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A Case Study of an Urban Elementary School Chinese Language and Culture Program at the Boston Renaissance Charter Public Schools (BRCPS)

Jinhui Xu

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A CASE STUDY OF AN URBAN ELEMENTARY SCHOOL CHINESE LANGUAGE
AND CULTURE PROGRAM AT THE BOSTON RENAISSANCE CHARTER
PUBLIC SCHOOL (BRCPS)

A Dissertation Presented

by

JINHUI XU

Submitted to the Office of Graduate Studies,
University of Massachusetts Boston,
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

June 2015

Leadership in Urban Schools Program

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ABSTRACT

A CASE STUDY OF AN URBAN ELEMENTARY SCHOOL CHINESE LANGUAGE AND CULTURE PROGRAM AT THE BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL (BRCPS)

June 2015

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Directed by Professor Wenfan Yan

Very few urban elementary African American and Hispanic students have access to foreign language programs. Thus, students of color have historically been under-represented in foreign language study. At the same time, urban elementary foreign language programs for economically disadvantaged African American and Hispanic students might level the playing field for these students and help prepare them to participate more fully in a global economy and community in the future. The present case study is based on a mixed methods approach using logic model and overlapping spheres of influence theory to examine the impact of the Boston Renaissance Charter Public

School (BRCPS) Chinese language and culture program on its stakeholders (students, parents, school teachers, administrators, and board members). A sequential explanatory strategy is used to investigate stakeholders' perceptions and attitudes toward the BRCPS Chinese language and culture program. It further reveals discrepancies between the stakeholders' perceptions/attitudes and their racial backgrounds, working length of time and involvement with BRCPS, SES (Socioeconomic Status), grade connection, and gender. It also identifies the factors that influence BRCPS students' motivation and interest in learning Chinese. This study, therefore, finds out that the majority of the BRCPS stakeholders are satisfied with BRCPS Chinese language and culture program. The biggest challenge identified is Chinese teachers' lack of classroom control and the difficulty in maintaining positive student discipline in Chinese class. Stakeholders suggest Chinese language should be taught as a core curriculum rather than as a specialist subject. They also suggest that all the stakeholders should work together to value Chinese learning.

DEDICATION

My dissertation is dedicated to my much beloved mother, Yumei Zhao and father Yinliang Xu whose wisdom and inspiration I will always admire. I lost my mom in 2011 when she was 78 years old and dad in 2013 when he was 79 years old. They have showed me by their examples how to be a good, kind, and generous person. Although I did not have the chance to show them the person I have become today, I will keep them alive in my heart. They are always my endless source of support and encouragement. I will never be able to thank my parents enough. In 2013, my daughter Kangwa was born during my journey of doctoral studies (2009-2015), and she is my new inspiration.

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CHAPTER 1

INTRODUCTION

Background

Foreign language learning is a critical skill to possess for communication in our rapidly expanding global economy and inter-connectedness through ever advancing technological developments, and it is also considered a norm for students who possess 21st century skills (Rhodes, 2014; Stewart 2012; Stewart 2007). Americans who are fluent in more than one language and have deep knowledge of other cultures can have a positive impact by contributing to the knowledge base to strengthen our national security, and to help determine ways to meet the needs of more diversified populations in the United States (Stewart, 2012; Stewart 2007). Government, education, and business leaders have emphasized the urgency in preparing American students to become competent world citizens and the need to learn languages other than English (Redmond, 2014; Pufahl & Rhodes, 2011). However there are no additional momentum and incentives to increase American students' global knowledge through foreign language study, especially in K-12 grade levels. Likewise there is no national policy in the United States to mandate foreign language study (Redmond, 2014). In addition, it can be argued that since 2002, our

promulgation of current high-stakes accountability testing through No Child Left Behind (NCLB) has had a negative effect on foreign language study since foreign language is not incorporated into the core curriculum, and many schools allocate more time for testing subjects by taking time away from foreign language instruction even though foreign language is more important than ever for American students to achieve global competence (Stewart, 2012; Pufahl & Rhodes, 2011; Donato & Tucker, 2010). As a consequence, foreign language program offerings vary greatly across our nation, states, and districts. In particular, most American students do not have the opportunity to study foreign language before middle and high school (Pufahl & Rhodes, 2011). According to the results of a national survey of elementary and secondary school foreign language instruction, both elementary school and middle school foreign language instruction decreased significantly from 1997 to 2008. Specifically, elementary school foreign language instruction dropped 6% from 31% in 1997 to 25% in 2008; middle school foreign language instruction dropped 17% from 75% in 1997 to 58% in 2008 (Pufahl & Rhodes, 2011).

The United States has fewer elementary school students learning foreign languages as compared to other countries (Stewart, 2012; American Council on the Teaching of Foreign Languages, 2011). In fact, only 18.5% of all K-12 public school students were enrolled in foreign language study in school year 2007-2008 (American Council on the Teaching of Foreign Languages, 2011). Moreover, students have unequal access to foreign language instruction. Public schools have less foreign language

instruction than private schools, and urban and rural schools offer less foreign language instruction than suburban schools do. Lower SES (Socioeconomic Status) schools have less foreign language instruction than is found in higher SES schools. Schools with more than 50% of minority students have less foreign language instruction than schools with lower percentage of minority students (Pufahl & Rhodes, 2011).

More foreign language instruction takes place in suburban schools, both public and private. Twenty-seven percent of suburban public schools teach foreign languages, 25% of urban public schools, and 22% of rural public schools. Similarly, 65% of suburban private schools teach foreign languages, 53% of urban private schools, and 41% of rural private schools. (Rhodes & Branaman, 1999, p. 23).

Therefore, very few urban public elementary African American and Hispanic students have access to foreign language programs (Cazabon, 2000). Traditionally, foreign language study was reserved only for high-achieving students. African American and Hispanic students were deemed to be functioning at low academic levels (Harris, 2000), and consequently students of color have been under-represented in foreign language study. Various challenges including the increasing stresses for school accountability and the limited financial support combined with historical perceptions make foreign language learning difficult for urban public elementary African American and Hispanic students. Yet students of color must face the same global competition as other racial background students do in the near future. Foreign language learning might level the playing field for these economically disadvantaged students by closing the international achievement gap and helping them to prepare for their future participation in a global economy.

Statement of the Problem

If foreign language program development has been perceived as difficult in elementary schools in the United States, developing foreign language programs in urban public schools with high percentage of low SES minority students is an even greater challenge. The implementation of a foreign language program presupposes the involvement of various stakeholders, but research is needed to ascertain the impact of the foreign language program determined by stakeholders, such as students, parents, school teachers, administrators, and school board members. In particular, there is limited if any research to examine/evaluate the various constituencies' perceptions and attitudes regarding the foreign language program in urban elementary schools for African American and Hispanic students (Heining-Boynton, 1991; Heining-Boynton, 1990; Heining-Boynton & Haitema, 2007).

Purpose of the Dissertation

The purpose of this case study is to employ a logic model to examine/evaluate an urban elementary school Chinese language and cultural program at the Boston Renaissance Charter Public School (BRCPS). It investigates the perspectives and attitudes (Agheyisi & Fishman, 1970; Gardner, 1985; Gardner, Lalonde, & Moorcroft, 1985; Gardner & Lambert, 1972) of participating school staff (board members, administrators, and teachers), parents, and students relative to the degree of their satisfaction with the program, their attitudes on the importance of learning Chinese, their

involvement in the program, and their intercultural/global awareness (Pufahl & Rhodes, 2011; O'Neill, 2008).

Significance of the Study

This research demonstrates an unveiling of the current perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students through a case study with “what” and “how” questions. It supports the development of recommendations to improve the quality and the sustainability of the BRCPS Chinese language and culture program. A successful urban elementary school foreign language program for African American and Hispanic students can help nurture these students’ foreign language and culture learning and develop their competitiveness to meet 21st century global citizen skills (Stewart, 2012; Stewart 2007), and bring to light the appropriateness of the design and implementation of urban elementary school foreign language programs for African American and Hispanic students in the United States.

Focus of the Study

The focus of my study is a case study about a six-year Chinese Language and Culture Program at the BRCPS (Harris, Cazabon, & Xu, 2010; Harris, Cazabon, & Xu, 2011; Harris, Cazabon, & Xu, 2012). This research evaluates the implementation of a school-wide program that resulted from the Superintendent’s vision to have all students in the school study Chinese language and culture regardless of their academic, socioeconomic backgrounds. The vision was based on the Superintendent’s belief that in

the future, students will be competing for positions in the 21st century global market (Donato & Tucker, 2010; Tucker & Donato, 2001).

The BRCPS was opened in 1995, one of the earliest charter schools in Massachusetts (BRCPS, 2015). It serves 944 students from pre-kindergarten (K1) to Grade 6. It is the largest elementary school in Boston. Ninety eight percent (98%) of students are African American and Hispanic students. Eighty two percent (82%) of students qualify for free or reduced lunch. Approximately twenty percent (20%) of students speak English as a second language. And twelve percent (12%) of students have special education needs. One hundred and fifty-seven (157) employees work at the BRCPS. BRCPS received the Confucius Classroom (Livaccari & Wang, 2009) of the Year Award in 2013.

The vision of BRCPS is to expose students to a rigorous academic curriculum coupled with vibrant enrichment activities that include foreign language, dance, fine arts, vocal and instrumental music, technology, and martial arts as a way to develop student confidence and character, and teach children to respect themselves and others, enabling them to become productive citizens in the 21st century global society (BRCPS, 2015).

The BRCPS Chinese Language and Culture Program began in 2009. The Superintendent decided on a long-term articulation (Tucker, Donato, & Murday, 2001), and the plan was to extend the program one grade level each year (Donato & Tucker, 2010) from Kindergarten 1 (pre-kindergarten) and Kindergarten 2 (regular kindergarten) using a FLES (Foreign Language in Elementary School) model. Eighty-eight (88)

Kindergarten 1 and Kindergarten 2 students began learning Chinese in school year 2009-2010. By 2015, almost all 944 students at the BRCPS haven been exposed to some Chinese language and culture.

Conceptual Framework

This study draws on logic model (Wholey, 1979, 1987; Funnell & Rogers, 2011) and overlapping spheres of influence theory (Epstein, 1987, 1995, 1996, 2011; Epstein & Sheldon, 2006). I begin by identifying the underlying theory about how BRCPS Chinese language and culture program is framed by a logic model and overlapping spheres of influence theory, and next I use this conceptual framework to structure research questions, build in points for data collection and data analysis to explain why and how effects occur.

Logic model was developed by Wholey (1979), and it was used to study program evaluation (McCannon-Humphrey, 2011). The value of using a logic model as a conceptual framework is that it not only provides a visual mapping for all the components (Inputs, Outputs, and Outcomes; Funnell & Rogers, 2011) which are requisite to the success of BRCPS Chinese language and culture program, but it also helps me to understand the special demands of each situation, and to design appropriate evaluation methods for the BRCPS Chinese language and culture program. Through logic model, I choose case study with mixed methods approach which provides me the basis for in-depth and in-breadth analysis of BRCPS Chinese language and culture program.

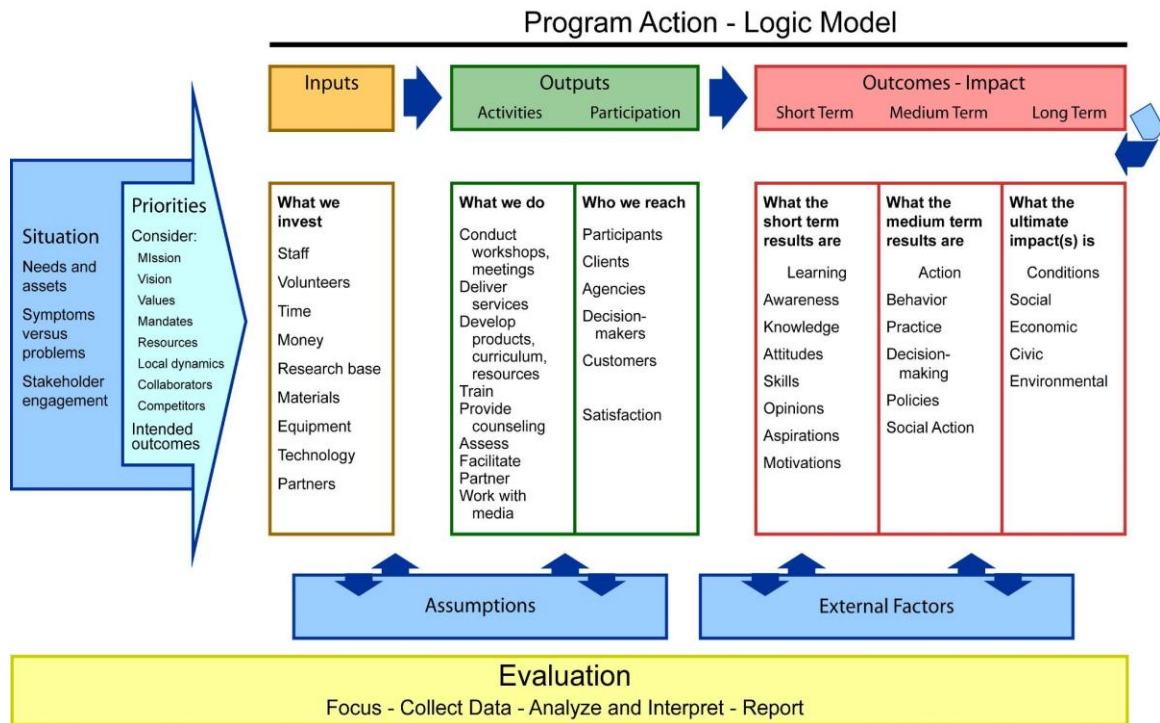


Figure 1. Program Action - Logic Model.

Adapted from “Enhancing Program Performance with Logic Models,” by Taylor-Powell, Jones, & Henert, 2002, Retrieved from <http://www.uwex.edu/ces/pdande/images/logicmodel.jpg>. Copyright 2002-2014 by the Board of Regents of the University of Wisconsin System. Adapted with permission.

Overlapping spheres of influence theory was developed by Epstein (Epstein, 1987, 1995, 1996, 2011; Epstein & Sheldon, 2006). The importance of using Epstein’s overlapping spheres of influence theory is that it identifies schools, families, and communities as main organizations that socialize and educate children (Sanders, 2002). School, family, and community partnerships can improve the quality of the school programs, create a positive school environment, provide supportive family services, and make strong connections among family, school, and community. More importantly, such partnerships not only can help all the students succeed in school but also in their lives

later (Epstein, 1995, 1996). If the three spheres of influence in the child's life- the schools, families, and communities overlap and work together, then they will engage in true relationships of partnership. As a result the learning communities or the caring communities are created. A successful partnership should also put the child at the center of the relationship since they are crucial for the partnerships. When school, family, and community work collaboratively, students will realize that school is important and they should do their own work. (Epstein, 1995, 1996). A framework of six major types of involvement including parenting, communicating, volunteering, learning, decision making, and collaborating with community (Epstein, 1995, 1996; Epstein, Galindo, & Sheldon, 2011) helps me generate research questions about the important perceptions held by all constituents who can help to shape student learning.

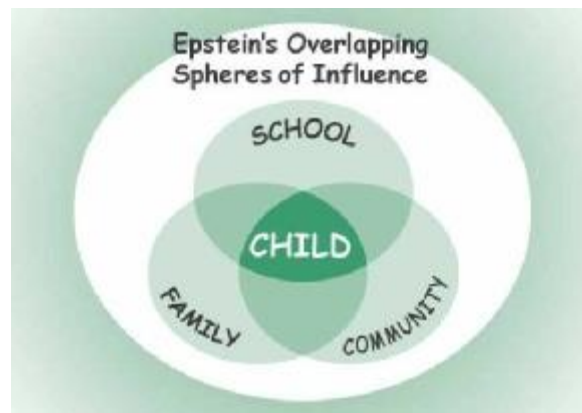


Figure 2. Epstein's Overlapping Spheres of Influence Theory.

Adapted from "Partnership Center for the Social Organization of Schools," by Epstein, 1995, Retrieved from http://pebsaf.org/wpimages/wp01a15d05_05_06.jpg
Copyright 2009-2015 by the Parent Education Bridge for Student Achievement Foundation. Adapted with permission.

Based on logic model and Epstein’s overlapping spheres of influence theory, I ascertain the impact of the BRCPS Chinese Language and Culture program on its stakeholders, such as students, parents, school teachers, administrators, and board members by examining their perceptions and attitudes regarding the BRCPS Chinese Language and Culture Program.

Logic model and evaluation

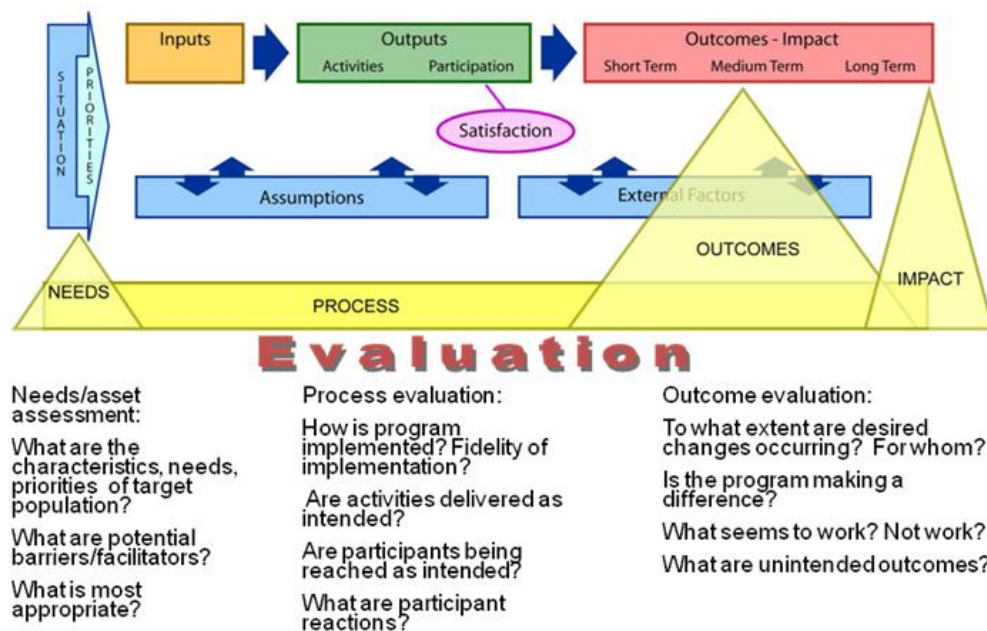


Figure 3. Conceptual Framework: Logic Model and Evaluation.

Adapted from “Enhancing Program Performance with Logic Models,” by Taylor-Powell, Jones, & Henert, 2002, Retrieved from <http://www.uwex.edu/ces/pdande/images/logicmodel.jpg>. Copyright 2002-2014 by the Board of Regents of the University of Wisconsin System. Adapted with permission.

Research Questions

To satisfy the general purpose of this case study, I use mixed methods approach.

My research questions raised are questions about program needs, process, outcomes, and

impact which draw both on the perspectives of logical model and overlap spheres of influence theory. Specifically, I investigate the satisfaction and attitudes (Agheyisi & Fishman, 1970; Gardner, 1985; Gardner, Lalonde, & Moorcroft, 1985; Gardner & Lambert, 1972) of the major school stakeholders (Cleveland, 2007; Donate, Tucker, Wudthayagorn, & Igarashi, 2000; Enever & Watts, 2009) who influence BRCPS Chinese language and culture program, their involvement in the program, and their intercultural/global awareness.

Question 1. What are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students toward the BRCPS Chinese language and culture program? This question includes the degree of their satisfaction with the program, their attitudes on the importance of learning Chinese, their involvement in the program, and their intercultural/global awareness.

Question 2. How similar and dissimilar are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students? This question is analyzed by gender of all stakeholders. Racial and working length of time and involvement with BRCPS are added lenses for staff perceptions and attitudes; SES is added for parents' perceptions and attitudes; and grade connection is added for students' perceptions and attitudes.

Question 3. What are the factors identified by a sampling of parents, school staff, and students that influence BRCPS students' motivation and interest in learning Chinese language and culture?

Definition of Terms

- **Academic achievement:** Academic achievement is defined as scores on the Massachusetts Comprehensive Assessment System (MCAS; Massachusetts Department of Education, 2015).
- **ACTFL:** American Council on the Teaching of Foreign Languages.
- **African American and Hispanic students:** Persons of African and Hispanic descent.
- **Articulation:** Articulation is a coherent sequencing plan from elementary school through university to ensure that every year students are provided with foreign language instruction which builds on the knowledge and skills they have acquired in previous classes (Pufahl and Rhodes, 2011).
- **Bilingual:** Bilingual refers using or able to use two languages with equal proficiency.
- **BRCPS:** Boston Renaissance Charter Public School.
- **Case study:** A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context.
- **Critical languages:** Critical languages are non-Western European languages that are critical to the United States national security, such as Arabic, Chinese, Hindi, Indonesian, Korean, Russian, Turkish, etc.
- **Economically disadvantaged students:** Students who are determined by school districts to meet eligibility requirements for free or reduced price meals under the

National School Lunch and Child Nutrition Program, or are members of families that qualify for food stamp benefits or Temporary Assistance to Needy Families (TANF) or other public assistance, or are from a family with an annual income at or below the official federal poverty line.

- Elementary foreign language: Elementary foreign language refers to foreign language being taught to children ranging from kindergarten to fifth/sixth grade.
- FLES: Foreign Language in the Elementary School focuses on learning language and sometimes subject matter.
- FLEX: Foreign Language Exploratory programs focus on basic words, and the development cultural awareness.
- Foreign language learning: Foreign language learning refers to students who are learning a language in addition to English in an academic setting.
- Immersion/Dual Language: The use of the foreign language throughout all or part of the schools to teach subject matter in foreign language.
- Inputs: Resources that go into a program including staff time, materials, money, equipment, facilities, volunteer time (Taylor-Powell et al., 2002).
- Logic model: A graphical or textual depiction of an intervention that explains the cause-effect relationships among inputs, outputs, and intended outcomes (Taylor-Powell et al., 2002).
- Multilingual: Multilingual means the ability to use or understand more than two languages.

- NCLB: No Child Left Behind Act of 2001 is an Act of United States Congress that came about as a result of wide public concern about the state of education.
- Outcomes: Results or changes of the program (Taylor-Powell et al., 2002).
- Outputs: Activities, services, event, products, participation generated by a program (Taylor-Powell et al., 2002).
- Qualitative analysis: The use of systematic techniques to understand, reduce, organize, and draw conclusions from qualitative data (Taylor-Powell et al., 2002).
- Quantitative analysis: The use of statistical techniques to understand quantitative data and to identify relationships between and among variables (Taylor-Powell et al., 2002).
- SES: Socioeconomic Status.
- Stakeholder: Person or group of people with a vested interest-a stake-in a program or evaluation, including clients, customers, beneficiaries, elected officials, support groups, program staff, funders, collaborators.

Limitations

A limitation is due to the nature of case study design. This research exclusively examines the perspectives and attitudes of BRCPS school staff (board members, administrators, and teachers), parents, and students toward BRCPS Chinese language and culture program. The number of respondents in each group delimits this study and it may not accurately represent the other populations. The gender, grade connection, racial backgrounds, length of time and involvement with BRCPS, and SES of the participants

may influence the responses given and may not be representative of the larger population (Cleveland, 2007). A single case study and its overall participants' make-up for this case study are not necessarily generalizable to other cases.

Another consideration is about researcher bias. The fact that I served as the sole person conducting surveys and interviews, collecting and analyzing data may cause research bias. Even though my role and knowledge of the school are considered strengths and enhance investigation, I recognize that my value and my personal interest on this topic may have bias for this research.

CHAPTER 2

REVIEW OF THE LITERATURE

Methodological and Theoretical Foundations

I followed prescribed literature review process that Machi and McEvoy (2009) outline by selecting a topic, searching literature, developing the argument to survey the literature, critiquing the literature, and writing the review of all the relevant literature (Machi & McEvoy, 2009) as to its relevance to my area of interest. I initially addressed the methodological and theoretical foundations including logic model and overlapping spheres of influence theory. Then I searched current state of knowledge about the elementary school foreign language programs. Based on the methodological and theoretical findings, I discovered what is not yet known about the topic. There are three areas of research which have contributed specific knowledge to learn about my research focus. These three areas are: elementary school foreign language learning and teaching perspectives and attitudes (Gardner, 1985; Gardner & Lambert, 1972), elementary school foreign language program implementation (Curtain & Dahlberg, 2000; Gilzow & Rhodes, 2000; Lipton, 1998), and elementary school foreign language program evaluation (Donate, Tucker, Wudthayagorn, & Igarashi, 2000; Donate, Antonek, & Tucker, 1996).

My first strategy focused on literatures about logic model and overlapping spheres of influence theory. Then I studied literatures about perspectives and attitudes on elementary school foreign language learning and teaching (Gardner, 1985). Next I studied literatures about elementary school foreign language program implementation related issues, such as models, challenges, stakeholders' involvement, perceptions of African American and Hispanic students' studying foreign languages, the relationship between intercultural/global awareness, and foreign language/Chinese education in the United States. Finally I focused on foreign language program evaluation in the United States elementary schools.

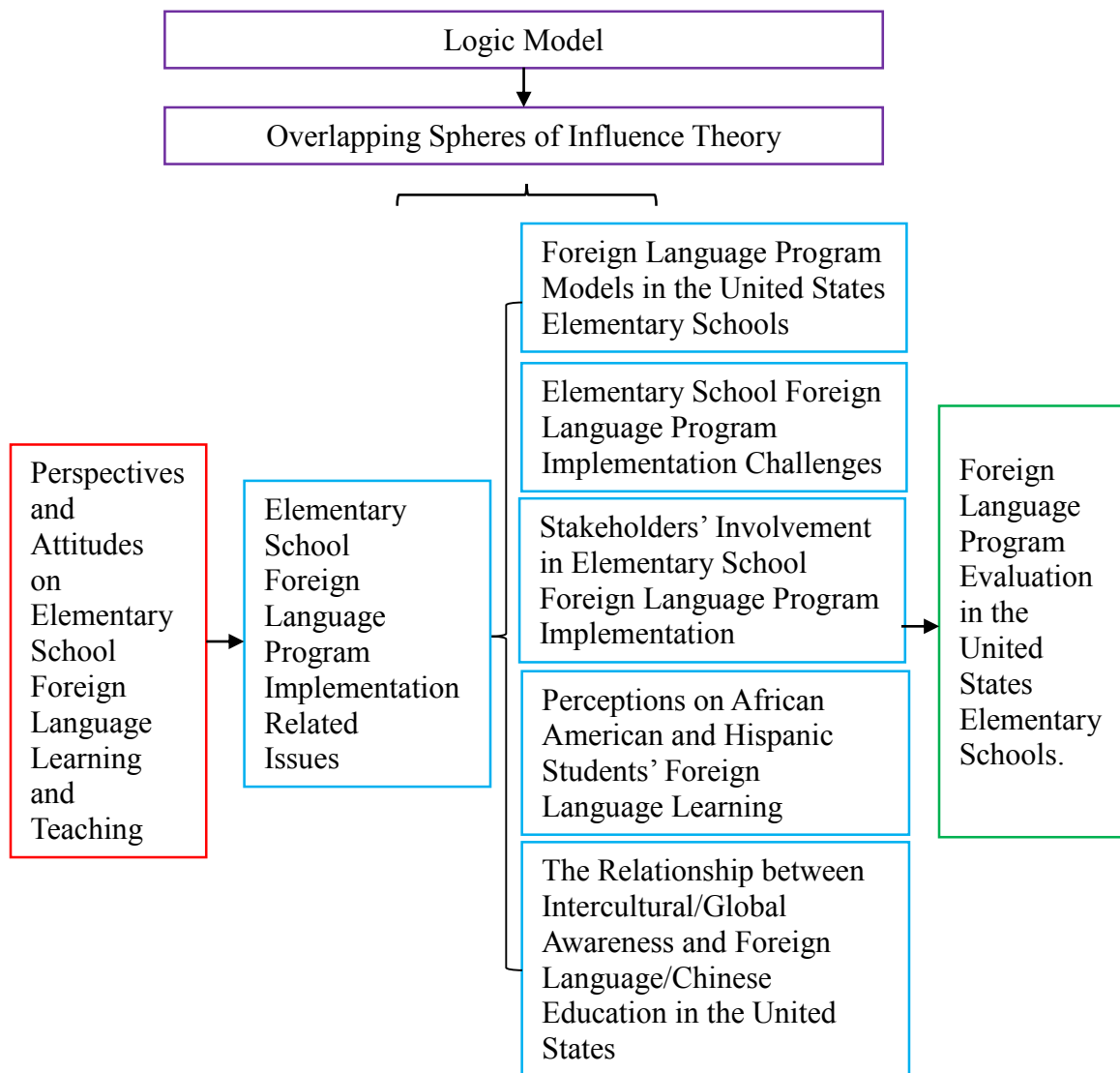


Figure 4. Literature Review Map.

Logic Model

Logic model is also called program theory (Weiss, 1998; Bennett, 2010), theory of action (Patton, 1997), or theory of change (Hernandez & Hodges, 2003, 2001). Joseph Wholey (1979) was at the forefront in developing program theory as an analytic technique (Bennett, 2010). Logic model is a beneficial evaluation tool that facilitates

effective program planning (Wholey, 1979; McLaughlin & Jordan, 1999). It is a simplified picture of a program and shows the logical relationships among all the components. Wholey first promoted the idea of a “program” logic model, tracing events when a public program intervention was intended to produce a certain outcome or sequence of outcomes. Logic model serves as a framework and a process for program planning, program management, program evaluation, and program communications (Alter & Murty, 1997; W.K. Kellogg Foundation, 2004; Taylor-Powell et al., 2002). In the program design and planning stages, a logic model works as a tool to develop program strategy. Stakeholders are required to examine the activities that lead to achieve the results. In the program implementation stage, a logic model helps identify and collect data to monitor, track, and report the program operation. In the program evaluation stage, a logic model reports program process and results (W.K. Kellogg Foundation, 2004). Logic model not only includes visual components, but also underlies a coherent and logical relationship among all the components (Bennett, 2010).

The Logic Model Concept Description

Logic model includes six main components: Situation-Priorities, Inputs, Outputs, Outcomes, Assumptions, and External Factors. Priority setting comes from the situation.

Once the situation and problem are fully analyzed priorities can be set...Several factors influence your determination of focus; these include your mission, values, resources, expertise, experience, history, what you know about the situation, and what others are doing in relation to the problem (Taylor-Powell et al., 2002. p. 39).

Inputs are the resources and contributions that are invested for the program. These include human resources, materials, equipment, and funding etc. They create outputs which consist of activities and participation. Activities are “what we do” and participation is “who we reach”. Outputs include “workshops, services, conferences, community surveys, facilitation, in-home counseling, etc.” (Taylor-Powell et al., 2002, p. 41). Outcomes describe the changes or impacts that occurred from program inputs and outputs. Outcomes-Impact can yield short-term, medium term, and long-term results (Medeiros et al., 2005).

Outcomes are the direct results or benefits for individuals, families, groups, communities, organizations, or systems. Examples include changes in knowledge, skill development, changes in behavior, capacities or decision-making, policy development. Outcomes can be short-term, medium-term, or longer-term achievements. Outcomes may be positive, negative, neutral, intended, or unintended (Taylor-Powell et al., 2002, p. 42).

Assumption is the theory underlying the beliefs how the program will work. They influence the program decision.

Assumptions are principles, beliefs, ideas about: the problem or situation, the resources and staff, the way the program will operate, what the program expects to achieve, the knowledge base, the external environment, the internal environment, the participants: how they learn, their behavior, motivations, etc. (Taylor-Powell et al., 2002, p. 43).

External Factors reflect the environment where the program exists, such as economic structures, political backgrounds, cultural settings. They influence the outcomes and achievement. In particular, External Factors affect “program implementation”, “participants and recipients”, “the speed and degree to which change occurs”, and “staffing patterns and resources available” (Taylor-Powell et al., 2002, p. 46).

Logic model shows the cause-effect relationships among inputs, outputs, and outcomes-impact with a graphical or textual depiction of an intervention (Bennett, 2010). It serves as a roadmap for implementers to move from ideas to action by putting components together into a visual framework (Taylor-Powell et al., 2002).

The program logic model is defined as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program (W.K. Kellogg Foundation, 2004, p. III).

Logic models have been very useful for collecting data in comprehensive systems (Hernandez & Hodges, 2001). Moreover, logic model result can offer better documentation of outcomes and shared knowledge about what works and why (Taylor-Powell et. al., 2002). Based on logic model concept (W.K Kellogg Foundation, 2004; Taylor-Powell et al., 2002), BRCPS Chinese language and culture program’s planned resources, activities, and results are summarized as following:

1. Situation: Research is needed to examine/evaluate BRCPS Chinese language and culture program on its six-year development. The priority is to ascertain BRCPS stakeholders’ perceptions and attitudes regarding BRCPS Chinese language and culture program.
2. Inputs are the resources and contributions related to the effort. These include school leadership’s vision to develop a Chinese language and culture program for African American and Hispanic students in an urban elementary school, time,

people (students, parents, teachers, administrators, and board members), funding, Chinese materials, and equipment.

3. Outputs (Activities) are the Chinese language and culture program model implementation, Chinese curriculum and professional development, students' language proficiency assessment results and resource development.
Outputs (Participation) are the involvement of students, parents, teachers, administrators, and board members.
4. Outcomes-Impact: Short-Term is learning that reflects awareness, knowledge, attitudes, skills, opinions, aspirations, and motivations.
Outcomes-Impact: Medium-Term is action that reflects behavior, practice, decision making, policies, and social action.
Outcomes-Impact: Long-Term is ultimate benefit that reflects social, economic, and civic implications.
5. Assumptions (principles, beliefs, ideas): The resources for Chinese program must be adequate and available. A culturally and age appropriate Chinese curriculum should be developed and delivered effectively. Students who are offered Chinese classes are willing to learn Chinese. Chinese knowledge has the potential to increase African American and Hispanic students' social capital.
6. External Factors: These factors are BRCPS students' demographic patterns, foreign language policies and priorities, federal funding for supporting teaching Chinese, and political environment of learning Chinese.

Overlapping Spheres of Influence Theory

Overlapping spheres of influence theory (Epstein, 1987, 1995, 1996, 2011; Epstein & Sheldon, 2006) identifies schools, families, and communities as major organizations for children's learning and development (Cansler, 2008; Sanders, 2002). The collaboration of school, family, and community partnerships can help all the students succeed both in short-term and long-term (Epstein, 1995, 1996). The theory also shows how social organizations connect. The framework of the basic components of school, family, and community partnerships for children's learning will help elementary, middle, and high schools. Education leaders can also take similar steps toward successful partnerships.

A Framework of Six Major Types of Involvement

A framework of six major types of involvement includes parenting, communicating, volunteering, learning at home, decision making, and collaborating with community (Epstein, 1995, 1996; Epstein, Galindo, & Sheldon, 2011).

Type 1- Parenting: Assist families with parenting and child-rearing skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools to understand families.

Type 2- Communicating: Communicate with families about school programs and student progress with school-to-home and home-to-school communications.

Type 3- Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

Type 4- Learning at home: Involve families with their children in academic learning activities at home including homework and other curricular-linked activities and decisions.

Type 5- Decision making: Include families as participants in school decisions, governance, and advocacy activities through PTA, committees, councils, and other parent organizations.

Type 6- Collaborating with community: Coordinate the work and resources of community business, agencies, cultural and civic organizations, colleges or universities, and other groups to strengthen school programs, family practices and student learning and development. Also provide services to the community.

