

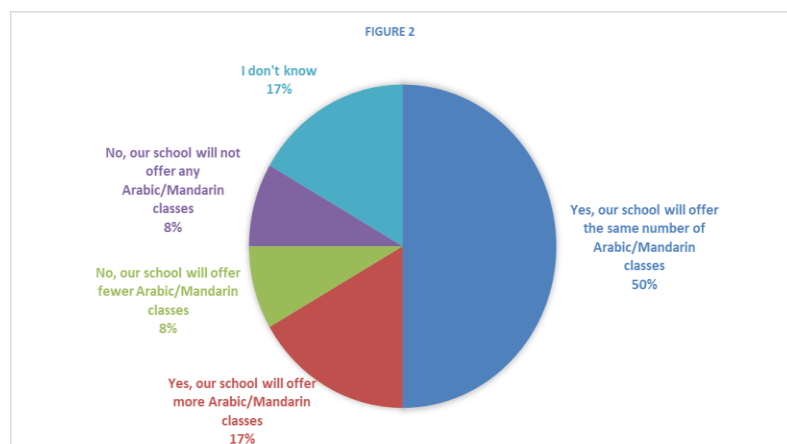
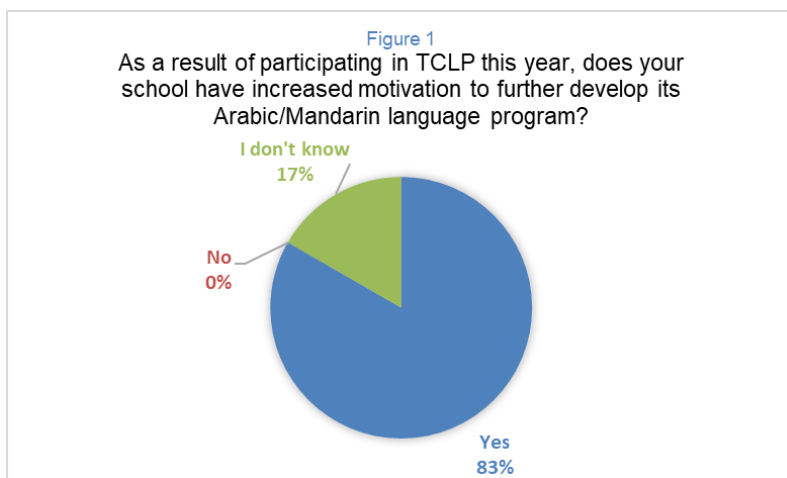
Teachers of Critical Languages Program 2022-2023 Year in Review

Overview

At the conclusion of the 2022-2023 school year, TCLP staff calculated statistics from all teachers over the course of their year-long exchange in order to gauge the impact of the program as a whole across all levels and geographies. Monitoring and evaluation data came from monthly exchange teacher surveys, as well as post-program surveys that were distributed to teachers, students, and parents. The resulting information provides valuable insight into the individual experiences of students studying Arabic and Mandarin. These statistics are used to measure the impact of the 2022-2023 teachers and to make informed decisions about monitoring and evaluation of TCLP for future years.

Collectively, during their exchange year, the 2022-2023 cohort directly taught to over 1,238 students, while indirectly reaching to over 9,400 students and community members during the outreach hours. In addition to teaching, the group collectively completed over 1004 hours of outreach directed at teachers, parents, and community members across the U.S. In addition, they also garnered over 2,188 hours of professional development.

The feedback received from host schools was overwhelmingly positive. In addition to paving the way for the expansion of K-12 critical language programs in schools, TCLP is also making a tremendous difference in the lives of its U.S., Taiwanese, Egyptian, and Moroccan participants. 2022-2023 TCLP mentor teachers completed a post-program survey, in which they provided substantial evidence that TCLP is enabling many schools to expand their Arabic and Mandarin language programs in long-term, sustainable ways. Of the mentor teachers surveyed, more than 83% said their school has increased motivation to develop its Arabic or Mandarin language program as a result of participating in TCLP (Figure 1).



