

STARTALK

Start Talking!



“Building and Cultivating Stakeholders’
Ownership in STARTALK Programs”

Ying Jin/Duarte Silva

In Collaboration with Helene Chan, Jonathan Fall, &
Zoey Liu

Stanford University STARTALK Program

STARTALK Fall Conference 2018

Houston, TX

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

- ★ **Who are our Stakeholders?**
- ★ **Why cultivate Stakeholders’ Interest?**
- ★ **What are the benefits of Stakeholders’ interest in STARTALK programs?**
- ★ **How do we build Stakeholders’ interest?**
- ★ **Where do we begin the process of building Stakeholders’ interest in STARTALK programs?**

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

❖ Who are our Stakeholders?

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”



“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

★ **Why Cultivate Stakeholders’ Interest?**

★ **What are the benefits of Stakeholders’
interest in STARTALK programs?**

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

Seek and integrate community resources
Community engagement
Institutionalize program in the school community
Program support
Promote STARTALK Principles
Highlight student success
Advocate for language and cultural learning

WordItOut

STARTALK Fall
Conference 2018

“Cultivating and Building Stakeholders’ Ownership in STARTALK Programs”

★ **How do we build Stakeholders’ interest?**

“Cultivating and Building Stakeholders’ Ownership in STARTALK Programs”

Social media presence
Newsletters
Partnerships Advocacy
Connect to other disciplines
Organize program visits
Highlight and disseminate student success
Communication
Parent orientation programs
Culture and STEAM Labs
Student performances
Open houses
Students as language and culture ambassadors
Student recognitions

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- ★ **Where do we begin the process of building Stakeholders’ interest in STARTALK programs?**

“Cultivating and Building Stakeholders’ Ownership in STARTALK Programs”

Awareness of STARTALK goals

Images and visuals of past programs

Multi-faceted recruitment tools

Focus on learning

Review STARTALK resources

Engage stakeholders at onset

Students and parents as recruiters

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“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

- ★ Building Awareness with All Stakeholders
- ★ Communicating Benefits
- ★ Advocating for Inclusion in WL Program Offerings
- ★ Integrating STARTALK Programs within Regular University/District Offerings
- ★ Providing Access for Research/Practice
- ★ Showcasing Student Success

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

- ★ Building Awareness with All Stakeholders



“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

★ Communicating Benefits

STARTALK Newsletter, Week 2 July 9-13, 2018



Editor: Svitlana Kuklenko (诗兰)

<p>ROCKETSHIP BUILDING & LAUNCHING (瓶火箭)</p> <p>On Friday, our students had fun collaborating with each other in order to build successful bottle rockets, propelled by a solution of baking soda and vinegar. Later, they tested their creations outside on the blacktop to determine who's rocket can fly the highest.</p>  	<p>欢迎！ Welcome to Week II STARTALK News!</p> <p>The second week launched off with an increased focus on acquiring content and vocabulary related to planets and our solar system and language such as colors, sizes, weather, and temperature. Students solidified this week's content knowledge through a variety of interactive instructional activities, that included a Bingo competition, a game of Pancho Camacho (a version of hot potato where the potato is replaced with basic phrases) among teachers and students, rebuses, and the creation of an ebook to apply their new vocabulary. The weekly learning activities concluded with the students building and launching a rocket ship in the STEAM lab and participating in a presentation from a NSLI-Y representative about future travel study opportunities for STARTALK Students.</p>   <p style="text-align: center;">FIELD TRIP: NASA</p> <p>On Tuesday, our students participated in their first of two field trips offered by the program. The students visited NASA's AMES Research Center for a field experience that enhanced their classroom learning about the solar system and space exploration content. The field experience started by having the students view a documentary featuring a tour around the International Space Station, narrated by astronaut Sunita Williams. Afterwards, the students had the opportunity to explore the different exhibits that included a real lunar rock sample retrieved by the crew of Apollo 15. While visiting the different exhibits, the students recorded their observations in a "task-sheet" in preparations for a debriefing and completing their "exit slips" of their field trip upon returning to their classrooms.</p>
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STARTALK Newsletter, Week 3 July 16-20, 2018



Editor: Svitlana Kuklenko (诗兰)