(Epstein, 1996, pp. 8-9)

Each type of involvement addresses different practices, challenges, redefinition, and results (Epstein, 1995). Type 1- Parenting is to help student's family establish learning environment. Practices are workshops on parenting for each age and grade level, training for parents, assisting family with health services, and home visits at transition points. Challenges provide information to all families, all information to families is clear. Redefinitions "workshops" also mean making information available in a variety of forms. Results for students encompass awareness of family supervision and importance of school. Results for parents are to understand and be aware of parenting practices. Results for teachers are to help them understand families and students. Type 2- Communicating is to design effective communication between home and school. Practices are conferences with parents, home folders for parents, regular memos, phone calls, and newsletters. Challenges cover a review of the readability of all memos. Redefinitions are "Communications" meant to establish two-way, many-way channels of communication. Results for students include awareness of serving as courier and communicator. Results

for parents are understanding school programs and policies. Results for teachers include understanding family views on children's programs and progress. Type 3- Volunteering is to recruit and organize parent help. Practices are to help teachers, administrators, students, and other parents. Challenges are to recruit volunteers widely, to make flexible schedule for volunteers. Redefinitions represent "Volunteer" mean anyone who support in any way, at any place, and at any time. Results for students are increased learning of skills. Results for parents are awareness that families are welcome and valued at school. Results for teachers are awareness of parent talents and interests in school and children.

Type 4- Learning at Home is to help students with homework and other curriculum related activities. Practices are disseminating information on skills for all subjects, family math, science, and reading activities, and summer learning packets. Challenges include the need to organize a regular schedule that gives students responsibility for discussing important things learned and help families aware all the subjects. Redefinitions are that "Homework" is both individual work and team work; "help" is not teaching but encouraging and guiding. Type 5- Decision making is to involve parents for school decisions. Practices include active Parent-Teacher Group, district-level councils and committees for family and community involvement. Challenges include parent leaders from all racial, socioeconomic groups. Redefinitions encompass "Decision making" as a process of partnership, of shared views and actions, not a power struggle between conflicting ideas. Results for students are awareness of representation of families in school decisions. Results for parents include feelings of ownership of school. Results for

teachers are awareness of parent perspectives in decisions. Type 6- Collaborating with the Community is to integrate community resources into school programs. Practices reflect information on community health, cultural, social support, and information on community activities that link to student learning. Challenges ensure equity of opportunities for students and families. Redefinition encompass “Community” as not only the neighborhoods, but the places that influence student learning and development. Results for students are increase in skills and talents through enriched curricular and extracurricular experiences. Results for parents are interaction with other families. Results for teachers are openness to use mentors, business partners, and community volunteers to assist student development (Epstein, 1995).

The theory of overlapping spheres of influence explains the shared responsibilities of home, school, and community for children’s education (Cansler, 2008). It charts the research-based framework of six major types of involvement, the challenges each type poses, and the expected results of well-designed and well-implemented practices. The results for all the stakeholders depend both on the type of involvement and the quality of the implementation (Epstein, 1995). The six types of involvement model of school, family, and community partnerships should locate the student at the center and must work with students to increase their chances for success. “The external model of overlapping spheres of influence recognizes that the three major contexts in which students learn and grow are the family, the school, and the community-may be drawn together or pushed apart” (Epstein, 1995). “The internal model of the interaction of the three spheres of

influence shows where and how complex and essential interpersonal relations and pattern of influence occur between individuals at home, at school, and in the community” (Epstein, 1995).

School, family, and community partnerships work better than parental involvement since the three stakeholders share the responsibility for student education. The partnership is a multidimensional concept and should not be overly generated as parental involvement. School, family, and community partnerships should be integrated into school and classroom organization. Equity and student academic achievement should be built into partnership as well. Leadership plays a critical role for partnerships (Epstein and Sheldon, 2006).

School, family, and community partnerships indicate different characters based on family’s background, such as parents’ education level, family size, students’ grade level, and family income. More educated parents are more involved both at home and school than other parents. Parents with fewer and younger children are more involved in school (Dauber and Epstein, 1989). Partnerships tend to decline as their children approach to higher grades (Eccles and Harold, 1996). Middle-class and upper-middle class parents demonstrate higher level of involvement than working-class and lower-class parents (Lareau, 1989). Among the three organizations of involvement, community involvement is not only important for students’ educational achievement (Heath and McLaughlin 1987) but also important for economically disadvantaged student academic success (Shore, 1994). The collaboration between school and community will strengthen the

children's cultural and social capital (Benson, 1997) which are needed by students for the 21st century. The partnership between school and community will promote students' social, emotional, physical, and intellectual development (Epstein, 1995). Therefore positive partnership building is critical to increase student learning regardless of their social and economic background status.

Perspectives and Attitudes on Elementary School Foreign Language Learning and Teaching

Students in the United States will face different living and working environments in the future since multilingualism will be the norm for 21st century in most countries (Pufahl & Rhodes, 2011; Committee for Economic Development, 2006; Stewart, 2012). The development of proficiency in a second language is looked upon as pre-requisite for working in the global economic community. However, it is hard to achieve the advanced level competence after only two years of foreign language study in high school or in college (Donato & Tucker, 2010; Curtain & Dahlberg, 2000). Therefore students in the United States regularly graduate with no significant level of proficiency in foreign languages. Early foreign language learning programs (EFLLP) clearly play a critical role in addressing the advance and superior level proficiency (Donato & Tucker, 2010; Bernhardt & Brady, 2010) and require systematic study across several years of instruction (Curtain, 1990; Gilzow & Rhodes, 2000). Urgent action is demanded from policy makers, educational administrators, and curriculum specialists to make foreign language teaching in elementary school an integral part of the normal curriculum

(Richard & Richard, 2010; Lipton, 1992, 1998). Conversely, fewer elementary schools offer foreign language instruction than a decade ago. “In 1997, 31% of elementary schools taught languages, compared to 25% in 2008, a statistically significant decrease” (Pufahl & Rhodes, 2011). Public elementary school foreign language instruction decreased from 24% in 1997 to 15% in 2008 (Pufahl & Rhodes, 2011).

In addition, elementary school foreign language learning has many positive effects on academic achievement (Taylor & Lafayette, 2010; Thomson, 2010), cognition, and problem solving skills (Bernhardt & Brady, 2010; Curtain, 1990; Gilzow & Rhodes, 2000; Stewart, 2005; Turnbull, Hart, & Lapkin, 2003). Stewart (2005) who did an extensive review of the literature on issues concerning foreign language study in elementary schools, revealed that “foreign language study in the early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math” (Stewart, 2005). Research also showed African American students in grades 1-4 who are immersed for 50% instruction in a foreign language such as Spanish do as well or better on Spanish achievement assessments when compared to their White peers. In other words, there is no achievement gap in learning language and content learning in Spanish as a foreign language (Nicoladis, Taylor, Lambert, & Cazabon, 1998). Cade (1997) research showed the foreign language learning correlated with higher academic achievement on test measures (Cade, 1997). The study of Schuster (2005) described the planning, development, implementation, and assessment of the foreign language magnet plan in

schools in the Kansas City, Missouri Public School District showed improved student test scores, their increased ability to think divergently, increased achievement in their first language, and attracted and maintained parent involvement (Schuster, 2005). Armstrong and Rogers (1997) research of third-grade students in a FLES Spanish program found that students in the Spanish classes scored significantly higher than the group that did not receive Spanish instruction in math and language on the Metropolitan Achievement Test (MAT; Armstrong & Rogers, 1997). Stewart (2008) research found that the schools provided daily, sustained second language study showed scores as well or slightly better than their counterparts who did not learn a second language (Stewart, 2008). Shaw (2010) research findings showed an increase on reading test scores for two-way language immersion programs compared to traditional schools from 2nd to 3rd grade students (Shaw, 2010).

Foreign Language Program Models in the United States Elementary Schools

Foreign language programs vary greatly in the United States elementary schools (Gilzow & Rhodes, 2000). There are three major types of foreign language program models in the United States elementary schools (Lipton, 1998; Oregon State Department of Education, 1995; Naserdeen, 2001; Schinke-Llano, 1985). They are FLES (Foreign Language in the Elementary School), FLEX (Foreign Language Exploratory Program), and Immersion/Dual Language program (Branaman & Rennie, 1998). The programs differ due to the desired outcome and concentration and the amount of delivery time per week (Gilzow & Rhodes, 2000).

FLES is taught as a separate subject (Rhodes & Schreiberstein, 1983). The class is typically scheduled three to five times a week for 20 to 50 minutes per class. Most FLES programs focus on systematic and sequential development of language skills, such as listening, speaking, reading, and writing along with culture (Access Eric, 1998). The goals of the FLES models are to develop functional proficiency in the second language, obtain listening and speaking skills with some reading and writing skills, and build understanding and appreciation of the target cultures (Access Eric, 1998; Andrade & Ging, 1988). Depending upon the amount of instruction time allotted for the second language or the frequency of the classes, and the amount of use of the second language during class by both the teacher and the students or the opportunities provided for practicing the language, children in long sequence FLES programs may attain substantial second language proficiency.

FLEX program is an introduction to one or more foreign cultures and languages as a general concept. Typically foreign language in classes is taught once or twice per week with classes lasting from 20 to 30 minutes (Access Eric, 1998). Students learn about the countries where each language is spoken. The FLEX goals are not only to build an awareness and appreciation of foreign cultures, but also to motivate students' future language study in the later years (Andrade & Ging, 1988). Very little fluency is expected. Although some proficiency may be attained with once or twice a week program that emphasizes the use of a specific language (Access Eric, 1998), FLEX generally develops

students more native-like pronunciation than students who have never studied a foreign language during the elementary school years.

Immersion/Dual language Program (Genesee, 1985) is the use of the foreign language throughout the school day for at least 50% of the instructional time (Access Eric, 1998). Children learn all of their subjects including math, social studies, and science in the second language (Wang, 2009). In programs that teach students for 90% of the day in the foreign language, English language art are introduced in second grade or in third grade for 45-75 minutes daily (Andrade & Ging, 1988). Time learning through English increases steadily to reach a 50-50 balance between the two languages by 5th grade. In Immersion/Dual Program, the second language is the medium for content instruction rather than the subject of instruction (Access Eric, 1998; Asia Society, 2012). Children enrolled in immersion programs work toward full proficiency in the second language and usually reach a higher level of competence than those participating in other types of foreign language programs (Turnbull, Hart, & Lapkin, 2003; Turnbull, Lapkin, & Hart, 2001).

Each model has special characteristics (Stewart, 2008), but all of them also share some common characteristics, which are standards-based curriculum, certified teachers, time and funds for professional development, the program articulates in a seamless fashion from grade to grade and from school to school (Oregon State Department of Education, 1995). No one program model is best for all children and for all school districts. Each program model has its merits (Lipton, 1998). The emphases on

communicative competence, standards, and authentic assessments have had a significant effect on foreign language curricula (Andrade & Ging, 1988).

Immersion/Dual program has strong academic and foreign language proficiency outcomes (Cazabon, 2000; Asia Society, 2012). It is also cost effective compared with FLES or FLEX model (Rhodes, 2014).

Elementary School Foreign Language Program Implementation Challenges

There are several challenges to implement and maintain an elementary foreign language program in a school, district, and state (Curtain & Dahlberg, 2000; Gilzow & Rhodes, 2000; Lipton, 1998; Rosenbusch, 2002; Baranick & Markham, 1986; Richard & Richard, 2010). Some of the challenges are associated with legislators/policy makers and educational leaders' supports. The other challenges are related to scheduling, limited funding, and shortage of highly qualified foreign language teachers with strong classroom management skills (Gilzow & Rhodes, 2000; Pufahl & Rhodes, 2011; Rosenbusch, 2002).

The first challenge is to change the mindset of the decision makers about the importance of implementing foreign language program in the elementary school (Stewart, 2007). Lack of recognition among legislators, policy makers, and educational leaders of the importance to communicate in foreign languages and cultures makes foreign language program implementation in elementary schools even harder. There is a need to educate and convince legislators, policy makers, and educational leaders to incorporate foreign languages into elementary school core curriculum (Rosenbusch, 2002).

The second challenge is scheduling (Curtain & Dahlberg, 2000; Gilzow & Rhodes, 2000; Cleveland, 2007). A major objection to incorporating foreign language instruction into the elementary school curriculum is that there is not enough time in the instructional day. Baranick and Markham (1986) survey found out that 36% of principals show the No. 1 reason against implementing a foreign language program is because they do not have enough instructional time during the school day. They have to use the school time for tested subjects (Barnick & Markham, 1986). It comes as no surprise that foreign language programs have been seriously decreased in numbers because public schools or districts have to allocate more instructional time to the tested areas. Foreign languages are not part of the state and national assessment initiatives, so student performance in foreign languages is not officially tested and not considered a strength of a school or district's instructional program (Stewart, 2012; Pufahl & Rhodes, 2011; Donato & Tucker, 2010).

The third challenge is limited funding (Rosenbusch, 2002; Anderson, 2013). Foreign language program funds generally come by each individual school budget (Gilzow & Rhodes, 2000). Limited funding is one of the primary reasons that there are relatively few elementary school foreign language programs. The federal government or state has made funding available through grants to support K-12 foreign language programs (Rosenbusch, 2002). Successful foreign language program should be designed to continue after a start-up grant or initial funding ends. Each school or district needs stable, fixed funding for foreign language programs (Rhodes & Schreiberstein, 1983). When there is a funding, school may start foreign language programs, when there is a cut,

the foreign language program is often the first to be out (Pufahl, Rhodes, & Christian, 2001).

The fourth challenge is shortage of highly qualified foreign language teachers (Curtain & Dahlberg, 2000; Gilzow & Rhodes, 2000; Heining-Boynton, 1990; Anderson, 2013). Capable foreign language teachers remain the “key bottleneck” in building foreign language programs (Rosenbusch, 2002; Asia Society & the College Board, 2008). Good foreign language teachers motivate students and also demonstrate effective classroom management skills to meet the needs of diversified students’ learning ability (Alberta Education, 2008; Vuchic & Robb, 2006). Good instruction is associated with higher student outcomes (Ray, 2009; Rhodes, 2014). Urban and rural areas experience more difficulty in attracting Chinese language teachers (Asia Society & the College Board, 2008). Related to the teacher shortage is the lack of foreign language teacher education programs (Asia Society & the College Board, 2008). Creating and sustaining a steady supply of high quality foreign language teachers is critical for elementary school foreign language program implementation (California State Department, 1985; Stewart & Wang, 2005; Tabrizi, 2009).

Stakeholders’ Involvement in Elementary School Foreign Language Program

Implementation

“If it takes a whole village to raise a child, it also takes a whole community to support a foreign language program” (Rhodes, 2014, p. 121). Donato argued that school, family, and community stakeholders’ involvement (Cansler, 2008) is critical to develop

and implement a successful foreign language programs in elementary schools (Tabrizi, 2009). Two out of three lessons that Donato has learned in his work over the years are related to stakeholders' involvement. These lessons are to "collaborate among constituents," and to "build partnership between district and university." Three out of five core features from lessons learned for elementary school foreign language teaching over 1980-2010 are connected with the theory of overlapping spheres of influence. These features include "the foreign language program should be supported by a team rather than just one language teacher or administrator." "The foreign language of instruction should be selected for reasons that make sense to the community." "The entire school community should feel that the language program is central, rather than peripheral to the curriculum" (Rhodes, 2014, pp. 117-118). Four out of ten strategies are associated with Epstein and Sheldon's community partners. These strategies are "Plan for K-16 articulation from the start." "Develop and maintain ongoing communication among stakeholders." "Conduct ongoing advocacy efforts to garner and maintain public support." "Advocate for district and statewide language supervisors" (Epstein & Sheldon, 2006). Similarly, two out of five challenges that Chinese program faces are "lack of national coordination of efforts" and "lack of K-16 articulation leading to the attainment of high language proficiency" (Asia Society & the College Board, 2008).

Perceptions of African American and Hispanic Students' Studying Foreign Languages

All students should study a foreign language “regardless of learning style, achievement level, race/ethnic origin, socioeconomic status, home language, or future academic goals” (Met & Rhodes, 1990) since all student will face the same global competition in the near future (Stewart 2012; Stewart 2007). However, fewer African American and Hispanic students are enrolled in foreign language study.

First, there is an unequal access to foreign language study in the United States. Urban public schools with low SES status offer less foreign language instruction than suburban public or private schools with higher SES status (Pufahl & Rhodes, 2011; Rhodes & Branaman, 1999). As more African American and Hispanic students study in urban public schools, they do not have the opportunity to learn foreign languages because foreign language study is not common in urban public schools (Rhodes & Branaman, 1999).

Second, even the schools where African American students are offered foreign language learning opportunities through bilingual or ESL (English as a second language) programs, African American students have been discounted because they do not meet the “minority language” requirement.

African-American students...have been traditionally overlooked largely because bilingual programs are designed to meet the needs of “minority language” students, those with a language other than English. As school officials view African-Americans as English-speakers, they have not solicited their participation in bilingual programs until the advent of the two-way movement (Cazabon, 2000, p. 3).

Third, foreign language instruction in the United States is commonly treated as a luxury subject. It is reserved only for high-achieving students, and these students are often college-bound students from affluent families (Pufahl & Rhodes, 2011). In addition, African American and Hispanic students in the past were usually counseled out of the foreign language field because many administrators, counselors, and foreign language teachers have held to the belief that African American and Hispanic students do not need foreign language since they would not go to college, or travel abroad, or use foreign language (Hubbard, 1980). Traditionally, African American and Hispanic students were deemed to be functioning at low academic levels (Harris, 2000). As a result, foreign language was considered to be too difficult for African American and Hispanic students because of their low academic scores (Schoener, 2012). Consequently, students of color have been under-represented in foreign language study (Wilberschied & Dassier, 1995). Furthermore, even when foreign language is offered to African American and Hispanic students, it is not stable and readily eliminated whenever their scores on other testing subjects drop or the school budget is reduced (Pufahl, Rhodes, & Christian, 2001).

Various challenges including the historical perceptions and the increasing stresses for school accountability make foreign language learning a difficulty for African American and Hispanic students. However research studies show that foreign languages are beneficial for African American and Hispanic students. Minority students who are also from economically disadvantaged families make great achievement gains by studying foreign languages (Curtain & Dahlberg, 2004). Regardless of gender, ethnic

background, and academic level, students who take foreign language classes do better on the state test (Dumas, 1999). Foreign language learning may improve African American and Hispanic students' performance academically, professionally, and socially since foreign language study provides a broader educational opportunities and a better job preparation for them (National Research Council, 2007; Carreira & Armengol, 2001). In other words, African American and Hispanic students may possibly enhance their potential career opportunities if they become proficient in a foreign language, and also enjoy other possible educational benefits and intellectual advantages that foreign language study would offer. Therefore, foreign language learning might level the playing field for these economically disadvantaged students by narrowing the existing achievement gaps and helping them to prepare for their future participation in a global economy.

The Relationship between Intercultural/Global Awareness and Foreign Language/Chinese Education in the United States

Innovative projects are affected positively or negatively by complex sociocultural variables, such as cultural beliefs, political climate, historical and economic conditions. The themes of vision, planning, empowerment, support, and future concerns of a foreign language program implementation reflect all of the sociocultural variables (Department of Defense, 2005; Tucker et al., 2001).

Foreign language education has a long history in the United States. This history includes trends in the specific languages and culture taught, teaching methods, and

emphasis placed on the importance of learning a second or multiple languages (Cleveland, 2007). The popularity of individual languages varies over time (Schulz, 1998; Access Eric, 1998). The impact of worldwide economic and political events on the language teaching profession has been important in the United States history (Donato & Tucker, 2010). From the early 1890s to 1900, Latin accounted for a majority of enrollments with a high of 68.3% in 1896 (Watzke, 2003). German was the most popular foreign language studied in the early part of the century after Latin until 1914; Then French was the second most popular language with its peak in 1933 (Access Eric, 1998). After World War II, Spanish became the first modern language to surpass Latin when enrollments reached 37.5% in 1948 (Watzke, 2003). Foreign language in the elementary school (FLES) programs were widely introduced and implemented in the United States as a result of funding through the National Defense Education Act of 1958, which was spurred on by Russian advances in technology during the Sputnik era (Watzke, 2003). FLES became a very popular option during the 1960s (Andrade & Ging, 1988). After that, Japanese language at K-12 level had the highest enrollment growth of any other foreign languages in the United States during mid of 1980s and mid of 1990s. The movement of Japanese language instruction into high schools represents an historical unprecedented effort to bring a non-European language in a United States educational system which traditionally was dominated by the teaching of three European languages: French, German, and Spanish (Watzke, 2003).

Since 2006, the federal government invested seed funding for critical languages, such as Arabic, Russian, Chinese, Hindi, Farsi, and others through the National Security Language Initiative (NSLI; Powell & Lowenkron, 2006). The secretaries of State, Education, and Defense and the Director of National Intelligence have developed a comprehensive national plan to expand United States foreign language education beginning in early childhood and continuing throughout formal schooling and into workforce. Department of State Programs include United States Fulbright Student and Fulbright Foreign Language Teaching Assistant Programs. Department of Defense Programs contain National Flagship Programs which are administered by the National Security Education Program (NSEP; Brecht & Rivers, 2000). STARTALK from the office of the National Intelligence Programs supports K-16 students and teachers to learn or teach critical foreign languages through summer language education program since 2007 (STARTALK, 2012). During 1988-2012, the United States Department of Education provided critical start-up grants to support innovation in K-12 foreign language education through the Foreign Language Assistance Program (FLAP; Richey, 2007). FLAP grant was the main source for Chinese programs in the 1990s.

After Chinese language was promoted to a critical language status by the federal government's National Security Language Initiative in 2006, many municipal and state governments recognized the study of Chinese language and culture as an economic competitiveness strategy and a way to develop the global competence for 21st century citizens (Huang, 2003; Uhey, 2012; Zhao, 2013; Kissinger, 2011). In addition, non-

governmental organizations such as the College Board and Asia Society have played important roles in the expansion of Chinese language (Asia Society & the College Board, 2008; Stewart & Wang, 2005). Furthermore professional language organizations have provided professional development activities for Chinese teachers. The American Council on the Teaching of Foreign Languages (ACTFL), National Chinese Language Conference (NCLC), and Chinese Language Association of Secondary-Elementary Schools (CLASS) are three prime examples.

Chinese language learning had the greatest increase (Wang, 2009). ACTFL enrollment study found that by 2007-2008, eight point nine (8.9) million students, representing 18.5% of K-12 public school students, were enrolled in foreign language courses. Of those in foreign language courses, 72% enrolled in Spanish, French accounted for another 14%, German was 4.4%, Latin was 2.3%, Japanese was 0.82%, Russian was 0.14%, Chinese reached 59,860 students, represented by 0.67%. Chinese language had the largest percentage growth from 2004-2005 to 2007-08, increasing by 195% (ACTFL, 2011). Data collected by Asia Society indicates there are four hundred and sixty-eight (468) K-12 level Chinese programs in the United States including public/private and after school programs. Among them, Massachusetts has 57 Chinese programs, making it the second most state after California which has 72 Chinese programs. Boston has eight Chinese programs which are from four public magnet schools, two pilot schools, and two charter schools (Asia Society, 2015).

Besides the multiple resources from the United States, the Office of Chinese Language International Council (Hanban) has been instrumental in supporting the growth of Chinese programs worldwide since 2004 (Starr, 2009; Li, Mirmirani, & Ilacqua, 2009; Zhao & Huang, 2010; Wang & Higgins, 2008). By the end of October, 2014, four hundred and seventy-one (471) Confucius Institutes and 730 Confucius Classrooms had been established in 125 countries and regions in the world. There are 100 Confucius Institutes and 356 Confucius Classrooms in the United States (Hanban, 2014).

Foreign Language Program Evaluation in the United States Elementary Schools

Foreign language learning in the United States is behind as compared to foreign language learning in other countries (Pufahl, Rhodes, & Christina, 2001). Almost all European countries mandate foreign language study beginning from primary school. Students learn foreign language throughout their compulsory education (Eurydice, 2005). In contrast, the United States has no national policy to mandate foreign language study (Redmond, 2014) even though foreign language is more important than ever for American students to achieve global competence (Stewart, 2012; Pufahl & Rhodes, 2011; Donato & Tucker, 2010). Only 18.5% of all K-12 public school students were enrolled in foreign language study in school year 2007-2008 (ACTFL, 2011). American education has placed more emphasis on global understanding than on foreign language acquisition (Shropshire, 1999). It is critical to monitor and evaluate comprehensively early foreign language programs in the United States (Donato et al., 1996; Donato et al., 2000; Heining-Boynton, 1991; Lipton, 1998; McCreery, 2003).

Rhodes (2014) interviewed 16 leaders in the early foreign language education field and the interview data show five core features that “are necessary for successful, sustainable, long-sequence language programs that begin in the elementary grades.” The five features are:

1. The program should be supported by a team rather than just one language teacher or administrator;
2. The program should be designed to continue after a start-up grant or initial funding ends;
3. The language of instruction should be selected for reasons that make sense to the community;
4. Sufficient instructional time needs to be allotted per week so that learners can reach the targeted goals;
5. The entire school community should feel that the language program is central, rather than peripheral, to the curriculum.

(Rhodes, 2014, p. 117)

Rhodes (2014) also presented ten lessons learned over three decades (1980-2010) for elementary school foreign language teaching from her 16 interviews. And these ten lessons are:

- Lesson 1. Focus on good teachers and high-quality instruction;
- Lesson 2. Identify and clearly state intended outcomes from the beginning;
- Lesson 3. Plan for K-16 articulation from the start;
- Lesson 4. Develop and maintain ongoing communication among stakeholders;
- Lesson 5. Conduct ongoing advocacy efforts to Garner and maintain public support;
- Lesson 6. Advocate for district and statewide language supervisors;
- Lesson 7. Dispel common misperceptions about language learning;
- Lesson 8. Monitor language development through continual assessment;
- Lesson 9. Harness the power of immersion;
- Lesson 10. Remember that money matters.

(Rhodes, 2014, pp. 118-125).

In addition to the five core features and ten lessons learned for effective early foreign language programs, Rhodes recommend three goals to be considered: “1. Implement immersion program across the United States; 2. Use foreign language standards and instructional methodologies, such as content-based and thematic curriculum, target language teaching, goal setting; 3. Proficiency assessment” (Rhodes, 2014).

Pufahl, Rhodes, and Christina (2001) mentioned that eight elements work in other countries in a study conducted for strengthening foreign language skills for the American students. They examined the successes of foreign language instruction in K-12 level of 22 educators in 19 countries (Pufahl, Rhodes, & Christian, 2001). The eight elements are: “an early start, a well-articulated framework, rigorous teacher evaluation, comprehensive use of technology, effective teaching strategies, strong policy, assessment and maintenance of heritage, regional and indigenous languages.” Therefore, the United States can learn from other countries’ successful experience to support the development of better foreign language education. The federal government needs to set policies and provide government-wide leadership in developing early foreign language study in schools regardless of students’ socioeconomic, academic, and geographic backgrounds. Longitudinal research on early foreign language learning is needed in order to study the impact of the foreign language education for students. Technology is recommended to be used to improve foreign language instruction. In addition, a more in-depth investigation should be conducted on teacher education, especially “how some countries are recruiting

high-caliber students into teaching and providing top quality in-service and pre-service training” (Pufahl, et al., 2001).

Tucker & Donato (2001) summarized five key successful features in their case study of a district-wide elementary school foreign language program at Chartiers Valley. The five features are: “1) Careful and collaborative planning and evaluation; 2) Gradual program expansion; 3) Attention to progress in proficiency; 4) High quality foreign language faculty; 5) Reflective practitioners” (Tucker & Donato, 2001, pp. 4-5).

Early foreign language programs will not succeed if they are not well planned and carefully implemented. Curtain & Dahlberg (2000) recommend nine common pitfalls in the planning of early foreign language programs. And these nine pitfalls are:

1. Scheduling foreign language classes too infrequently or in sessions that are too short;
2. Treating foreign languages differently from other academic subjects;
3. Offering only commonly taught languages without considering other important world languages;
4. Implementing a new program in all grades at the same time;
5. Ignoring the needs of students who enter the program in later grades;
6. Failing to plan for appropriate articulation from elementary to secondary school programs;
7. Hiring teachers who do not have both language and teaching skills;
8. Planning and scheduling the foreign language program in isolation from the general curriculum;
9. Planning schedules and workloads that lead to teacher burnout.

(Curtain & Dahlberg, 2000, pp. 2-6)

Heining-Boynton (1990) explored six reasons that FLES declined in the 1950s-1960s in order to help evaluate existing foreign language programs. Besides “the usually quoted three reasons: 1) Lack of money; 2) Changes in curricular priorities; 3)

Xenophobia on the part of Americans” (Heining-Boynton, 1990, p. 503), there are six other reasons that led to the decline of FLES: “1) Lack of qualified teachers; 2) Unrealistic and/or inappropriate goals and objectives; 3) Incompatible pedagogy; 4) Lack of articulation; 5) Lack of homework, grades, and evaluation; 6) Lack of parent support” (Heining-Boynton, 1990, p. 504).

Summary

I focused on three areas of the literature review related with my topic: 1. Elementary school foreign language perspectives and attitudes, 2. Elementary school foreign language program implementation, and 3. Elementary school foreign language program evaluation based on methodological and theoretical foundation literature review.

First my literature review concentrated on logic model which demonstrates the value of using the theory of program as a framework. It provides a visual mapping for all the components (Inputs, Outputs, and Outcomes) that are necessary to the success of the foreign language program implementation. Then I introduced Epstein’s overlapping spheres of influence theory which showed the important perceptions held by all constituents who can help to shape student learning. After that, I did the literature review on perspectives and attitudes about the elementary school foreign language learning and teaching which reveals that early foreign language learning can help students to develop global perspective, and enhance their career potential opportunity. However it is hard to achieve the proficiency needed if foreign language study starts late. Therefore elementary school foreign language learning is critical. In addition, elementary school foreign

language learning has positive effects on academic achievement, cognition, problem solving skills. Then my literature review focused on elementary school foreign language program models. FLES, FLEX, and Immersion/Dual language models are the most commonly used foreign language programs in the United States. Each model has special characteristics and its merits. Next my literature concentrated on common challenges for implementing foreign language programs in the elementary school which are associated with issues of legislators/policy makers/educational leaders' support, scheduling, limited funding, and shortage of highly qualified teachers. After the implementation challenges, my literature review indicated the significance for stakeholder's involvement in the elementary school foreign language program implementation. Next, I presented the perceptions of African American and Hispanic students' studying foreign languages which indicated that foreign language study had little space in urban schools. African American and Hispanic students are under enrolled in foreign language classes. After that, I also conducted the literature review on the relationship between intercultural/global awareness and foreign language/Chinese education in the United States. Foreign language program implementation reflected all of the sociocultural variables and it is affected positively or negatively by historical, political climate, and economic conditions. Finally my literature review focuses on elementary school foreign language program evaluation. The shift from strict language acquisition to global understanding makes the United States learn a great deal by studying other countries

successful practices and policies. The United States also learned from its own foreign language development history.

Through completing this literature review on elementary school foreign language programs, I found very little research, if any, that combines logic model (Wholey, 1979) and overlapping spheres of influence theory (Epstein, 1987) with urban elementary school foreign language program evaluation. My research intends to bridge this missing gap by ascertaining the perspectives and attitudes of BRCPS stakeholders including students, parents, teachers, administrators (Cleveland, 2007), and board members towards the BRCPS Chinese language and culture program.

CHAPTER 3

METHODOLOGY

Introduction

I received the permission from BRCPS Superintendent/CEO to carry out my case study research at BRCPS for its Chinese language and culture program. Case study has a rich tradition of community studies, organizational research, and program evaluations (Yin, 2009). It documents the illustrative power of research that focuses in depth and in detail on specific instances of a phenomenon (Yin, 2009; Stake, 1995). The research question can focus on a specific organization, program, or process, and also on an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The research questions asked will determine what research methods are used (Check & Schutt, 2011). A question on Method Evaluability Assessment ascertains if the program can be evaluated, while a Method Needs Assessment question determines the level of need for the program. A question on Method Process Assessment (Formative Assessment) focuses on how the program operates. Method Summative Assessment (Outcomes/Impact Evaluation) involves a question on program impact. An efficiency Analysis question looks at how efficient the program is (Check & Schutt, 2011). My

research questions mainly ask about the BRCPS stakeholders' perspectives and attitudes relative to the degree of their satisfaction with the Chinese language and culture program, their attitudes on the importance of learning Chinese, their involvement in the program, and their intercultural/global awareness. My research questions are primarily focused on two areas: How does the program operate and what is the program's impact? Therefore my research method is a Case Study with Process Assessment (Formative Assessment) and Summative Assessment (Outcomes/Impact Evaluation; Bennett, 2010). I used linear but interactive process case study as the general paradigm to guide this evaluation research.

How can an evaluation (Grammatikopoulos, 2012) researcher bring all the aspects of a program together, summarizing it in an easy-to-understand fashion? One common method is to create a chart or diagram of the program that shows how all the pieces related to each other. This type of diagram is called a logic model (Check & Schutt, 2011). Logic model technique has become increasingly useful doing case study evaluation (Yin, 2009). The use of logic model consists of matching empirically observed events to theoretically predicated events (Alter & Murty, 1997). The logic model contains a "metric", whereby the positioning of the activities or the height of the circle can be defined as a result of analyzing actual data.

❖ Setting

The BRCPS Chinese language and culture program is a FLES model. Students learn Mandarin Chinese every day for 20-55 minutes through thematic curriculum units

developed by Chinese teachers based on national standards for foreign language learning and the five Cs: Communication, Cultures, Connections, Comparisons, and Communities (ACTFL, 2011). The program not only includes well-articulated goals, research-based classroom assessment, collaborative evaluation, but also embraces a professional development plan, a curriculum development process, and high level of responsiveness to the needs of students, teachers, and families. Chinese classes will expand to school-wide in all grades from Kindergarten 1 to Grade 6 for all students in school year 2015-2016.

There are one hundred and fifty-seven (157) employees, ten (10) board members, and nine hundred and forty-four (944) students at BRCPS. Approximately 122 (78%) of employees are White, five (3%) are Chinese teachers, and the rest employees are African American and Hispanic people. Eighty percent (80%) of the board members are African American, ten percent (10%) are White, and 10% are Hispanic. Ninety-eight percent (98%) of students are African American and Hispanic. Seven (7) board members, eighty-nine (89) administrators/teachers, five hundred and thirty-eight (538) parents, and five hundred and twenty-six (526) students participated in my surveys representing seventy percent (70%) of board members, fifty-seven percent (57%) of administrators/teachers, fifty-seven percent (57%) of parents, and fifty-six percent (56%) of student body.

Mixed Methods Case Study Design

“The more quantitative evaluator usually emphasizes productivity and effectiveness criteria, using measurements on a few outcome scales to make the case. The more qualitative evaluator usually emphasizes the quality of activities and processes,

portraying them in narrative description and interpretive assertion” (Stake, 1995). The strengths of both quantitative and qualitative research can provide the best understanding of research questions (Creswell, 2009). Mixed methods approach combines quantitative and qualitative surveys and represents pragmatic worldview. As the case researcher, and also the program evaluator, I choose the mixed methods for this case study. Both quantitative and qualitative surveys are designed for this research by the researcher with the help of Dr. Yan, the researcher’s advisor and Dr. Cazabon, the researcher’s mentor. I also took a lot of references from existing surveys (Cleveland, 2007; Heining-Boynton, 1990; Heining-Boynton, 1991).

A sequential explanatory strategy was adopted for this mixed methods case study evaluation (Creswell, 2009; Cleveland, 2007). It is characterized by the qualitative follow-up phase building on and helping to explain the initial quantitative phase (Creswell, 2009). The intent of this two-phase sequential mixed methods study is to examine/evaluate an urban Chinese language and cultural program at BRCPS.

In the first phase, quantitative research questions will not only address the perspectives and attitudes of participating school staff (board members, administrators, and teachers), parents, and students relative to the degree of their satisfaction with the program, their attitudes on the importance of learning Chinese, their involvement in the program, and their intercultural/global awareness, but also compare the similarity and dissimilarity of the stakeholders’ perceptions and attitudes according to their gender, grade connection, racial backgrounds, length of time and involvement with BRCPS, and

SES (Heining-Boynton, 1991). Information from this first phase will be explored further in a second qualitative phase.

In the second phase, one on one qualitative staff interviews and parent focus group interviews and all the staff/parents/students' open-response items from their quantitative surveys will be used to probe significant quantitative results (Creswell, 2009).

