**Graduate Program (M.A.) in Teaching Chinese as a Second Language**

**Department of Languages, Literatures and Cultures**

Part I. Statement of Purpose and Degree Overview

A.Statement of purpose and expectation of graduate study in the program

Learning Chinese is a global phenomenon. In 2010 alone, 750,000 people from around the world took the Official Chinese Proficiency Test (HSK).  According to the Chinese Ministry of Education, there are 330 official institutions teaching Chinese as a foreign language around the world, with 40,000 foreign students enrolled.

Over the past decade, the demand for Chinese instruction has dramatically increased in the United States, giving rise to an extraordinary growth of the popularity of Chinese language education across the world. According to its recent report in 2013, Modern Language Association (MLA) lists Chinese among one of those languages other than English with steadily increased enrollment since 2009 in the US. According to the report, 2013 witnessed enrollments of 61,055 in Chinese classes in higher education institutions of the US. Eighty-four more higher education institutions in 2013 reported enrollments in Chinese than in 2009. In fall 2015, there were about 55 million students [enrolled](http://nces.ed.gov/fastfacts/display.asp?id=372) in U.S. public and private primary and secondary schools. At the local level in the State of Delaware and the Delmarva region, there has been an increasing demand of qualified Chinese language teachers. In March 2017, UD’s Department of Languages, Literatures, and Cultures was contacted by Caesar Rodney school district to inquire as to the possibility of duel-enrollment for their Chinese immersion program students in UD’s advanced-level Chinese classes.

This data shows explicitly that teaching and learning the Chinese language is not just a fad, but it has increasingly become a norm in a globalized world.

China's growing political, economic, and cultural influence in the world has created great demand for skilled teachers of Chinese. To satisfy the increasing demand for Chinese language instruction at all levels, the Graduate Program (MA) in Teaching Chinese as a Second Language is designed to train qualified teachers of Chinese for schools of all levels. It is focused on formalized training in Teaching Chinese as Foreign Language. The program aims to meet the highest standards in the field: Students learn contemporary language-acquisition theory combined with various kinds of practical approaches for classroom success, according to the standards of the American Council on the Teaching of Foreign Languages. Heightened pedagogical skills and expertise enable students to work in a variety of Chinese language teaching settings, including K-12 schools, higher education institutions, and study abroad programs in China, US and other English-speaking countries all over the world.

In the MA Program in Teaching Chinese as a Second Language, students enhance their linguistic facility, build a strong knowledge of pedagogical theory in general and Chinese-language pedagogy in particular, become fully immersed in Chinese culture, and acquire a knowledge of Chinese literature, formal linguistics and research methodology as they prepare for a career in teaching Chinese as a second language. The rigorous graduate program curriculum offers quality instruction from outstanding Chinese language education faculty who ensure that students, upon the completion of the program, will possess a high-level Chinese language proficiency, pedagogical training, practical techniques and skills of Chinese language teaching, specialized knowledge, familiarity with language-acquisition theories, and cultural understanding that will give them a competitive edge in the job market.

The graduate program also offers interested students the opportunity to continue Chinese studies at the advanced graduate level and prepares them for a career other than Chinese language teaching such as translator/interpreter or potential PhD programs in related fields.

The need for qualified teachers of Chinese has been explicitly expressed by the State of Delaware. Up to present, there have been 7 Chinese immersion programs located in 5 school districts in addition to the Chinese programs in 5 high schools. The immersion programs are all in their sixth years. 21 teachers are currently teaching at the immersion programs. Since these programs cover from K-12, at least 62 positions will become available in the coming six years. In addition, the establishment of the proposed program will also contribute to the expansion of k-12 Chinese programs when it produces reliable and quality teachers.

The proposed M.A. program in Teaching Chinese as a Second Language has two tracks:

1. Track one targeting students with BA degrees in related fields from accredited universities who are interested in pursuing a MA degree in teaching Chinese as a second language.
2. Track two involves the collaboration of the University of Delaware and Xiamen University. It targets native speakers of Chinese who are enrolled in relevant degree programs at Xiamen University. Xiamen University will each year recommend some of its best qualified undergraduate students to UD for admission into the program. The initial number of recommendees will be no more than ten.

B. Degrees offered (include a brief description of concentrations, fields, etc.)

The Graduate Program will offer a Master of Arts Degree in Teaching Chinese as a Second Language. It offers formalized training in Teaching Chinese as a Foreign Language. The program is designed to train qualified teachers of Chinese: students learn contemporary language-acquisition theory combined with various kinds of practical approaches for classroom success, according to the standards of the American Council on the Teaching of Foreign Languages. Heightened pedagogical skills and expertise enable students to work in a variety of Chinese language teaching settings, including K-12 schools, higher education institutions, and study abroad programs in China, US and other English-speaking countries all over the world.