<p>BRUSH PAINTING (画笔绘画)</p> <p>On Thursday, our students met with Ms. Jin (金老师) for a session of calligraphy and brush painting. They used their recently gained knowledge of the zodiac animals to draw a rabbit and write the Chinese characters for it (兔子).</p>  <p style="text-align: center;">TAI CHI (太極)</p> <p>On Tuesday, our students joined Master Wong for another session of Tai Chi. They continued to solidify parts of their routine that they already have mastered and continued to put the pieces together.</p> 	<p>欢迎！ Welcome to Week III STARTALK News!</p> <p>Our students entered the third week with an even deeper focus on acquiring new content, starting with the animals of the Chinese Zodiac (中国十二生肖), a classification scheme that assigns an animal and its reputed attributes to each year in a repeating 12-year cycle. The students learned how to pronounce each animal's name in Chinese, and used the content they were already familiar with to describe them. In addition, they learned about the ancient Chinese puzzle game of <i>Tangrams</i>, in which a square is cut into seven smaller geometrical shapes for the purpose of rearranging into various more complex shapes and figures. The students also learned more descriptive words to aid them in communicating their thoughts and were exposed to more activities, such as interpersonal conversations and <i>Pancho Camacho</i>. This week's activities concluded with a boba milk tea session.</p>  <p style="text-align: center;">FIELD TRIP: SAN FRANCISCO'S CHINATOWN</p> <p>Our students were able to apply the knowledge of everything they have learned in the past three weeks of this program during our trip to San Francisco's Chinatown. After they got off the bus, they met in the Visual Art Center of the Chinese Cultural Foundation to gain a quick overview of Chinatown's history before splitting off into three tour groups. They toured and visited places like the famous Portsmouth Square, the Golden Gate Fortune Cookie Factory, and the Tin How Temple as their tour guides explained the meanings and history behind various</p>
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“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

- ★ Advocating for Inclusion in WL Program Offerings
 - ✦ Integrating STARTALK With Local Chinese Immersion Program (Capstone 5th Grade Program)
 - ✦ Summer Supplemental Program Articulated with AP
 - ✦ Adoption of STARTALK Model for District Supported Hindi Program

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

- ★ Integrating STARTALK Programs within Regular University/District Offerings

- ★ STEP Teacher Candidates

- ★ Observations


- ★ Reflection Sessions

- ★ Lesson/Materials Development

- ★ Micro-Teaching

“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”


★ Providing Access for Research/Practice



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EDUCATION

Assessing the effectiveness of an intensive summer Chinese language program for true beginner middle-school students

Glenn M. Davis



Background

Chinese language studies in the United States

Chinese has been labeled as a language of strategic importance for the United States. However, Chinese language classes in American high schools are predominantly filled with heritage speakers of Chinese (College Board, 2017), which may create an intimidating classroom atmosphere for non-heritage true beginner learners of Chinese.

Intensive summer language programs

Previous research has shown that intensive summer language programs can boost language proficiency by a substantial amount. Xu et al. (2013) studied an intensive (5 hours per day, 5 days per week for 4 weeks) summer Chinese program for high school students who had completed 1 or 2 years of high school Chinese instruction. Students showed significant improvements over the time period on two standardized tests of Chinese proficiency.

Tragant, Serrano, and Llanes (2017) examined two intensive summer language programs aimed at improving English proficiency in learners from 11-13 years of age in Spain. Although the programs differed in structure (one was an overnight summer camp; the other was an intensive classroom program), both resulted in similar levels of improvement on writing and oral tasks.

The Present Program

This study investigates an intensive summer Chinese program named STARTALK, aimed primarily at non-heritage true beginner learners of Chinese. STARTALK focuses on improving American students' proficiency in languages of strategic importance, and programs exist around the country.

The present program specifically aimed to increase interest and proficiency in Chinese for non-heritage true beginner learners at the middle school level. Previous intensive summer language programs (both STARTALK-affiliated and other programs that have been studied in the literature) have mostly focused on students with some degree of proficiency already, and many of those students tend to be heritage speakers of the language.

The syllabus and curriculum

The present program ran for 4 weeks (18 days) with 75 total contact hours. The curriculum focused on building basic competency in the four skills (reading, writing, listening, speaking) as well as communicative abilities, in order to prepare learners to enter a Level 1 Mandarin Chinese course at the high school or middle school level.

The program was run in an immersive format, with the four teachers speaking only Chinese during the program. English language support was provided in text form on classroom materials and lecture slides. The program also included immersive cultural experience lessons several times per week, also taught entirely in Chinese, including introductions to calligraphy and tai chi.

The language objectives of the program followed ACTFL (American Council on the Teaching of Foreign Languages) guidelines, with “can-do” statements at the Novice-Mid and Novice-High used as goals for students by the end of the program. Examples include “I can recognize pieces of information and sometimes understand the main topic of what is being said.” (Interpretive Listening, Novice-High level) and “I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.” (Interpersonal Communication, Novice-Mid level). Although this program had been running for the previous 3 years in the same location, this was the first year in which assessments of language proficiency were conducted.

Research Questions

RQ1) To what extent do true beginner learners show acquisition of Chinese language abilities over the instruction period?