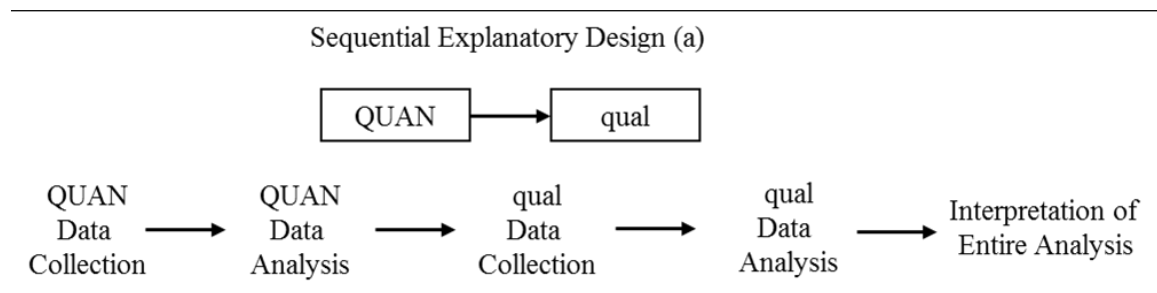


Figure 5. Sequential Explanatory Design (a).

Adapted from *Research design: Qualitative, quantitative, and mixed methods approaches* (p. 209), by Creswell et al., 2003, 2009, CA: SAGE Publications. Copyright 2009 by SAGE Publications, Inc. Adapted with permission.

Mixed methods analysis gives my research the depth and breadth that are unavailable in either quantitative research design or qualitative research design by converging both quantitative (broad numeric trends) and qualitative (detailed views) data. It also reveals the BRCPS Chinese language and culture program's strengths and weakness apparent.

Quantitative Study Design

I administrated quantitative surveys to ascertain the perspectives and attitudes of school staff (board members, administrators, and teachers), parents, and students toward

BRCPS Chinese language and culture program including their relative satisfaction, attitude, involvement, and intercultural/global awareness. The purpose is to support the development of recommendations to improve quality and the sustainability of the BRCPS Chinese language and culture program.

Instrumentation

The perception and attitude survey was used to gather statistical data about the BRCPS school staff (board members, administrators, and teachers), parents, and students toward its Chinese language and culture program including their satisfaction with the program, attitude on the importance of learning Chinese, involvement with the program, and their intercultural/global awareness. It also compared the similarity and dissimilarity of the stakeholders' perceptions and attitudes according to their gender, racial background, length of time and involvement with BRCPS, SES, and grade connection. The survey instrument used was a traditional pencil and paper survey. It takes approximately 15 minutes to administer the survey.

The perceptions and attitudes of the stakeholders toward BRCPS Chinese language and culture program was identified by four composite variables: Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness. Each composite variable was presented by 10 related variables for the staff and parent surveys. As a result, the staff and parent survey consists of 40 research questions plus 10 background information questions and one open-response question. Due to student's age, grade, and developmental level, the number of research question and the question description in

student survey is different from staff and parent survey. The survey for Kindergarten 1-Grade 1 student has 11 research questions plus one background information question and one open-response question. The survey for Grade 2 to Grade 6 student has 29 research questions plus one background information question and one open-response question.

For the staff and parent survey, each question used a Likert scale. Participants are asked whether they agree or disagree with a statement. Responses ranges from “strongly agree” to “strongly disagree” with five total answer options. Each option is ascribed a score weight (1=strongly agree, 2= agree, 3=Neutral, 4=disagree, 5=strongly disagree). For scaled questions, it is important to include a “neutral” category. These scores are used in survey response analysis. Students were given a choice of only three responses of Yes, Not sure, and No. Kindergarten 1-Grade 1 student survey choices depicted facial expression visuals from which to choose for response. The researcher read questions one by one to all students to facilitate the survey administration.

Validity and Reliability

Pilot quantitative testing was conducted in December, 2013 in order to establish the content validity for my instrument (Creswell, 2009; Teijlingen & Hundley, 2001). After collecting 18 pilot studies preliminary data, I assessed the proposed data analysis techniques to uncover potential problems. My research questions, format, and scales were adjusted and improved. The pilot study assisted me to refine my data collection plans with respect to both the content of the data and the procedures to be followed (Yin, 2009) Therefore the research instrument was further developed and its adequacy was tested.

The pilot study helped me to improve my ability to manage this research (Marshall & Rossman, 2011).

Surveys can be used to measure psychological “constructs” such as motivation, anxiety, personality, or willingness to communicate (Davis, 2011). My instrument’s reliability (internal consistency) was tested by Cronbach alpha through SPSS. In the social science research, a Cronbach’s alpha is greater than .7 is considered acceptable. A Cronbach’s alpha is greater than .8 is preferred and considered “good reliability”. My staff survey instrument Cronbach’s alpha is .95, my parent survey instrument Cronbach’s alpha is .95 as well, and my student survey instrument Cronbach’s alpha is .88. The merged survey instrument for staff, parent, and student Cronbach’s alpha is .95. Therefore my instrument’s reliability is good/high.

Qualitative Study Design

One on one, face to face qualitative staff interviews and parent focus group interviews and staff/parent/student open-response items were conducted in a second phase that built on the results of the initial quantitative results. A sequential explanatory design is typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. The qualitative data collection (Marshall & Rossman, 2011) that follows can be used to examine these surprising results in more detail (Creswell, 2009).

Materials

In addition to the notes, both one on one and focus group interviews were video recorded, so that I (researcher) could have a reliable reference of what is being said. During the data analysis, I compared the transcription to the video recording to ensure accuracy (Cleveland, 2007).

Procedures

There are five sections of parent focus group interviews from Feb. 25 to Feb. 28, 2014. Each section lasted for about 30 minutes. All the parent focus group interviews were conducted at BRCPS. This location was selected because of the convenience for parents. They either used their child drop off time in the early morning or their child pick up time in the late afternoon. There are six one on one staff interviews conducted in March, 2014. Each interview lasted for about 20 minutes. Four staff interviews of those six were conducted in the researcher's office and two staff interviews were conducted in staff's own offices because of their working convenience. The researcher set the appointments either at the staff lunch break or at their after school time. The researcher followed interview prescribed protocol that includes a heading, opening statement, and guiding questions in order to anticipate problems, expand resources, and target specific topics. Twenty (20) staff/121 parent/298 student open-response items were entered into SurveyMonkey by hand for TextAnalysis first, then they were transferred to Nvivo for further word frequency (word cloud) and text search (word tree) analysis.

Strategies for Data Collection

Pilot quantitative surveys were conducted and collected in December 2013. Both quantitative and qualitative surveys were carried out in January-March 2014 and both quantitative and qualitative data were collected in January-March 2014 as well. As mixed methods, the study is required to use various instruments and materials. Surveys were used for collecting quantitative data. One on one staff interviews and parent focus group interviews and staff/parent/student open-response items were used for collecting qualitative data. The details in quantitative and qualitative data collection were explained separately.

Quantitative Data Collection

Given the target group, I decided to administer the staff and parent surveys to the entire population (a census). Ten (10) surveys for school board members were distributed on a board of trustee's monthly meeting in January, 2014 and seven (7) surveys were returned. One hundred and fifty-seven (157) surveys for administrators and teachers were administrated on a school-wide professional development (PD) day in February, 2014 and 89 surveys were collected at the end of the PD day. Nine hundred and forty-four (944) surveys for parents were taken home by students and 538 surveys were returned two weeks later in January, 2014. Both staff (board members, administrators, and teachers) and parent return rate was 57%. Students were selected on the basis of convenience, such as availability of students in their Chinese classes, ease of accessibility for students who

do not have Chinese classes. Five hundred and twenty-six (526) surveys were returned which represented 56% of whole school student body.

Qualitative Data Collection

For the staff qualitative data collection, purposeful sampling was used so that staff were selected because they had experienced the central phenomenon (Creswell, 2009). Six (6) staff members including two leaders, four (4) teachers participated in my face to face interviews. Parent focus group interview candidates were chosen from whoever responded to me that they would like to do my focus group interview. A separate notice which was sent home with each survey to parents asking if they would like to take focus group interview. Fourteen (14) parents responded and attended my focus group interviews. For open-response data, I got 20 from staff, one hundred and twenty-one (121) from parents, and 298 from students in returned surveys.

Strategies for Data Analysis

Data analysis began simultaneously with the collection of data. Quantitative data were analyzed by SurveyMonkey for descriptive statistics and by Statistical Package for the Social Science (SPSS) for inferential statistics. Qualitative data were analyzed by both traditional coding and category system and computer-based qualitative data analysis. SurveyMonkey was used for TextAnalysis and Nvivo was used for word frequency (word cloud) and text search (word tree) analysis. The details in quantitative and qualitative data analysis were explained separately.

Quantitative Data Analysis

Given evaluation purpose and questions, I used surveys to collect my quantitative data because of two identified significant strengths: quick and efficient data collection/analysis and information free from interviewer bias/influence (Davis, 2011). The quantitative portion of the study was analyzed by SurveyMonkey and SPSS. Data collected by pencil and paper from staff, parents, and students were entered into SurveyMonkey manually. SurveyMonkey then generated results back to the researcher as descriptive statistic information, such as frequencies and percentages. The results were also downloaded into SPSS database for inferential statistic analysis, such as *t* test and one-way ANOVA.

Qualitative Data Analysis

I purposely conducted one on one interviews to collect my qualitative data because of its two important strengths: in-depth, detailed, rich information and Post-hoc response follow up (Davis, 2011); I used focus group interviews because they generated responses through group dynamics and public opinions (Davis, 2011); I also adopted 20 staff open-responses, one hundred and twenty-one (121) parent open-responses, and 298 student open-responses together with staff and parent interviews as qualitative data. The reason is that open-responses have two significant strengths by producing a wide range of possible answers and free expression of opinions. I not only use the traditional coding and category method, but also use the computer-based qualitative data analysis through

SurveyMonkey and Nvivo which helped to elaborate on or extend the quantitative results (Creswell, 2009).

❖ Procedures for the Protection of Human Subjects

I followed University of Massachusetts Boston Application to the Institutional Review Board (IRB)'s protocol. My research has been reviewed and approved as expedited review by the University of Massachusetts Boston IRB, Assurance#FWA00004634. It is effective from June 20, 2013 to June 20, 2014. Expedited review is conducted for studies that are of no more than minimal risk. Examples of research include completion of a questionnaire in which the materials are not of a sensitive nature and do not focus on vulnerable human subjects (such as prisoners or pregnant women). Use of personally identifying information such as names, addresses, student ID, etc., (even if they are kept confidential) and a minimal level of risk are emphasized in expedited review (University of Massachusetts Boston, 2014).

Precisely, my research qualifies for Expedited Review category seven:

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies (University of Massachusetts Boston, 2014).

❖ Weakness of the Mixed Methods Research Approach

Mixed methods research employs the combination of quantitative and qualitative approaches by utilizing the strengths of both quantitative and qualitative research.

However the problems addressed are complex, meanwhile mixed methods research is

relatively new in the social and human sciences as a distinct research, so the use of mixed methods may be inadequate to address the problem's complexity as deep as either quantitative research or qualitative research done independently of the other. Another challenge for this method includes the need for extensive data collection, the time-consuming process nature of analyzing both descriptive/inferential numeric data and description/thematic text or image data. The researcher is required to be familiar with both quantitative and qualitative forms of research.

CHAPTER 4

FINDINGS

Findings from Quantitative Data

Findings from quantitative data are from Research Question 1: Stakeholders' perceptions and attitudes and Research Question 2: Stakeholders' similar and dissimilar perceptions and attitudes. Below is the detail findings from quantitative results about stakeholders' perceptions and attitudes (Research Question 1) and stakeholders' similar and dissimilar perceptions and attitudes (Research Question 2).

Stakeholders' Perceptions and Attitudes

Research Question 1: What are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students toward the BRCPS Chinese language and culture program? This question includes the degree of their satisfaction with the program, their attitudes on the importance of learning Chinese, their involvement in the program, and their intercultural/global awareness. The frequencies and percentages of the four composite variables Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness are calculated by SurveyMonkey. The percentage of agreement is the sum of the "strongly agree" and "agree" percentages. Each composite

variable was presented by 10 related research questions. The percentage of agreement for each composite variable is the average of responses from all the stakeholders who are BRCPS administrators, teachers, board members, parents, and students in the 10 research questions.

Composite Variable 1: Satisfaction with the Program (Survey Question 1-10)

On average 67% of BRCPS stakeholders are satisfied with the current Chinese language and culture program model. On average 85% of the stakeholders indicate their highest agreement that conducting school-wide Chinese cultural activities, such as the Chinese New Year celebration, enhances Chinese language learning for students. On average 52% of the stakeholders report their lowest agreement that Chinese teachers possess adequate classroom management skills.

Table 1.

Percentage of Satisfaction from Higher to Lower Score

Satisfaction	Aver. %
Q5. Culture activities	85
Q1. Chinese Learning	78
Q3. Program promotion	71
Q4. Curriculum reinforcement	67
Q8. Discipline supporting	66
Q10. Chinese model	66
Q9. Travel opportunity	64
Q2. Program goal	63
Q6. Target language	58
Q7. Classroom management	52
Average (%):	67

Composite Variable 2: Attitude on the Importance of Learning Chinese (Survey Question 11-20)

On average 72% of stakeholders demonstrate that learning Chinese is very important for BRCPS students. On average 87% of the stakeholders demonstrate their highest agreement that studying Chinese at BRCPS allows students to better understand and appreciate Chinese culture. On average 57% of the stakeholders show their lowest agreement that studying Chinese at BRCPS allows students to enhance their problem solving skills and creativity.

Table 2.

Percentage of Attitude from Higher to Lower Score

Attitude	Aver. %
Q12. Understanding/Appreciation	87
Q20. 21 st century skills	81
Q13. Diverse culture	80
Q19. Better respected	78
Q17. More competitive	77
Q11. Comfortable with Chinese speakers	76
Q18. Future careers	75
Q16. Academic achievement	64
Q14. Others reinforcement	58
Q15. Problem solving	57
Average (%):	72

Composite Variable 3: Involvement in the Program (Survey Question 21-30)

On average 55% of BRCPS stakeholders report strong involvement with the BRCPS Chinese language and culture program. On average 67% of the stakeholders demonstrate their highest agreement that they would recommend the BRCPS Chinese program to others because of their BRCPS experience. On average 30% of the stakeholders show their lowest agreement that they provide extra help for students to learn Chinese.

Table 3.

Percentage of Involvement from Higher to Lower Score

Involvement	Aver. %
Q30. Recommending program	67
Q23. Enjoy learning	65
Q21. Encouragement	63
Q26. Urge students to get help	62
Q22. Talking to students	59
Q28. Proud speaking Chinese	58
Q25. Participating celebration	52
Q29. Positive to Chinese people	50
Q27. Exposing to Chinese	46
Q24. Providing help	30
Average (%):	55

Composite Variable 4: Intercultural/Global Awareness (Survey Question 31-40).

On average 58% of the BRCPS stakeholders have strong intercultural and global awareness. On an average 89% of the stakeholders express their highest agreement that they enjoy being with people from other cultures. On average 32% of the stakeholders indicate their lowest agreement that they often think about Chinese.

Table 4.

Percentage of Intercultural/Global Awareness from Higher to Lower Score

<u>Intercultural/Global Awareness</u>	<u>Aver.</u>
	<u>%</u>
Q31. With other culture people	89
Q32. Eating ethnic foods	88
Q40. Avoiding different people	86
Q39. Comfortable to different people	61
Q38. Home decoration	54
Q33. Learn more about China	51
Q36. Students in China vs U.S.	43
Q35. Host Chinese student	38
Q34. Live with a Chinese family	34
Q37. Think about Chinese	32
Average (%):	58

Detail of Findings for Stakeholders' Perceptions and Attitudes

- Survey Question 1: Seventy percent (70%) of staff and 90% of parents and 68% of students demonstrate satisfaction that all BRCPS students have/will have the opportunity to learn Chinese. Parents have a higher degree of satisfaction (90%) than staff (70%) and students (68%).

- Survey Question 2: Seventy-seven percent (77%) of parents report more awareness of goals and objectives of Chinese program than staff (44%). Thirty-one percent (31%) of staff demonstrate neutrality on topic and 25% of staff demonstrate not knowing goals and objectives.
- Survey Question 3: Seventy-eight percent (78%) of staff and 78% of parents agree that the school promotes Chinese program by posting information through school website, media, and monthly Chinese newsletter.
- Survey Question 4: Parents (72%) and students (71%) have higher agreement than staff (43%) that the Chinese curriculum taught in BRCPS Chinese class enhances and reinforces the regular curriculum. Thirty-eight percent (38%) of staff show neutrality on topic and 18% of staff demonstrate disagreement with the topic.
- Survey Question 5: Eighty-three percent (83%) of staff and 88% of parents and 68% of students feel that conducting school-wide cultural activities enhances Chinese language learning for students.
- Survey Question 6: Staff (62%) and parents (80%) demonstrate higher agreement than students (24%) that Chinese teachers instruct the class by speaking Chinese most of the time. Thirty-four percent (34%) of staff report neutrality on topic. Forty-seven percent (47%) of students demonstrate disagreement with the topic and 29% of students demonstrate neutrality on topic.
- Survey Question 7: Parents (70%) demonstrate higher level of agreement than staff (36%) that Chinese teachers demonstrate adequate classroom management

skills. Thirty-three percent (33%) of staff show neutrality on topic and 31% of staff disagree with the topic.

- Survey Question 8: Fifty-three percent (53%) of staff and 79% of parents report that BRCPS staff support Chinese teachers' efforts to maintain discipline in creating an appropriate Chinese learning environment. Thirty-six percent (36%) of staff report neutrality on topic.
- Survey Question 9: Sixty percent (60%) of staff and 71% of parents and 69% of students agree that the Chinese program at BRCPS will open opportunities for staff/parents/students to travel and/or study in China.
- Survey Question 10: Thirty-two percent (32%) of staff recommend keeping the current model and 28% of staff recommend Chinese instruction for all K1-Grade 6 every day for the school year and 31% of staff recommend Chinese instruction for all K1-Grade 6 students three times a week for the school year and 15% of staff recommend Chinese instruction for K1-Grade 6 by trimester only.

Forty-three percent (43%) of parents recommend keeping the current model and 29% of parent recommend Chinese instruction for all K1-Grade 6 every day for the school year and 26% of parents recommend Chinese instruction for all K1-Grade 6 students three times a week for the school year and 4% of staff recommend Chinese instruction for K1-Grade 6 by trimester only.

- Survey Question 11: Eighty percent (80%) of staff and 83% of parents and 56% of students feel studying Chinese at BRCPS allows students to be more comfortable with Chinese speakers.
- Survey Question 12: Eighty-four percent (84%) of staff and 90% of parents and 76% of students demonstrate agreement that studying Chinese at BRCPS allows students to better understand and appreciate Chinese culture.
- Survey Question 13: Seventy-two percent (72%) of staff and 86% of parents and 64% of students agree that studying Chinese at BRCPS allows students to participate more freely with diverse cultural groups.
- Survey Question 14: Sixty percent (60%) of staff and 82% of parents report their agreement that studying Chinese at BRCPS has not jeopardized student progress in the other subject areas such as math or reading.
- Survey Question 15: Parents (64%) and students (65%) demonstrate higher level of agreement than staff (44%) that studying Chinese at BRCPS allows students to enhance their problem solving skills and creativity. Thirty-nine percent (39%) of staff demonstrate neutrality on topic.
- Survey Question 16: Fifty-two percent (52%) of staff and 68% of parent demonstrate their agreement that studying Chinese at BRCPS allows students to improve their academic achievement. Thirty-two percent (32%) of staff report neutrality on topic.

- Survey Question 17: Seventy-one percent (71%) of staff and 74% of parents agree that studying Chinese at BRCPS allows students to be more competitive in applying for middle/high school and college.
- Survey Question 18: Sixty-eight percent (68%) of staff and 78% of parents and 55% of students agree that studying Chinese at BRCPS allows students to be better prepared for future careers.
- Survey Question 19: Sixty-nine percent (69%) of staff and 81% of parents report that studying Chinese at BRCPS allows students to be better respected as individuals knowing more than one language, such as Chinese.
- Survey Question 20: Seventy-two percent (72%) of staff and 85% of parent feel that studying Chinese allows students to be able to demonstrate a valued 21st century skill to communicate in a foreign language, such as Chinese.
- Survey Question 21. Sixty-eight percent (68%) of staff and 87% of parents agree that they encourage students to make an effort in Chinese class. Thirty-one percent (31%) of staff indicate neutrality on topic.
- Survey Question 22: Parents (66%) indicate a higher level of agreement than staff (45%) that they talk to their children/students about the importance that knowing Chinese will have on their future. Forty-nine percent (49%) of staff demonstrate neutrality on topic. Sixty-one percent (61%) of children agree that their parents talk to them about the importance that knowing Chinese will have on their future.

Seventy-three percent (73%) of students agree that their teachers talk to them about the importance that knowing Chinese will have on their future.

- Survey Question 23: Fifty-seven percent (57%) of staff show their enjoyment of learning Chinese from students and 59% of students agree that they like to teach their teachers Chinese. Seventy-six percent (76%) of parents agree that they enjoy learning Chinese from their children and 63% of children agree that they like to teach their parents Chinese.
- Survey Question 24: Seventeen percent (17%) of staff and 41% of parents agree that they provide extra help for their students/children to learn Chinese. Fifty-seven percent (57%) of staff and 42% of parents report neutrality on topic.
- Survey Question 25: Staff (60%) indicate a higher agreement than parents (39%) that they participate in the Chinese New Year celebration. Thirty-six percent (36%) of parents demonstrate neutrality on topic. Sixty-seven (67%) of students agree that their teachers participate in the Chinese New Year celebration. Forty-two percent (42%) of children agree that their parents participate in the Chinese New Year celebration.
- Survey Question 26: Seventy-nine percent (79%) of parents prove that they urge their children to get help from the Chinese teacher if their children have problems in Chinese class and 48% of children agree with their parents. Fifty percent (50%) of staff demonstrate that they urge their children to get help from the Chinese

teacher if their children have problems in Chinese class and 62% of students agree with staff.

- Survey Question 27: Parents (65%) indicate a higher level of agreement than staff (23%) that they expose their children to Chinese outside of the Chinese class. Fifty-six percent (56%) of staff report neutrality on topic.
- Survey Question 28: Sixty-three percent (63%) of staff indicate the agreement that they are proud to see students speak to Chinese people in Chinese and 38% of students agree with staff. Seventy-eight percent (78%) of parents indicate the agreement that they are proud to see their children speak to Chinese people in Chinese and 45% of children agree with their parents.
- Survey Question 29: Parents (54%) indicate a higher level of agreement than staff (43%) that due to their personal experience with the BRCPS Chinese program, they have more positive feelings toward Chinese people. Fifty-three percent (53%) of staff and 39% of parents report neutrality on topic.
- Survey Question 30: Fifty-nine percent (59%) of staff and 75% of parents would recommend the BRCPS Chinese program to others because of their BRCPS experience.
- Survey Question 31: Ninety-eight percent (98%) of staff and 93% of parents and 64% of students enjoy being with people from other cultures.
- Survey Question 32: Ninety-two percent (92%) of staff and 91% of parents and 81% of students eat ethnic foods when they get the chance.

- Survey Question 33: Staff (53%) and students (51%) report a higher level of agreement than parents (42%) that they want to learn Chinese because they want to travel to China to learn more about the country. Thirty-three percent (33%) of staff and 39% of parents demonstrate neutrality on topic.
- Survey Question 34: Thirty-two (32%) of staff and 38% of parents and 24% of students agree that they would like to live with a Chinese family if they go on visits to China. Forty percent (40%) of staff and 40% of parents and 27% of students demonstrate neutrality on topic. Forty-nine percent (49%) of students disagree with the topic.
- Survey Question 35: Staff (52%) demonstrate a higher level of agreement than parents (37%) and students (27%) that they would like a student from China to come for a visit and participate in class/home. Thirty-two percent (32%) of staff and 40% of parents indicate neutrality on topic. Fifty-five percent (55%) of students do not like a student from China to come for a visit and participate in home.
- Survey Question 36: Parents (49%) demonstrate higher level of agreement than staff (31%) and students (36%) that students in China are like students in the United States. Thirty-two percent (32%) of staff and 34% of parents and 35% of students demonstrate neutrality on topic.
- Survey Question 37: Students (46%) demonstrate a higher level of agreement than staff (20%) and parents (28%) that they often think about Chinese. Forty-three

percent (43%) of staff and 44% of parents demonstrate neutrality on topic. Forty-one percent (41%) of students do not agree that they often think about Chinese.

- Survey Question 38: Staff (51%) demonstrate a higher level of agreement than parents (42%) that they decorate their homes with artifacts from other countries. Thirty-one percent (31%) of parents demonstrate neutrality on topic.
- Survey Question 39: Seventy-one percent (71%) of staff and 76% of parents and 52% of students feel comfortable when they talk to different people.
- Survey Question 40: Ninety-five percent (95%) of staff and 84% of parents and 78% of students demonstrate that they do not avoid people who are different from them.

Stakeholders' Similar and Dissimilar Perceptions and Attitudes

Research Question 2: How similar and dissimilar are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students? This question is analyzed by gender of all stakeholders; racial and working length of time and involvement with BRCPS are added lenses for staff perceptions and attitudes; SES is added for parent perceptions and attitudes; and grade connection is added for student perceptions and attitudes. Five specific questions are analyzed by *t* test or one-way ANOVA for inferential statistics. Four specific questions are analyzed by frequencies and percentages for descriptive statistics.

Inferential Statistic Findings for Stakeholders’ Similar and Dissimilar Perceptions and Attitudes

- 1) Is there a difference in staff’s perceptions and attitudes toward BRCPS Chinese language and culture program based on their racial backgrounds according to one-way ANOVA?

Racial backgrounds constituted the sample group for this research question on staff’s perceptions and attitudes toward BRCPS Chinese language and culture program. Eighty-three (83) respondents ($N=83$) completed a survey questionnaire that utilized a five point Likert scale for each variable. Degree choices ranged from “strongly agree” to “strongly disagree”. Specifically, this research question explored the differences among staff’s racial backgrounds and their perceptions and attitudes toward BRCPS Chinese language and culture program. Four composite variables were selected for examination:

- Satisfaction – Degree of satisfaction with the current Chinese language and culture program model and its operation
- Attitude – Attitude on the importance of learning Chinese for BRCPS students
- Involvement – Involvement in BRCPS Chinese language and culture program
- Intercultural/Global Awareness – Items pertaining to intercultural/global awareness

Each composite variable constituted 10 variables. Using SPSS, one-way ANOVA calculations were performed for each composite variable to determine the observed level of significance. For comparison, an accepted alpha level of 0.05 was used for each

composite variable to decide to reject or fail to reject the null hypothesis. Based on the inferential statistics, the following conclusions about staff's racial backgrounds and their perceptions and attitudes toward BRCPS Chinese language and culture program can be made.

First, two of the four null hypothesis were not rejected based on data from the sample group. No significant difference was found based on the staff's racial backgrounds for the composite variables Satisfaction and Intercultural/Global Awareness. This indicates that there does not seem to be any staff's racial background differences with regard to their satisfaction with BRCPS Chinese language and culture program and their intercultural/global awareness. The observed level of significance for each composite variable was greater than the accepted $\alpha=0.05$.

Second, two composite variables revealed observed significance levels that each of them was less than 0.05. Sample data for these composite variables indicate differences among staff's racial backgrounds for their attitudes on the importance of learning Chinese and their involvement in the BRCPS Chinese program. Specifically, these data suggest that White staff place the lowest degree of importance on learning Chinese for BRCPS students and demonstrate the lowest involvement in the BRCPS Chinese language and culture program.

Table 5.***Descriptive Statistics for All Staff's Perceptions and Attitudes Based on Their Racial Backgrounds***

Racial Background Status		N	Mean	Std. Deviation
Satisfaction	African American	28	21.04	5.39
	Hispanic	5	20.20	10.03
	White	47	23.30	5.14
	Asian	3	18.67	9.02
	Total	83	22.18	5.75
Attitude	African American	28	17.61	4.61
	Hispanic	5	19.00	9.33
	White	47	23.79	6.65
	Asian	3	20.67	9.45
	Total	83	21.30	6.84
Involvement	African American	24	20.58	6.12
	Hispanic	5	21.20	9.36
	White	47	25.04	6.06
	Asian	3	15.67	12.01
	Total	79	23.09	6.89
Intercultural /Global Awareness	African American	28	25.89	4.17
	Hispanic	5	25.80	8.41
	White	47	28.11	6.12
	Asian	3	24.00	7.21
	Total	83	27.07	5.74

Table 6.***Summary One-Way ANOVA Results for All Staff's Perceptions and Attitudes Based on Their Racial Backgrounds***

Source of Variation		Sum of Squares	df	Mean Square	F	p
Satisfaction	Between Groups	152.03	3	50.68	1.56	.205
	Within Groups	2562.26	79	32.43		
	Total	2714.29	82			
Attitude	Between Groups	700.25	3	233.42	5.88	.001
	Within Groups	3137.22	79	39.71		
	Total	3837.47	82			
Involvement	Between Groups	513.17	3	171.06	4.02	.010
	Within Groups	3191.22	75	42.55		
	Total	3704.38	78			
Intercultural/ Global Awareness	Between Groups	125.62	3	41.87	1.28	.286
	Within Groups	2575.95	79	32.61		
	Total	2701.57	82			

- 2) Is there a difference in staff's perceptions and attitudes toward BRCPS Chinese language and culture program based on their working length of time and involvement with BRCPS according to one-way ANOVA?

Working length of time and involvement with BRCPS constituted the sample group for this research question on staff's perceptions and attitudes toward BRCPS Chinese language and culture program. Eighty-three (83) respondents ($N=83$) completed a survey questionnaire that utilized a five point Likert scale for each variable. Degree choices ranged from "strongly agree" to "strongly disagree". Specifically, this research question explored the differences among staff's working length of time and involvement with BRCPS and their perceptions and attitudes toward BRCPS Chinese language and culture program. Four composite variables were selected for examination:

- Satisfaction – Degree of satisfaction with the current Chinese language and culture program model and its operation
- Attitude – Attitude on the importance of learning Chinese for BRCPS students
- Involvement – Involvement in BRCPS Chinese language and culture program
- Intercultural/Global Awareness – Items pertaining to intercultural/global awareness

Each composite variable constituted 10 variables. Using SPSS, one-way ANOVA calculations were performed for each composite variable to determine the observed level of significance. For comparison, an accepted alpha level of 0.05 was used for each composite variable to decide to reject or fail to reject the null hypothesis. Based on the

inferential statistics, the following conclusions about staff's working length of time and their perceptions and attitudes toward BRCPS Chinese language and culture program can be made.

First, three of the four null hypothesis were not rejected based on data from the sample group. No significant difference was found based on the staff's working length of time and involvement for the composite variables Satisfaction, Attitude, and Intercultural /Global Awareness. This indicates that there does not seem to be any staff's working length of time and involvement differences with regard to their satisfaction with BRCPS Chinese language and culture program, their attitudes on the importance of learning Chinese, and their intercultural/global awareness. The observed level of significance for each was greater than the accepted $\alpha=0.05$.

Second, one composite variable revealed an observed significance level that was less than 0.05. Sample data for this composite variable indicate a difference among staff's working length of time for their involvement in the BRCPS Chinese program. Specifically, this data suggest that staff who have worked more than 10 years demonstrate the highest involvement in BRCPS Chinese language and culture program.

Table 7.***Descriptive Statistics for All Staff's Perceptions and Attitudes Based on Their Working Length***

Working Length Status		N	Mean	Std. Deviation
Satisfaction				6.48
	2-5 years	34	22.50	4.93
	6-10 years	23	23.74	5.99
	more than 10 years	11	20.27	6.87
	Total	85	22.33	5.82
Attitude	Less than a year	17	22.24	5.98
	2-5 years	34	22.65	7.49
	6-10 years	22	20.27	6.85
	more than 10 years	11	17.27	4.63
	Total	84	21.24	6.85
Involvement	Less than a year	17	24.06	7.50
	2-5 years	33	25.18	5.91
	6-10 years	21	21.81	7.23
	more than 10 years	11	17.91	4.57
	Total	82	23.11	6.81
Intercultural/ Global	Less than a year	17	26.94	5.36
	2-5 years	34	27.09	5.61
Awareness	6-10 years	23	28.61	5.07
	more than 10 years	11	24.27	7.27
	Total	85	27.11	5.70

Table 8.***Summary One-Way ANOVA Results for All Staff's Perceptions and Attitudes Based on Their Working Length***

Source of Variation		Sum of Squares	df	Mean Square	F	p
Satisfaction	Between Groups	107.54	3	35.85	1.06	.370
	Within Groups	2733.23	81	33.74		
	Total	2840.78	84			
Attitude	Between Groups	277.87	3	92.62	2.05	.114
	Within Groups	3621.37	80	45.27		
	Total	3899.24	83			
Involvement	Between Groups	490.02	3	163.34	3.90	.012
	Within Groups	3270.00	78	41.92		
	Total	3760.01	81			
Intercultural/ Global Awareness	Between Groups	140.71	3	46.90	1.47	.230
	Within Groups	2589.34	81	31.97		
	Total	2730.05	84			

3) Is there a difference in parents' perceptions and attitudes toward BRCPS Chinese language and culture program based on their SES according to *t* test?

SES determined by free/reduced lunch level constituted the sample group for this research question on parents' perceptions and attitudes toward BRCPS Chinese language and culture program. Five hundred (500) respondents ($N=500$) completed a survey questionnaire that utilized a five point Likert scale for each variable and dichotomous question, a "yes/no" question for their SES. Degree choices ranged from "strongly agree" to "strongly disagree". Specifically, this research question explored the differences between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch and their perceptions and attitudes toward BRCPS Chinese language and culture program. Four composite variables were selected for examination:

- Satisfaction – Degree of satisfaction with the current Chinese language and culture program model and its operation
- Attitude – Attitude on the importance of learning Chinese for BRCPS students
- Involvement – Involvement in BRCPS Chinese language and culture program
- Intercultural/Global Awareness – Items pertaining to intercultural/global awareness

Each composite variable constituted 10 questions. Using SPSS, *t*-test calculations were performed for each composite variable to determine the observed level of significance.

For comparison, an accepted alpha level of 0.05 was used for each composite variable to

decide to reject or fail to reject the null hypothesis. Based on the inferential statistics, the following conclusions about parents' SES and their perceptions and attitudes toward BRCPS Chinese language and culture program can be made.

All of the four null hypothesis were not rejected based on data from the sample group. No significant difference between parents' SES was found for the composite variables Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness. This indicates that there does not seem to be any parents' SES status differences with regard to their satisfaction with BRCPS Chinese language and culture program, their attitudes on the importance of learning Chinese for BRCPS students, their involvement in the program, and their intercultural/global awareness. The observed level of significance for each was greater than the accepted $\alpha=0.05$.

Table 9.

Summary of SES Effects on All Parents' Perceptions and Attitudes

Topic		<u>SES</u>		<u>t</u>
		Qualified for Free/Reduced Lunch (n=358-360)	Not Qualified for Free/Reduced Lunch (n=140-141)	
Satisfaction	<u>M</u> <u>SD</u>	18.69 (6.3)	19.54 (5.49)	-1.50
Attitude	<u>M</u> <u>SD</u>	18.59 (6.95)	18.84 (7.03)	-.36
Involvement	<u>M</u> <u>SD</u>	20.43 (6.87)	21.57 (6.87)	-1.67
Intercultural/ Global Awareness	<u>M</u> <u>SD</u>	22.90 (5.51)	23.39 (5.46)	-.88

*p<.05 **p<.01 ***p<.001

- 4) Is there a difference in students' perceptions and attitudes toward BRCPS Chinese language and culture program based on their grade connection according to one-way ANOVA?

Grade connection constituted the sample group for this research question on students' perceptions and attitudes toward BRCPS Chinese language and culture program. Five hundred and fifteen (515) respondents ($N=515$) completed a survey questionnaire that utilized a three point Likert scale for each variable. Degree choices ranged from "yes" to "no". Specifically, this reach search question explored the differences between students' grade connection and their perceptions and attitudes toward BRCPS Chinese language and culture program. Four composite variables were selected for examination:

- Satisfaction – Degree of satisfaction with the current Chinese language and culture program model and its operation
- Attitude – Attitude on the importance of learning Chinese for BRCPS students
- Involvement – Involvement in BRCPS Chinese language and culture program
- Intercultural/Global Awareness – Items pertaining to intercultural/global awareness

Each composite variable constituted 2-10 questions. Using SPSS, one-way ANOVA calculations were performed for each composite variable to determine the observed level of significance. For comparison, an accepted alpha level of 0.05 was used for each composite variable to decide to reject or fail to reject the null hypothesis. Based on the

inferential statistics, the following conclusions about students' grade connection and their perceptions and attitudes toward BRCPS Chinese language and culture program can be made.