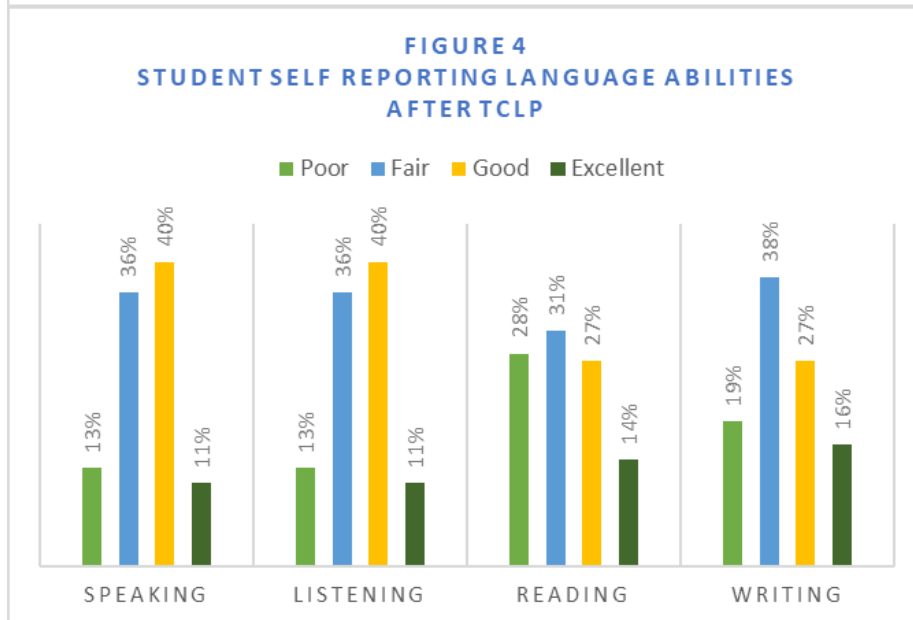
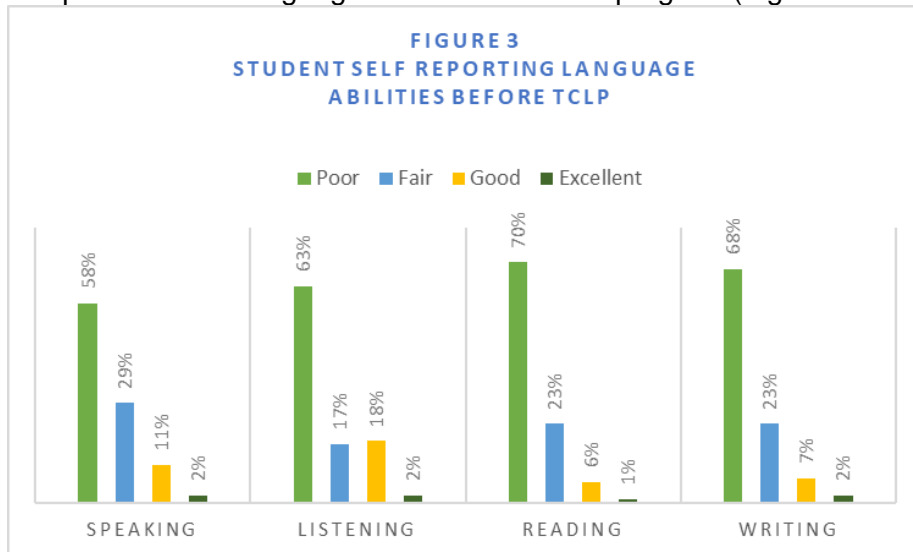
Many schools followed up their intentions with action; half of mentors reported that their schools will continue offering the same number or more Arabic/Mandarin classes next year (Figure 2). For many schools, 2022 was the first year of their Arabic/Mandarin program and a critical period in which success was far from certain. These figures emphasize TCLP's effectiveness at achieving its primary goal to increase the teaching and learning of critical languages in K-12 schools across the country.

Finally, in order to evaluate the sustainability of the 2022 program year, mentors were asked how many new students they anticipated enrolling in 2023 Arabic/Mandarin classes as a result of the school's year with TCLP.

Each host school expected to enroll on average 15 new students in Arabic or Mandarin next year thanks to TCLP. In other words, many students will benefit from TCLP the year *after* the exchange as during the program year itself.

Student Feedback

In a separate survey given in May 2023, students rated their Arabic and Mandarin abilities in the four language skills (speaking, listening, reading, and writing) at the beginning and end of the year with TCLP. Students reported dramatic gains in their command of the target languages across all areas, which suggests high teacher effectiveness compared to their language abilities before the program (Figures 3 & 4).



