

Graham Hill Elementary School

Staff Survey about Chinese Language Program

Summary of Responses, Collected in June, 2008

Graham Hill was able to continue its Mandarin Chinese language program this academic year in grades K-1 and expand it to grade 2 as part of a federal Foreign Language Assistance Program grant to Seattle Public Schools. We want to find out how the staff at school feel about the program and what suggestions you might have for next year. If you have questions, feel free to contact me. Dr. Michele Ancaux Aoki, Early Language Learning Consultant, michele@anciauxinternational.com (206) 234-4029. Thank you!

<p>1. What do you like best about the opportunity for students at your school to learn Chinese?</p>	<ul style="list-style-type: none"> • To be exposed to another culture. • Hearing students use the language they learned commonly • Increases multi-cultural awareness • Student enjoyment/exposure to a new language and culture. • It provides acceptance/appreciation of other languages; it brings a sense of class community. • Learning a new language, especially one needed for trade. • It's the ideal time to learn languages—Chinese is an important world language. • It's the ideal time to learn languages—Chinese is an important world language. • I like the idea of students being multilingual, citizens of the world. • I don't teach it and have heard mixed things for their hosting the program • They learn a different language • Teachers are very knowledgeable, patient and respectful • The kids love it! I think it's extremely valuable for kids to learn another language. • Children who learn a second language at an early age will develop and aptitude for learning a language. • Students are engaged during the lesson time to learn. • This program equalizes our students. Standard English speakers don't have the advantage. • This program affords students the opportunity to be exposed to a new language/culture, opening doors for future interest in other cultures and possibly learning another language. • I think it's a great opportunity for our kids • The kids using Mandarin in class, but not during Mandarin • The opportunity to learn another language early in life (and its culture) • Kids love it. • I love hearing children count and sing in Mandarin.
<p>2. What are your concerns?</p>	<ul style="list-style-type: none"> • ? – not a classroom teacher • Draws time from core instruction • Student behavior during lessons • Some class teachers might not be supporting management as much as they can. • Some staff not supportive even though they voted. • Time-we need a longer school day to fit everything. • Not given the opportunity • What is not being taught to provide time for Chinese instruction? Is this valuable if they do not continue it in

	<p>intermediate or middle school grades?</p> <ul style="list-style-type: none"> • Time (too many things to do in a day)! Also, I feel it should continue all the way to fifth grade; otherwise, why do it? • There is not enough time! Behind on lessons in all subject areas! • Time—scheduling becomes difficult and takes away from other instructional obligations. • I have concerns about losing instructional time. Also, about losing our jobs. • No concerns • Time! How do we fit in other lessons that our students must have? • Time • The time it takes from other endeavours
<p>3. How well did the Chinese program go this year?</p>	<p><u>10</u> Very well <u>9</u> Well <u>0</u> Not well <u>5</u> No opinion <u>42%</u> Very well <u>38%</u> Well <u>0</u> Not well <u>21%</u> No opinion</p>
<p>4. What are your suggestions for next year?</p>	<ul style="list-style-type: none"> • Chinese teacher to be trained in positive discipline, so we are all on the same page. • Work with class teachers to improve management support. • Move on to third grade. • Cap it as a primary program if primary teachers feel they have enough time to fit it in given their other curriculum goals. Discuss framework. • Mandarin teacher take classroom trainings. Decrease amount of time to one hour/week. • Do we have a sister city in China? • Consider how frequent Chinese lessons should be. • Just have it K-2. Next year is our last year anyway.

Summary Statement

The staff at Graham Hill recognize the value of providing an opportunity for students to learn Chinese beginning in elementary (“It’s the ideal time to learn languages—Chinese is an important world language.”) and they feel that this year’s program went **Well (38%)** or **Very well (42%)** (vs. 21% No opinion). However, they are concerned about making time for the class, given other demands in the core curriculum, and about student behavior/teacher classroom management skills. Some feel that to be worthwhile, the program should continue throughout the elementary years, although the frequency might be changed (for example, from two hours per week to one hour per week). Others suggest capping it at the primary years. Several indicated that the “kids love it.”