All of the four null hypothesis were rejected based on data from the sample group. Significant difference between grade connections was found for the composite variables Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness. This indicates that there seem to be students' grade connection differences with regard to their satisfaction with BRCPS Chinese language and culture program, their attitudes on the importance of learning Chinese for BRCPS students, their involvement in the program, and their intercultural/global awareness. The observed level of significance for each was less than the accepted $\alpha=0.05$. Specifically, these data suggest that Kindergarten 1-Grade 1 students demonstrate the highest agreement on the four composite variables: Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness.

Table 10.***Descriptive Statistics for All Students' Perceptions and Attitudes Based on Their Grade******Connection***

Grade Connection Status		N	Mean	Std. Deviation
Satisfaction	K1-G1	275	2.87	1.26
	G2-G4	181	7.78	2.24
	G5-G6	57	9.07	2.87
	Total	513	5.29	3.23
Attitude	K1-G1	275	4.35	1.76
	G2-G4	181	7.60	2.46
	G5-G6	57	7.75	2.96
	Total	513	5.87	2.73
Involvement	K1-G1	276	2.95	1.37
	G2-G4	181	7.23	2.39
	G5-G6	58	6.69	2.23
	Total	515	4.88	2.80
Intercultural/ Global	K1-G1	275	3.30	1.86
	G2-G4	181	17.61	3.96
Awareness	G5-G6	58	19.31	2.81
	Total	514	10.14	7.90

Table 11.***Summary One-Way ANOVA Results for All Students' Perceptions and Attitudes Based on Their Grade Connection***

Source of Variation		Sum of Squares	df	Mean Square	F	p
Satisfaction	Between Groups	3557.39	2	1778.69	504.43	.000
	Within Groups	1798.34	510	3.53		
	Total	5355.72	512			
Attitude	Between Groups	1384.66	2	692.33	145.42	.000
	Within Groups	2428.10	510	4.76		
	Total	3812.76	512			
Involvement	Between Groups	2216.24	2	1108.12	310.53	.000
	Within Groups	1827.06	512	3.57		
	Total	4043.29	514			
Intercultural/ Global Awareness	Between Groups	27844.23	2	13922.12	1689.39	.000
	Within Groups	4211.11	511	8.24		
	Total	32055.35	513			

5) Is there a difference in all stakeholders' perceptions and attitudes toward BRCPS Chinese language and culture program based on their gender according to *t* test?

Male and female stakeholders constituted the sample group for this research question on all stakeholders' perceptions and attitudes toward BRCPS Chinese language and culture program. Six hundred and ten (610) respondents ($N=610$) completed a survey questionnaire that utilized a five point Likert scale for each variable. Degree choices ranged from "strongly agree" to "strongly disagree". Specifically, this research question explored the differences between males and females and their perceptions and attitudes toward BRCPS Chinese language and culture program. Four composite variables were selected for examination:

- Satisfaction – Degree of satisfaction with the current Chinese language and culture program model and its operation
- Attitude – Attitude on the importance of learning Chinese for BRCPS students
- Involvement – Involvement in BRCPS Chinese language and culture program
- Intercultural/Global Awareness – Items pertaining to intercultural/global awareness

Each composite variable constituted 2-10 variables. Using SPSS, *t*-test calculations were performed for each composite variable to determine the observed level of significance.

For comparison, an accepted alpha level of 0.05 was used for each composite variable to decide to reject or fail to reject the null hypothesis. Based on the inferential statistics, the

following conclusions about stakeholders' gender and their perceptions and attitudes toward BRCPS Chinese language and culture program can be made.

All of the four null hypothesis were not rejected based on data from the sample group. No significant difference between males and females was found for the composite variables Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness. This indicates that there does not seem to be any stakeholders' gender differences with regard to their satisfaction with BRCPS Chinese language and culture program, their attitudes on the importance of learning Chinese for BRCPS students, their involvement in the program, and their intercultural/global awareness. The observed level of significance for each was greater than the accepted $\alpha=0.05$.

Table 12.

Summary of Gender Effects on All Stakeholders' Perceptions and Attitudes

Topic		Gender		t
		Males (n=100-103)	Females (n=505-508)	
Satisfaction	<u>M</u> <u>SD</u>	20.26 (6.58)	19.19 (6.10)	1.61
Attitude	<u>M</u> <u>SD</u>	20.07 (7.46)	18.68 (6.71)	1.88
Involvement	<u>M</u> <u>SD</u>	21.85 (7.38)	20.73 (6.70)	1.50
Intercultural/ Global Awareness	<u>M</u> <u>SD</u>	25.38 (7.19)	24.80 (5.68)	.77

*p<.05 **p<.01 ***p<.001

Descriptive Statistic Findings for Stakeholders' Similar and Dissimilar Perceptions and Attitudes

- 1) Is there a difference in staff's perceptions and attitudes toward BRCPS Chinese language and culture program based on their racial backgrounds according to frequencies and percentages?

Across racial backgrounds, there is a maximum 24% difference in staff's perceptions and attitudes toward BRCPS Chinese language and culture program between Asian and White staff. On average 76% of Asian staff, seventy percent (70%) of African American staff, sixty-seven percent (67%) of Hispanic staff, and 52% of White staff are satisfied with BRCPS Chinese language and culture program.

Composite Variable 1: Satisfaction with the program (Survey Question 1-10)

Across racial backgrounds, there is a maximum 28% difference in staff's satisfaction with the BRCPS Chinese program between African American and White staff. African American staff demonstrate the highest satisfaction with the program (average 75%) and White staff demonstrate the lowest satisfaction with the program (average 47%).

Table 13.

Percentage of Satisfaction with the Program vs Staff Racial Backgrounds

Satisfaction	Bla (28) (34%)	His (5) (6%)	Whi (48) 58%	Asi (5) (6%)
Q1. Chinese Learning	89	80	54	100
Q2. Program goal	65	60	33	60
Q3. Program promotion	70	80	84	80
Q4. Curriculum reinforcement	71	80	24	60
Q5. Culture activities	92	100	75	100
Q6. Target language	75	80	48	100
Q7. Classroom management	59	60	17	40
Q8. Discipline supporting	78	80	35	60
Q9. Travel opportunity	83	80	39	80
Q10. Chinese model	63	40	59	60
Average (%):	75	74	47	74

Composite Variable 2: Attitude on the importance of learning Chinese (Survey Question 11-20)

Across racial backgrounds, there is a maximum 26% difference in staff's attitudes on the importance of learning Chinese between African American and White staff.

African American staff demonstrate the highest agreement on the importance of learning Chinese for students (average 83%) and the White staff demonstrate the lowest agreement on the importance of learning Chinese for BRCPS students (average 57%).

Table 14.

Percentage of Attitude on the Importance of Learning Chinese vs Staff Racial

Backgrounds

Attitude	Bla (28) (34%)	His (5) (6%)	Whi (48) 58%	Asi (5) (6%)
Q11. Comfortable with Chinese speakers	89	80	73	80
Q12. Understanding/Appreciation	96	80	75	100
Q13. Diverse culture	93	60	59	80
Q14. Others reinforcement	72	60	50	80
Q15. Problem solving	51	80	35	60
Q16. Academic achievement	69	80	41	40
Q17. More competitive	88	60	62	100
Q18. Future careers	90	60	56	80
Q19. Better respected	90	60	53	80
Q20. 21 st century skills	96	60	61	60
Average (%):	83	68	57	76

Composite Variable 3: Involvement in the program (Survey Question 21-30)

Across racial backgrounds, there is a maximum 24% difference in staff's involvement in the program between Asian and White staff. Asian staff demonstrate the highest agreement on their involvement in the program (average 68%) and the White staff demonstrate the lowest agreement on their involvement in the program (average 44%).

Table 15.

Percentage of Involvement in the Program vs Staff Racial Backgrounds

Involvement	Bla (28) (34%)	His (5) (6%)	Whi (48) 58%	Asi (5) (6%)
Q21. Encouragement	83	80	65	75
Q22. Talking to students	48	60	46	50
Q23. Enjoy learning	71	40	52	75
Q24. Providing help	22	40	12	50
Q25. Participating celebration	46	60	69	100
Q26. Urge students to get help	63	60	42	50
Q27. Exposing to Chinese	16	40	19	60
Q28. Proud speaking Chinese	82	60	58	80
Q29. Positive to Chinese people	65	60	32	80
Q30. Recommending program	82	60	49	60
Average (%):	58	56	44	68

Composite Variable 4: Intercultural/Global Awareness (Survey Question 31-40).

Across racial backgrounds, there is a maximum 26% difference in staff's intercultural/global awareness between Asian and White staff. Asian staff demonstrate the highest level of intercultural/global awareness (average 84%) and the White staff demonstrate the lowest intercultural/global awareness (average 58%).

Table 16.

Percentage of Intercultural/Global Awareness vs Staff Racial Backgrounds

Intercultural/Global Awareness	Bla (28) (34%)	His (5) (6%)	Whi (48) 58%	Asi (5) (6%)
Q31. With other culture people	100	100	98	100
Q32. Eating ethnic foods	89	100	92	80
Q33. Learn more about China	71	60	49	60
Q34. Live with a Chinese family	39	40	32	80
Q35. Host Chinese student	62	60	52	80
Q36. Students in China vs U.S.	25	80	25	100
Q37. Think about Chinese	16	40	18	60
Q38. Home decoration	72	40	42	80
Q39. Comfortable to different people	64	80	77	100
Q40. Avoiding different people	96	100	92	100
Average (%):	63	70	58	84

- 2) Is there a difference in staff's perceptions and attitudes toward BRCPS Chinese language and culture program based on their working length of time and involvement with BRCPS according to frequencies and percentages?

Across working length of time and involvement with BRCPS, there is a maximum 24% difference in staff's perceptions and attitudes toward BRCPS Chinese language and culture program between staff who have worked for more than 10 years and staff who have worked for 2-5 years. On average 76% of staff who have worked for more than 10 years, on average 62% of staff who have worked for 6-10 years, on average 55% of staff who have worked for less than one year, and 52% of staff who have worked for 2-5 years are satisfied with BRCPS Chinese language and culture program.

Composite Variable 1: Satisfaction with the program (Survey Question 1-10)

Across working length of time and involvement with BRCPS, there is a maximum 36% difference in staff’s satisfaction with the BRCPS Chinese program between staff who have worked for more than 10 years and staff who have worked for less than one year. Staff who have worked for more than 10 years demonstrate the highest satisfaction with the program (average 79%), while staff who have worked for less than one year demonstrate the lowest satisfaction with the program (average 43%).

Table 17.

Percentage of Satisfaction with the Program vs Staff Working Length

Satisfaction	<1 year (17) (20%)	2-5 years (34) (40%)	6-10 years (23) (27%)	>10 years (11) (13%)
Q1. Chinese learning	59	53	87	91
Q2. Program goal	42	33	45	63
Q3. Program promotion	53	83	86	100
Q4. Curriculum reinforcement	18	33	48	81
Q5. Culture activities	70	79	82	100
Q6. Target language	41	56	74	82
Q7. Classroom management	18	27	39	63
Q8. Discipline supporting	30	44	65	81
Q9. Travel opportunity	47	53	60	82
Q10. Chinese model	53	59	75	44
Average (%):	43	52	66	79

Composite Variable 2: Attitude on the importance of learning Chinese (Survey Question 11-20)

Across working length of time and involvement with BRCPS, there is a maximum 19% difference in staff’s attitudes on the importance of learning Chinese between staff who have worked for more than 10 years and staff who have worked for 2-5 years. Staff who have worked for more than 10 years demonstrate the highest agreement on the importance of learning Chinese for BRCPS students (average 78%), while staff who have worked for 2-5 years demonstrate the lowest agreement on the importance of learning Chinese for BRCPS students (average 59%).

Table 18.

Percentage of Attitude on the Importance of Learning Chinese vs Staff Working Length

Attitude	<1 year (17) (20%)	2-5 years (34) (40%)	6-10 years (23) (27%)	>10 years (11) (13%)
Q11. Comfortable with Chinese speakers	65	73	86	100
Q12. Understanding/Appreciation	71	76	91	100
Q13. Diverse culture	53	65	77	11
Q14. Others reinforcement	65	52	64	91
Q15. Problem solving	41	44	29	54
Q16. Academic achievement	44	44	62	72
Q17. More competitive	75	57	81	90
Q18. Future careers	71	54	73	82
Q19. Better respected	63	65	73	91
Q20. 21 st century skills	71	62	82	91
Average (%):	62	59	72	78

Composite Variable 3: Involvement in the program (Survey Question 21-30)

Across working length of time and involvement with BRCPS, there is a maximum 43% difference in staff’s involvement in the program between staff who have worked for more than 10 years and staff who have worked for 2-5 years. Staff who have worked for more than 10 years demonstrate the highest agreement on their involvement in the program (average 79%), while and the staff who have worked for 2-5 years demonstrate the lowest agreement on their involvement in the program (average 36%).

Table 19.

Percentage of Involvement in the Program vs Staff Working Length

Involvement	<1 year (17) (20%)	2-5 years (34) (40%)	6-10 years (23) (27%)	>10 years (11) (13%)
Q21. Encouragement	70	56	72	91
Q22. Talking to students	59	25	60	72
Q23. Enjoy learning	59	53	53	100
Q24. Providing help	24	6	20	36
Q25. Participating celebration	70	57	53	73
Q26. Urge students to get help	59	28	52	81
Q27. Exposing to Chinese	12	6	39	54
Q28. Proud speaking Chinese	64	48	67	91
Q29. Positive to Chinese people	30	35	44	90
Q30. Recommending program	65	45	65	100
Average (%):	51	36	53	79

Composite Variable 4: Intercultural/Global Awareness (Survey Question 31-40).

Across working length of time and involvement with BRCPS, there is a maximum 13% difference in staff’s intercultural/global awareness between staff who have worked for more than 10 years and staff who have worked for 6-10 years. Staff who have worked for more than 10 years demonstrate the highest level of intercultural/global awareness (average 69%), while the staff who have worked for 6-10 years demonstrate the lowest intercultural/global awareness (average 56%).

Table 20.

Percentage of Intercultural/Global Awareness vs Staff Working Length

Intercultural/Global Awareness	<1 year (17) (20%)	2-5 years (34) (40%)	6-10 years (23) (27%)	>10 years (11) (13%)
Q31. With other culture people	94	100	100	100
Q32. Eating ethnic foods	88	91	91	91
Q33. Learn more about China	53	53	50	90
Q34. Live with a Chinese family	36	33	29	45
Q35. Host Chinese student	58	54	44	72
Q36. Students in China vs U.S.	35	30	9	54
Q37. Think about Chinese	28	12	23	36
Q38. Home decoration	47	53	52	54
Q39. Comfortable to different people	88	70	63	63
Q40. Avoiding different people	94	97	100	82
Average (%):	62	59	56	69

3) Is there a difference in parents' perceptions and attitudes toward BRCPS Chinese language and culture program based on their SES according to frequencies and percentages?

Across SES determined by free/reduced lunch level, there is a maximum 3% difference in parents' perceptions and attitudes toward BRCPS Chinese language and culture program between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch. On average 70% of parents whose children qualify for free/reduced lunch and on average 67% of parents whose children do not qualify for free-reduced lunch are satisfied with BRCPS Chinese language and program.

Composite Variable 1: Satisfaction with the program (Survey Question 1-10)

Across SES determined by free/reduced lunch level, there is a 2% difference in parents' satisfaction with the BRCPS Chinese program between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch. On average 76% of parents whose children qualify for free/reduced lunch and on average 74% of parents whose children do not qualify for free-reduced lunch are satisfied with the program.

Table 21.

Percentage of Parent Satisfaction with the Program vs SES

Satisfaction	Qualified for Free/Reduced Lunch %	Not Qualified for Free/Reduced Lunch %
Q1. Chinese learning	90	89
Q2. Program goal	81	65
Q3. Program promotion	79	75
Q4. Curriculum reinforcement	73	70
Q5. Culture activities	86	90
Q6. Target language	80	81
Q7. Classroom management	72	66
Q8. Discipline supporting	79	74
Q9. Travel opportunity	73	63
Q10. Chinese model	50	68
Average (%):	76	74

Composite Variable 2: Attitude on the importance of learning Chinese (Survey Question 11-20)

Across SES determined by free/reduced lunch level, there is a 1% difference in parents' attitudes on the importance of learning Chinese between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch. On average 79% of parents whose children qualify for free/reduced lunch and on average 78% of parents whose children do not qualify for free/reduced lunch agree on the importance of learning Chinese for their children.

Table 22.

Percentage of Parent Attitude on the Importance of Learning Chinese vs SES

Attitude	Qualified for Free/Reduced Lunch %	Not Qualified for Free/Reduced Lunch %
Q11. Comfortable with Chinese speakers	83	81
Q12. Understanding/Appreciation	91	89
Q13. Diverse culture	87	84
Q14. Others reinforcement	83	83
Q15. Problem solving	66	55
Q16. Academic achievement	66	72
Q17. More competitive	72	75
Q18. Future careers	80	74
Q19. Better respected	80	81
Q20. 21 st century skills	85	84
Average (%):	79	78

Composite Variable 3: Involvement in the program (Survey Question 21-30)

Across SES determined by free/reduced lunch level, there is a 6% difference in parents' involvement with the BRCPS Chinese program between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch. On average 67% of parents whose children qualify for free/reduced lunch and on average 61% of parents whose children do not qualify for free/reduced lunch agree on their involvement in the program.

Table 23.

Percentage of Parent Involvement in the Program vs SES

Involvement	Qualified for Free/Reduced Lunch %	Not Qualified for Free/Reduced Lunch %
Q21. Encouragement	88	84
Q22. Talking to students	66	60
Q23. Enjoy learning	76	76
Q24. Providing help	42	36
Q25. Participating celebration	38	35
Q26. Urge students to get help	80	75
Q27. Exposing to Chinese	64	64
Q28. Proud speaking Chinese	79	74
Q29. Positive to Chinese people	59	39
Q30. Recommending program	77	71
Average (%):	67	61

Composite Variable 4: Intercultural/Global Awareness (Survey Question 31-40).

Across SES determined by free/reduced lunch level, there is a 3% difference in parents' intercultural/global awareness between parents whose children qualify for free/reduced lunch and parents whose children do not qualify for free/reduced lunch. On average 59% of parents whose children qualify for free/reduced lunch and on average 56% of parents whose children do not qualify for free/reduced lunch demonstrate their agreement on intercultural/global awareness.

Table 24.

Percentage of Parent Intercultural/Global Awareness vs SES

Intercultural/Global Awareness	Qualified for Free/Reduced Lunch %	Not Qualified for Free/Reduced Lunch %
Q31. With other culture people	92	92
Q32. Eating ethnic foods	91	91
Q33. Learn more about China	42	35
Q34. Live with a Chinese family	41	29
Q35. Host Chinese student	40	36
Q36. Students in China vs U.S.	53	41
Q37. Think about Chinese	31	18
Q38. Home decoration	40	45
Q39. Comfortable to different people	76	79
Q40. Avoiding different people	84	90
Average (%):	59	56

- 4) Is there a difference in students' perceptions and attitudes toward BRCPS Chinese language and culture program based on their grade connection according to frequencies and percentages?

Across grade connection, there is a maximum 21% difference in students' perceptions and attitudes toward BRCPS Chinese language and culture program between Kindergarten 1-Grade 1 students and Grade 5-Grade 6 students. On average 71% of Kindergarten 1-Grade 1 students, and on average 56% of Grade 2-Grade 4 students, and on average 50% of Grade 5-Grade 6 students are satisfied with BRCPS Chinese language and culture program.

Composite Variable 1: Satisfaction with the program (Survey Question 1-10)

Across grade connection, there is a maximum 18% difference in students' satisfaction with the program between Grade 2-Grade 4 students and Grade 5-Grade 6 students. Grade 2-Grade 4 students demonstrate the highest satisfaction with the program (average 62%), while Grade 5-Grade 6 students demonstrate the lowest satisfaction with the program (average 44%).

Table 25.

Percentage of Student Satisfaction with the Program vs Grade Connection

Satisfaction	K1-G1 (276) (54%)	G2-G4 (181) (35%)	G5-G6 (58) (11%)
Q1. Chinese learning	77	57	53
Q2. Program goal			
Q3. Program promotion			
Q4. Curriculum reinforcement	40	76	57
Q5. Culture activities	67	79	36
Q6. Target language	33	28	11
Q7. Classroom management			
Q8. Discipline supporting			
Q9. Travel opportunity	70	70	63
Q10. Chinese model			
Average (%):	57	62	44

Composite Variable 2: Attitude on the importance of learning Chinese (Survey Question 11-20)

Across grade connection, there is a maximum 22% difference in students' attitudes on the importance of learning Chinese between Kindergarten-Grade 1 students and Grade 5-Grade 6 students. Kindergarten 1-Grade 1 students demonstrate the highest agreement on the importance of learning Chinese (average 81%), while Grade 5-Grade 6 students demonstrate the lowest agreement on the importance of learning Chinese (average 59%).

Table 26.

Percentage of Student Attitude on the Importance of Learning Chinese vs Grade Connection

Attitude	K1-G1 (276) (54%)	G2-G4 (181) (35%)	G5-G6 (58) (11%)
Q11. Comfortable with Chinese speakers	64	46	47
Q12. Understanding/Appreciation	77	78	66
Q13. Diverse culture	65	59	74
Q14. Others reinforcement			
Q15. Problem solving	100	66	54
Q16. Academic achievement			
Q17. More competitive			
Q18. Future careers	100	55	54
Q19. Better respected			
Q20. 21 st century skills			
Average (%):	81	61	59

Composite Variable 3: Involvement in the program (Survey Question 21-30)

Across grade connection, there is a maximum 25% difference in students' involvement in the program between Kindergarten 1-Grade 1 students and Grade 5-Grade 6 students. Kindergarten 1-Grade 1 students demonstrate the highest agreement on their involvement in the program (average 75%), while Grade 5-Grade 6 students demonstrate the lowest agreement on their involvement in the program (average 50%).

Table 27.

Percentage of Student Involvement in the Program vs Grade Connection

Involvement	K1-G1 (276) (54%)	G2-G4 (181) (35%)	G5-G6 (58) (11%)
Q21. Encouragement			
Q22. Talking to students	73	59	65
Q23. Enjoy learning	73	53	34
Q24. Providing help			
Q25. Participating celebration	88	56	47
Q26. Urge students to get help	67	52	63
Q27. Exposing to Chinese			
Q28. Proud speaking Chinese	75	40	43
Q29. Positive to Chinese people			
Q30. Recommending program			
Average (%):	75	52	50

Composite Variable 4: Intercultural/Global Awareness (Survey Question 31-40).

Across grade connection, there is a maximum 23% difference in students' intercultural/global awareness between Kindergarten 1-Grade 1 students and Grade 5-Grade 6 students. Kindergarten 1-Grade 1 students demonstrate the highest level of intercultural/global awareness (average 70%), while Grade 5-Grade 6 students demonstrate the lowest intercultural/global awareness (average 47%).

Table 28.

Percentage of Student Intercultural/Global Awareness vs Grade Connection

Intercultural/Global Awareness	K1-G1 (276) (54%)	G2-G4 (181) (35%)	G5-G6 (58) (11%)
Q31. With other culture people	66	56	69
Q32. Eating ethnic foods	100	82	79
Q33. Learn more about China	67	51	52
Q34. Live with a Chinese family	67	27	12
Q35. Host Chinese student	67	33	7
Q36. Students in China vs U.S.	100	35	33
Q37. Think about Chinese	60	36	12
Q38. Home decoration			
Q39. Comfortable to different people	33	46	67
Q40. Avoiding different people	67	74	91
Average (%):	70	49	47

Findings from Qualitative Data

Findings from qualitative data are from Research Question 3: Factors that influence students' motivation and interest in learning Chinese language and culture. Below are the detail findings from qualitative results about factors that influence students' motivation and interest in learning Chinese language and culture (Research Question 3):

Factors that Influence Students' Motivation and Interest in Learning Chinese Language and Culture

Research Question 3: What are the factors identified by a sampling of parents, school staff, and students that influence BRCPS students' motivation and interest in learning Chinese language and culture? This question was identified by qualitative data through staff one on one interviews, parent focus group interviews, and staff/parent/student open-responses. It was analyzed by both traditional coding/category and computer-based systems including TextAnalysis from SurveyMonkey, word cloud and word tree from Nvivo. The response to Question 3 is qualitative and meant to support and enhance the quantitative data that garnered by Question 1 and 2.

Coding and Category System Qualitative Data Analysis

Coding links my diverse qualitative data and helps me to create categories (Marshall & Rossman, 2011). I adopted a three-stage process of open coding, axial coding, and thematic sorting of the respective data sources for my qualitative analysis (Kiang, 1991). It yielded an overall list of 25 codes which were then organized into three

thematic categories. These categories include “benefits”, “challenges”, and “suggestions” which are also the three main factors identified by staff, parents, and students that influence students’ motivation and interest in learning Chinese language and culture. Below is the detail coding analysis for the three thematic categories based on the views of staff, parents, and students.

➤ The benefits for BRCPS students in learning Chinese language and culture

BRCPS staff demonstrate that the Chinese program benefits the school by adding a unique quality that allows BRCPS students to access a new and different language and culture. Students can interact with guests from China, participate in Chinese New Year celebration which is a joyful way to bring the whole school together and open students’ eyes to another culture. Learning Chinese is not only important for global reality but also will reduce misunderstanding between the United States and China. Students will gain new cultural insights and look at events in a more balanced way. A White staff wrote in her open-response:

Think it is important for students’ critical thinking/culture awareness and think it is important for them to have practice all year/Maybe it could somehow be something where parents choose to have kids involved-or maybe specials 2 days Chinese all 3yr 3 days art/music etc.

BRCPS parents show that studying Chinese at BRCPS allows students to enhance their cultural awareness, demonstrate 21st century skills, and increase self-confidence in future plans for college and career. A parent wrote in her/his open-response:

I encourage students of the BRCPS to learn Chinese because it is good to know more than one language. A lot of employers look for employees who can speak

more than one language and it broadens your opportunities to interact become more diverse in general. Ni hao ma xie xie (How are you thank you).

Parents report that students demonstrate increased social awareness by a desire to travel, use of Chinese outside of school, being more focused on their schoolwork, and demonstrating an increase in their awareness of Chinese as a language. A parent wrote in her/his open-response:

One day I would like to visit China with my son and glad to know the China cultures. I'm also proud of my son because he learns different languages. It's good to learn different languages so he can help other people. I would like to say thank you for teaching my son Chinese.

Participating in Chinese New Year celebration performance reminds students and parents about the similarities with their native cultures and allows them to compare and contrast cultural experiences. Parents are proud that students are communicating with others in Chinese. A parent wrote in her open-response that "I like that my child is learning Chinese. She is around other Chinese people. She was very proud of herself when she told her pediatrician who is Chinese that she is learning Chinese." Another parent also expressed in her open-response:

BRCPS must keep it up, keep going on Chinese class. My little girl impressed me at her visit to doctor, she greeted in Chinese and interact with Chinese people with the little she learned. When I asked her to keep quiet, they told me she's right in what she's saying. Cool!

BRCPS students demonstrate that it is good, fun, helpful, cool to learn different cultures and speak different languages. Kindergarten 1-grade 1 students wrote in their open-responses that "I like Chinese. It's fun." "I love learning Chinese. Keep it forever."

Sample quotes from Grade 2-Grade 4 student open-responses are:

I think everybody at BRCPs should learn Chinese because it is good and fun to learn different cultures and speaking different languages. And if you see someone who speaks a language you know how to speak you can speak to them.

I think Chinese is a great success as a language. It is really interesting to learn about Chinese culture and it is an honor to learn their language, there will not be many times you will get this opportunity.

I like Chinese because you get to learn new words, and eat Chinese food. You can learn Chinese colors if you are in Chinese class. And if you are in Chinese class you get to watch Chinese movie and Chinese video. Teaching Chinese is really fun.

Grade 5-Grade 6 students wrote in their open-responses that “I think learning Chinese in school will take (me) to so many places in the world.” “It might be fun because then I could learn different kinds of foods and languages.” BRCPS students demonstrate intercultural/global awareness by stating their desire for Chinese food and participating in Chinese New Year performance, demonstrating interest in Chinese people, and hosting a Chinese student at home. A Kindergarten 1-Grade 1 student expressed, “Thank you for the Chinese New Year.” A Grade 2-Grade 4 student said, “What I like about Chinese languages and culture program is when on Chinese New Year we get to wear Chinese shirts or dresses and at the end they give us dumplings and fortune cookies.” Another Grade 2-Grade 4 student said, “I like the Chinese program and I really want a Chinese girl to live with me and a little American too for I can speak a lot Chinese.” Students like teaching Chinese to parents and their siblings. A Grade 2-Grade 4 student wrote, “I like that you get to sing songs. I like to speak Chinese to my family. I think learning Chinese is fun.” A Grade 5-Grade 6 student said, “My brother goes to Chinese class. I always want to have a conversation with him in Chinese.” Another Grade 5-Grade 6 student

wrote in her/his open-response that “I would really like to learn Chinese because I could take this new learning and get to share it.” Students want to go to China to learn new things and have new friends. A Grade 5-Grade 6 student demonstrated, “I would love to go to China and I love the food.” Students believe learning Chinese makes them smart and can help them enter a good college and get a good job. A Kindergarten 1-Grade 1 student wrote in her/his open-response, “I like Chinese New Year because it makes me feel smart and talented thank you...” A Grade 2-Grade 4 student said, “I think it is good to be learning Chinese because that makes us students learn more than one language and have more experience with the Chinese language.” Another Grade 2-Grade 4 student said, “I don’t like Chinese because it is too boring. But it is only fun on Friday. Sometimes I really want to learn Chinese so I can get a good job.”

➤ The challenges for BRCPS students in learning Chinese language and culture

BRCPS staff demonstrated the biggest challenge is Chinese teachers’ lack of classroom control and the difficulty in maintaining positive student discipline in Chinese class. Students are not as serious as they should be, so they disrupt each other. Students misunderstand discipline directions because of the Chinese language barrier, the Chinese teachers’ accent/tonality, and the cultural difference. An African American staff stated in her/his open-response:

I really appreciate the program. I believe my students are learning Chinese and it really amazes me anytime I peek into the class. What is missing is the management. Over time, with more training and collaboration (and support of the homeroom teachers) we will turn this around☺

A White staff said in her/his open-response:

I think the program is wonderful, and the students love it! My one area of concern is around behavior management-when instruction is happening, it often gets very chaotic in terms of student behavior.

Another White staff also said in her/his open-response:

The behavior is a huge problem. We have to spend significant amount of time every day when the students get back from Chinese dealing with their bad moods (from getting in trouble in Chinese) or reprimanding them-it should not carry over like that.

A second challenge is to manage and retain Chinese teachers. It is hard to find and keep highly qualified Chinese teachers with limited school funding and benefits. Good Chinese teachers motivate students by changing instructional momentum in class. A third challenge is to sustain and grow a Chinese program. The Chinese program has to compete with many other priorities, such as the time and effort dedicated to state standardized assessments in math and English. It is difficult to prioritize Chinese as a core curriculum subject because of the emphasis placed on the subjects that are assessed on the state assessments and the ensuring academic pressure for students to do well on those assessments.

BRCPS parents identified that one challenge is student discipline. Some older students are not engaged in Chinese class, and they interrupt students who want to learn Chinese. Another challenge is that parents feel helpless to assist their child/children with Chinese homework. It is reported that students feel frustrated when they forget how to pronounce Chinese words correctly and nobody speaks Chinese at home to help them. A parent wrote in her/his open-response, “Chinese classes for the parents so they can help

their children. Educate parents on the benefit of learning a second language.” A third challenge is that it is easy for students to forget what they have learned at school since they are not able to apply their Chinese outside of school. A parent said in her/his open-response, “Practice lesson plans should be sent home for parents to help, or practice papers for students to learn, teach parents what is being taught, and notes should be taken in ALL classes.” A fourth challenge is to balance with the state standard test subjects in math, science, and English. A parent said in her/his open-response:

As a parent, my concerns are how this affects how they will do on other subjects at school. I don't mind them learning about the Chinese culture and language, but I am not sure I like the fact that they take 20 minutes a day instead of focusing on math and/or science. I feel like that is what will make a difference in the future for them.

Another parent stated in her/his open-response:

If BRCPS wants to really incorporate Chinese into curriculum, then students need to (be) taught Chinese every day of the school year. This is a way for students to really retain and practice what they learn. It also needs to be carefully planned to avoid jeopardizing the students' main subjects. It will be a great skill for their future careers.

BRCPS students identified that one challenge is about student discipline in class.

Students do not like the Chinese when their peers in the class are not paying attention to the Chinese teacher and are rude to the Chinese teacher. A Grade 2-Grade 4 student said in her/his open-response:

I like when we learn about people's jobs and how to say these jobs in Chinese. I do not like when the class is not paying attention to the Chinese teacher. I like to learn how to say I love you in Chinese. I do not like when the Chinese teacher yells at us. I do not like when people are rude to the Chinese teacher.

Another challenge is that Chinese seems very difficult to learn. Students feel Chinese symbols are very hard to write and understand. Learning Chinese makes them uncomfortable, confused, or even appears to students to interfere with their own language. A Grade 2-Grade 4 student wrote, “I don’t like Chinese because it is too hard for me to understand.” Another Grade 2-Grade 4 student wrote in her/his open-response, “... And the Chinese symbols are very hard to write and understand.” Some students are concerned that if they go to China they might forget how to speak Chinese and will not be able to speak with Chinese people. A Grade 2-Grade 4 student wrote in her/his open-response, “I do not want to go to China because I might forget how to speak Chinese and then I could not speak to Chinese people.” Chinese class is considered boring by some students because it only has fun time on Fridays.

➤ The suggestions for BRCPS students in learning Chinese language and culture

Teachers who were interviewed thought Chinese should be a core curriculum subject and taught every day. An African American staff wrote in her/his open-response, “We need a full immersion program.” An Asian staff stated in her/his open-response, “I think as language teaching, Chinese teaching should be regular as every day (maybe not one hour a day, but half an hour or just 20 minutes or 2, 3 times a week.” Staff also said it is good that Chinese teaching at BRCPS is taught in the earlier grades and learning Chinese would not reduce state standardized test scores. BRCPS staff demonstrated that the homeroom teachers’ attitudes on Chinese learning influence very much students’ attitudes on Chinese learning. If the homeroom teachers see Chinese learning is

important, the students will value Chinese learning; if the relationship between homeroom teacher and Chinese teacher is positive, the relationship between students and Chinese teacher will be positive. It was suggested that Chinese teachers should check in with homeroom teachers for suggestions, expectations once a month, and Chinese teachers, homeroom teachers, and other specialty teachers need to work together for positive classroom management. If students act out in specialty class, they should have consequence when they go back to their homeroom. A White staff said in her/his open-response:

I think the students should have Chinese on a more regular basis once they reach grades 2-6 to reinforce the foundations built in K and 1. Also I think the school should provide more behavior management trainings to Chinese instructors to help them be more successful w/students. Homeroom teachers also need to provide more support to Chinese teachers by discussing w/students expectations during Chinese class. Also, Chinese class should not count as special. It should be an academic subject outside of specials.

BRCPS staff suggest it is important to educate parents, school staff about the importance of learning Chinese. More communication should be established between parents and school staff about BRCPS Chinese program model and goals.

BRCPS parents suggest it is better to learn Chinese every day or at least it should be three times a week. Chinese should be taught as a core subject such as math and English with homework. Parents suggest to make Chinese class as elective for Grade 2 and up, so for students who are interested in Chinese can choose Chinese and learn more intensively. A parent wrote in her/his open-response:

I am thrilled that my children are learning Chinese. I wish they had it every day. I love when they point out symbols to our family and can tell us what it means. I

feel that learning the Chinese culture and ways of schooling helps my children education. My children always speak highly of their Chinese teachers. I would encourage the school to extend learning time.

Another parent wrote in her/his open-response:

We would love to see year-round lessons which continue through G6 every day. Right now, the children start out with daily lessons but they get cut back as the kids get older. They need to continue daily lessons to gain a better understanding and more fluency. Love the Program!