Students also self-reported their understanding of various areas of Mandarin, Egyptian, and Moroccan culture. The survey revealed a relatively low baseline at the beginning of the year, with most first-year

Student Perspectives

“I loved the way that my teacher taught (educational games, Interaction, etc.) and I still do!” -Grade 6, OR

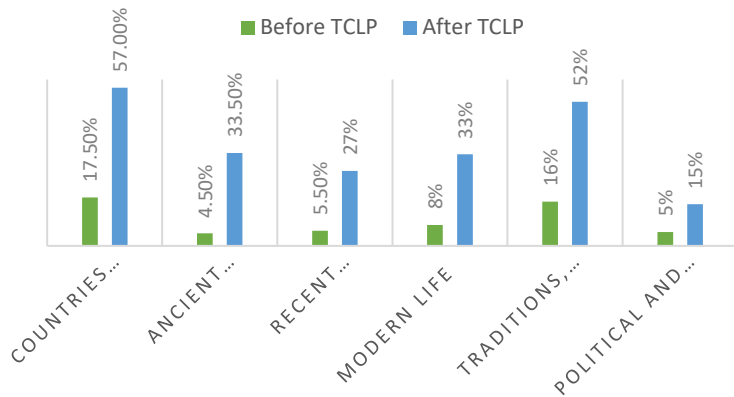
My children have benefitted greatly from TCLP Teacher. Learning not just another language but about the culture, customs and traditions of people who speak that language is helping them to be better citizens of the world. "I really hope funding continues to be available for this type of instruction!" --Grade 4-5 students parent, NC

“It helped me become who I am and what I want to do in life.” -Grade 8, OR

“Having teacher whose 1st language is mandarin and whose home country is a mandarin speaking country definitely was more engaging than language teachers that I have had in the past.” - Grade 12, VT

“I have learned about Arab culture and traditions, and it makes me want to travel to Arab countries.” – Grade 8, OR

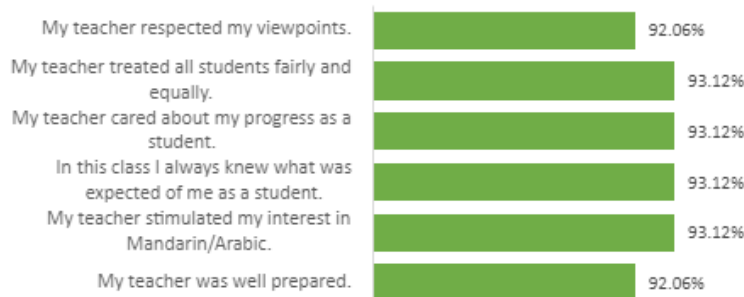
FIGURE 5
STUDENTS SELF-REPORTING "A LOT" OF CULTURAL KNOWLEDGE BEFORE AND AFTER TCLP



language students saying they knew “nothing or almost nothing” about areas of Arabic and Mandarin culture. Students reported that the biggest jump in their knowledge at the end of the year was of traditions, festivals, and holidays; countries where Arabic and Mandarin are spoken; and ancient history (Figure 5).

TCLP also evaluated how the exchange teachers affected student attitudes toward language learning, measuring student satisfaction at the end of the school year through both direct and indirect means. When asked how satisfied they were with their TCLP teacher's class overall this year, 47.97% of students answered that they were “very satisfied” and 30.7% responded that they were “satisfied” (equating to 78.67% combined).

Percentage of students reporting 'Strongly agree' and 'Agree' to the following statements



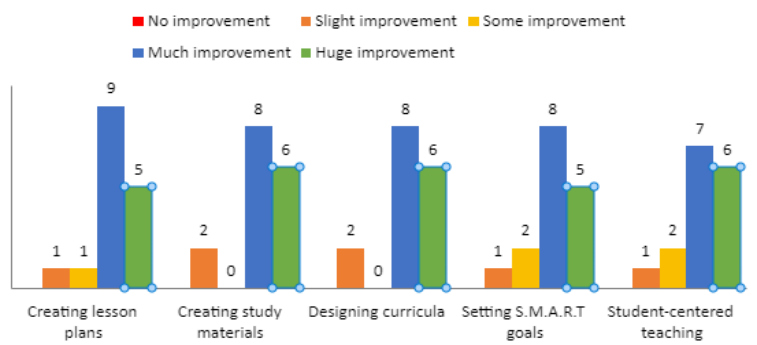
A large majority of students also reported that their teacher treated all students fairly and respected their viewpoints, cared about their progress, set clear expectations, was well-prepared, and stimulated their interest in Mandarin/Arabic..

Exchange Teacher Feedback

As students ended the school year with positive attitudes toward the study of Arabic and Mandarin overall, there was a corresponding confidence among exchange teachers that their host schools' critical language programs would continue. Additionally, 100% of exchange teachers have worked on developing a curriculum that their host school will be able to use in future years.

