

TCLP 2011-2012 Factsheet

In their efforts to continually assess the impact of the Teachers of Critical Languages Program (TCLP) on U.S. K-12 language programs, American Councils staff distribute several surveys each year to exchange teachers, host school mentor teachers, and students of exchange teachers. Survey results paint a deeper and more nuanced picture of how TCLP builds the capacity of language programs, provides cutting-edge professional development to exchange teachers, and brings global perspectives into the lives of students.

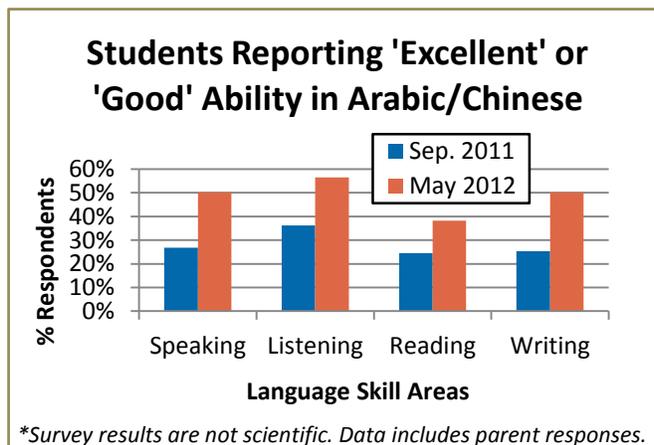
In May 2012, TCLP staff distributed a survey for secondary school students of TCLP teachers (and parents of primary students). The survey was emailed to host school mentor teachers and administrators, who were then responsible for disseminating it to students and parents. In total, 261 students and 59 parents/guardians from 11 out of the 25 host schools completed the survey.

The survey results revealed significant gains by students in their Mandarin and Arabic language abilities. Respondents were asked, "As of today, how would you rate your [or your child's] ability in speaking, listening, reading, and writing in Arabic/Chinese?" As shown in the chart (right), the number of

students who reported "excellent" or "good" language ability rose in all four skill areas compared to a baseline survey administered at the beginning of the school year. Although the surveys represent two different sets of respondents, the data strongly points to an

increase in overall student proficiency, particularly in the productive language skills of speaking and writing (which increased by 23% and 25%, respectively).

As an informal assessment of students' cultural fluency, this survey also asked students (and parents) how much they (or their children) knew about various areas of Arabic and Chinese culture. Overall, the number of students who claimed to know "a lot" or "a little" about Arabic and Chinese culture rose across all topics from September 2011 to May 2012. The areas with the greatest amount of improvement were "art, literature, and music" and "traditions, festivals, and holidays." In addition to these two areas, at least 90% of students claimed knowledge of the day-to-day lives of native speakers, countries where Arabic/Chinese is spoken. American Councils staff plans to use this information in future program workshops to encourage exchange teachers to build students' cultural fluency in a wide variety of areas. For more details, please see the below chart (bottom of next page).



What Students Are Saying

"The impact of the Egyptian teacher in my Arabic class was incredible. I have become consumed by the language and culture and will pursue studies of the Middle East because of him. I will never forget what he has taught me about the Arab culture, the Arabic language, and life." – **11th Grade Arabic III Student**

"It was a fantastic experience. My teacher had the ability to completely, without a doubt teach us authentic and correct Chinese words and phrases that could be applied and remembered for daily situations. My interest has greatly grown since my experience with a native Chinese speaker. I will most likely be pursuing at least a minor in Chinese if possible." – **10th Grade Chinese III Student**

"My daughter's teacher is really nice, caring, and a great teacher. She is very personable and concerned for her students and families. She shared her culture and personality with us on a personal level as we grew to know and love her. What a great asset she has been to the school and our family. We hope we have this type of experience again next year." – **Parent of 2nd Grade Arabic Student**

"She did not want to be in the Mandarin class at the beginning of the year, but within a short time she was loving it. Now she speaks it at home and loves that she knows a language that most do not know at all. She liked her teacher so much that she wanted to host her at our house." – **Parent of 7th Grade Chinese Student**

"It has helped me learn a lot about the Middle Eastern culture. I would much rather take Arabic from someone from Egypt. It's very nice to get first-hand knowledge from someone who was born and raised in the Middle East." – **8th Grade Arabic III Student**