Part II. Admission

1. Admission Requirements
2. Track one: Standard Track
3. B.A or equivalent in the target language/literature; or in another appropriate discipline;
4. Students who are non-native speakers of Chinese must show that they have earned a score of Intermediate High or above on the OPI (Oral Proficiency Interview) in the target language. The department reserves the right to conduct oral examinations to evaluate the candidate’s Chinese proficiency level.
5. For students who are non-native speakers of English, TOEFL score 90 and above or IELTS score 7 and above are required. The department reserves the right to conduct oral examinations to evaluate the candidate’s English proficiency level. Final admission decisions are contingent on students’ meeting required English proficiency level after completion of designated English classes provided by UD’s English Language Institute.
6. Candidates for admission must submit 3 letters of recommendation, preferably from professors who know the applicant well and can comment on his/her academic performance in the Chinese language and/or literature, as well as on his/her current Chinese language proficiency (if the applicant is a non-native speaker of that language). If the applicant has been away from the academic world for some years, a letter from an employer may be substituted for one academic letter.
7. Candidates must submit a personal statement (in English) describing interests, intellectual goals, past study abroad experience, and how this program would meet their goals and objectives. A resume in English and a writing sample in Chinese with at least 1000 words (this may be a paper written for an undergraduate class.) are required.
8. Track two: UD-Xiamen Joint Program Track:
9. Students who are enrolled at Xiamen University pursuing an undergraduate major in the Chinese language/literature or related disciplines with minimum of **60** undergraduate credits and a GPA equivalent to at least **3.2** on a 4.0 scale in all prior undergraduate college-level course work. Students with a minimum of 90 credits are required before starting the UD-Xiamen Joint Program.
10. TOEFL score 100 and above or IELTS score 7.5 and above are required. The department reserves the right to conduct oral examinations to evaluate the candidate’s English proficiency level. Those whose scores are under 100 (90-99) and 7.5 (but above7) may be given conditional admission. Final admission decisions are contingent on students’ meeting required English proficiency level after completion of designated English classes provided by UD’s English Language Institute.
11. Candidates for admission must submit 3 letters of recommendation, preferably from professors who know the applicant well and can comment on his/her academic performance in the Chinese language and/or literature, as well as on his/her current Chinese language proficiency (if the applicant is a non-native speaker of that language). If the applicant has been away from the academic world for some years, a letter from an employer may be substituted for one academic letter.
12. Candidates must submit a personal statement (in English) describing interests, intellectual goals, past study abroad experience, and how this program would meet their goals and objectives. A resume in English and a writing sample in Chinese with at least 1000 words (this may be a paper written for an undergraduate class.) are required.

B. Size of the program. A maximum of 25 students will be admitted in the program each year.

C. Application deadlines.

* Spring Semester: December 1
* Fall Semester: July 1

D. Special skills needed

Prospective applicants who are non-native speakers of Chinese should possess relatively high-level proficiency (Intermediate High and above on the OPI) in Chinese.

E. Admission categories

Students admitted into the program must maintain a minimum GPA of 3.0 to remain in the program.

F. University statement: Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of these requirements necessarily precluded from admission if they offer other appropriate strengths.

Part III. Academic

A. Degree Requirements

1. **30 graduate credits** are required for the Master of Arts in Teaching Chinese as a Second Language.  Five courses (15 credits) in Chinese language/literature/pedagogy. A minimum of three courses (9 credits) in the fields of foreign language pedagogy. The remaining courses are selected with the prior approval of the student's advisor, from Chinese, foreign language pedagogy, or related fields, i.e. relevant courses in Education, Linguistics, literary theory, or English, etc. Upon completion of a total of 30 graduate credit hours of course work following the required sequence and completion of a comprehensive examination administered by a faculty/professional panel, students will receive a Master of Arts Degree in Teaching Chinese as a Second Language. For students in UD-Xiamen Joint Program Track, up to 12 additional credits may be “dual-counted” toward the Bachelor’s degree at Xiamen University and Master’s degree at the University of Delaware. The minimum grade for a dual-counted course is B+.