RQ2) Is the STARTALK program effective at promoting acquisition of all four skills in Chinese (reading, writing, speaking and listening)?

RQ3) Does repeating the STARTALK program (with a different curriculum) affect the pattern of acquisition of Chinese language abilities?

Method

Participants

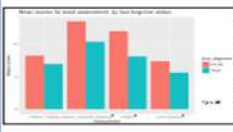
- 36 students in an intensive Chinese language summer program at Sunnyside Middle School (Sunnyside, CA)
- 28 true beginners (non-heritage speakers, 1st year in STARTALK program)

Assessment Materials and Scoring

- Character matching reading task 1 (midterm): 0-10 words correct
- Character matching reading task 2 (endterm): 0-15 words correct
- Dictation writing task (endterm): 0-15 characters correct, 2 independent Chinese native speaker raters with Cohen's kappa of 0.896
- Communicative speaking task (endterm): 0-7 questions correct, 2 independent Chinese native speaker raters with Cohen's kappa of 0.67

Results

- Although there were no pre-test assessments, true beginners are assumed to have zero proficiency before the STARTALK program, and thus all scores for true beginners represent learning over the instruction period.
- T-tests showed that non-beginners outperformed true beginners on character matching reading task 2, dictation writing task, communicative speaking task ($p < .05$), but not character matching reading task 1 ($p > .05$).
- Linear regression models showed that gender, grade in school, heritage speaker status, year in STARTALK program were all non-significant ($p > .05$) predictors of outcomes on all 4 assessments.



Assessment	True Beginner Mean	Non-Beginner Mean	Significance
Character matching reading task 1	~1.5	~1.5	ns
Character matching reading task 2	~4.5	~8.5	p < .05
Dictation writing task	~2.5	~10.5	p < .05
Communicative speaking task	~1.5	~5.5	p < .05

Discussion

- True beginners demonstrated acquisition in the skills measured by all four assessments: Chinese character recognition and comprehension, Chinese character handwriting, communicative abilities.
- Non-beginners (heritage speakers of Chinese and/or returnees to the STARTALK program) outperformed true beginners on all assessments except character matching reading task 1. There may have been methodological issues with that task (instructions were unclear, character matching reading task 2 used a different design to prevent misunderstandings).
- However, when including multiple predictors in linear regression models, neither heritage speaker status nor year in the STARTALK program were significant.

Conclusions and Implications

- Over a 4-week intensive language program, true beginner students are able to display real language gains in reading and writing of Chinese characters, and communicative abilities, starting from absolute zero proficiency.
- Repeating the program does not appear to have any effect on future performance. This suggests that language gains may be transient if students are not able to continue studying Chinese.
- Middle school true beginner students are able to make progress in learning Chinese over a short period of time, but may need more support to bridge the gap to high school Chinese language studies. Currently there are no Chinese language classes available for these students during the regular school year.

Future Directions

- An elicited imitation task, measuring listening comprehension and pronunciation, was administered at midterm and endterm. A survey, measuring motivation to learn Chinese, was administered before and after the program. Results have not been analyzed yet, but these assessments can detect growth over time and may provide new insights about learners.
- Program may continue in summer 2018; future research directions include group dynamics, interactions between beginners and non-beginners.

