

# John Muir School

## K-1 Teacher Survey about Chinese Language Program

Interviewed 6/5/2007 by Michele Anciaux Aoki

**Teachers: K:** Marie Cervantes-Waldman, Ann Kumata; **1<sup>st</sup>:** Annie Le, Linda Mak

**Mandarin Teachers:** Rose Yang

<p>1. What do you <b>like best</b> about the opportunity for students at your school to learn Chinese?</p>	<ul style="list-style-type: none"> <li>• Some parents have been pushing for a world language.</li> <li>• Chinese will be used in the future</li> <li>• It's good to process in different languages.</li> <li>• It's good to learn sooner. They may have a chance to study more languages later.</li> <li>• They have an opportunity to have a chance at a language; they can pick it up faster now.</li> </ul>
<p>2. What are your <b>concerns</b>?</p>	<ul style="list-style-type: none"> <li>• The staff has a question: why Chinese? (They had wanted to become a south-end international school with language immersion; not sure how decision to offer Chinese was made.)</li> <li>• Teachers need an introductory course; they have no written materials to learn from.</li> <li>• Main concern: the time it takes from their morning schedule. They have no time to finish math or reading lessons in the morning.</li> <li>• Discussion of expanding to 45 minutes next year. They think that's too long, esp. for Kindergarten. The attention span is hard for K. Current pace would be too fast for new Kindergarteners.</li> </ul>
<p>3. <b>How well</b> did the Chinese program go this spring?</p>	<p><u> X </u> Very well    ___ Well    ___ Not well    ___ No opinion All four teachers said the program is going Very well.</p> <ul style="list-style-type: none"> <li>• Kids are learning rapidly; they like to sing in Chinese at every opportunity (on a field trip, for example, esp. since there are four classes who know the same songs)</li> <li>• They can count 1-100 or more in Chinese; the teachers have been incorporating some Chinese into their math lessons, for example, in telling time.</li> <li>• They're starting to use their language with pen pals in Taiwan.</li> <li>• They use the language outside of school (e.g., at local library).</li> <li>• Classroom teachers are repeating or reviewing the lessons (for example, when the Chinese teachers don't come).</li> <li>• Chinese teacher asks how the Chinese can match their math curriculum. The teachers gave her books to review.</li> <li>• Even children who don't listen are picking it up.</li> <li>• It helps the ELLs. They are starting at the ground floor, so they're not behind to start.</li> <li>• One student who has been studying Chinese in a community school finds himself to be more "advanced" and he's very proud of himself; his behavior has improved. He speaks Cantonese with his teacher now.</li> </ul>

<p>4. What are your <b>suggestions</b> for next year?</p>	<ul style="list-style-type: none"><li>• Keep it 30 minutes/day next year (not 45), or wait till spring to expand the time. Maybe just 20 minutes/day in Kindergarten in the fall.</li><li>• More hands-on activities. Beginning math is all exploration (becoming familiar with the materials and manipulatives) – how do you make that work?</li><li>• Keep the class in the morning when the students are more alert.</li><li>• They want to keep Rose. That would be good for consistency. (They are a little concerned that she seems frazzled. It would be easier if she were teaching in only one school and had 10 minute breaks between groups.)</li><li>• Improve communications about scheduling of meetings and classes. It's good having the regular planning day on Fridays so it's predictable.</li><li>• Build in time for K-1 (plus 2) grade teachers to meet with Rose for joint planning and review of upcoming lessons.</li><li>• Get curriculum in advance to teachers so that they can know what's coming. (Whatever happened to all the lesson plans developed for the summer language camps with Betty Lau?)</li><li>• Prepare materials for teacher to use.</li><li>• Teachers think that teachers and parents would be interested in having their own Chinese classes.</li></ul>
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