2. The Program requires full-time residence at the University of Delaware.

The Masters’ Degree requires a minimum of four semesters (two years). Following is sample semester plans:

**Track One:**

**Year One:**

Fall:

2 CHIN 4xx/6xx in Chinese language/literature (6 credits)

1 LLCU 626 (Research Seminar) (3 credits)

Spring:

1 CHIN 4xx/6xx in Chinese language/literature (3 credits)

1 LLCU 622 Language Syllabus Design (3 credits)

1 Elective 6xx (one is optional) (3 credits) (China-related or pedagogy/linguistic/education course, upon approval with advisor)

**Year Two:**

Fall:  
1 CHIN 4xx/6xx in Chinese language/literature (3 credits)

1 LLCU 624 Language Testing (3 credits)

Spring:  
1 CHIN 4xx/6xx in Chinese language/literature (3 credits)

1 LLCU 4xx/6xx language pedagogy (3 credits)

**Track Two: UD-Xiamen Joint Program Track:**

**Year One:**

Fall:

1 CHIN 4xx/6xx in Chinese language/literature (3 credits)

2 Elective 4xx/6xx (6 credits) (China-related or pedagogy/linguistic/education course, upon approval with advisor)

Spring:

3 Elective 4xx/6xx (9 credits) (China-related or pedagogy/linguistic/education course, upon approval with advisor)

**Year Two:**

Fall:

1 CHIN 6xx in Chinese language/literature (6 credits)

1 LLCU 626 (Research Seminar) (3 credits)

1 Elective 6xx (3 credits) (China-related or pedagogy/linguistic/education course, upon approval with advisor)

Spring:

1 CHIN 6xx in Chinese language/literature (3 credits)

1 LLCU 622 Language Syllabus Design (3 credits)

**Year Three:**

Fall:  
1 CHIN 4xx/6xx in Chinese language/literature (3 credits)

1 LLCU 624 Language Testing (3 credits)

Spring:  
1 CHIN 6xx in Chinese language/literature (3 credits)

1 LLCU 6xx language pedagogy (3 credits)

3. List of CHIN4xx/6xx Courses:

Chinese program will convert the following three existing CHIN4xx courses into CHIN4xx/6xx courses:

CHIN451/651 Reading in Chinese Literature

CHIN452/652 Reading in Chinese Culture

CHIN455/655 Classical Chinese

Chinese program will propose the following two new CHIN4xx/6xx courses:

CHIN405/605 Chinese Translation: Theory and Practice

CHIN407/607 Topics in Chinese Pedagogy

B. MA Comprehensive Examinations

* The comprehensive examinations in Teaching Chinese as a Second Language have a 3-hour written portion on pedagogy and a half-an-hour oral portion on literature. The examinations are based on coursework and also a reading list by the CTE committee.
* Students who fail the exam may retake it only once. In some cases, where the student fails a portion of the exam that represents less than 50% of the whole, the faculty may require the student to retake only the section(s) failed. Students have the opportunity to do so only once.
* For borderline cases, a written assignment may be required by the faculty.
* Results of the comprehensive examination will be communicated to the student by the relevant language faculty's member on the Graduate Studies Committee and forwarded to the Director of Graduate Studies.

C. All grade minimums in courses are the same as those specified by University policy.

D. All courses are used towards the degree.

E. Committees for exams, thesis, or dissertations

* 1. This program follows the existing rules and procedures for advisor and advisement set by the Graduate Studies Committee of the Department of Languages, Literatures and Cultures (DLLC).
  2. This program follows the existing rules and procedures for selecting committee members set by the Graduate Studies Committee of DLLC.
  3. The deadlines for establishing requirements for comprehensive examinations are set at the beginning of the third semester of the graduate program.
  4. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC for dates of comprehensive examinations, grading of committee examinations, and retake options.
  5. This program follows the existing rules and procedures for thesis approval set by the Graduate Studies Committee of DLLC.
  6. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC regarding departmental and student obligations for finding committee members.
  7. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC regarding departmental and student obligations regarding procedures for changes in committee members.

F. Timetable and definition of satisfactory progress towards the degree

1. Academic load expectations
2. A full-time graduate student in the program is expected to take courses as specified for each semester. The program follows the existing policies set by the Graduate Studies Committee of DLLC regarding review procedures for evaluation of normal progress and evaluation of performance.
3. Grade requirements.
4. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC for minimum grades in the required courses towards the degree.
5. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC regarding thesis defense guidelines.
6. Forms required
7. This program follows the existing policies and procedures set by the Graduate Studies Committee of DLLC for all the required forms.
8. Students who fail to make satisfactory progress will receive a warning. If they continue to do unsatisfactory work, they will be asked to drop the program.
9. This program follows the same grievance procedure set up by the University and the DLLC, if the student has been recommended for termination due to failure to make satisfactory progress.