Parents suggest to expose students to more authentic Chinese culture, such as field trips to Chinatown, Asian grocery stores, and Chinese museums. Parents would like to see more interactive and hands on activities in Chinese class and provide more chances for parents/students to learn Chinese, such as Saturday school or after school. A parent said in her/his open-response:

I think a student exchange & pen pal program would be awesome. If your goal is to teach every student how to speak, read, and write Chinese, you may want to consider offering daily classes; giving tests and/or quizzes; and assigning homework. As for the cultural part, I believe the New Year's celebration is a wonderful start. However, exploring Chinese history, customs, and traditions by way of field trips to Chinatown; a Chinese restaurant; an Asian Grocery Store(different food) or bookstore(different setup and style of reading); and A Chinese theatre (etc.) may prove to be a good learning tool for our children to understand, respect, and appreciate our differences.

BRCPS students suggest that BRCPS should teach all classes Chinese because it is not equitable that some classes learn Chinese and some classes do not. Let students choose the Chinese if they want to learn. They would like to see Chinese taught in other public schools as well. A Grade 2-Grade 4 student wrote in her/his open-response, "I think we should move to other schools to teach other children mandarin." BRCPS should add teaching Spanish and other languages. A Grade 2-Grade 4 student stated in her/his

open-response, “They should add Spanish they should add Jamaican.” Students do not want disruptive student behavior in Chinese class. Students should speak only when Chinese teachers address them. They think bad student behavior should be punished and good behavior should be rewarded. A Grade 2-Grade 4 student said in her/his open-response:

The Chinese program should not let kid talk while the teacher teaches and only speak when the teacher says so. On the last day of the week the teacher should give the good people who pay attention something special or something extra about can't tease other students with surprise.

Some students would like to have a party for the Chinese teachers for all their hard work. A Grade 2-Grade 4 student wrote, “Be strong with the kids that are mean to the Chinese teachers, and have a Chinese teacher that speaks English.” Chinese teachers should take students out to see different things such as trip to Chinatown or China for field trip, invite Chinese students to come to America, teach what food Chinese people eat, and how to make the food. A Grade 2-Grade 4 student wrote, “Can I go to China with my class and my teacher?” Another Grade 2-Grade 4 student wrote in her/his open-response, “I like studying Chinese and I wonder if Chinese people eat different foods than us. I wonder if Chinese people go to the huge schools.” Students would like to have Chinese dumplings for lunch and to have Chinese pot luck, do more games in Chinese class, and watch Chinese movies. Two (2) Grade 2-4 students wrote in their open-responses, “I think our Chinese program should be a dumpling day. I think our Chinese program should have a Chinese pot luck.” “I think we should have dumplings for lunch Monday. We should have Chinese pot luck. We should go to China for a field trip.” Another Grade 2-Grade 4

student wrote, “I think you could add more arts and crafts. One other thought is that you should let us play Chinese games more and you should let us watch movies more often.”

Computer-Based System Qualitative Data Analysis

“A word cloud is a special visualization of text in which the more frequently used words are effectively highlighted by occupying more prominence in the representation” (Carmel & Lam, 2010). I used word cloud as a research tool to further analyze my qualitative data. Word tree shows a pre-selected word and how it is connected to other words in text-based data through a visual branching structure. Unlike word clouds, word trees visually display the connection of words in the dataset, providing some context to their use. Words that show up more frequently in combination with the pre-selected words are displayed in larger font size. I choose 10 key words connected to preceding five words and following five words. Word Cloud and Word Tree effectively give me a fast and preliminary understanding of staff, parents, and students’ perceptions and attitudes toward BRCPS Chinese language and culture program.

➤ Summary of Findings from Word Cloud

Analysis through SurveyMonkey generated “word clouds” depicting the most frequently used words by staff, parents, and students. The staff open-response word cloud ran very differently from the parent and student open-response word clouds. Staff word cloud analysis is devoid of any appreciative remarks about the Chinese language and culture program. Parent open-response word cloud is very similar to student open-response word cloud. Compared with staff open-response word cloud, both parent and

student open-response word clouds had more “frequency words” related to positive and appreciative comments on BRCPS Chinese language and culture program.

- Staff open-response word cloud demonstrates the five (5) most frequent and important words and phrases: “students”, “think”, “program”, “teachers”, and “classroom”;
- Parent open-response word cloud demonstrates the 19 most frequent and important words and phrases: “program”, “Chinese language”, “learning Chinese”, “children”, “students”, “Chinese class”, “kids”, “good work”, “Spanish”, “nice”, “experience”, “Thank you teacher”. “Grade 6”, “Great job”, “considered”, “Mandarin”, “survey”, “study”, and “traditions”;
- Student open-response word cloud demonstrates the 28 most frequent and important words and phrases: “learn”, “think”, “China”, “Chinese program”, “fun”, “love”, “language”, “Chinese class”, “Chinese New Year”, “speak Chinese”, “Chinese food”, “Chinese teacher”, “Spanish”, “schools”, “grade”, “Chinese celebration”, “stuff”, “dumplings”, “hard”, “thank”, “boring”, “dance”, “girl”, “students”, “understand”, “words”, “favorite”, and “interesting”.

Next, I analyzed the staff, parent, and student open-responses, staff one on one interviews, and parent focus group interviews through Nvivo that also generated the highest “frequency words” and found similar results as SurvyMonkey analysis. The staff’s result is devoid of any appreciative remarks about the Chinese language and

culture program, while parent and student results are more positive and appreciative comments about the BRCPS Chinese language and culture program.

- The top 12 frequency words from staff open-responses are: “2014”, “Chinese”, “students”, “think”, “management”, “program”, “behavior”, “class”, “culture”, “teachers”, “language”, and “year”;
- The top 12 frequency words from staff one on one interviews are: “Chinese”, “students”, “teacher”, “class”, “school”, “year”, “specialty”, “good”, “know”, “management”, “older”, and “classroom”;
- The top 12 frequency words from parent open-responses are: “2014”, “Chinese”, “language”, “program”, “children”, “BRCPS”, “students”, “learning”, “culture”, “school”, “child”, and “good”;
- The top 12 frequency words from parent focus group interviews are: “Chinese”, “school”, “learn”, “culture”, “home”, “students”, “children”, “different”, “language”, “songs”, “work”, and “Asian”;
- The top 12 frequency words from student open-responses are: “Chinese”, “2014”, “like”, “learn”, “think”, “China”, “want”, “language”, “program”, “fun”, “love”, and “good”.

➤ Summary of Findings from Word Tree

Word Tree is based on high frequency words determined by word cloud. “Good” is a high frequency word from student, parent open-responses and staff one on one interviews.

- The word tree of “good” from student open-responses shows, “Chinese is good for me,” “I think it is good to go to China,” “Chinese is really good for us to learn.”
- The word tree of “good” from parent open-responses shows, “Keep the good work,” “It’s good to learn different languages.”
- The word tree of “good” from staff members shows, “Chinese New Year presentation was good by bringing school together.”

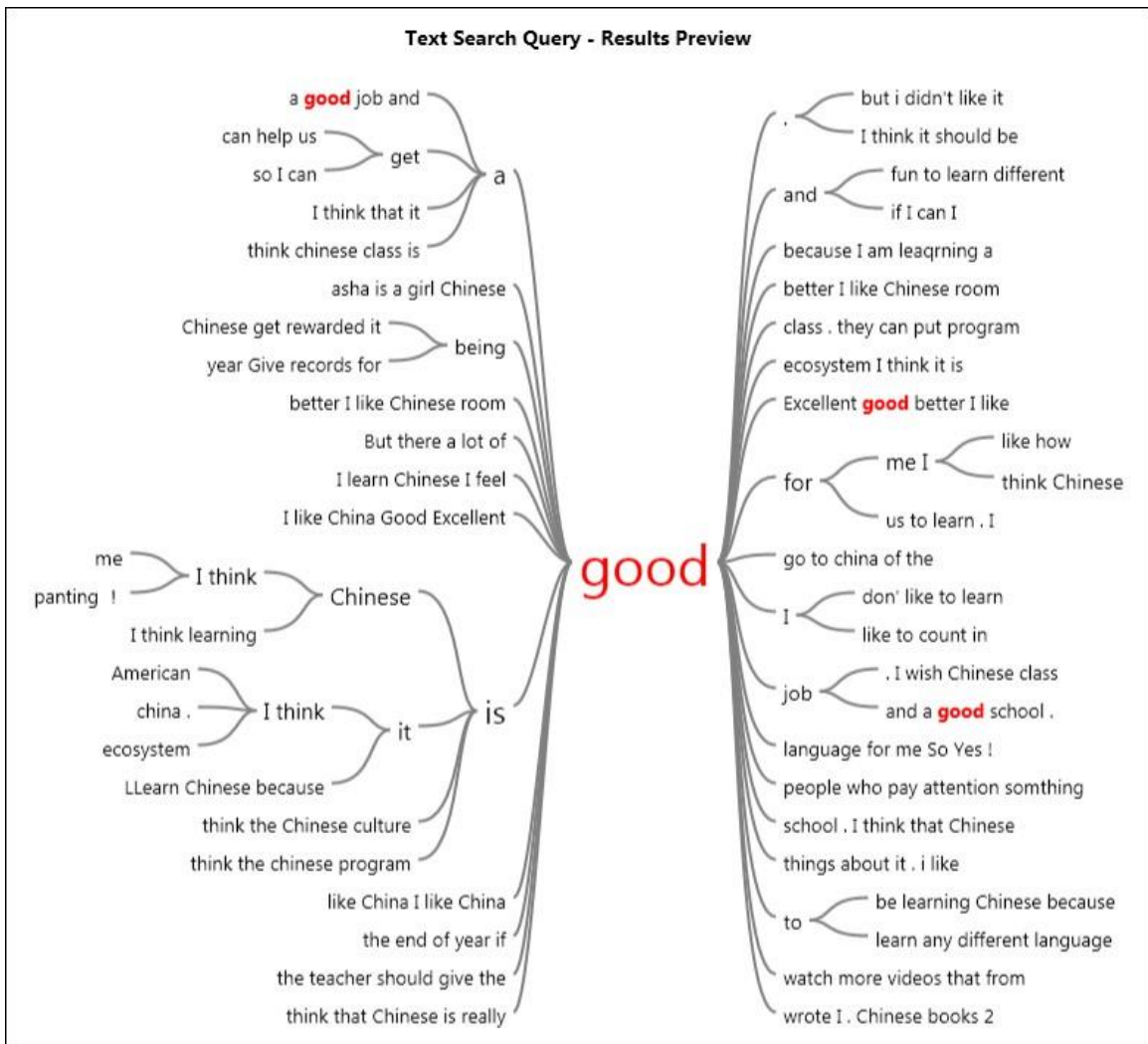


Figure 6. Nvivo Word Tree of “Good” from Student Open-Responses.

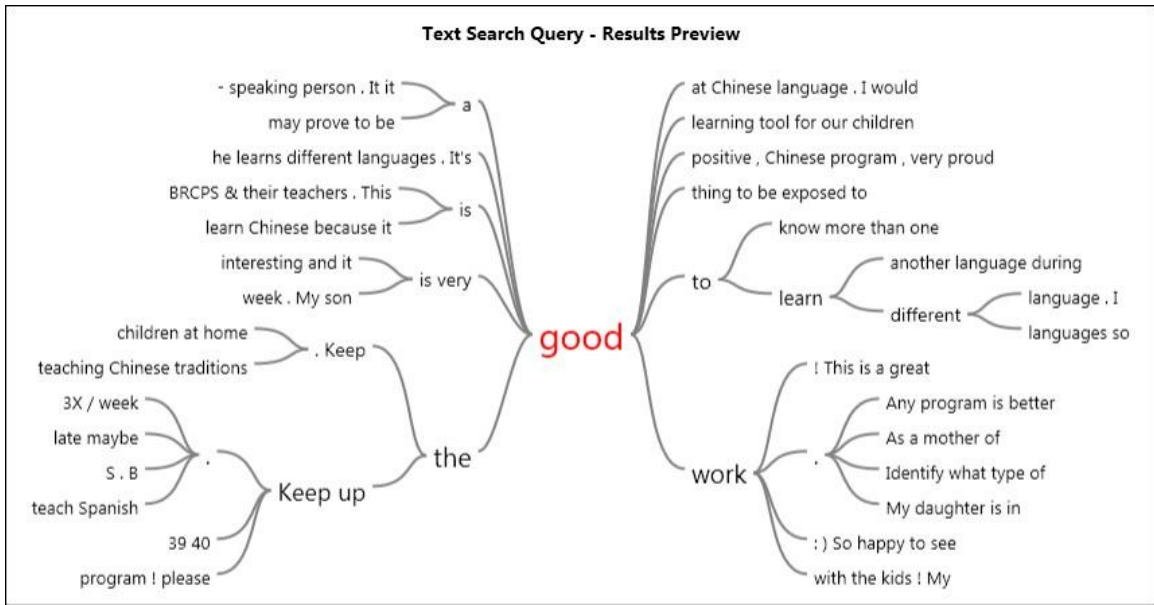


Figure 7. Nvivo Word Tree of “Good” from Parent Open-Responses.

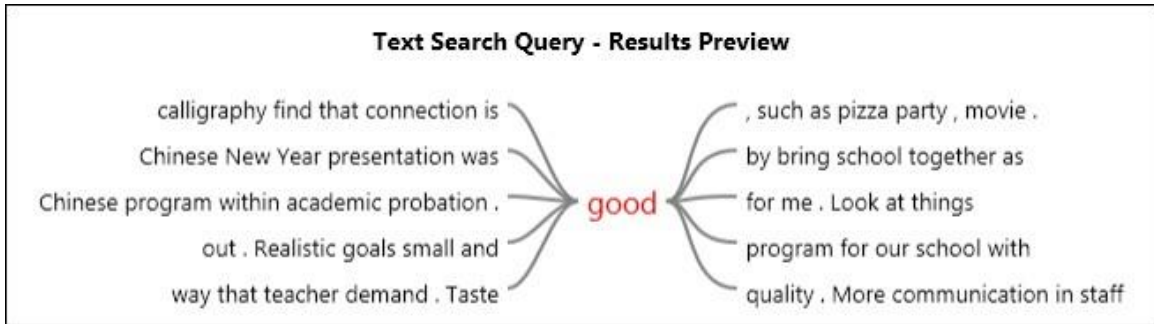


Figure 8. Nvivo Word Tree of “Good” from Staff One on One Interviews.

- The word tree of “love” from student open-responses shows, “I love Chinese New Year,” “I would love the Chinese program,” “I love learning Chinese,” and “I love to go to China.”



Figure 9. Nvivo Word Tree of “Love” from Student Open-Responses.

- The word tree of “love” from parent open-responses shows, “We love the Chinese program! Please keep,” “We would love that our daughters are learning.”

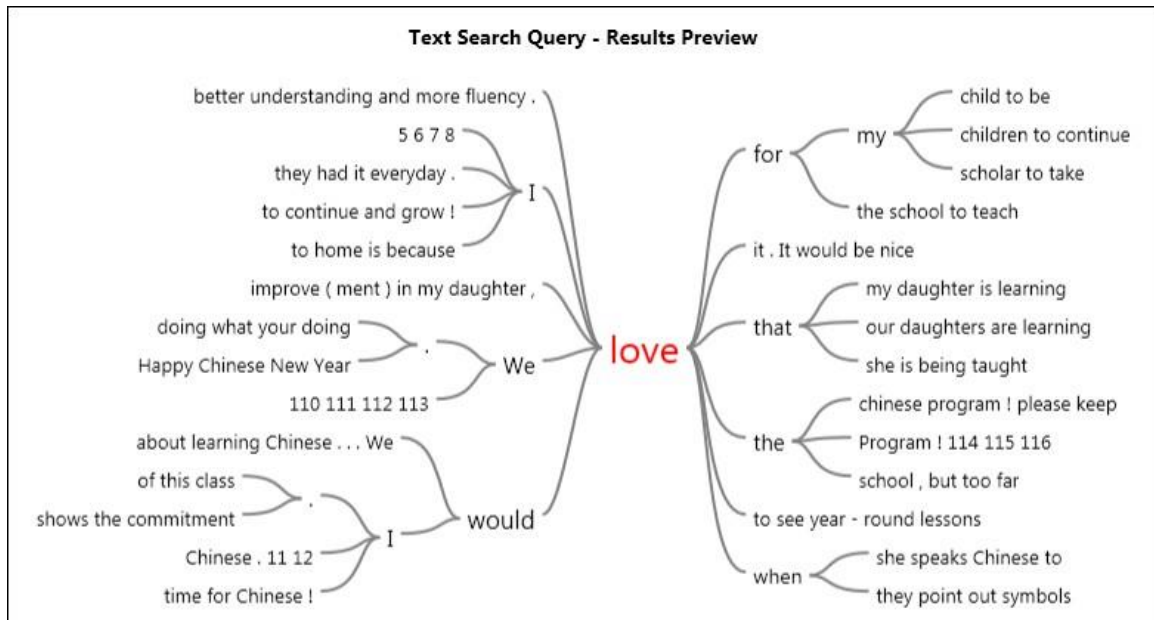


Figure 10. Nvivo Word Tree of “Love” from Parent Open-Responses.

- The word tree of “management” from staff one on one interviews shows, “Classroom management for Chinese teachers,” “Behavior management improved.”
- The word tree of “management” from staff open-responses shows, “Behavior management can be stronger,” “Better discipline management when instruction is happening,” and “Improve classroom management techniques.”

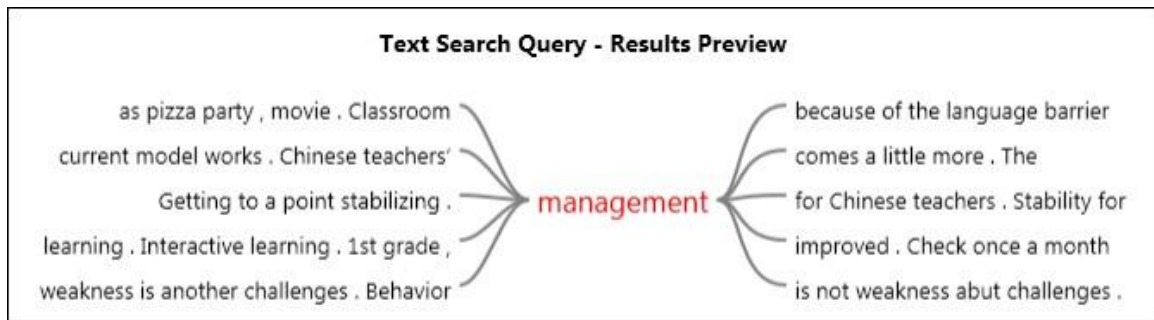


Figure 11. Nvivo Word Tree of “Management” from Staff One on One Interviews.

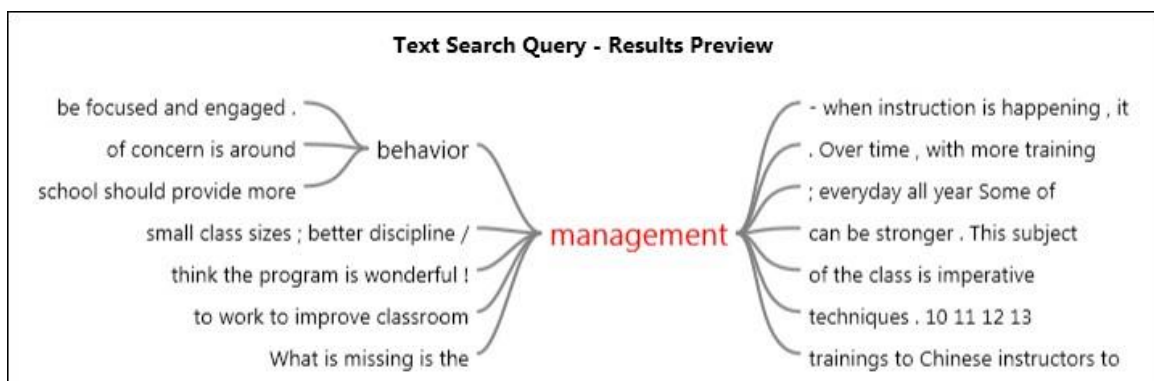


Figure 12. Nvivo Word Tree of “Management” from Staff Open-Responses.

- The word tree of “learn” from parent focus group interviews shows, “Should learn Chinese every day,” “Children learn better through songs.”
- The word tree of “learn” from student open-responses shows, “I would like to learn Chinese,” “I love to learn different language,” “I want to learn more Chinese,” “It is good to learn Chinese.”

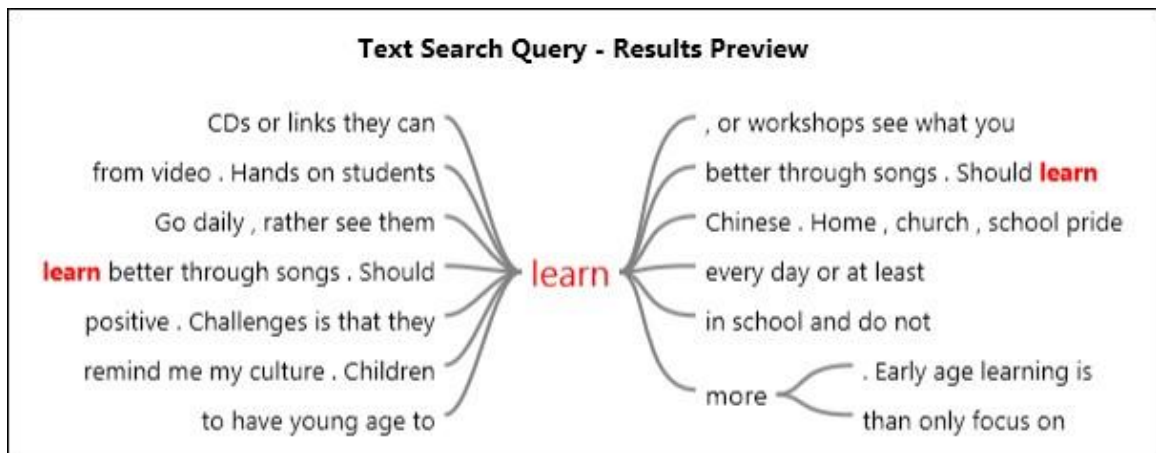


Figure 13. Nvivo Word Tree of “Learn” from Parent Focus Group Interviews.

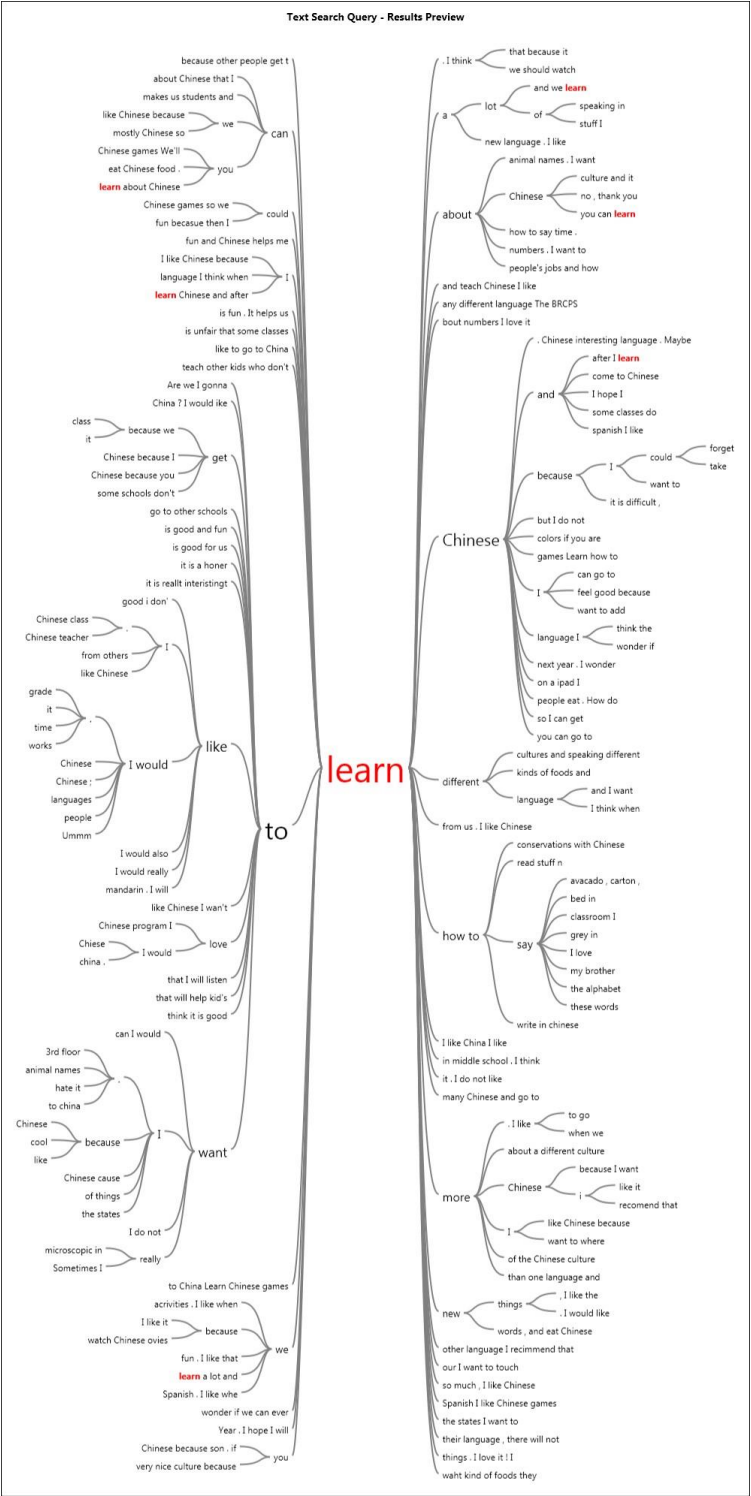


Figure 14. Nivo Word Tree of “Learn” from Student like Open-Responses.

- The word tree of “behavior” from staff open-responses shows, “Student behavior is a huge problem,” “The school should provide more behavior management trainings to Chinese instructors.”



Figure 15. Nvivo Word Tree of “Behavior” from Staff Open-Responses.

- The word trees of “China”, “fun”, “want” from student open-responses show, “I love China,” “I like China,” “I love to go to China,” “It is fun to learn different cultures,” “It is really fun, I love Chinese,” “I want to learn Chinese,” “I really want to see Chinese people,” and “I really want to meet kids from China.”

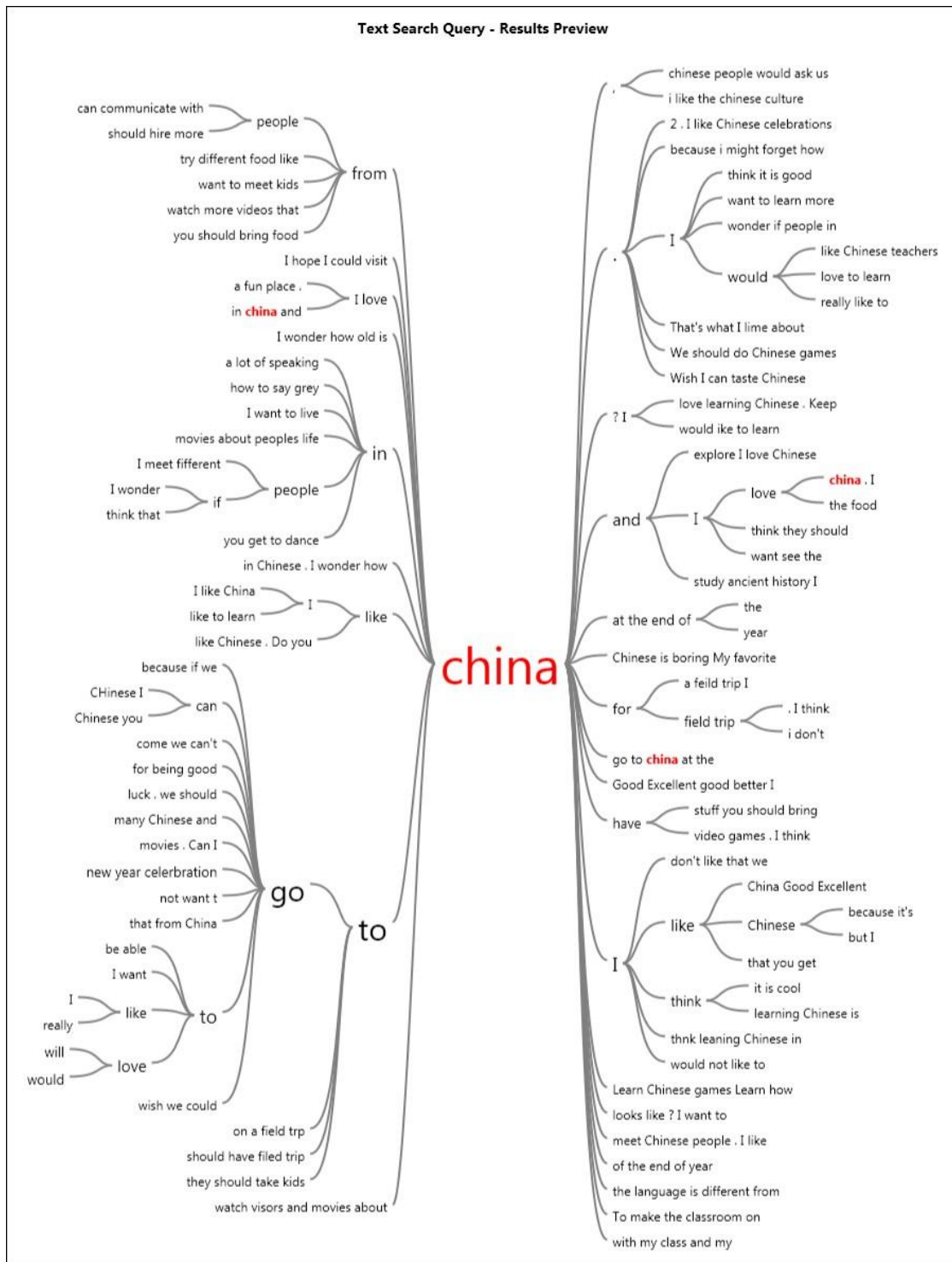


Figure 16. Nvivo Word Tree of “China” from Student Open-Responses.



Figure 17. Nvivo Word Tree of “Fun” from Student Open-Responses.



Figure 18. Nvivo Word Tree of “Want” from Student Open-Responses.

- The word tree of “great” from parent open-responses shows, “The program is great program,” “You do a great job! Keep doing,” “A great experience for kids.”

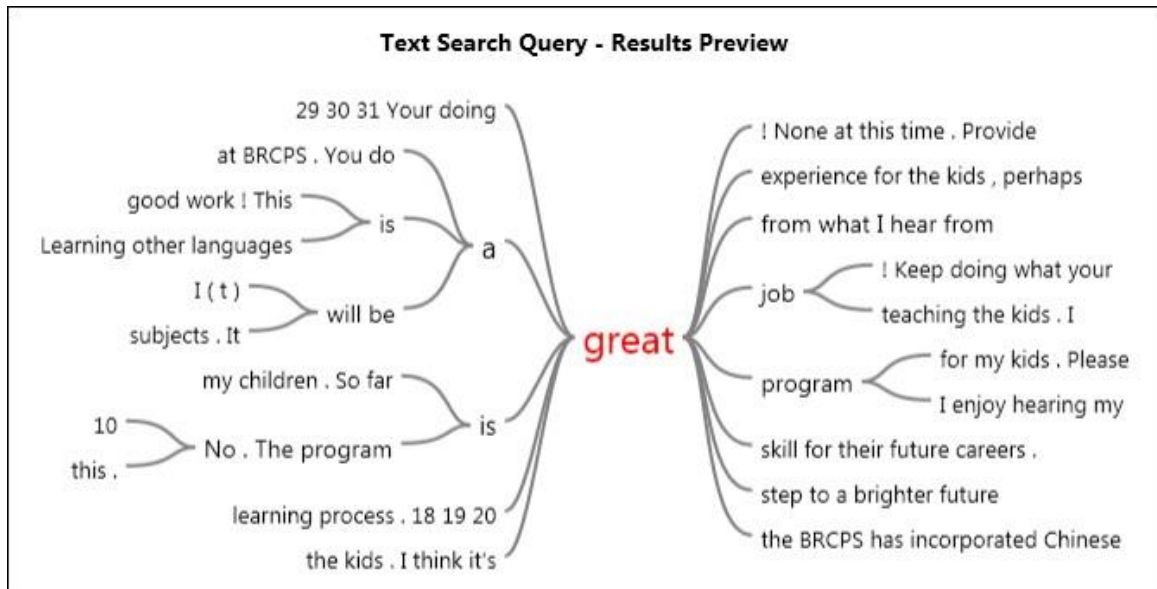


Figure 19. Nvivo Word Tree of “Great” from Parent Open-Responses.

- The word tree of “thank” from parent open-responses shows, “Thank you for teaching,” “Thank you teacher for everything.”

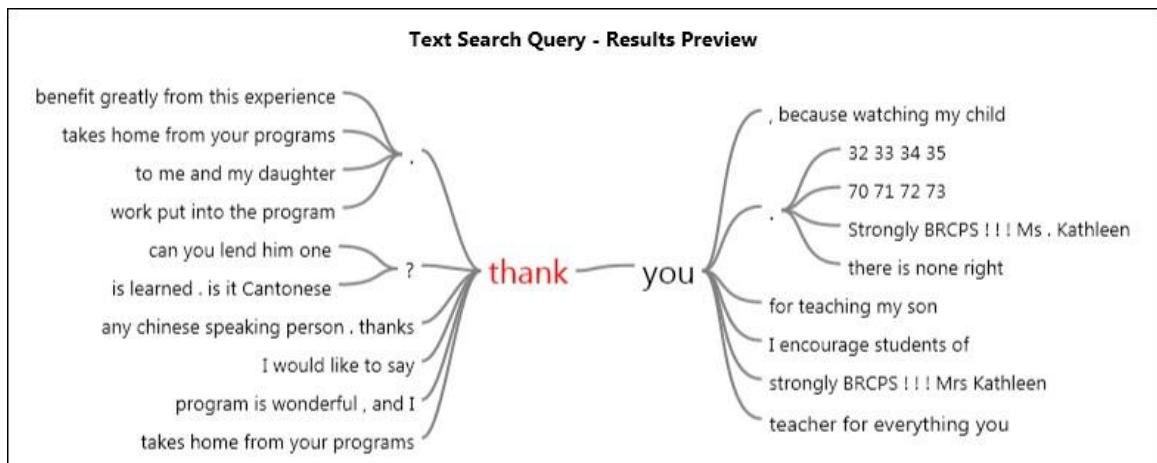


Figure 20. Nvivo Word Tree of “Thank” from Parent Open-Responses.

CHAPTER 5

DISCUSSION

Summary of Findings

This case study is based on a mixed methods approach using a logic model and overlapping spheres of influence theory to examine the impact of the Boston Renaissance Charter Public School (BRCPS) Chinese language and culture program on its stakeholders (students, parents, school teachers, administrators, and board members). A sequential explanatory strategy is used to investigate stakeholders' perceptions and attitudes toward the BRCPS Chinese language and culture program. The general qualitative follow-up phase findings help to further explain the initial quantitative phase findings. Within qualitative findings, the computer-based system analysis results from word cloud and word tree are similar to traditional coding/category system analysis results indicating that overall parents and students appear to be the most appreciative of BRCPS Chinese language and culture program, and that staff keep pointing to Chinese teachers' lack of classroom control and the difficulty in maintaining positive classroom management. School staff members seem to place less value on the Chinese program when compared to parents and students. Within quantitative findings, the descriptive

statistical analysis results through frequencies and percentages match the inferential statistical analysis results through *t* test and one-way ANOVA that White staff place the lowest agreement of importance on learning Chinese and demonstrate the lowest degree of involvement in the Chinese program, and that Kindergarten 1-Grade 1 students demonstrate the highest satisfaction with the Chinese program. Another quantitative finding shows that parents demonstrate the highest satisfaction with the Chinese program of all stakeholders. Therefore my second phase qualitative findings can be used to probe significant first phase quantitative findings.