American Councils staff also distributed post-program surveys to exchange teachers and host school mentor teachers at the end of the 2011 school year. In all, 18 exchange teachers and 14 mentor teachers completed the survey, providing greater insight on a variety of subjects. A majority of exchange teachers reported improvement in all areas, from classroom management and motivating students to adopting innovative teaching methods in U.S. classrooms. A

What Participants Are Saying

“The first year, there was one class. The second year, there were 2 classes. This year, we had 3 classes. The number of students in the program has doubled. Our TCLP exchange teachers worked with the district World Language Committee to align the curriculum with World Language standards and create a final exam for 1st and 2nd year courses.” –**Mentor Teacher**

“TCLP provides exchange teachers a good opportunity to open their eyes and minds. During the program, exchange teachers adjust quickly in a new educational atmosphere, learn quickly from their colleagues, and gain many resources to fit into another education system. Definitely, when we go back, we will integrate different methodologies which will differ from traditional EFL teaching methods.” –**Exchange Teacher**

“Our program continues to grow with the help of TCLP. Our students receive K-8 Mandarin classes, and the high school is adding a Mandarin 3-4 class this year. We have many students outside our normal school boundaries who come to our school for the Mandarin immersion program. The quality of instruction has improved as our knowledge of Chinese culture grows. The training that TCLP provides exchange teachers keeps their teaching methods up to date and engaging to students.” – **Mentor Teacher**

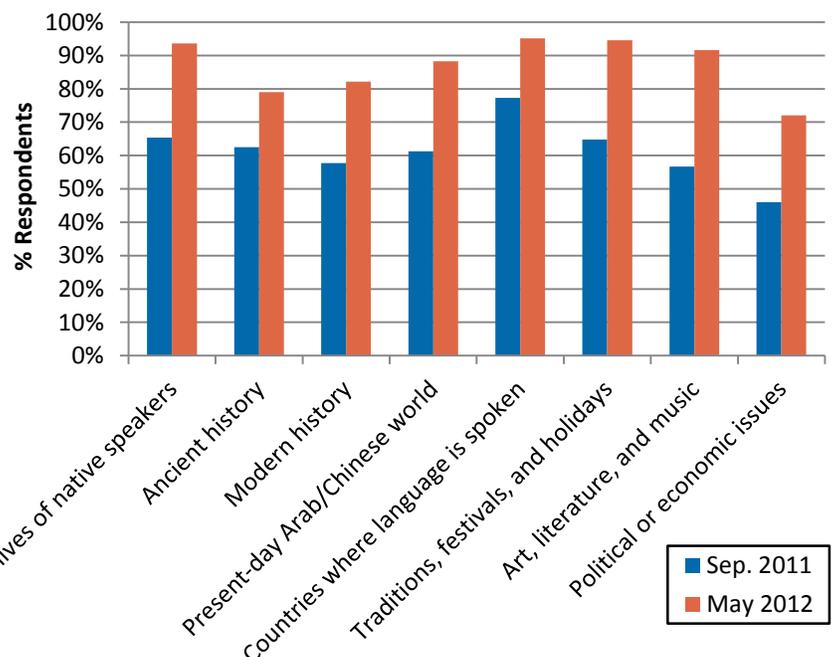
“During my work in the U.S., I was promoted to a higher position in my job [in my home country]. I will be an evaluator of English teaching. I would like to share my experience and help other teachers to improve their English teaching skills. I think I can also help many other American schools to build relationships with my home school and help American students communicate with students in my country.” – **Exchange Teacher**

majority of exchange teacher respondents reported “dramatic” or “significant” improvement in their own English language skills, with particular growth in listening comprehension and conversational speaking. A heavy majority also reported “dramatic” or “significant” improvement in assessing student language proficiency and teaching specific language skills. Fully one hundred percent of respondents reported improvement in all ten pedagogical skills covered by the survey, with the most dramatic improvement in creating study materials and curriculum design. A majority of those mentor teachers who responded to the survey also said that their teaching skills had improved as a result of their relationship with the exchange teacher at their school.

100% of exchange teacher respondents developed professionally through TCLP

American Councils program staff plan to continue monitoring the professional development of teachers, the progress of students, and the growth of Arabic and Mandarin K-12 programs of the 2012-2013 school year. Additionally, TCLP alumni are encouraged to reconnect and share their latest accomplishments by completing the Alumni Success Survey, available at: <http://www.surveymonkey.com/s/TCLPAlumniSuccess>

Percentage of Students Reporting Cultural Literacy in Arabic/Chinese



*Survey results are not scientific. Data includes parent responses.