Part IV. Assessment Plan

There are two ways to assess the outcome of the program:

1. Direct measurement of students’ learning outcome by their real ability in teaching Chinese as a second language reflected in their teaching portfolios. Specifically, their portfolio should include, but not limited to, the following:
2. Course and curriculum design, review of Chinese teaching materials and textbooks; a chapter or a thematic unit developed by the students, and various assessment instruments that go along with it, as well as adoption of technology in classroom
3. Two to three standard based lesson plans; Two lesson demonstration videos with specific teaching techniques(TPR, Natural sequence vocabulary chain, chant/song/guoyin, story form, 100% target language use and performance based assessments with rubrics); technology-based teaching (i.e. course website including online assessment, iPad use for in-class teaching and assessments). All of these should mostly come from the outcomes of DLLC622/624/626 or CHIN607;
4. Their research paper on the acquisition of a particular aspect of the Chinese language (tones, characters, a particular difficult structure like Chinese relative clause), which will come from DLLC622/624/626 or CHIN 607. There can be other components such as a reflective journals, demonstration on teaching culture in CFL classroom, research on teaching heritage learners in US, content-based/emersion teaching in K-8, etc.

These teaching portfolios, in the form of paper or electronic, will be reviewed and evaluated by the CTE committee.

b. measurement of students’ learning outcome against the program’s stated objectives.

In consultation with the Center for Education Effectiveness, this program, like the other graduate programs in DLLC, will develop assessment criteria such as the MA exam to measure its success. It will follow the principle of the MAFLP Assessment criteria. However, since the Chinese language is radically different from Romance language and Germanic language, this program will align assessments with its own curriculum. Students will be particularly evaluated on how they teach some linguistically specific components like Chinese characters, tones, pronunciation, etc. The measurement includes literary/cultural/linguistic components.

Part V. Financial aid

A. Financial Awards

Eligible students will be financially responsible for all tuition and fees.

B. Each semester the program will evaluate each student’s progress according to norms established by Office of Graduate and Professional Education.

Part VI. Departmental Operations

A. General student responsibilities

1. Up-to-date addresses, etc.

2. Research equipment

3. Not-applicable

4. Not-applicable

5. Students are responsible for materials as defined by the graduate student handbook.

B. Students should follow University policies regarding student government and organizations.

C. Travel for professional meetings or presentations.

The program follows the DLLC Departmental policies regarding travel for professional meetings or presentations.

Part VII. RESOURCES AVAILABLE

1. . Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

B. Faculty / Administrative Resources

The program will be administered by the Chair of the Chinese Program, a position that rotates among TT faculty (currently Dr. Jianguo Chen and Dr. Haihong Yang). The distinguished faculty expecting to teach in the program include, in addition to Dr. Chen and Dr. Yang, the following full-time DLLC colleagues:

Dr. Maria Tu, PhD, Assistant Professor of Chinese (specialist in Chinese philosophy and cultural studies)

Dr. Renee Dong, PhD, Assistant Professor of Chinese (specialist in Chinese linguistics and language pedagogy);

In addition, according to an agreement between UD and Peiking University in China, a senior visiting professor from Peiking University will teach in the program for the academic years of 2018-2019 and 2019-2020.

C. External Funding. Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

No external funding is expected.

Part VIII. RESOURCES REQUIRED

A. Learning Resources:

No additional learning resources are required.

B. Personnel Resources:

Indicate any new faculty positions required and the qualifications and subject matter.

No personnel resources expected. Program will be administered by existing Chinese Faculty. We will take advantage of the strengths of our existing, distinguished faculty in DLLC, along with faculties in our partner departments (ENG, HIST, ARTH, FASH) and Asian Studies program to offer a premiere program capable of competing favorably for the highest caliber of students. We do not require any new faculty positions.

C. Budgetary Needs

There are no budgetary needs.

Part VIIII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan:

**Projected Program Approval: Spring 2018**

**Recruitment and information:**  We will publicize the program in the freshman class (entering in the fall 2017) within DLLC. We will also recruit interested students with the help of the DLLC and various regional Chinese and Asian Studies Associations, such as the CLTA (The Chinese Language Teachers Association), the AAS (Association of Asian Studies), and MARAAS (Mid-Atlantic Asian Studies Association). Xiamen University in China has signed an initial agreement with UD in which they commit themselves to recruiting for the program 8 to 10 highly qualified students pursuing a BA degree in Chinese language and literature at Xiamen University and other equivalent institutes in China.

**Advisement:** Appointment of program advisor.  Interest meetings for students to be held every semester, beginning 2018.

**Enrollment of first student group:**projected fall 2019.