Based on the average of the combined four composite variables of Satisfaction, Attitude, Involvement, and Intercultural/Global Awareness that make up my perceptions and attitudes scale, sixty-three percent (63%) of all the BRCPS stakeholders are satisfied with the BRCPS Chinese language and culture program. Parents demonstrate the highest satisfaction with the program of all stakeholders (70%). Seventy-two percent (72%) of all the stakeholders demonstrate agreement that learning Chinese is important for BRCPS students. Sixty-seven percent (67%) of all the stakeholders demonstrate agreement on the current Chinese program model and its operation. Fifty-eight percent (58%) of all the stakeholders demonstrate agreement on items pertaining to intercultural/global awareness. Fifty-five percent (55%) of all the stakeholders demonstrate agreement on their degree of involvement in the BRCPS Chinese language and culture program. Within each composite variables, the highest and the lowest level of agreement variables are as following:

- Attitude on the importance of learning Chinese
 - The highest agreement item: Eighty-seven percent (87%) of stakeholders demonstrate their agreement that studying Chinese at BRCPS allows students to better understand and appreciate Chinese culture.
 - The lowest agreement item: Fifty-seven percent (57%) of stakeholders agree that studying Chinese at BRCPS allows students to enhance their problem solving skills and creativity skills.
- Satisfaction with the current Chinese program model and its operation
 - The highest agreement item: Eighty-five percent (85%) of stakeholders agree that conducting school-wide Chinese cultural activities, such as Chinese New Year celebration, enhances Chinese language learning for students.
 - The lowest agreement item: Fifty-two percent (52%) of stakeholders agree that Chinese teachers demonstrate adequate classroom management skills.
- Intercultural/Global Awareness
 - The highest agreement item: Eighty-nine percent (89%) of stakeholders agree that they enjoy being with people from other cultures.
 - The lowest agreement item: Thirty-two percent (32%) of stakeholders agree that they often think about Chinese.

- Involvement in the BRCPS Chinese language and culture program
 - The highest agreement item: Sixty-seven percent (67%) of stakeholders agree that because of their BRCPS experience, they would recommend the BRCPS Chinese language and culture program to others.
 - The lowest agreement item: Thirty percent (30%) of stakeholders agree that they provide extra help for BRCPS students to learn Chinese.

My other findings are related to stakeholders' similar and dissimilar perceptions and attitudes based on their racial backgrounds, length of time and involvement with BRCPS, SES, grade connection, and gender. White staff members place the lowest degree of agreement on the importance of learning Chinese for BRCPS students and also demonstrate the lowest degree of involvement in the BRCPS Chinese language and culture program. Staff members who have worked more than 10 years demonstrate the highest degree of involvement in the BRCPS Chinese program. There is no significant difference between parent SES and their satisfaction with BRCPS Chinese program. There is significant difference between student grade connection and their satisfaction with BRCPS Chinese program, specifically Kindergarten 1-Grade 1 students demonstrate the highest satisfaction with the BRCPS Chinese language and culture program. There is no significant difference in males and females with regards to their satisfaction with Chinese program.

My additional findings are related to the factors that influence students' motivation and interest in learning Chinese language and culture learned from staff one

on one interviews, parent focus group interviews, and quantitative open-responses from parents, school staff members, and students. Benefits, challenges, and suggestions are the three themes identified by parents, school staff members, and students. All of the stakeholders agree that the BRCPS Chinese program benefits the school by adding a unique quality that allows BRCPS students to access a new and different language and culture. Studying Chinese at BRCPS allows students to enhance their cultural awareness, demonstrate 21st century skills, and increase self-confidence in future plans for college and career. BRCPS students demonstrate intercultural/global awareness by stating their desire for Chinese food and participating in Chinese New Year performance, demonstrating interest in Chinese people, and hosting a Chinese student at home. The biggest challenge identified is Chinese teachers' lack of classroom control and the difficulty in maintaining positive student discipline in Chinese class. Stakeholders suggest Chinese should be taught as a core curriculum rather than a specialist subject. They also suggest that all the stakeholders should work together to value Chinese learning.

Discussion of Findings

Program evaluation research itself is an organized approach to feedback through the systematic process of asking critical questions, collecting appropriate information, analyzing, interpreting, and using the information in order to improve programs and to be accountable for positive, equitable results and resources invested (Taylor-Powell, et al., 2002; Check & Schutt, 2011). This case study design used multiple sources of

information and mixed methods to provide an in-depth and comprehensive understanding (Taylor-Powell, et al., 2002) of the BRCPS Chinese language and culture program. The evaluation began with identifying the underlying theory of how the program works (Taylor-Powell, et al., 2002) by overlapping spheres of influence theory and uses this theory to build in points for data collection to explain why and how effects occur. The evaluation started with a logic model depicting the logical connections and relationships among the various components of the program. Through logic model and overlapping spheres of influence theory, I figure out “WHO wants to know WHAT”? The “WHO” is school, family, and community related stakeholders, such as school administrators, teachers, parents, students, and board members. The “WHAT” is to what extent the stakeholders are satisfied with BRCPS Chinese program. The evaluation process as a whole and feedback in particular can be understood only in relation to the interests and perspectives of program stakeholders (Check & Schutt, 2011).

My findings are consistent with my logic model and overlapping spheres of influence theory conceptual framework. The findings of the perspectives and attitudes of the BRCPS stakeholders in my research further enforce Epstein’s overlapping spheres of influence theory by underscoring the important perceptions held by all constituents who can help to shape student learning. This study also helps advance research methodology on issues of design and issues of measurement. The logic model study demonstrates the value of using a visual mapping for all the components (Inputs, Outputs, and Outcomes) that are important to the success of the foreign language program implementation (Tucker

et al., 2001). Through logic model, I not only can identify appropriate questions for my evaluation based on the BRCPS Chinese language program, but also can determine data collection by choosing a case study approach which provided me the basis for in-depth and in-breadth analysis of BRCPS Chinese language and culture program. By converging both quantitative (broad numeric trends) and qualitative (detailed views) data, I have arrived at the results of my study.

My findings are that BRCPS stakeholders confirm that the BRCPS Chinese program benefits the school by adding a unique and positive quality and studying Chinese at BRCPS allows students to enhance their cultural awareness, demonstrate 21st century skills, and increase confidence in future plans for college and career. These findings support literature in the field that elementary school foreign language learning is needed (Pufahl & Rhodes, 2011; Stewart, 2008) and learning a foreign language has positive effects on student academic achievement (Taylor & Lafayette, 2010), cognition, problem solving skills (Stewart, 2005; Heining-Boynton & Haitema, 2007), and development of global perspective enhances their career potential opportunity (Heining-Boynton & Haitema, 2007).

My findings regarding BRCPS staff member's perceptions of Chinese teachers' lack of classroom management skills fit with the literature on the challenges of implementation of elementary school foreign language programs. Elementary school foreign language programs are short of highly qualified foreign language teachers. Good

foreign language teachers are essential to motivate students and possess effective classroom management skills to meet the needs of diversified student learning abilities.

My findings that White staff members place the lowest agreement of importance on learning Chinese and demonstrate the lowest degree of involvement in the program support the literature on the perceptions of foreign language study is not an important subject for African American and Hispanic students who are deemed as needing a more remediative approach to learning. Foreign language study has little place in urban schools because foreign languages are perceived too difficult or not necessary for African American and Hispanic students who might be functioning at low academic levels.

On one hand, my findings that parents demonstrate the highest satisfaction with the program of all stakeholders support the literature that parents possess positive attitudes and involvement in foreign language programs (Cansler, 2008; Cooper & Maloof, 1999; Donate et al., 2000; Quisenberry-Alvarado, 1989; Sung & Padilla, 1998; Bartram, 2006) and parents want exemplary foreign language programs (Cazabon, 2014). On the other hand, these findings are not supported by other research findings that foreign language programs lack of parent support and is one of the historical reasons causing the elimination of FLES (Heining-Boynton, 1990). For this case study, BRCPS parents strongly support the Chinese program compared with other stakeholders.

My findings that Kindergarten 1-Grade 1 students demonstrate the highest satisfaction with the BRCPS Chinese program are supported by the literature in the field that elementary students were more motivated toward Asian language study than were

older students (Sung & Padilla, 1998) and a similar decline of attitudes found in Japanese FLES students occurred as students continued to upper grades (Wudthayagorn, 2000), while the younger cohort was associated with more positive orientation toward the Japanese Foreign Language Program (JFLP; Donato, et al., 1996) .

Implications of Findings

Learning other languages not only gives insight into the cultures associated with that language but also helps to develop the skills that will enable students to better understand and interact with representatives of other cultures more generally (Schachter, 2011). Students who can speak foreign language expose themselves to a global perspective, and enhance their career potential in the ever growing arena of international trade and cross-cultural professional exchange (Schachter, 2009). The implications of my research findings are at three areas: policy, school/community improvement, and foreign language program development for African American and Hispanic students.

- Implications of Findings on Policy

Foreign language education in the United States is behind as compared to foreign language education in other countries (Pufahl, Rhodes, & Christina, 2001). “In Australia, one-quarter of students now study one of four Asian languages in addition to the European languages that have long been offered. In Europe, studying two languages beyond students’ home language is now recommended” (Stewart 2012, p. 137). There is no national policy in the United States to mandate foreign language study. Therefore foreign languages have been relegated as the sidetrack for other priorities (Redmond,

2014). “Whereas 52.7% of Europeans are fluent in at least one language other than their mother tongue, only 9.3% of Americans can claim such bilingual fluency” (Trimnell, 2005). The lack of early foreign language education has led to deficiencies in achieving American full potential in global competitiveness (Committee for Economic Development, 2006; Stewart, 2007). Regardless of student academic, socioeconomic background, action is needed from legislators, policy makers, educational administrators, and curriculum specialists to make foreign language teaching in elementary school an integral part of the core curriculum (Cazabon, 2000; Stewart, 2008). Policy makers need to budget adequate financial resources, support professional development (Access Eric, 1998), and establish policies that promote foreign language study for K-20 students.

- Implications of Findings on School/Community Improvement

As global companies are looking to hire people who have desirable language and cross-cultural skills (Zhao, 2013), we come to understand that effective language and culture programs are an essential economic reality. In fact, language learning is a central part of what high-performing nations are doing to make their students and societies globally competitive. As the world becomes smaller by virtue of technological advance, American educators should see the connection between global understanding and foreign language education (Shropshire, 1999; Committee for Economic Development, 2006; Rhodes, 2014). All students regardless of economic status should have the opportunity to high quality foreign language programs beginning at the elementary school level.

Partnerships should be established between schools and communities to support and help

students do internships, tutoring, and mentoring to practice their foreign languages while they get ready to work in an increasing global economy (Access Eric, 1998).

One of the implications of this research findings for BRCPS is to establish appropriate professional development for all staff about the benefits of learning Chinese as a foreign language since this research found that White staff members demonstrate the least agreement on the importance of learning Chinese for BRCPS students, and they also demonstrate the lowest degree of involvement in the BRCPS Chinese language and culture program. White staff represent 59% of the staff and they represent 78% of all school staff as well. As the majority, White staff's perceptions and attitudes play a critical role in potentially advocating for the BRCPS Chinese language and culture program. Another reason on providing professional development for all staff on the benefits for teaching and learning Chinese is that this research found that staff who have worked more than 10 years demonstrate the highest degree of involvement in the BRCPS Chinese program, yet these staff only represent 13% of all the staff. A large percentage or majority of school staff members do not demonstrate a high level of involvement with the BRCPS Chinese program. Both findings indicate that BRCPS Chinese program does not receive the majority's support in the form of their involvement with the program. BRCPS needs to build consensus and a "buy-in" for the Chinese language and culture program on the part of its majority staff representative. A platform for open dialogue and discussion should be established. More school-wide activities on the Chinese language and culture program should be created to attract more staff involvement.

The other implication of this research findings is to do more workshops with parents and Grade 2-Grade 6 students on the benefits of learning Chinese because even though this research shows Kindergarten 1-Grade 1 students demonstrate the highest satisfaction with the Chinese program, Kindergarten 1-Grade 1 students represent only 54% of all the students and 29% of all school students. Parents and students need to be fully informed of what constitutes an exemplary Chinese language and culture program should provide, a widespread understanding of the type of the program, expected outcomes based on measurable goals, and what constitutes good foreign language teaching practices should be. Furthermore parents also need to know how they can support and become involved in a productive way in the Chinese program.

Implications of this research findings also include recruiting highly qualified Chinese teachers with state licensure and delivering continuous on-site training for Chinese teachers because this research shows that the biggest challenge identified is Chinese teachers' lack of classroom control and difficulty in maintaining positive student discipline in Chinese class. Chinese teachers need to achieve expertise in how to teach elementary school students effectively and how to continuously motivate and manage students.

In order to increase the capacity of Chinese, another implication of this research findings is to increase the number of Chinese speaking staff who teach regular subjects in English at BRCPS. It takes the whole school's effort to create a vibrant and viable Chinese learning environment for students. The adult attitudes on the learning of Chinese

influence student attitudes on Chinese learning. If community and school show that learning Chinese is important, the students will value Chinese learning.

- Implications of Findings on Foreign Language Program Development for African American and Hispanic Students

If foreign language program implementation is perceived as difficult in most elementary schools, implementing a Chinese language and culture program in an African American and Hispanic urban charter elementary school with majority of free/reduced lunch students is an even greater challenge. My research findings point to the positive effects of urban elementary school foreign language program implementation, and the positive outcomes in the terms of impact on awareness, knowledge, attitudes, opinions, and motivations for African American and Hispanic students. Parents should use resources from schools and local communities to expose their children to foreign languages and cultures (Access Eric, 1998). African American and Hispanic students can learn foreign languages as well as other racial background students do (Nicoladis, Taylor, Lambert, & Cazabon, 1998).

Learning Chinese is important for BRCPS economically disadvantaged students. Historically students of color in the urban public schools have been under-represented in foreign language study, however these students have to face the same global economy and community competition as other racial background students do in the future. Therefore learning Chinese at BRCPS helps these African American and Hispanic students close the international achievement gap from the beginning of their education.

BRCPS had to live through ups and downs in its state standard “academic” test scores (MCAS) and twice was on the edge of closure because of its “low” state standard test scores, but BRCPS leaders never doubted in their vision to “expose students to a rigorous academic curriculum coupled with vibrant enrichment activities that include foreign language, dance, fine arts, vocal and instrumental music, technology, and martial arts as a way to develop student confidence and character, and teach children to respect themselves and others, enabling them to become productive citizens in the 21st century global society” (BRCPS, 2015). My research results re-enforce the BRCPS stakeholders’ confidence that studying Chinese as foreign language allows BRCPS students to access different cultures and enhance their cultural awareness, demonstrate 21st century skills, and increase self-confidence in future plans for college and career. Stakeholders even suggest that Chinese should be taught as a core curriculum rather than as a specialist subject.

One of the implications of this research study for BRCPS is to implement a longitudinal, comprehensive evaluation of the Chinese program to include student Chinese language proficiency levels in speaking, listening, reading, and writing. It would be interesting to find out if studying Chinese has an impact on student state assessment by comparing the number of years in the Chinese program with an analysis of their test scores. Longitudinal research on the effects of learning Chinese language and culture on students’ college success and career choices would be another lens to ascertain the long-term impact of the Chinese program. It is very encouraging that students not only

acknowledge that it is fun to learn Chinese and to understand cultural differences, but they are also open to have Chinese students live in their homes or to be part of student exchanges. Students are beginning to make connections that learning Chinese will help them to be accepted at a good school and getting a job in the future. Parents are proud that their children are learning Chinese. Some parents would like to see Chinese class expanded to year round with daily instruction. Parents feel that learning Chinese is an important step to “brighter future for their children.”

❖ Limitations of Study

My research is limited due to the nature of case study design. Case study has a rich tradition of program evaluation and it focuses in depth and in detail on specific instances of a phenomenon-BRCPS Chinese language and culture program. However a single case study and its overall participants’ make-up for this case study are not necessarily generalizable to other cases or to larger population. Another limitation is my mixed methods research approach. Mixed methods research employs the combination of quantitative and qualitative approaches by utilizing the strengths of both quantitative and qualitative research, however the use of mixed methods may be inadequate to address the problem’s complexity as either quantitative research or qualitative research done independently of the other. Additional limitation is that this research did not include student test scores which would help to make a more comprehensive case study. One more limitation is about researcher bias. The fact that I served as the sole person conducting surveys and interviews, collecting and analyzing data may cause research

bias. Even though my role and knowledge of the school are considered strengths and enhance investigation, I recognize that my value and my personal interest on this topic may have bias for this research.

Recommendations for Future Research

There are five areas of recommendations for future research. The first area has to do with the implementation of Chinese language and culture programs in urban public schools educating mostly low SES students of color. Longitudinal research is recommended to examine long-term outcomes of the stakeholders' perceptions and attitudes toward Chinese language and culture programs along with the addition of other variables to assess students' language proficiency levels. We need to understand the impact that these programs are having on all students but especially on those who have been traditionally excluded from the opportunity to study a foreign language such as low income African American and Hispanic students in urban school settings. There is a need to conduct longitudinal studies at the state, national, and even international levels to determine the best research-based practices for a variety of grade level spans: K-6, 7-12, K-12, K-16, and K-20 for Chinese language and culture programs addressing the needs of low SES racial minority students. It is also important for future research to compare the effectiveness of foreign language programs in schools that do not offer Chinese as core curriculum and Chinese programs that are considered to be essential to the core curriculum.

The second area is to research the qualities of effective school leadership required for successful implementation of Chinese language and culture program in urban schools with high percentage of low SES students of color. It would be important to determine if there are any significant differences in leadership or decision making styles related to the success of Chinese language and culture programs in urban public elementary schools.

The third area is to determine the most effective Chinese language and culture curriculum that will positively engage African American and Hispanic students and build their intercultural/global awareness. One way is to identify examples of curriculum demonstrating historical and cultural traditions found in the current backgrounds of students of color who often times share historical ties with Chinese people. There are populations of Chinese who settled in Puerto Rico and Cuba, and there are currently Chinatowns in Lima, Peru; Buenos Aires, Argentina; and Mexico City, Mexico. Learning more about these connections would offer a rich resource for curriculum development and cultural linkages to Hispanic students. There is also a rich tradition of African American and Chinese cooperation on artistic, literary, and other endeavors. Researching how these histories might be incorporated into the Chinese language curriculum would expand the learning for all students and showcase joint contributions made possible through the collaboration between African American/Hispanic and Chinese peoples.

The fourth area is related to critical and socio-cultural theory research to investigate differences between urban and suburban schools foreign language learning. My study finds that White staff members place the lowest importance of all stakeholders

on the learning of Chinese language for African American and Hispanic students, so it would be important to find out if this finding is the same in other urban schools, and the reasoning and potential impact such attitudes might have on student learning. As my study finds that older students demonstrate less motivation to learn Chinese, it would be enlightening to find out if this runs true in other Chinese language and culture programs in urban schools in the United States and the reasons for students' lack of motivation. Many students at BRCPS come from a home where a language other than English is spoken, and this is true for many urban schools in the United States. It is important to understand the progress that third and multilanguage students make in their acquisition of Chinese in schools across the nation.

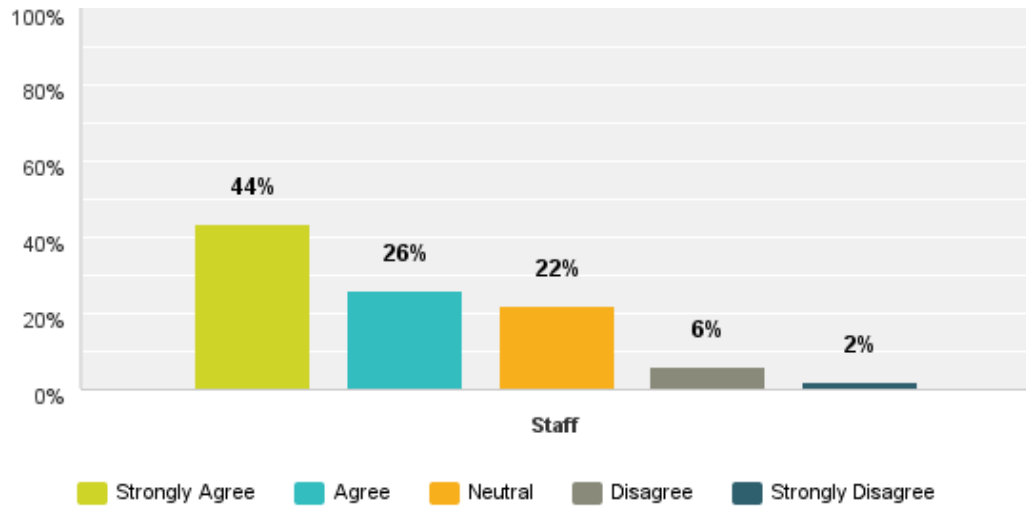
Finally, there is a need to identify the challenges and differences for Chinese teachers working with urban and suburban school students. It would also be helpful to research the best practices for Chinese teachers' professional development, such as on-site professional development training versus university-based coursework. By gaining insights learned from Chinese foreign language research, stakeholders will be provided with a larger knowledge base from which to make informed decisions in order to deliver the best Chinese foreign language programs for students.

APPENDIX A

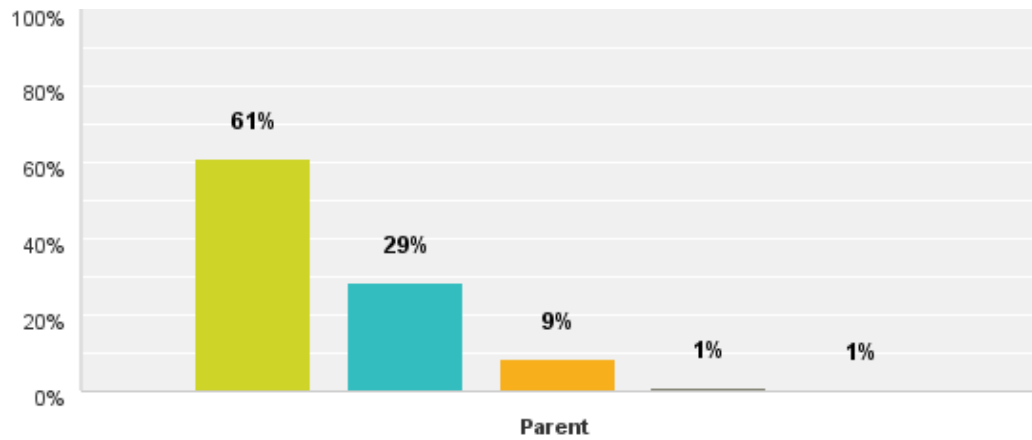
DESCRIPTIVE STATISTIC FINDING FIGURES FOR STAKEHOLDERS’ PERCEPTIONS AND ATTITUDES SURVEY QUESTIONS (1-40)

Composite Variable 1: Satisfaction with the program (Survey Question 1-10)

- Seventy percent (70%) of staff and 90% of parents and 68% of students demonstrate satisfaction that all BRCPS students have/will have the opportunity to learn Chinese. Parents have a higher degree of satisfaction (90%) than staff (70%) and students (68%).

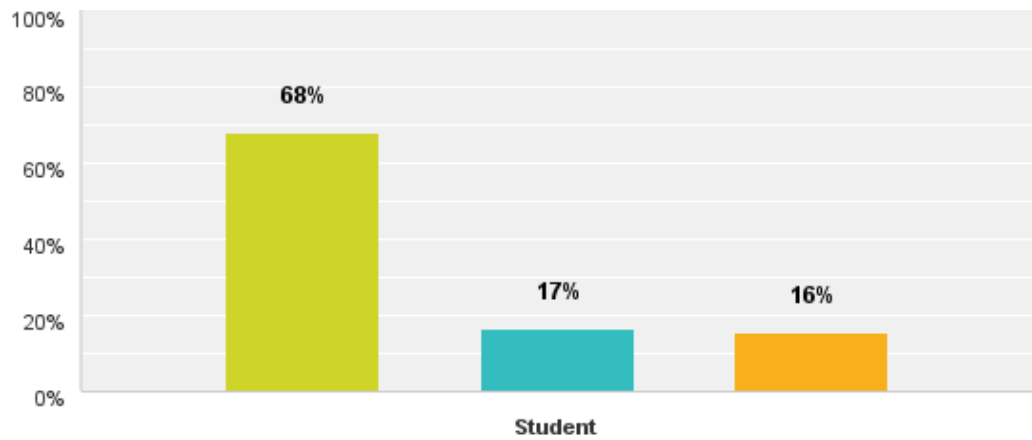


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	44% 42	26% 25	22% 21	6% 6	2% 2	96	1.97



■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

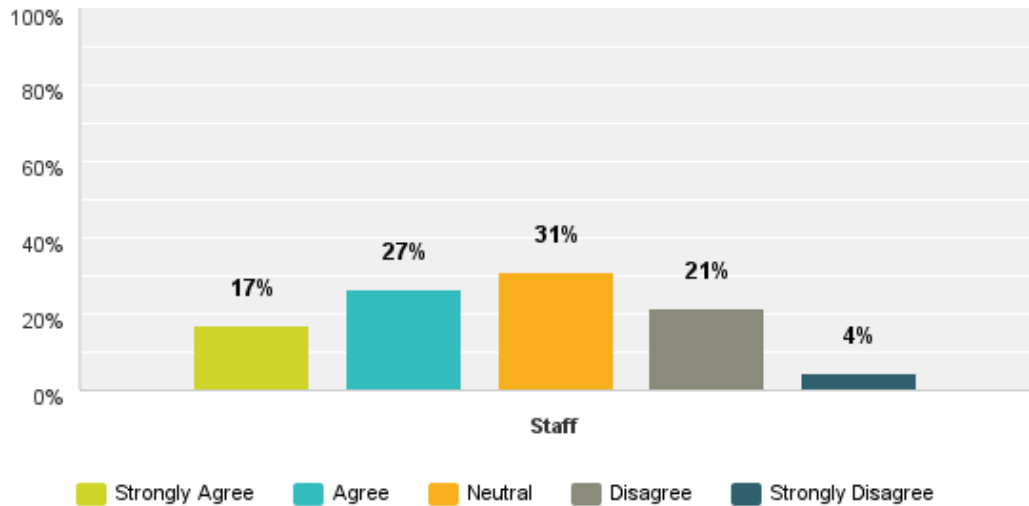
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	61% 327	29% 153	9% 46	1% 5	1% 4	535	1.52



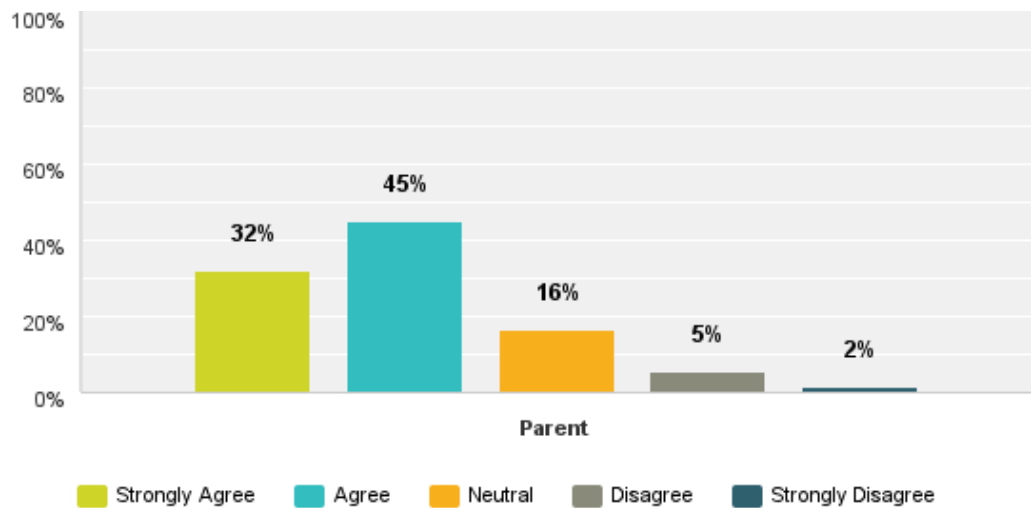
■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	68% 354	17% 86	16% 81	521	1.48

2. Seventy-seven percent (77%) of parents report more awareness of goals and objectives of Chinese program than staff (44%). Thirty-one percent (31%) of staff demonstrate neutrality on topic and 25% of staff demonstrate not knowing goals and objectives.

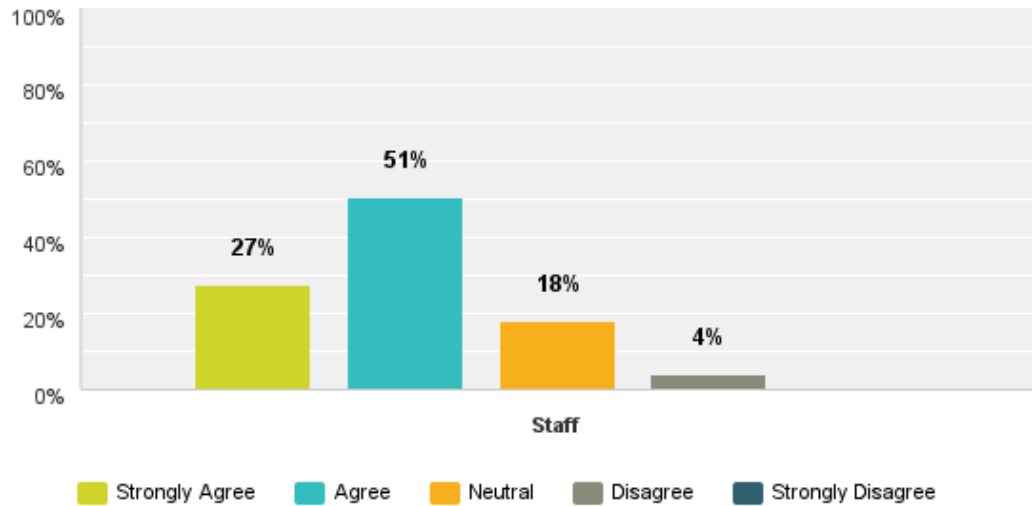


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	17% 16	27% 25	31% 29	21% 20	4% 4	94	2.69

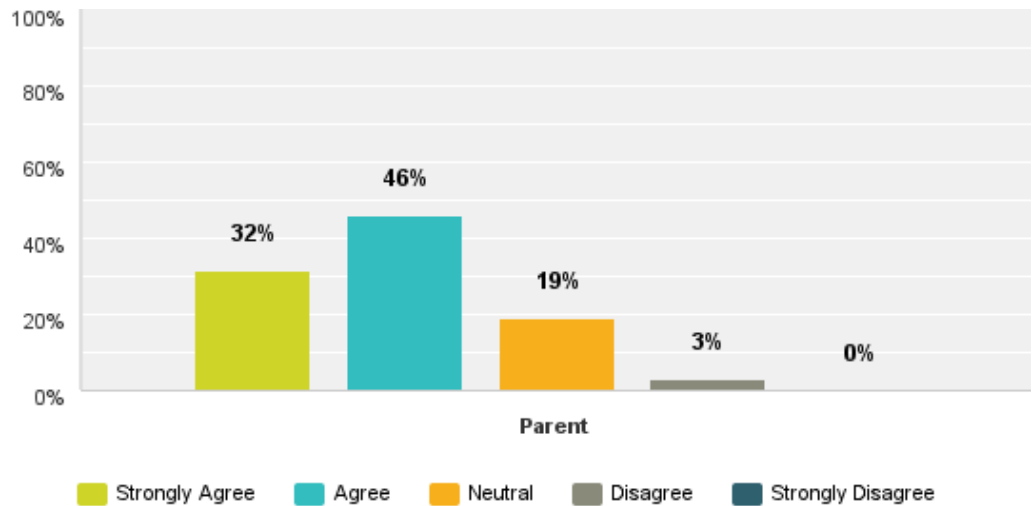


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	32% 170	45% 239	16% 87	5% 29	2% 9	534	2.00

3. Seventy-eight percent (78%) of staff and 78% of parents agree that the school promotes Chinese program by posting information through school website, media, and monthly Chinese newsletter.

