

# Teachers Of Critical Languages Program

September 2007

Since the conclusion of American Councils' Washington, DC Orientation Program, the 13 participants in the 2007-2008 Teachers of Critical Languages Program have:

- taught over 1600 students in the classroom
- participated in over 420 hours of professional development
- developed experience with over 20 new teaching methodologies



Qiang Meng (above) is working with his mentor teacher to create frameworks for students to create electronic portfolios that include mini-dictionaries and cultural powerpoints. He was the cultural liaison for his school when it hosted a Chinese Deputy Director of Education. He has been active in extracurricular activities as well; here he participates in football practice with his students.

Tong Xinming (below), the focus of a local tv news story, has a class so popular that her school had to form multiple extracurricular Chinese clubs to meet demand. Her main extracurricular project is coordinating a student and teacher trip to China in the spring.



Rawan Ibrahim (above) reinforced vocabulary while also making a cultural lesson relevant by using her family's identification card as a starting point. Along with attending extracurricular activities and being a volunteer teacher on weekends, she and her mentor teacher are incorporating a Global Voices playwriting project with a school in Amman, Jordan, in which each classroom writes, produces, and broadcasts via internet a play about the other's culture in the other's native language.



Zhong Ning (below right) has worked to integrate students' experiences into introductory sets that advance thematic unit plans. Discussing family trees allowed her to establish rapport with her students, as well as introduce relevant vocabulary and origins of Chinese family names.

Liu Fang (above) has been successful using kinesthetic activities. Here, she uses Tai Chi to reinforce the stroke order of Chinese characters. Because of her participation in optional trainings, joining the Teacher's Choir, and volunteering within the school, she has been characterized as an asset to her school in Philadelphia.



Zhou Xue (above left) and Wang Lili (above right) are each committed to active and communicative classrooms. Each has used rap in the classroom to help students memorize vocabulary. Lili is working to understand the technology and curriculum of her host school's live broadcasting of school and community news so she can incorporate it into her school in China. Xue designed her school's first Mandarin newsletter for distribution to the student body.

