second Language Acquisition and Learning Strategies

### **Module 4: Teaching Methodology**

**Standard 6:** Chinese Language Teaching Methodology

**Standard 7:** Testing and Assessment

**Standard 8:** Curricula, Syllabi, and Teaching Materials

**Standard 9:** Technology-Enhanced Language Teaching

### **Module 5: Professionalism**

## **Standard 10: Professionalism**

### **Characteristics of Effective Teachers of Chinese Language**

No matter what are their backgrounds, Teachers of Chinese Language (TCL) working in U.S. schools should have the basic six following qualities (Asia Society, 2012):

1. **Fluent in Mandarin.** TCL need to speak standard Chinese (Putonghua) and have solid content knowledge regarding the linguistic features of the Chinese language. China is such a vast country with various ethnic minorities besides the majority population of Han. Therefore, there is a high degree of variability in regional dialects and accents in China. It is important that the teacher be a model “standard’ Mandarin. There are major seven local dialects which can be totally different in expressions. It’s very crucial that TCL have a good command of Chinese-Pu Tong Hua, Mandarin Chinese.
2. **Well-versed in American foreign language pedagogy.** TCL should understand and be very familiar and knowledgeable about foreign language pedagogy such as methods of teaching, curriculum design, assessment and testing, second language acquisition, and material design.
3. **Knowledgeable about and skilled in managing students in a U.S classroom.** The culture of American classrooms differs in important respects from that in other countries, especially in China.
4. **Certified or willing to pursue certification and continuing professional development.** Certification by states is necessary for teaching in U.S. schools. Continued professional growth is particularly important in a field such as Chinese language instruction.
5. **Able to work with the school and community at large.** Given the newness of the field, teachers are crucial to efforts to build program support. They need to be both willing and able to be advocates for Chinese language teaching and also for an international focus in the school.

6. Proficient in speaking and writing English. Foreign born or non-native speakers of English must be able to communicate effectively with students, parents, and school administrators.

The above-mentioned skills are the foundation of effective teaching of Chinese in the American context and they are also just the starting point. The new century requires the focus of teaching shifted to learning, from how the schooling process operates to how-and how much-students are actually learning.

### **Practices that Language Teachers Apply in Classroom Instruction**

In order to find out the authentic feedback from those experienced teachers who have been teaching in the public schools for many years, I conducted two interviews with the teachers. Below is the brief summary of their insights regarding the characteristics of an effective teacher of Chinese language:

My first interviewee commented that there is no so-called "best practices", because each student or each group of students is different. What's most important in teaching is that you care about your students, treat them not only as there are your students, but also you need to become their true friends and know how they learn best with their learning styles, and try your best to help them as much as possible, of course meanwhile push them as much as possible. They are all adults and know what's useful and what's important to their life and study. They also have the motivation to learn already. If not, then they need to be motivated by your extra efforts and innovative strategies. Each student needs to be treated differently and yet with the equal and quality input, and you should try your best to suit most of their needs, if not each one of theirs. Practically, always relate to something they already learned, or something they are familiar with in the journey of foreign language acquisition. Students would be very interested in knowing

how to say things they are familiar in Chinese, and would be curious to know how Chinese people are thinking when encountered with similar situations in their own lives.

My second interviewee told me that one of the best ways to teach Chinese to American high school students is to focus on students' listening and speaking skills buildup first. When students can speak Chinese and understand what is spoken in Chinese, they will become more interested in learning Chinese characters and in reading comprehension. Don't make the learning contents too difficult. Design lessons appropriate to their optimal intake level and frequent assessment of what's being taught and what's the outcome of the learning process is very important. Don't rush with your teaching plan. Syllables can be a general guide but a wise teacher of Chinese language and culture go with the flow. Here flow means the learning pace and attitudes from the students. If the signals of too difficult teaching materials are identified, the TCL needs to slow down and readjust the pace and conduct the class with alternative methods. One size never fits all so the challenge of finding the appropriate materials comes with every step of teaching. Take it easy. In teaching Chinese, please remember that "slow" is "fast", and vice versa, "fast" is "slow". Keep changing your pace and use a variety of Chinese language teaching materials to keep students' interest. Make each of your quizzes small and easy for students to handle. Then they will try to do them better. If quizzes are too difficult or beyond their ability to handle, students will lose confidence easily and tend to give up and get discouraged quickly.