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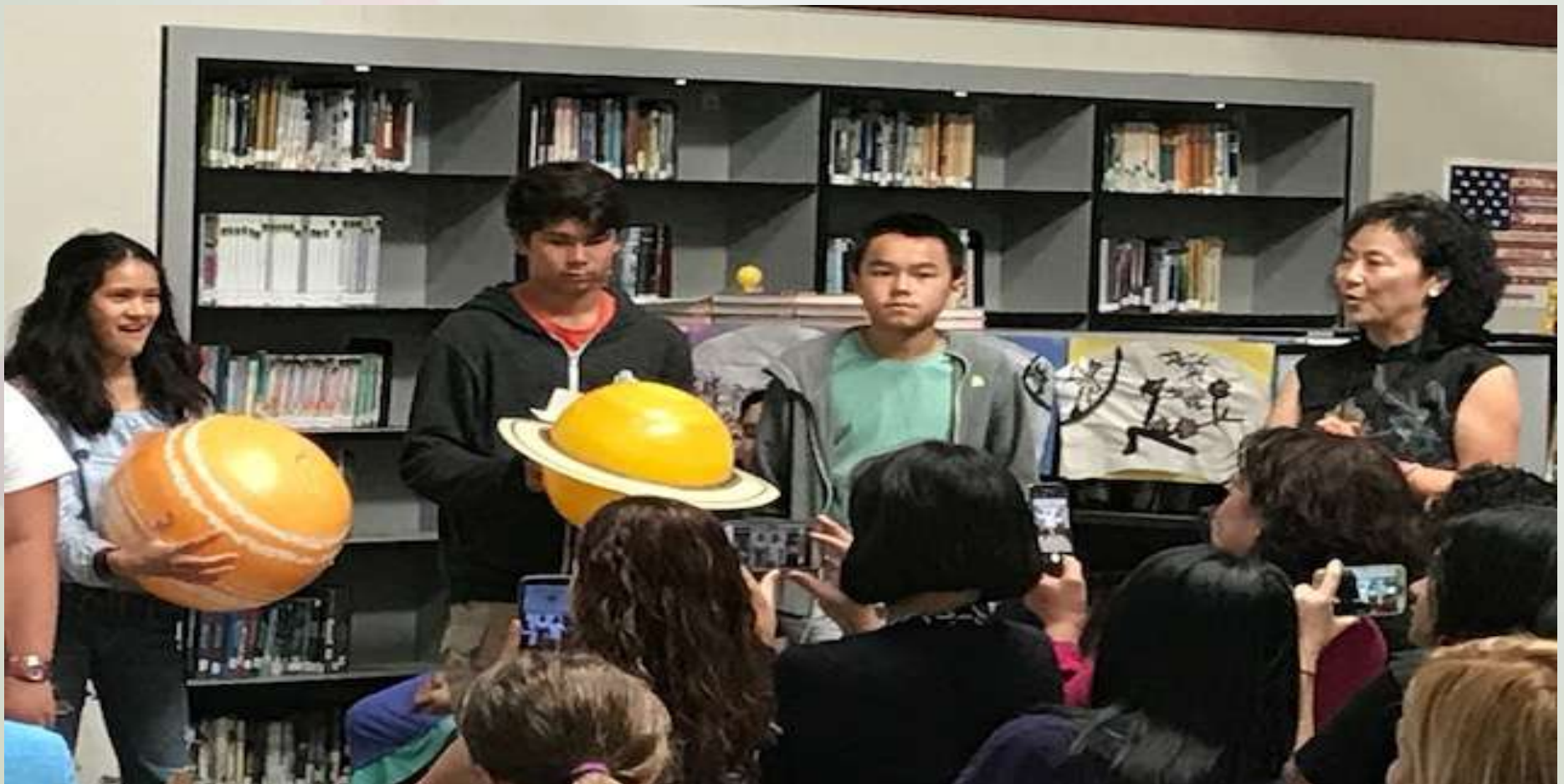
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Acknowledgments

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★ Showcasing Student Success



“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

★ Showcasing Student Success

STUDENTS OF THE WEEK

Juan Carlos (马龙)



Juan is a rising seventh grader who is taking part in the STARTALK Mandarin Program under his parents' suggestion. Not knowing what to expect from it, he's now eager to learn more and more about Chinese language and culture, and has especially enjoyed trying out calligraphy. One of his words of advice for those learning the language for the first time is to find familiar words and characters and then try to connect them with those that are more challenging to grasp. Using his new Chinese skills, he hopes to be able to understand and help his soccer teammates more.

STUDENTS OF THE WEEK

Katia Bravo (包纯)



A rising eighth grader at Cupertino Middle, Katia joined the STARTALK Mandarin Program for the interest factor, not knowing what to expect out of it. She notes that one of the signatures of the program can be found in its unique enthusiasm which is carried out throughout each and every activity in order to make learning Chinese more enjoyable. She feels that the teachers are teaching the language and culture well in an enjoyable way that is very helpful for beginners. In the future, Katia hopes to use her knowledge in Chinese to connect and interact with people around the world.

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★ Showcasing and Recognizing Student Success



“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

★ Showcasing Student Work



“Building and Cultivating Stakeholders’ Ownership in STARTALK Programs”

Publishing Results

Foreign Language Annals

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A High School Intensive Summer Mandarin Course: Program Model and Learner Outcomes

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Abstract: *This article describes a STARTALK intensive summer high school Mandarin language and culture program that was conducted for three summers. Participants across the three years included 40 Mandarin Level II and 53 Mandarin Level III high school students. Quantitative and qualitative data are presented to show the effectiveness of the program. Students’ language proficiency scores showed significant improvement between pre- and posttests for listening, speaking, reading, and writing. Interview and observational data are also discussed to show students’ improvement in all four Mandarin language skills, as well as their increased knowledge of Chinese culture. A detailed program description including program goals, curriculum, instruction, and assessment is also shared for those who are interested in replicating the program model.*

Key words: *Mandarin, high school summer program, intensive language program, learning Mandarin as a foreign language, model program*

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STARTALK 2018 PROGRAM STAFF



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