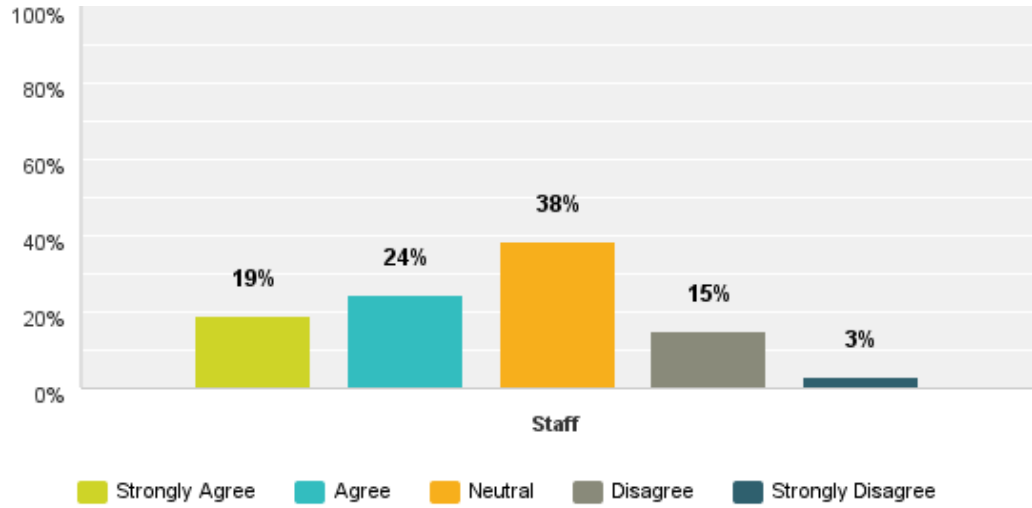


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	27% 26	51% 48	18% 17	4% 4	0% 0	95	1.99

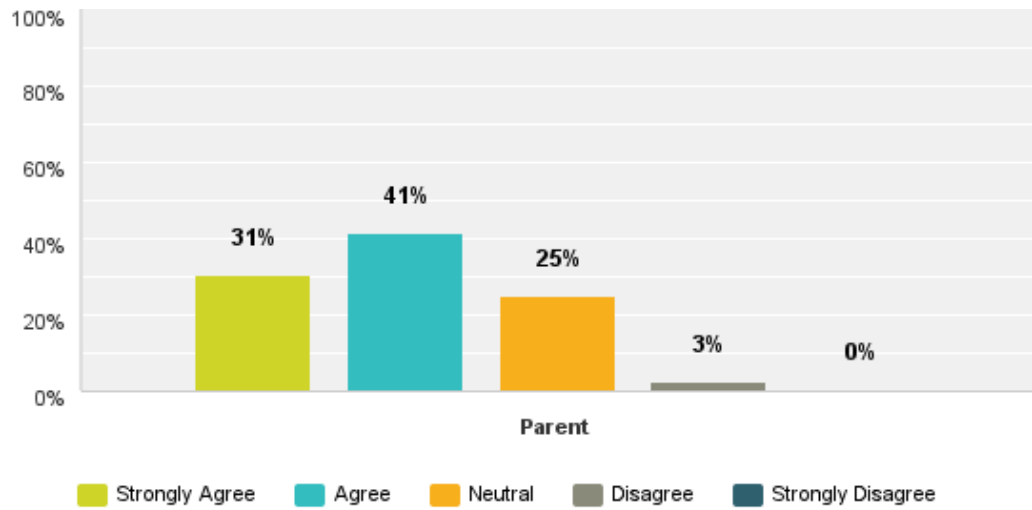


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	32% 168	46% 245	19% 102	3% 15	0% 1	531	1.94

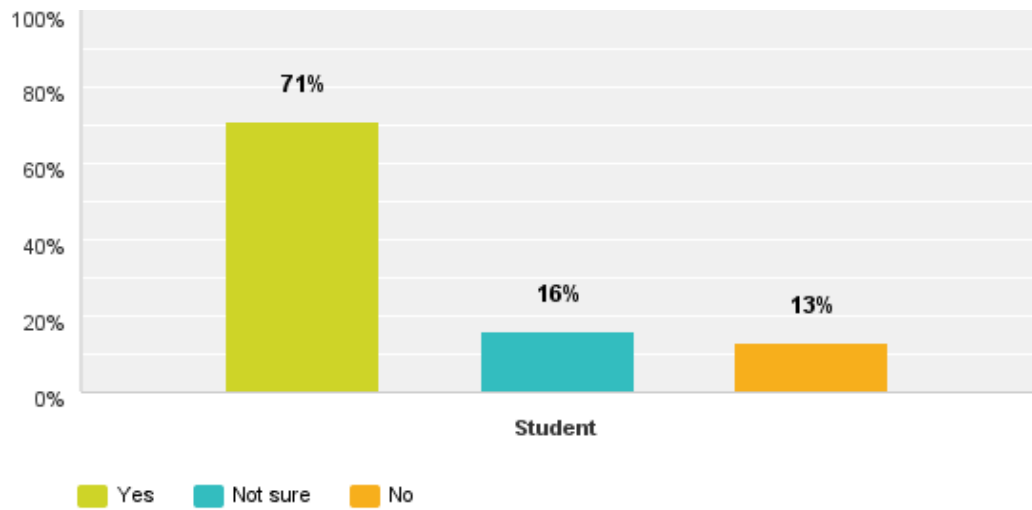
4. Parents (72%) and students (71%) have higher agreement than staff (43%) that the Chinese curriculum taught in BRCPS Chinese class enhances and reinforces the regular curriculum. Thirty-eight percent (38%) of staff show neutrality on topic and 18% of staff demonstrate not agreement with the topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	19% 18	24% 23	38% 36	15% 14	3% 3	94	2.59

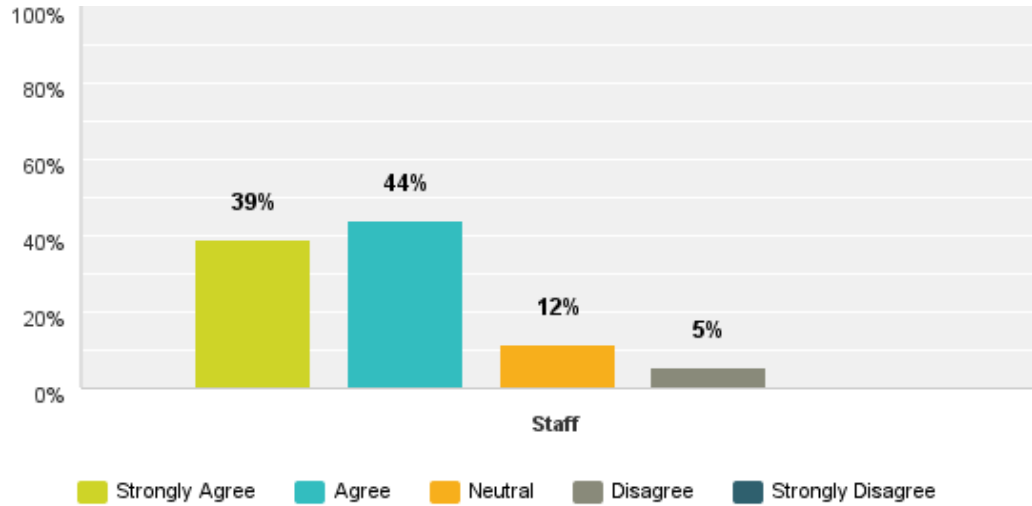


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	31% 162	41% 219	25% 132	3% 14	0% 2	529	2.01

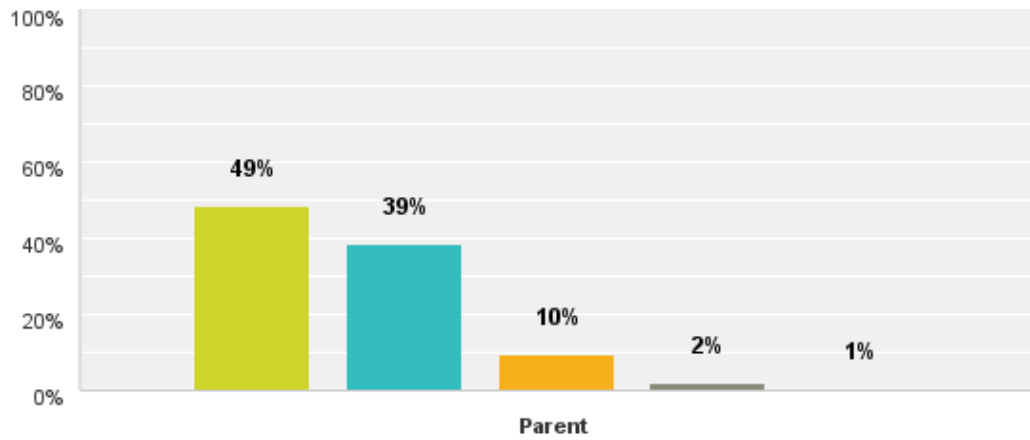


	Yes	Not sure	No	Total	Average Rating
Student	71% 175	16% 39	13% 32	246	1.42

5. Eighty-three percent (83%) of staff and 88% of parents and 68% of students feel that conducting school-wide cultural activities enhances Chinese language learning for students.

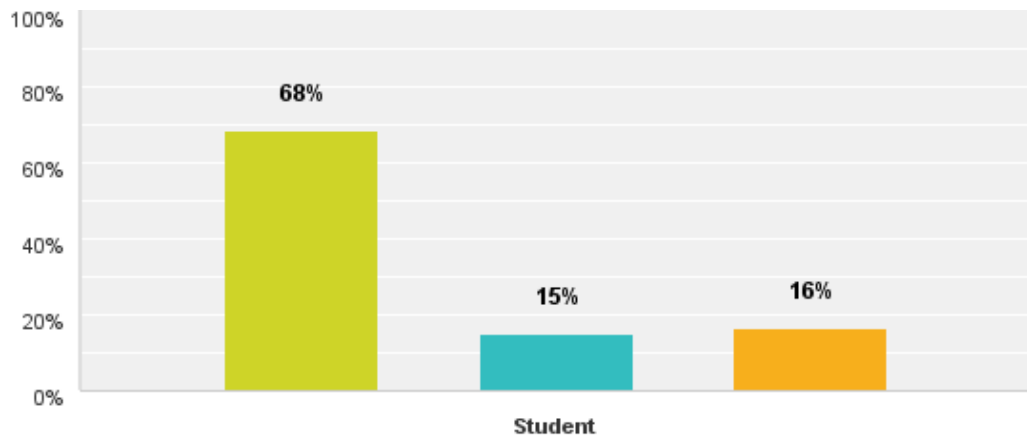


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	39% 37	44% 42	12% 11	5% 5	0% 0	95	1.83



■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

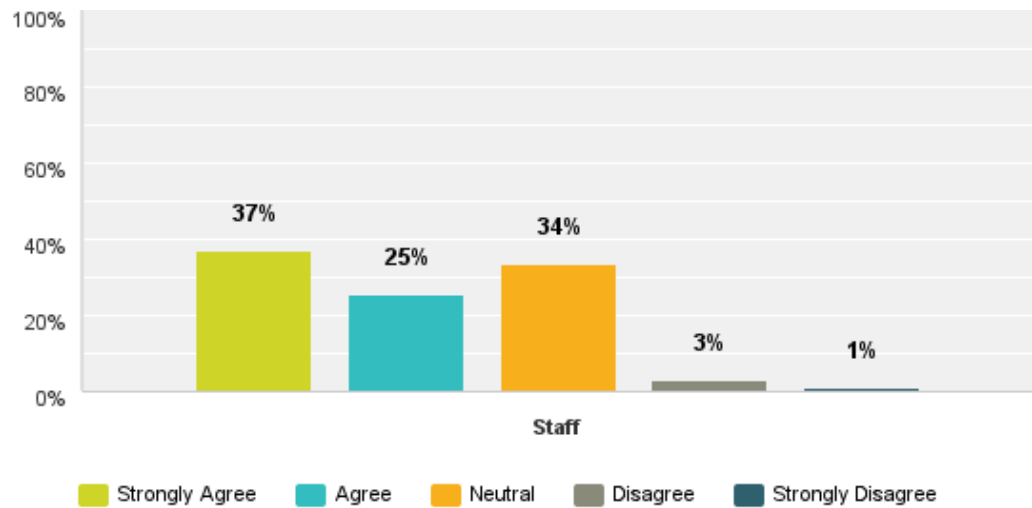
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	49% 261	39% 208	10% 52	2% 12	1% 4	537	1.68



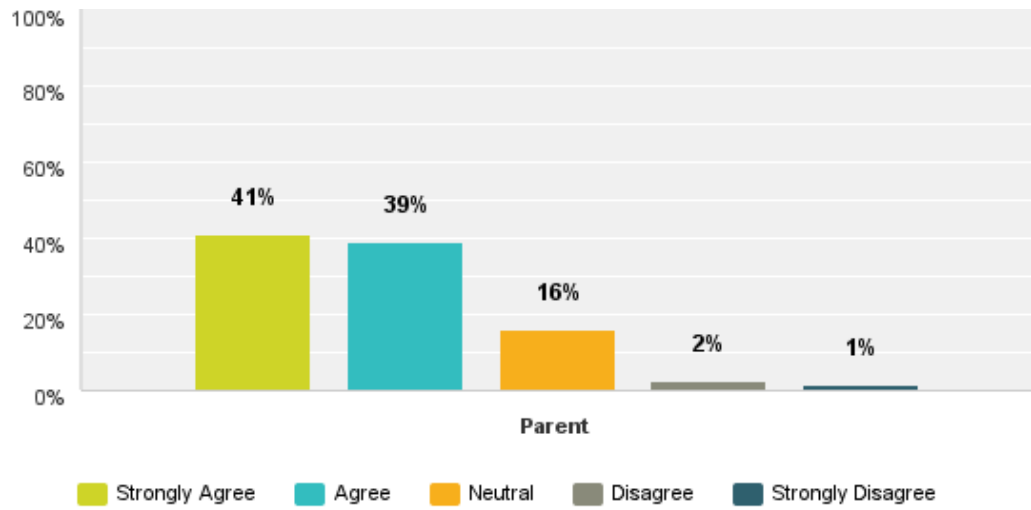
■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	68% 167	15% 37	16% 40	244	1.48

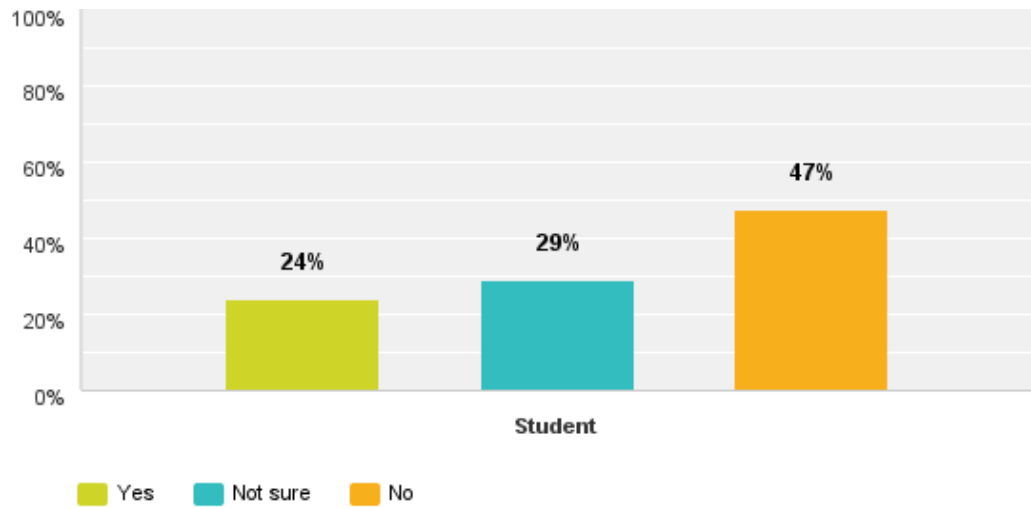
6. Staff (62%) and parents (80%) demonstrate higher agreement than students (24%) that Chinese teachers instruct the class by speaking Chinese most of the time. Thirty-four percent (34%) of staff report neutrality on topic. Forty-seven percent (47%) of students demonstrate disagreement with the topic and 29% of students demonstrate neutrality on topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	37% 35	25% 24	34% 32	3% 3	1% 1	95	2.06

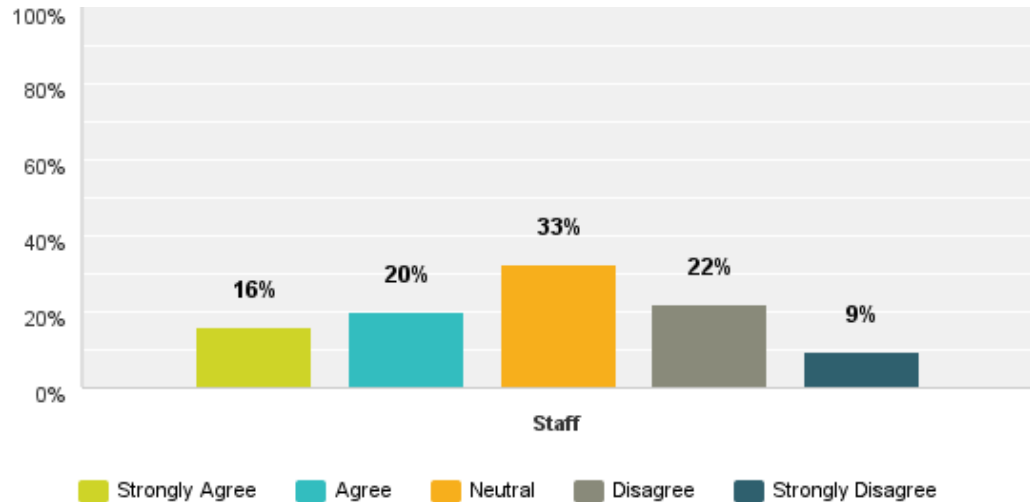


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	41% 218	39% 209	16% 86	2% 13	1% 7	533	1.84

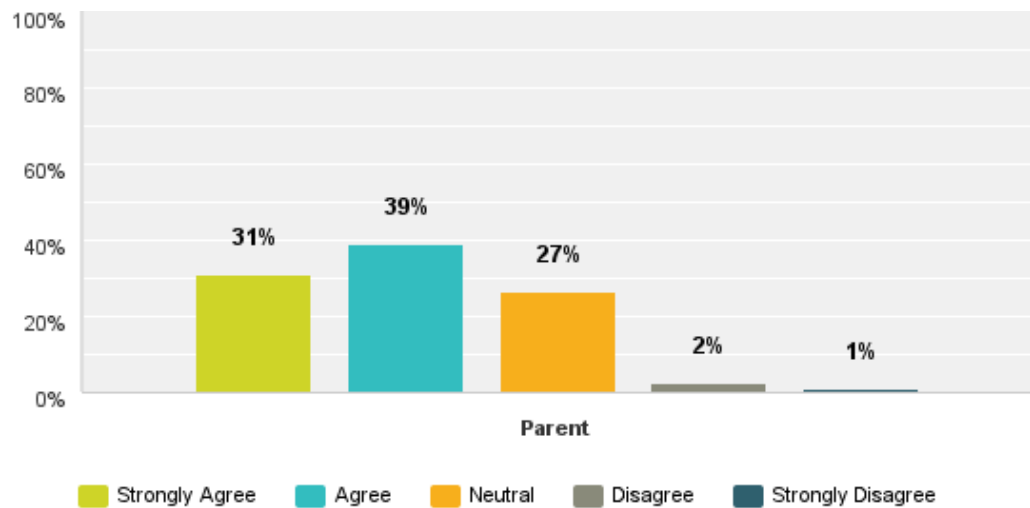


	Yes	Not sure	No	Total	Average Rating
Student	24% 58	29% 70	47% 115	243	2.23

7. Parents (70%) demonstrate higher level of agreement than staff (36%) that Chinese teachers demonstrate adequate classroom management skills. Thirty-three percent (33%) of staff show neutrality on topic and 31% of staff disagree with the topic.

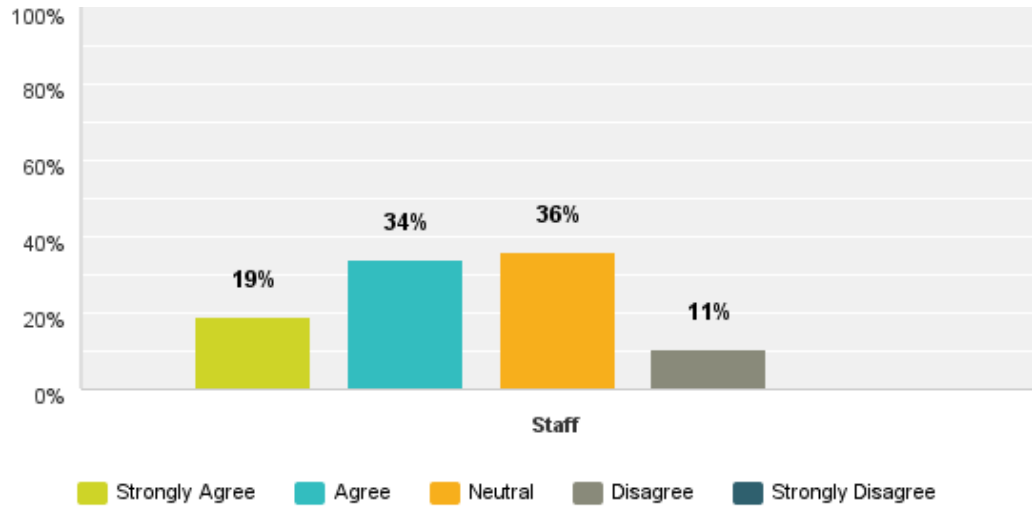


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	16% 15	20% 19	33% 31	22% 21	9% 9	95	2.89

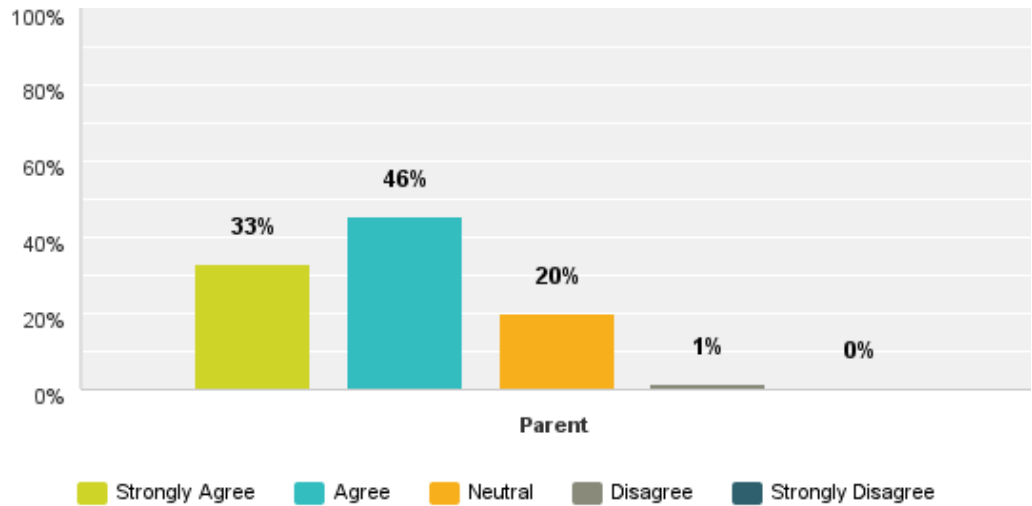


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	31% 163	39% 206	27% 140	2% 13	1% 4	526	2.03

8. Fifty-three percent (53%) of staff and 79% of parents report that BRCPS staff support Chinese teachers’ efforts to maintain discipline in creating an appropriate Chinese learning environment. Thirty-six percent (36%) of staff report neutrality on topic.

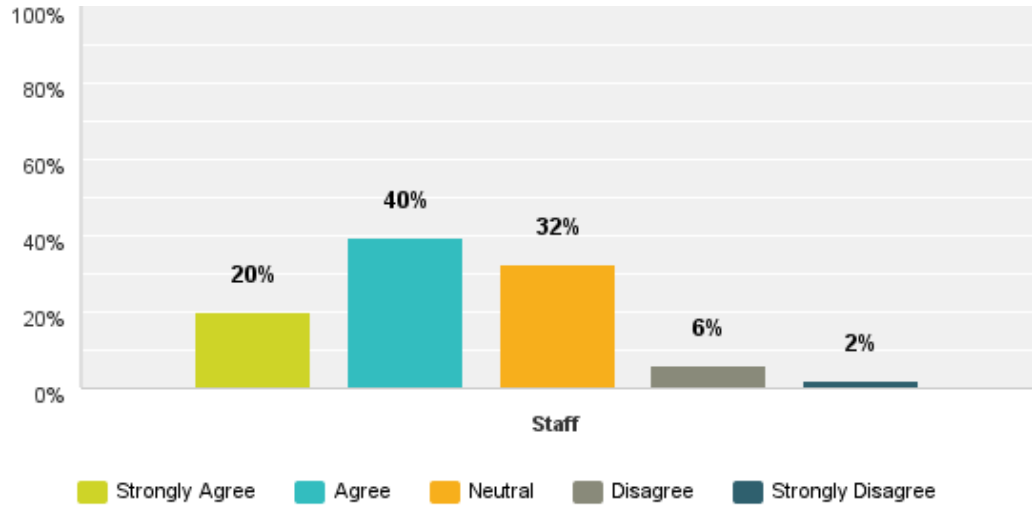


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	19% 18	34% 32	36% 34	11% 10	0% 0	94	2.38

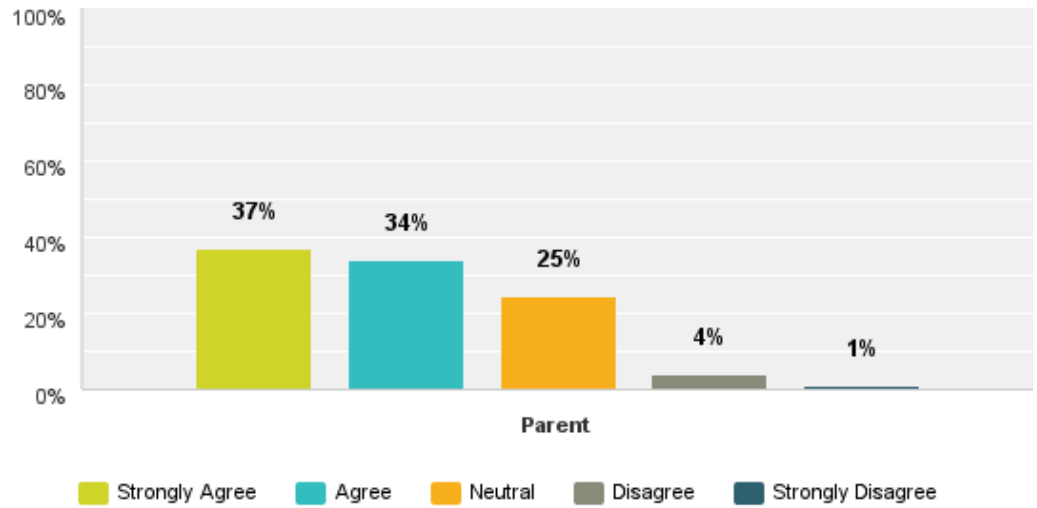


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	33% 174	46% 242	20% 106	1% 7	0% 2	531	1.91

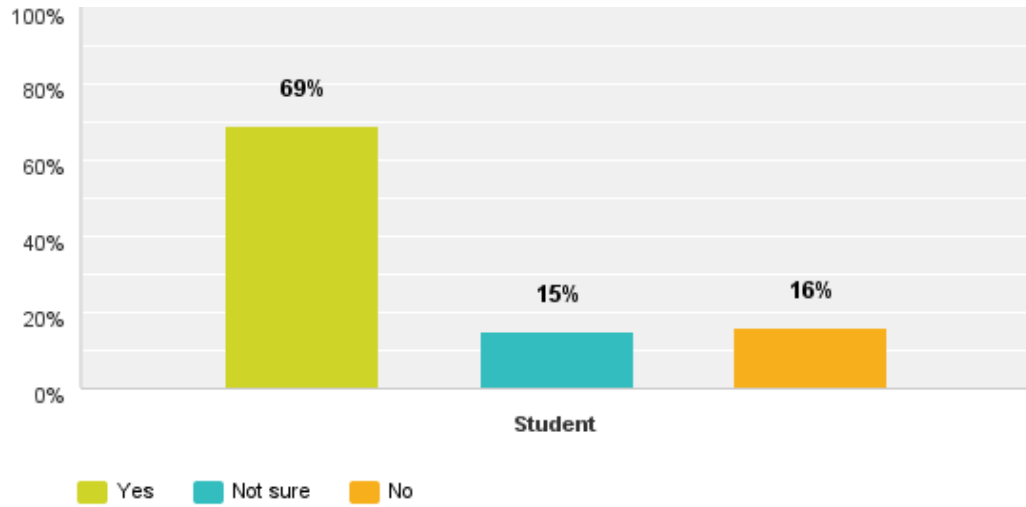
9. Sixty percent (60%) of staff and 71% of parents and 69% of students agree that the Chinese program at BRCPS will open opportunities for staff/parents/students to travel and/or study in China.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	20% 19	40% 38	32% 31	6% 6	2% 2	96	2.31



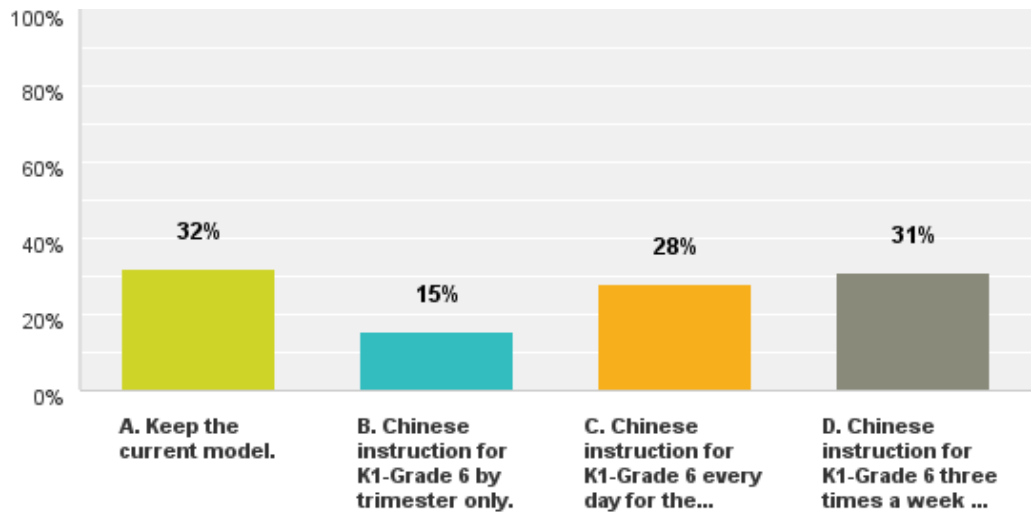
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	37% 196	34% 180	25% 131	4% 21	1% 5	533	1.98



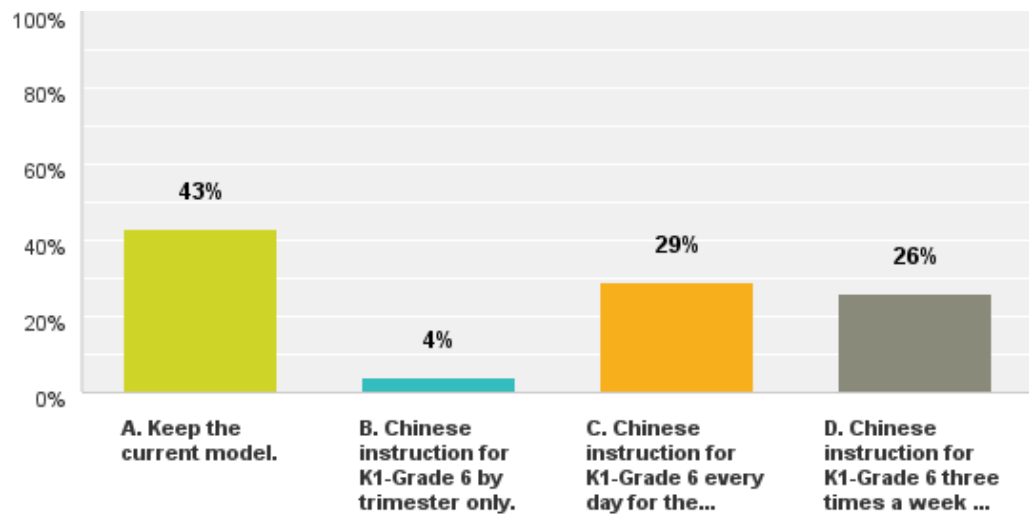
	Yes	Not sure	No	Total	Average Rating
Student	69% 356	15% 77	16% 82	515	1.47

10. Thirty-two percent (32%) of staff recommend keeping the current model and 28% of staff recommend Chinese instruction for all K1-Grade 6 every day for the school year and 31% of staff recommend Chinese instruction for all K1-Grade 6 students three times a week for the school year and 15% of staff recommend Chinese instruction for K1-Grade 6 by trimester only.

Forty-three percent (43%) of parents recommend keeping the current model and 29% of parent recommend Chinese instruction for all K1-Grade 6 every day for the school year and 26% of parents recommend Chinese instruction for all K1-Grade 6 students three times a week for the school year and 4% of staff recommend Chinese instruction for K1-Grade 6 by trimester only.



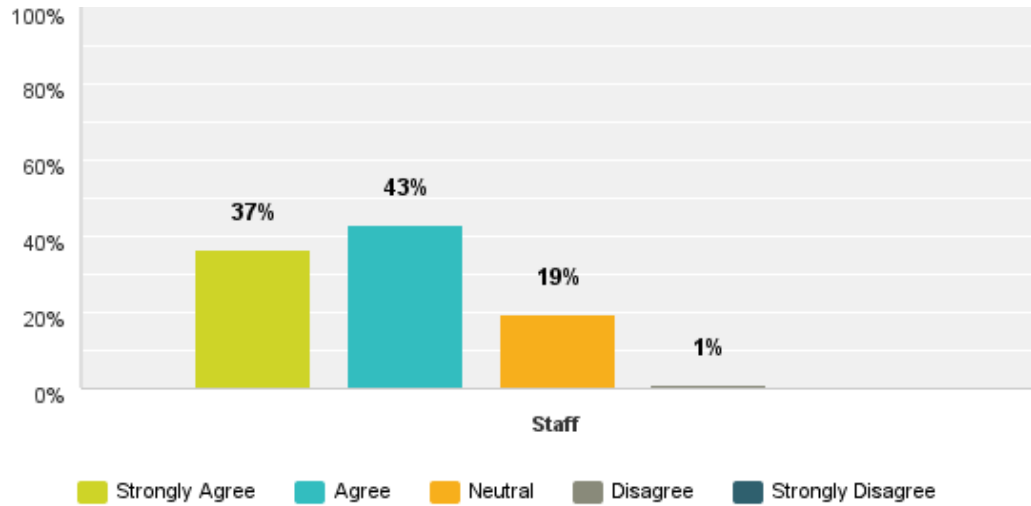
Answer Choices	Responses	
A. Keep the current model.	32%	25
B. Chinese instruction for K1-Grade 6 by trimester only.	15%	12
C. Chinese instruction for K1-Grade 6 every day for the school year.	28%	22
D. Chinese instruction for K1-Grade 6 three times a week for the school year.	31%	24
Total Respondents: 78		



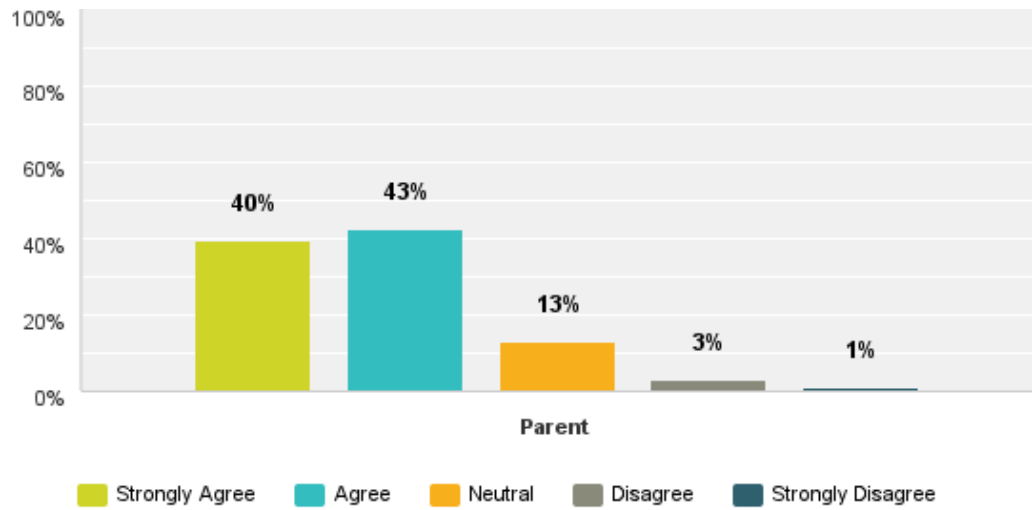
Answer Choices	Responses	
A. Keep the current model.	43%	224
B. Chinese instruction for K1-Grade 6 by trimester only.	4%	20
C. Chinese instruction for K1-Grade 6 every day for the school year.	29%	152
D. Chinese instruction for K1-Grade 6 three times a week for the school year.	26%	135
Total Respondents: 521		

Composite Variable 2: Attitude on the Importance of Learning Chinese (Survey Question 11-20)

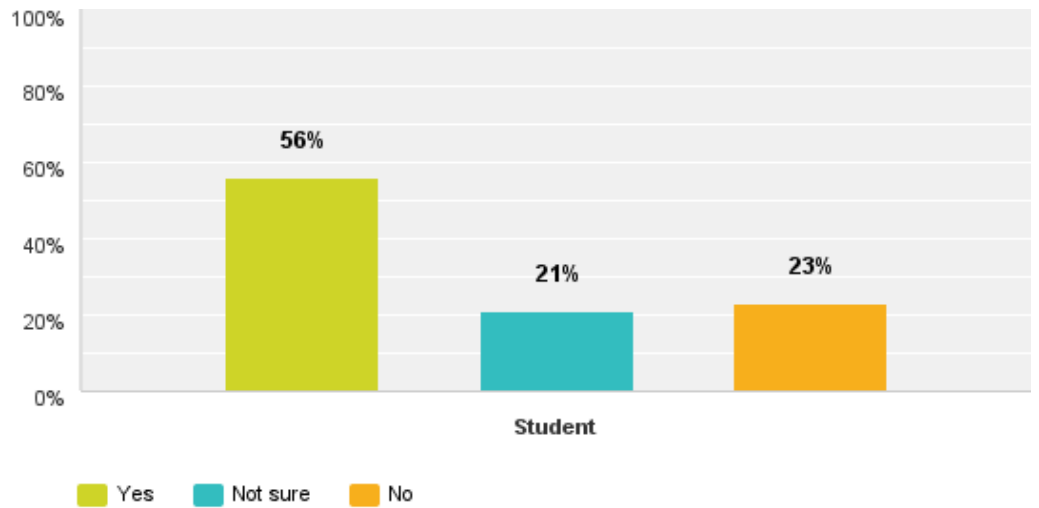
11. Eighty percent (80%) of staff and 83% of parents and 56% of students feel studying Chinese at BRCPS allows students to be more comfortable with Chinese speakers.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	37% 34	43% 40	19% 18	1% 1	0% 0	93	1.85