After reading the available books and articles about characteristics of an effective teacher of a second language, what can be inferred from the study demonstrates the significance of a qualified and competent teacher and the benefits of those learners can have from those practitioners in the education field.

According to the experienced educator Wong (2005), an effective teacher has the following features: 1. Work cooperatively and learns from colleagues; 2. Seek out a mentor who serves as a role model; 3. Go to professional meetings to learn; 4. Have a goal of striving for excellence. An effective teacher knows the school district's curriculum guide and uses materials that reflect the objectives contained in it. A TCL will need to understand his/her role from early on due to these factors: The schools are owned and operated by the citizens of your local community. Schools are the foundation for transmitting the values and traditions that ensure our life in a free society. The schools are built for the students. Therefore, all the goals and activities are geared toward the success of the students. Effective teachers are also problem solvers. They teach themselves how to think and they try their best to analyze, synthesize, and create materials to help students learn while being a true learner along with the students. An effective TCL uses proven research-based practices that are employed by many other successful professional teachers. Myriam Met said: "Research cannot and does not identify the right or best way to teach, nor does it suggest that certain instructional practices should always or never be used. But research can illuminate which instructional practices are most likely to achieve desired results, with which kinds of learners, and under what conditions."

An effective language teacher needs to have first and most important of all characteristics is to have positive expectations for student success. "The greatest discovery of my generation is that a human being can alter his life by altering his attitude of mind," stated by William James, "and all the wonders you seek are within yourself." If a teacher whose influence will be able to create such a wonderful learning environment, he/she has half succeeded in what will be expected from the students. Nothing is more important than a willing and prepared heart for success. An effective TCL will utilize the classroom space to maximize the inspiring atmosphere

where up-lifting messages are seen and obvious to students. A poster with the following well-known sayings can be displayed in the appropriate spots.

<p>“Success is the maximum utilization of the ability that you have.”—Zig Ziglar</p> <p>“Whether you think you can or think you can’t-you are right.---Henry Ford</p>	<p>“All our dreams can come true-if we have the courage to pursue them.”—Walt Disney</p>
<p>“I do the very best I know how, the very best I can, and I mean to keep on doing so until the end.”—Abraham Lincoln</p>	<p>“In the middle of difficulty lies opportunity.”—Albert Einstein</p>

As we are all aware of the importance of first impression, so shall be those teachers who are in the language profession. Since a teacher doesn’t get a second chance to make a first impression, he/she should dress appropriately as a professional educator to model success. He/she helps organize a First Day of School celebration; plans a classroom welcome for the first day; ensures the mental and physical wellbeing of all students; creates an environment for all students to succeed. A successful teacher always tries his/her best to dress according to create the utmost learning result which is truly reflected by what Charles Galloway says: “Give an elementary student three days, and the student will mirror you. Give a high school student ten days, and the student will mirror you.” An effective TCL has an inviting personality, which act like a magnet attracting learners to be eagerly to be around and actively participating all learning

events and classes. He/she shows caring, warm, and lovable people. As we have heard many times before from Albert Camus: “Life is not a destination. Life is a journey. As long as you continue the journey, you will always be a success.” This message renders the truth of life-long learning and one segment of life does not define who is successful or not given the perspective looking from the ultimate goal. An effective TCL offers both who he/she is and the service to the recipient, which is enforced by the saying from Leo Buscaglia: “Love is life... And if you miss love, you miss life.” What we can learn from Jim Trelease: “Every day millions of students arrive at American classrooms in search of more than reading and math skills. They are looking for a light in the darkness of their lives, a Good Samaritan who will stop and bandage a burned heart or ego.”