FIGURE 6

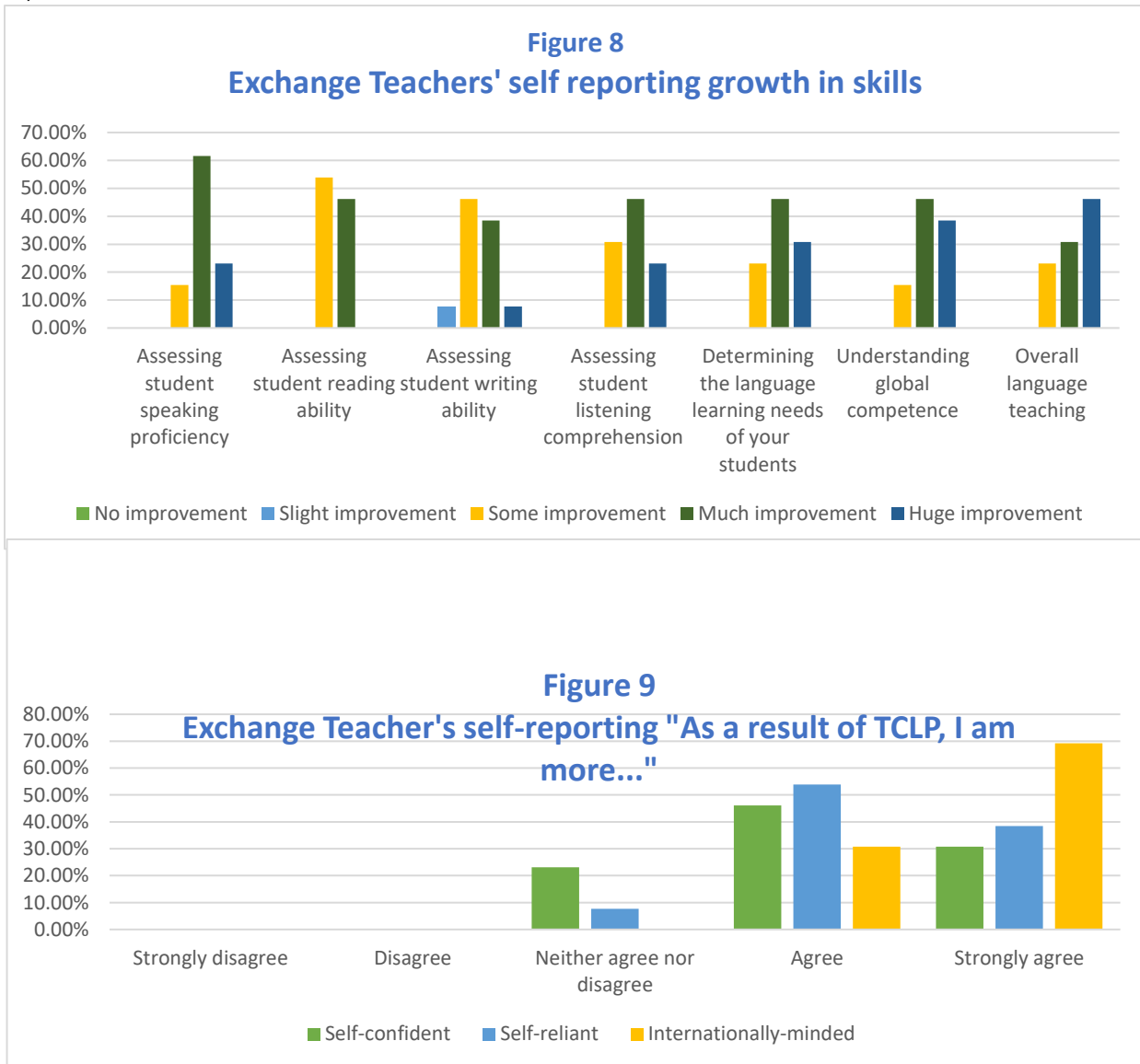
Exchange teacher's self reporting growth in skills



In developing or expanding language programs at their host schools, exchange teachers simultaneously experienced significant gains in their language teaching abilities. All 13 responding exchange teachers reported at least some improvement in the following areas: creating lesson plans, creating study materials, designing curricula, setting S.M.A.R.T. goals, and student-centered teaching (Figure 7). Most notably over two-thirds of TCLP teachers noted much improvement or huge improvement in their overall language teaching skills.