A secondly important characteristic of an effective TCL is an extremely good classroom manager. Classroom management overarches everything in the curriculum. The most important thing a teacher can provide in the classroom during the first week of school is consistency. Students want a well-managed classroom more than the teachers do because there is security in a classroom that is consistent. There are no surprises and no yelling in a classroom where everyone, teacher and students, knows what is happening. Consistency comes from installing procedures and routines. Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that student learning can take place. Classroom management includes the things a teacher must do toward two objectives: 1. To foster student involvement and cooperation in all classroom activities. 2. To establish a productive working and learning environment. The characteristics of a well-managed classroom are as follows: 1. Students are deeply involved with their work, especially with academic, teacher-led instruction. 2. Students know what is expected of them and are generally successful. 3. There is relatively

little wasted time, confusion, or disruption.<sup>4</sup> The climate of the classroom is work-oriented but relaxed and pleasant. Teachers who are ready maximize student learning and minimize student behavior. An effective TCL have three things ready before they even start their classroom instruction: have the room ready; have the work-lessons ready; and have themselves ready. From life, we understand that the three most important words to a painter, a pilot, or chef are preparation, preparation, and preparation. The three most important words to a teacher are the same. A cluttered or barren room sends a negative message to your students. A well-organized, attractive room gives an “in control” image that students respect. It is imperative that you have your room ready and inviting before the students enter it on the first day of school. Readiness is the primary determinant of teacher effectiveness. Before a teacher wants to move anything or put anything on the wall in the classroom, a couple items need to be considered: classroom climate for the duration of time, large room organization, student procedures, and available space for students’ work and creativity. The most effective classes are those where the students are self-disciplined, self-motivated, and self-responsible learners.

How do we create a well-managed classroom? Here comes a useful example: Jane Slovenske of Arizona uses a “self-manager plan” in which students are taught to be responsible for managing their own behavior. Students are presented with a “self-manager application,” a self-evaluation of responsible behavior, appropriate treatment of others, and prompt work completion to the best of their ability. The class discusses a list of appropriate behaviors and standards for a self-manager. The class is then given an opportunity to revise the list. Once the list of behaviors is agreed on, students may complete an application to take home for their parents’ review. When parents are in agreement with their child’s self-evaluation, it is signed and returned to school. The teacher must then agree with the student’s evaluation. If the teacher does

not agree, he or she must provide evidence to support this. Afterward, the student and teacher discuss their differences of opinion and come to an agreement. Jane Slovenske says that this is rarely necessary, as most students, with input from their parents, are honest about their performance. Students rated “almost always” in each category become self-managers. Each qualifying student wears a badge that says, “I’m a SELF-MANAGER.” Staff and students recognize and acknowledge self-manager by the badges. Approximately every six weeks, all students, including self-managers, complete a self-evaluation. It is especially important that self-managers maintain and reflect on appropriate behaviors. Also, remaining members of the class continue to have opportunities to refine their behaviors and become self-mangers, too. The class determines and agrees to privileges granted to those with a self-manager badge. Types of privileges include walking ahead of the class to physical education, music, and art; sitting in beanbag chairs while the teacher read aloud or during silent reading; using the electric pencil sharpener instead of the manual sharpener; not having to asking to use the restroom; being the rest in line for dismissal. Self-mangers pair up with students who have not yet achieved self-manger status.

Self-Manager Application	
Name: _____	_____
Date Applied: _____	Parent’s Signature
Date Awarded: _____	

Management Skills

Almost Always    Working on It

1. I am a good listener and I try to understand. \_\_\_\_\_
2. I follow classroom and school rules. \_\_\_\_\_
3. I do my work on time and as well as I can. \_\_\_\_\_
4. I can work with a small group. \_\_\_\_\_
5. I can work alone. \_\_\_\_\_
6. I use playground equipment properly. \_\_\_\_\_

7. I can take care of myself when no one is watching. \_\_\_\_\_
8. I have self-control. \_\_\_\_\_

Respect for Property, Self and Others

1. I cooperate with people. \_\_\_\_\_
2. I take care of my property and I respect the property of others. \_\_\_\_\_
3. I go to and from class without problems. \_\_\_\_\_
4. I use good manners while eating lunch. \_\_\_\_\_

Helping Others

1. I don't hurt other people. \_\_\_\_\_
2. I am helpful to others. \_\_\_\_\_
3. I am a good sport, I play fair and follow game rules. \_\_\_\_\_

Note: To become a Self-Manager, all checks must be in the “almost always” column. A student’s behavior may be verified by any teacher or staff member who has responsibility for his for her education.

An effective language teacher thinks through the discipline plan before school begins and conveys the plan to the students when school begins. He/she discusses the plan so that students understand the logic of it and consider it reasonable. The school district administrators are involved to help with plan reinforcement and implementation. And above all, an effective TCL has high expectations and confidence in his or her capacity to teacher young people self-discipline. One practical method that Cindy Wong (2005) shared with how to quite a large group down in a short time was shared in her book. The story below was told by her father-in-law who was invited to attend a school celebration event.

“We were invited to our daughter-in-law’s class to attend the annual International Day Celebration. Students from three sixth grade classes were gathered in a large room for the culmination of their study of the country of their ancestry or choice. The students were dressed in native attire and had information and food samples typical of their selected countries. The three classes and an assortment of guests-parents, teachers, administrators, school board members, and friends numbered about 100 people. As we were walking from display to display, talking with the students and tasting food, we suddenly heard the students call out, “...3,4,5.” Then there was silence in the room, including those of us who had no idea what was going on. Everyone faced the teacher, Cindy Wong, and she spoke. Then everyone went back to what they were doing. Later I asked Cindy what she did to quiet the room so

quickly. She said, “Dad, it’s a variation on your three-step technique. I have a five-step procedure because I teach younger students than you do, so I wanted to be more specific as to what I had wanted. “My five steps are these: 1. Eyes on speaker 2. Quiet 3. Be still 4. Hands free (put things down) 5. Listen “The way it works is, I say, ‘Give me five.’ They go through each of the five steps in their mind. “I have rehearsed them in this procedure, so when I say, ‘Give me five,’ it takes them no more than five seconds before I have their attention.” I asked, “Do all three sixth-grade classes know this routine?” “Yes,” she said. I replied, “Wow. This has now become the culture for all the six graders.”

From the description above, we got the “ah-ha” moment. However, the challenge lies in with the process of implementing this procedure and routine. Learning must be crystal-clear for young learners. To maximize learning and minimize disruptions, students must understand clearly what is expected of them. As Lorin Anderson (1993) illustrated: They need to know four things during all the stage of their academic pursuit. 1. What they are to learn 2. How they are to learn it 3. How they are to demonstrate what they have learned 4. How the quality of their learning will be evaluated. An effective TCL chooses rather than decides. He/she practices enhancement techniques and can produce an updated, annual portfolio that shows that he or she is an effective master teacher. We are the different learning styles of adult learners compared to young learners’ approaches.

As for teaching Chinese to college students, Carl Rogers (1969) makes a very pioneering statement of teaching means to instruct. From the study, the characteristics of adult learners are found as follows: Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities. Adults’ orientation to learning is life-centered; therefore, the appropriate units

for organizing adult learning are life situations, not subjects. Experience is the richest resource for adult's learning; therefore, the core methodology of adult education is the analysis of experience. He explains that in his view teaching and the imparting of the knowledge make sense in an unchanging environment, which is why it has been an unquestioned function for centuries. "But if there is one truth about modern man, it is that he lives in an environment which is constantly changing," and therefore, the aim of education must be the facilitation of learning (pp.104-105). He defines the role of the teacher as that of a facilitator of learning. The critical element in performing this role is the personal relationship between the facilitator and the learner, which in turn is dependent on the facilitator's possessing three attitudinal qualities: (1)realness or genuineness; (2) non-possessive caring, prizing, trust, and respect; and (3) emphatic understanding and sensitive and accurate listening (pp.106-206). Rogers provides the following guidelines for a facilitator of learning (pp. 164-166):

1. The facilitator has much to do with setting the initial mood or climate of the group or class experience. If the facilitator's own basic philosophy is one of trust in the group and in the individuals who compose the group, then this point is view will be communicated in many subtle ways.
2. The facilitator helps to elicit and clarify the purpose of the individuals in the class as well as the more general purposes of the group. If he or she is not fearful of accepting contradictory purposes and conflicting aims, and is able to permit the individuals a sense of freedom in stating what they would like to do, then the facilitator is helping to create a climate for learning.