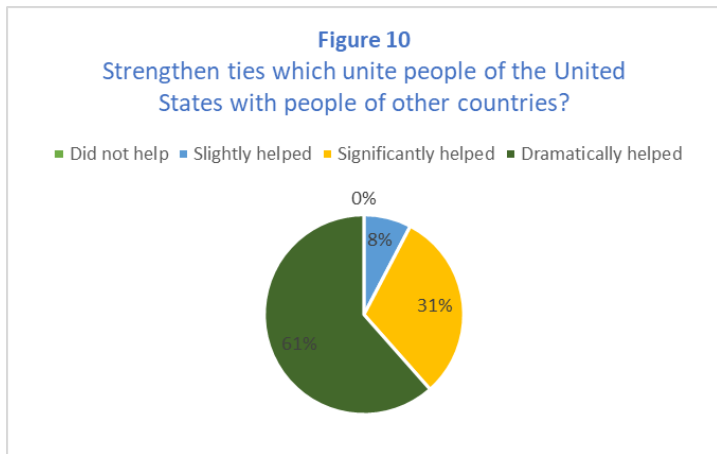
FIGURE 7

In addition to skills that are directly related to foreign language instruction, exchange teachers reported an improvement in cross-cultural and interpersonal knowledge. Out of the 13 responding exchange teachers, the vast majority agreed that their participation in TCLP resulted in higher degrees of self-confidence. All responding teachers maintained that they are more self-reliant and internationally minded as a result of the program (Figures 8 and 9).



International participants additionally reported that their understanding of American culture improved as a result of living and working in the U.S. (Figure 10). No respondent qualified themselves as very knowledgeable or as extremely knowledgeable about American people and their daily lives at the beginning of the program. By the end of TCLP, 85% of the teachers qualified themselves as very or extremely knowledgeable in this area.

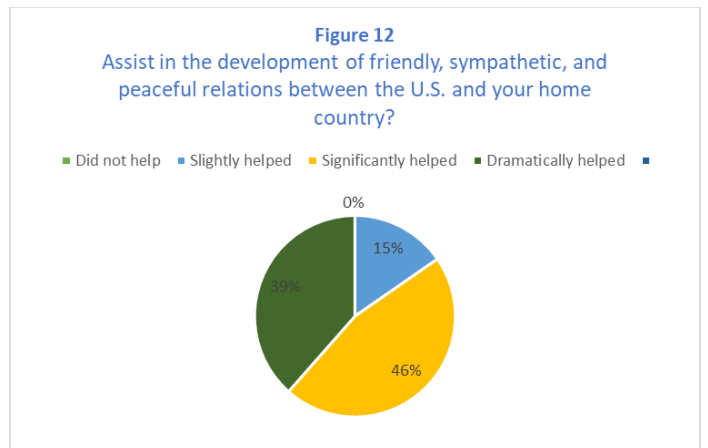
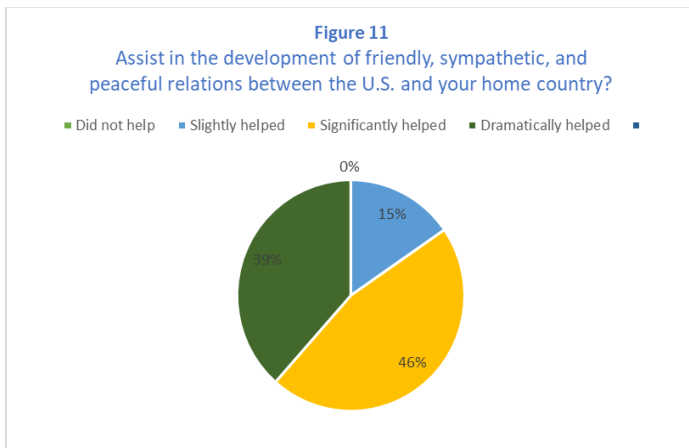
This increase is particularly significant when considered alongside data collected on participants post-program plans. All teachers surveyed indicated that they are likely to implement more globally focused activities in their home classrooms, schools, and communities. 2 teachers expressed an interest in developing a sister-school relationship with an American school after returning to their home countries. This speaks to the enduring value that exists in teacher exchanges; specifically, that the program's conclusion does not result in the end of the



cultural exchange. Participants are able to apply their experiences in the U.S. to their teaching at home to educate students and colleagues about the United States.

American Councils staff also used participant feedback surveys to determine whether TCLP is accomplishing its greater mission. All 13 responding exchange teachers felt that their exchange helped them assist in the development of friendly, sympathetic, and peaceful relations between the U.S. and their home countries, promote international cooperation for educational and cultural advancement, and strengthen ties between the people

of the United States with people of other countries. 12 of the 13 respondents said that their participation in the program made dramatic or significant contributions toward all three of these program goals (Figures 10-12).



Mentor teachers from U.S. host schools similarly experienced personal and professional development as a result of taking part in TCLP. The most notable achievements mentor teachers shared include increased understanding of a different language and culture. U.S. teachers who served as mentors in the program also noticed increased opportunities to network with international and U.S. educators (Figure 13). Additional remarks about TCLP from exchange teachers and mentor teachers are included below.