3. The facilitator relies on the desire of each student to implement those purposes that have meaning for him or her as the motivational force behind significant learning.
4. The facilitator endeavors to organize and make easily available the widest possible range of resources for learning. He or she strives to make available writings, materials, psychological aids, persons, equipment, trips, audio-visual aids-every conceivable resource that his or her students may wish to use for their own enhancement and for the fulfillment of their own purposes.
5. The facilitator regards himself or herself as a flexible resource to be used by the group. The facilitator does not downgrade himself or herself as a resource. He or she is available as a counselor, lecturer, and advisor, a person with experience in the field.
6. In responding to expressions in the classroom group, the facilitator accepts both intellectual content and the emotionalized attitudes, endeavoring to give each aspect the approximate degree of emphasis that it has for the individual or the group.

### **III. CONCLUSIONS AND RECOMMENDATIONS**

In summary, this paper provides a tip of the broad knowledge of required characteristics of Chinese Language Teacher in American schools. For this study, the number of interviewees in this study was very limited. The search on the internet, from the books and articles, as well as the degree of the depth of exploration of the domains of this related topic remains on a fundamental level. The practices and methods shared are mainly from the second language teachers, not exactly from the experienced teachers of Chinese language teachers, although the common

shared goals and objectives in second language education have been universally recognized and confirmed by experts in the educational field and profession. As the nature of interwoven connection between language and culture, it is imperative for a second language learner to know as much as about the culture of their targeted language. A teacher who is able to incorporate Chinese music, movies, martial arts and history knowledge into the classroom will have higher success rate of retaining students' interest and continue to motivate them into further and higher level learning in Chinese. Due to the big amount of materials, the articles collected in the *Resources on Chinese Language and Culture* are put in a separate folder in which they will serve as supplementary materials and resources for teachers of Chinese language for the improvement of high quality classroom instruction.

The existing literature on the topic leads to the following conclusions: a broader and in-depth research is critically needed to help identify the necessary qualities of effective teachers of Chinese language in American schools and more research-based articles are needed to assist prospective teachers with sufficient backup work when they enter into the profession of teaching this critical language in US. American Council on the Teaching of Foreign Languages (ACTFL) and Office of Chinese Language Council International (Han Ban) have put a lot of effort in promotion of Chinese education and in the exploration of best practices for teachers who are devoted to Chinese language teaching. With the economic development and globalization of the world, communications between and among nations have reached the unprecedented era. Languages as the primary means of communication step into the most popular stage of exchanging culture and ideas. China as one of the rapidest economic developing countries, its language, Chinese (Putong Hua-common language) has been a hot language for many learners,

especially college students who are entering into the adulthood and thinking of future and career preparation. In the process of acquiring a new language, learners usually have some preconceived notions and ideas about the new language. As for Chinese language, the most daunting aspect of learning this language is Chinese character learning. What can Chinese educators do to help with the process of language learning? What are some effective approaches that Chinese educators can apply in assisting their learners' acquisition journey? Multiple approaches of Chinese language education to American students are presented from other researchers in the relevant fields. One of the most difficult tasks in learning Chinese is the mastery of Chinese characters. For beginners, Chinese characters are difficult to recognize, read, write and remember. Most of western learners who are accustomed to alphabetical writing regard the square-block Chinese characters as some kind of in-penetrable enigma. However, through a variety of approaches in exploring the process of learning and how effective teaching can facilitate a second language acquisition journey, especially in the classroom of American college students' learning Chinese environment, the combination of laying down the fundamental language learning concepts as well the actual operation of conducting teaching, will provide several applicable and thought-provoking teaching frames for those who are in the profession of teaching Chinese to college students.

Based on these conclusions, it is recommended that more organized efforts need to be put in the curriculum of Chinese education and the training of effective, qualified, and competent teachers of Chinese language in US. Practical strategies and useful methodologies and pedagogies are in great demand. Teachers of Chinese Language and prospective teachers of Chinese language are encouraged to do more in-depth research and to keep their practices up with the need and demands of the learners and the society for better culture communication and

other purposes such as successful business cooperation projects. School administrators and ministry of education as well as departments of education can contribute their best advices and experiences to advance the Chinese language education in US. It is also recommended that outstanding pedagogical theories and practices are proposed to instructors of graduate level courses who specialize in language education, especially in Chinese language education. Better teacher preparation programs are highly recommended with the supervision and help of language experts and experienced practitioners in relevant professions.

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