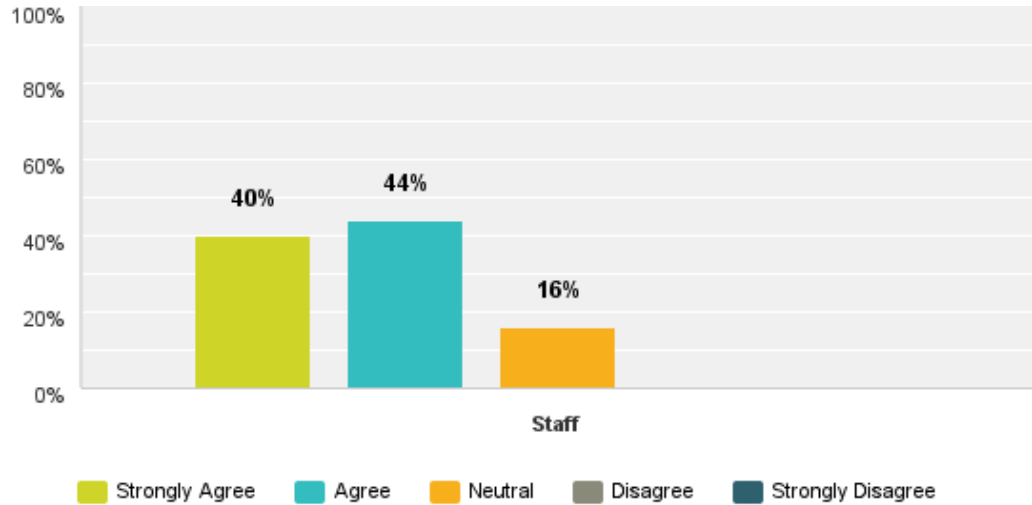


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	40% 213	43% 229	13% 71	3% 17	1% 6	536	1.83

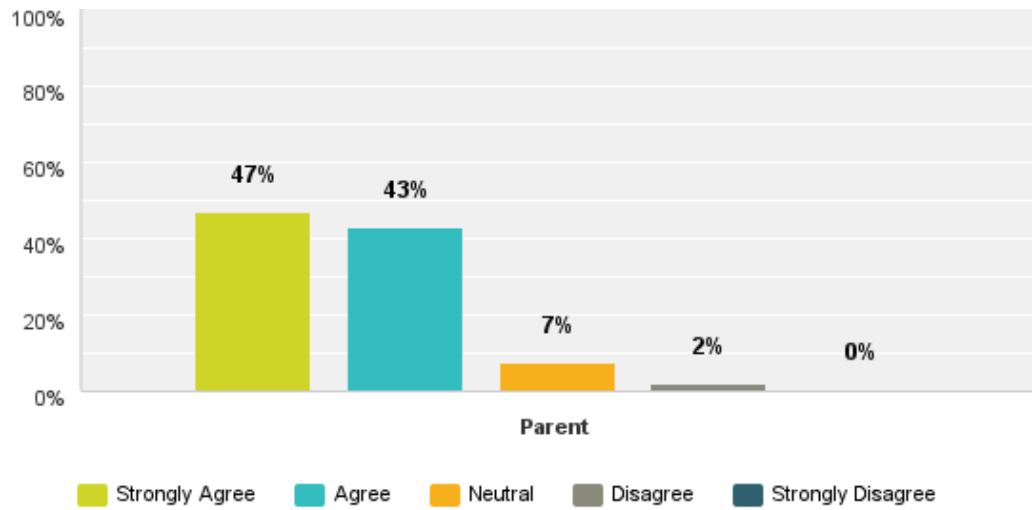


	Yes	Not sure	No	Total	Average Rating
Student	56% 288	21% 108	23% 117	513	1.67

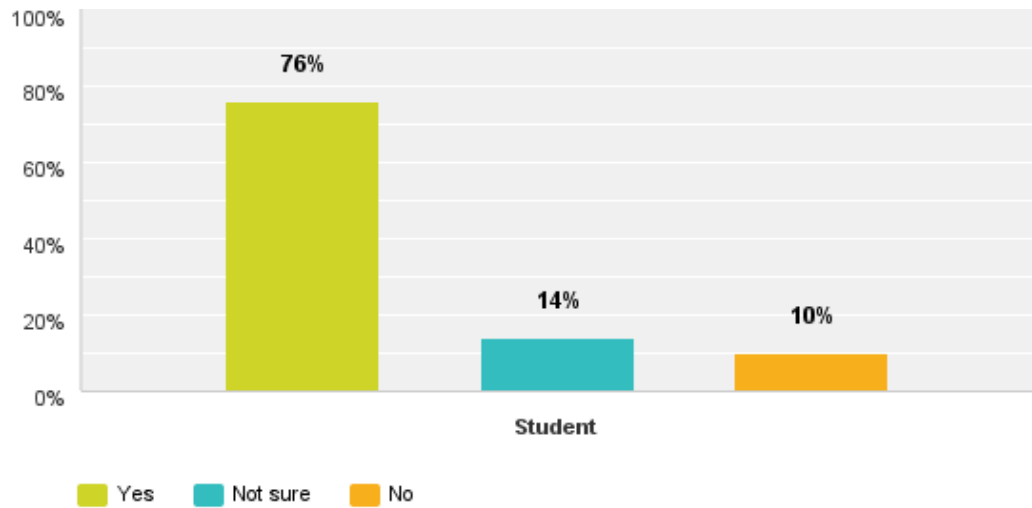
12. Eighty-four percent (84%) of staff and 90% of parents and 76% of students demonstrate agreement that studying Chinese at BRCPS allows students to better understand and appreciate Chinese culture.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	40% 37	44% 41	16% 15	0% 0	0% 0	93	1.76

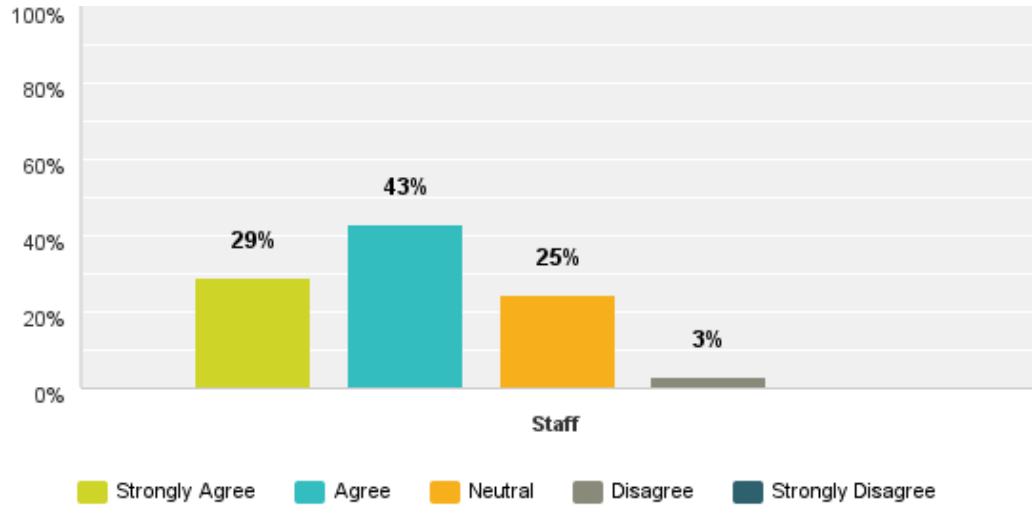


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	47% 252	43% 231	7% 40	2% 11	0% 2	536	1.66

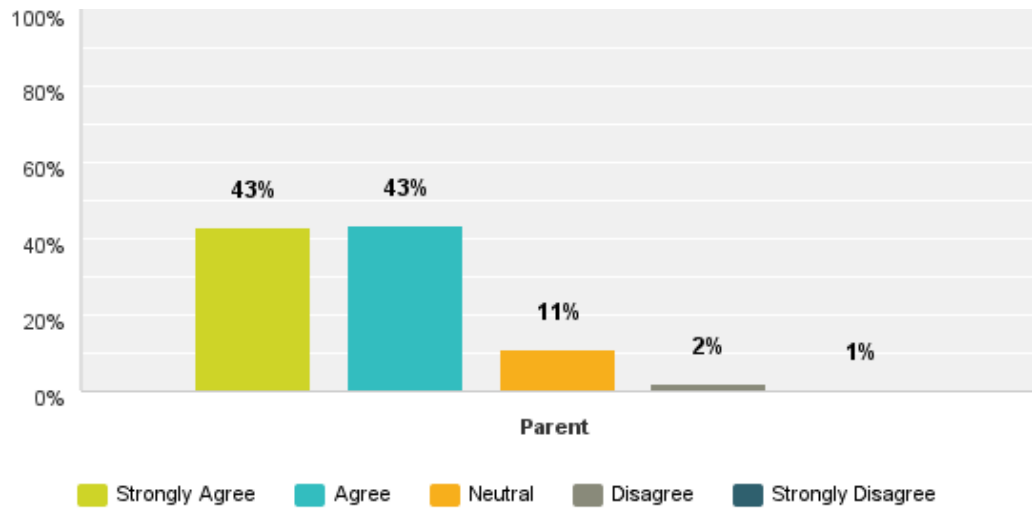


	Yes	Not sure	No	Total	Average Rating
Student	76% 393	14% 72	10% 51	516	1.34

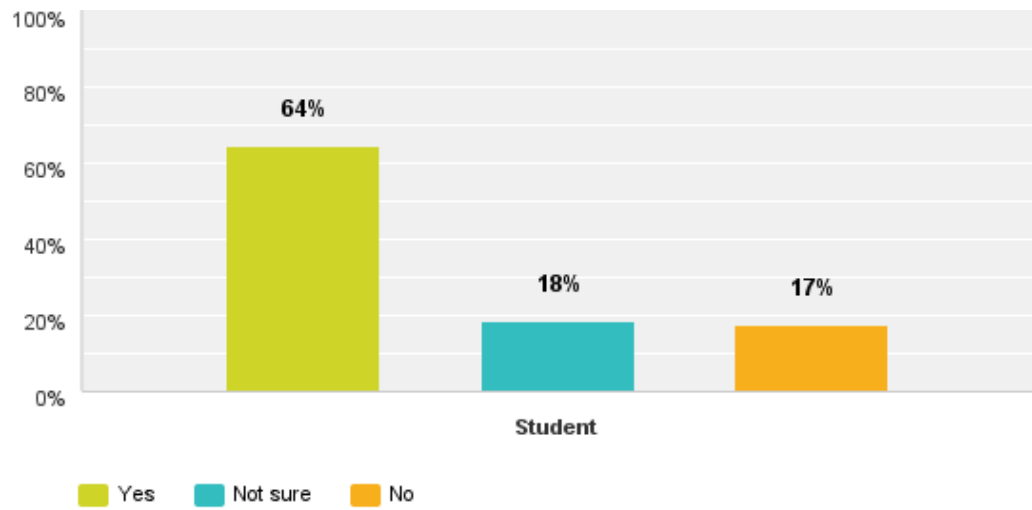
13. Seventy-two percent (72%) of staff and 86% of parents and 64% of students agree that studying Chinese at BRCPS allows students to participate more freely with diverse cultural groups.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	29% 27	43% 40	25% 23	3% 3	0% 0	93	2.02

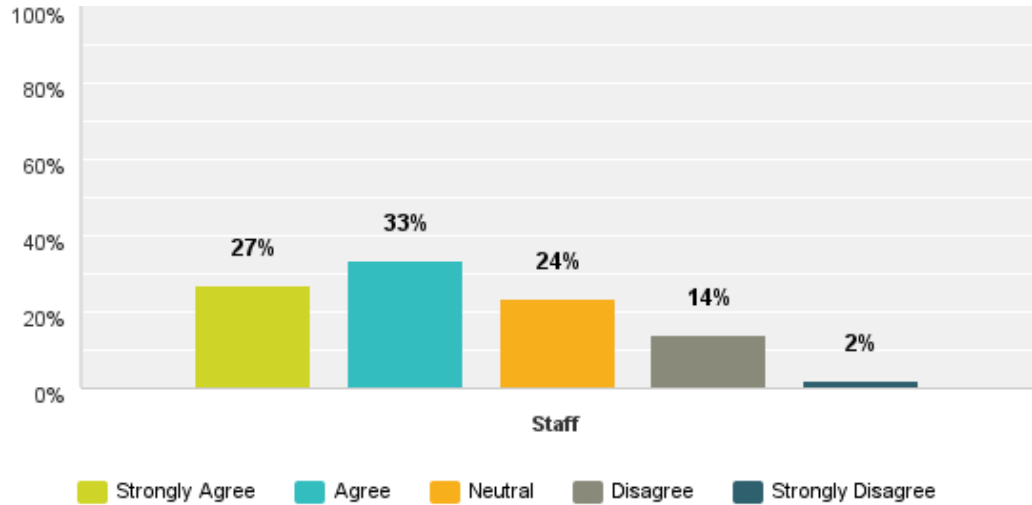


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	43% 230	43% 232	11% 58	2% 11	1% 4	535	1.74

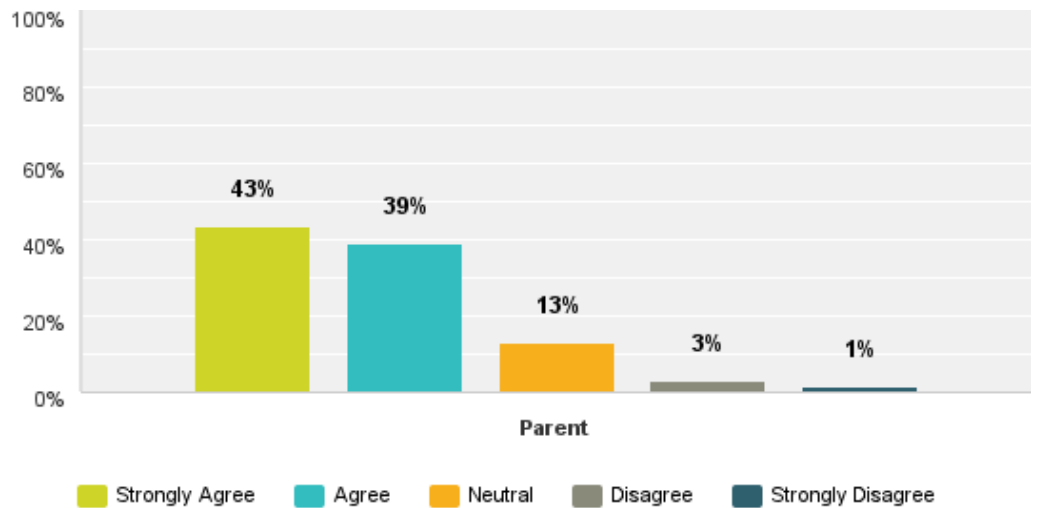


	Yes	Not sure	No	Total	Average Rating
Student	64% 332	18% 94	17% 89	515	1.53

14. Sixty percent (60%) of staff and 82% of parents report their agreement that studying Chinese at BRCPS has not jeopardized student progress in the other subject areas such as math or reading.

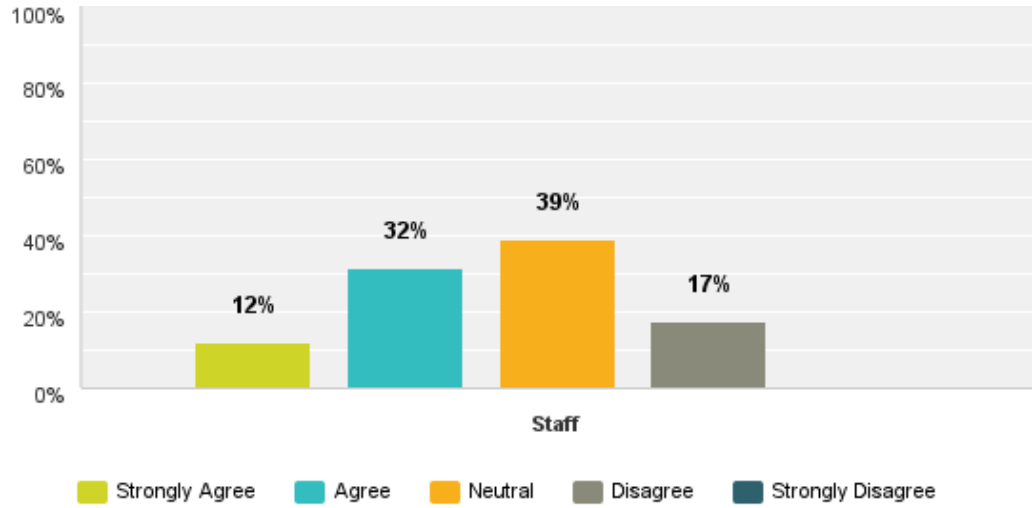


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	27% 25	33% 31	24% 22	14% 13	2% 2	93	2.31

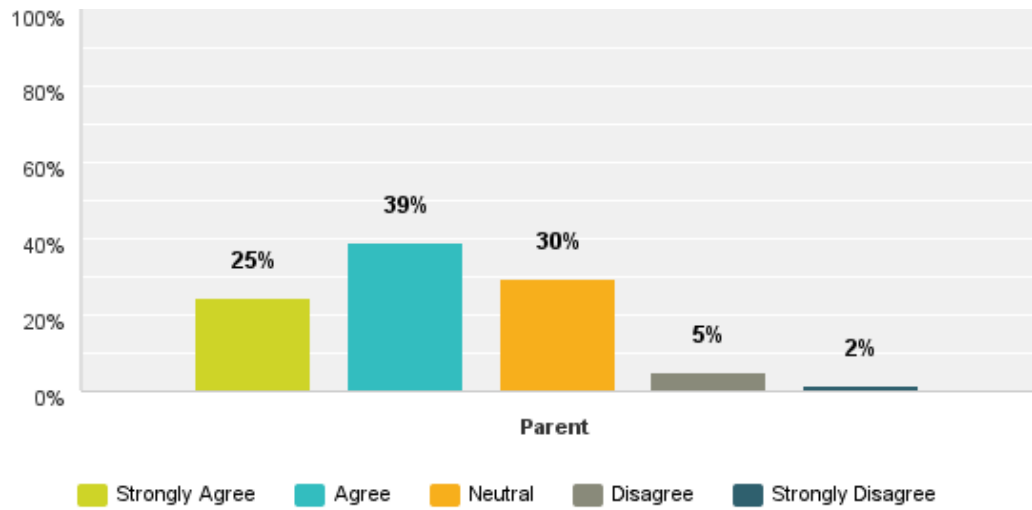


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	43% 230	39% 207	13% 70	3% 17	1% 7	531	1.80

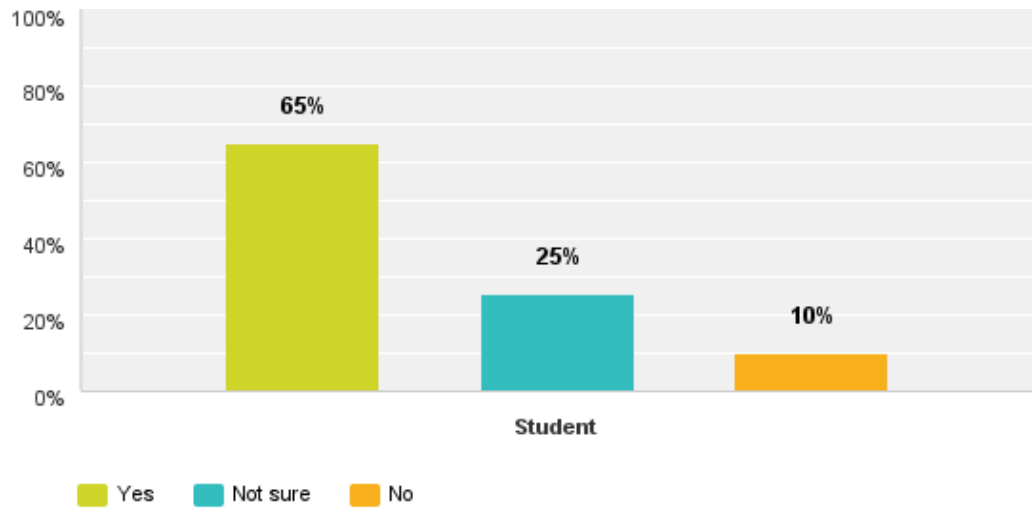
15. Parents (64%) and students (65%) demonstrate higher level of agreement than staff (44%) that studying Chinese at BRCPS allows students to enhance their problem solving skills and creativity. Thirty-nine percent (39%) of staff demonstrate neutrality on topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	12% 11	32% 29	39% 36	17% 16	0% 0	92	2.62

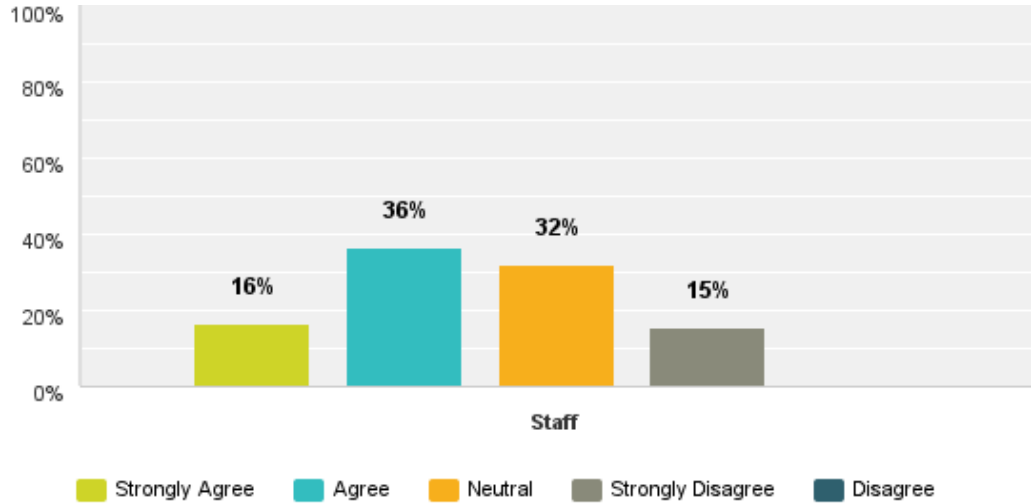


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	25% 131	39% 207	30% 158	5% 27	2% 9	532	2.20

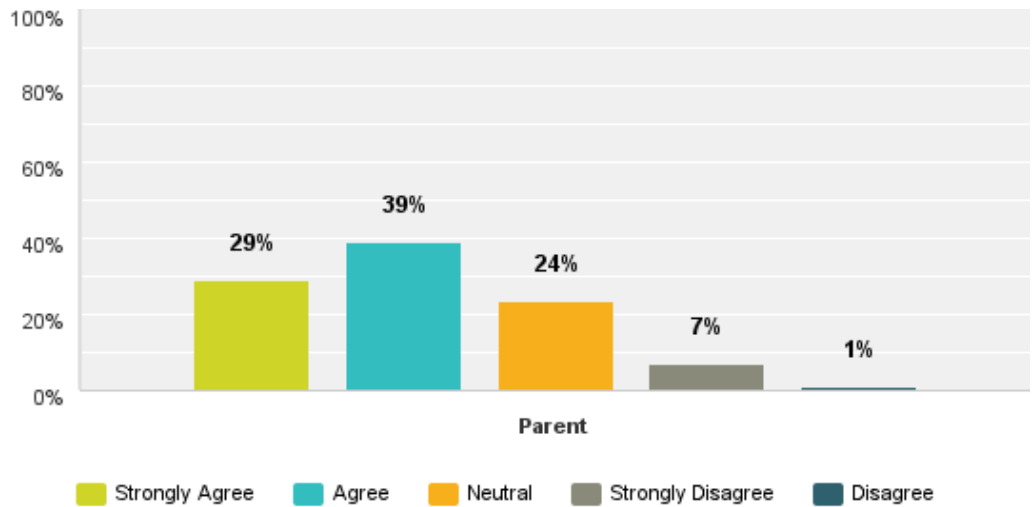


	Yes	Not sure	No	Total	Average Rating
Student	65% 158	25% 62	10% 24	244	1.45

16. Fifty-two percent (52%) of staff and 68% of parent demonstrate their agreement that studying Chinese at BRCPS allows students to improve their academic achievement. Thirty-two percent (32%) of staff report neutrality on topic.

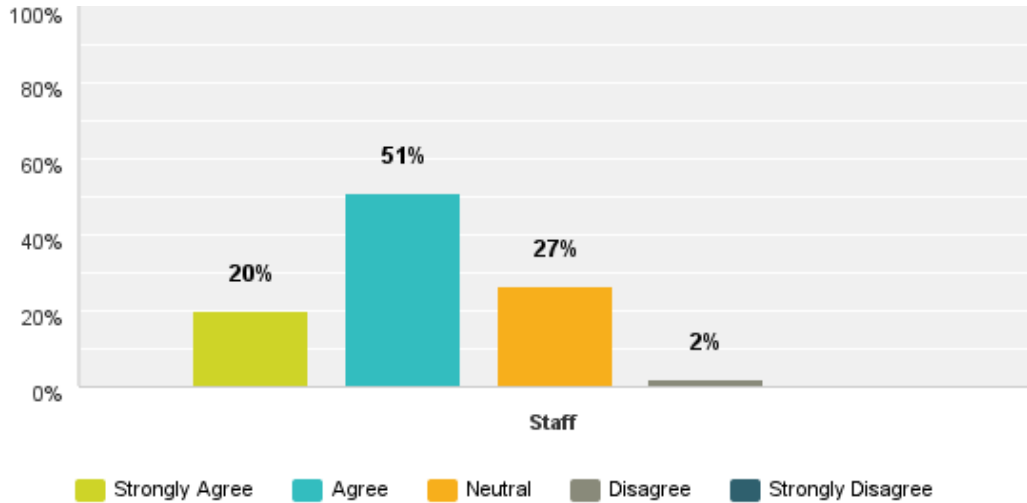


	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total	Average Rating
Staff	16% 15	36% 33	32% 29	15% 14	0% 0	91	2.46

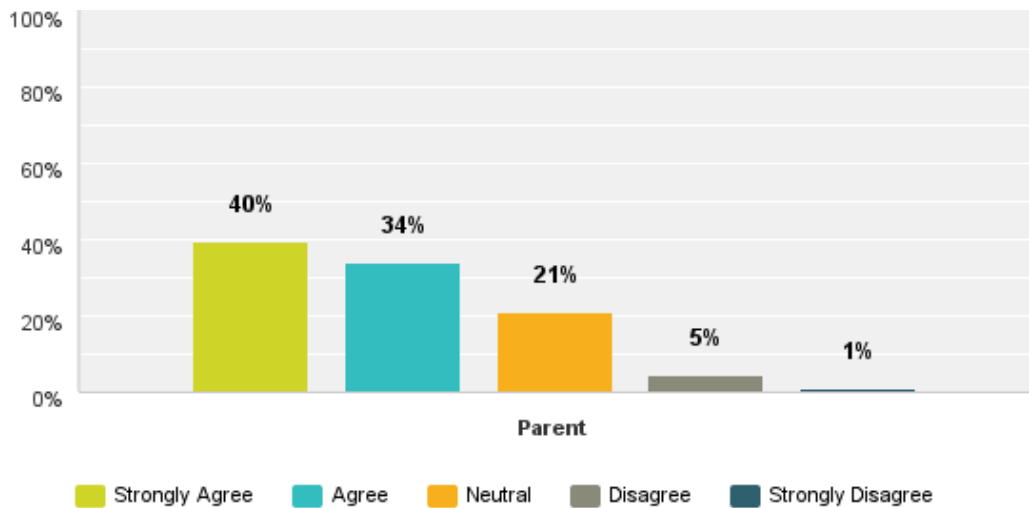


	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total	Average Rating
Parent	29% 154	39% 207	24% 126	7% 38	1% 6	531	2.12

17. Seventy-one percent (71%) of staff and 74% of parents agree that studying Chinese at BRCPS allows students to be more competitive in applying for middle/high school and college.

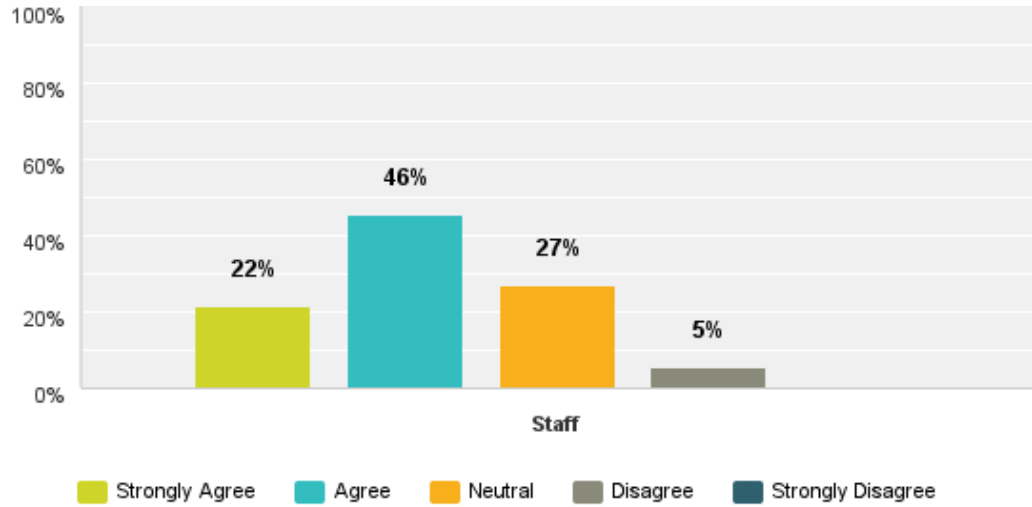


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	20% 18	51% 46	27% 24	2% 2	0% 0	90	2.11

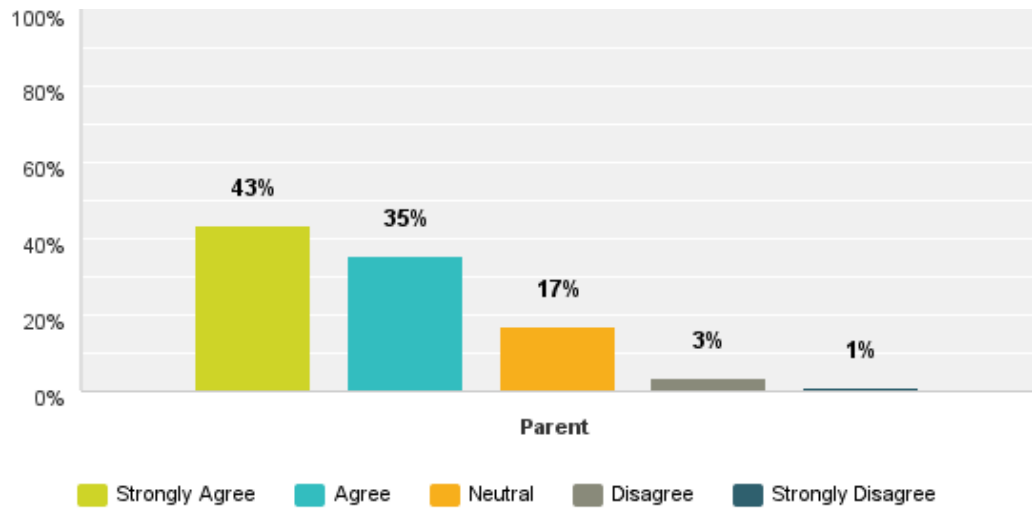


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	40% 210	34% 181	21% 112	5% 24	1% 4	531	1.93

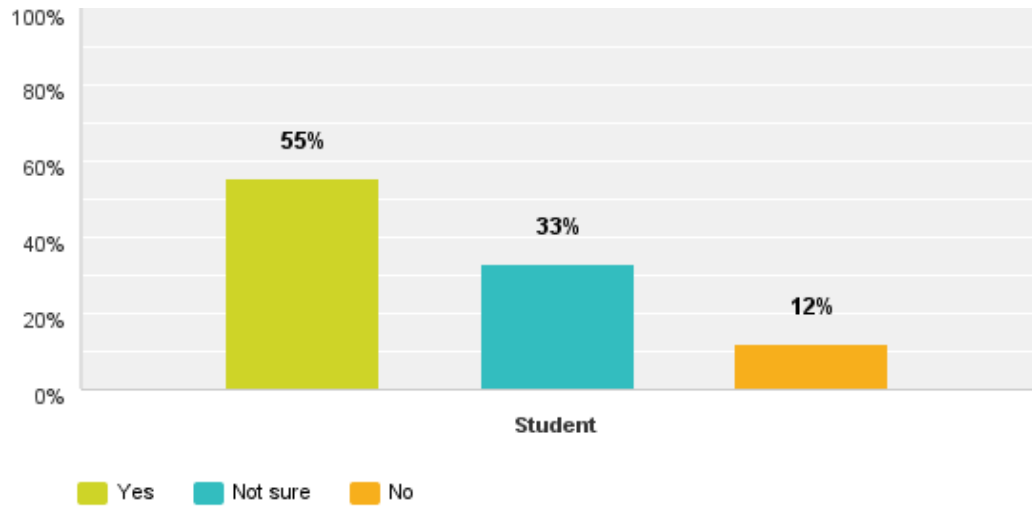
18. Sixty-eight percent (68%) of staff and 78% of parents and 55% of students agree that studying Chinese at BRCPS allows students to be better prepared for future careers.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	22% 20	46% 42	27% 25	5% 5	0% 0	92	2.16

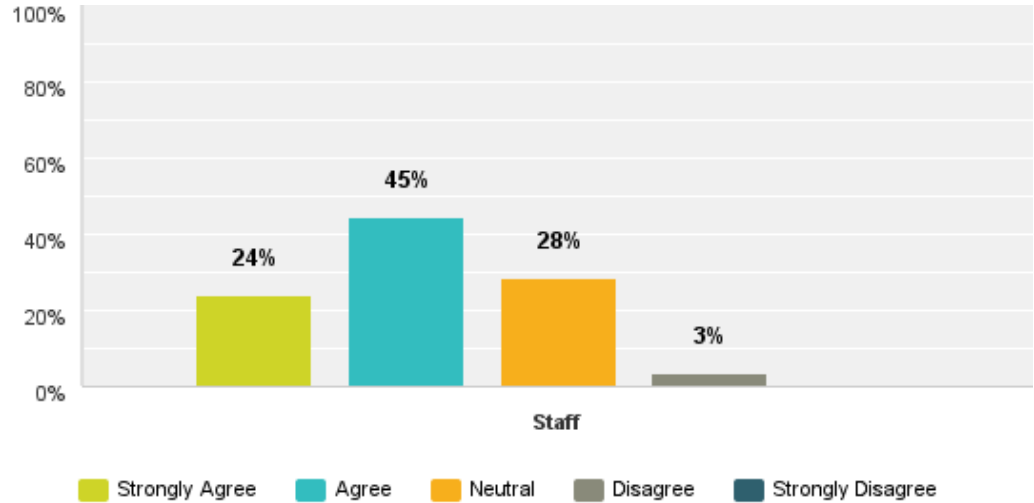


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	43% 231	35% 189	17% 90	3% 18	1% 5	533	1.83

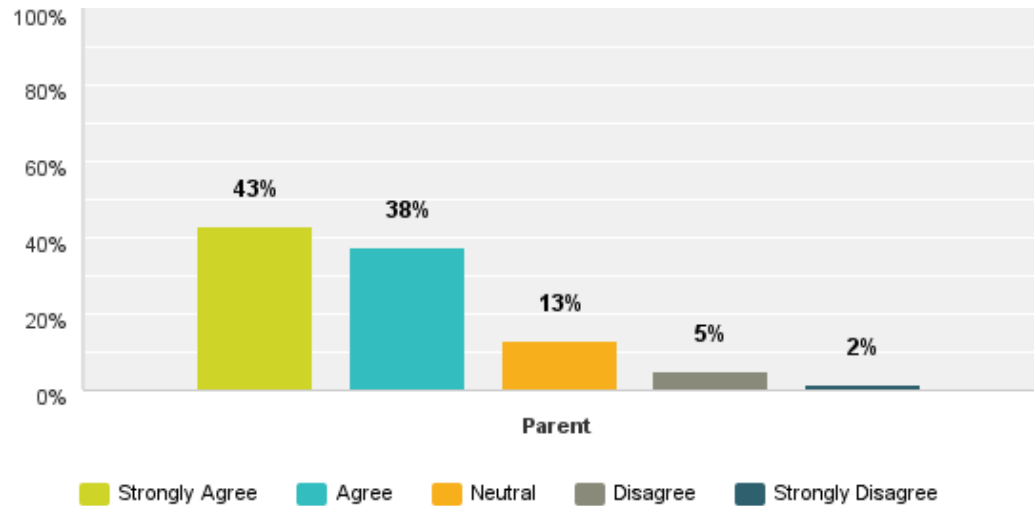


	Yes	Not sure	No	Total	Average Rating
Student	55% 136	33% 81	12% 29	246	1.57

19. Sixty-nine percent (69%) of staff and 81% of parents report that studying Chinese at BRCPS allows students to be better respected as individuals knowing more than one language, such as Chinese.

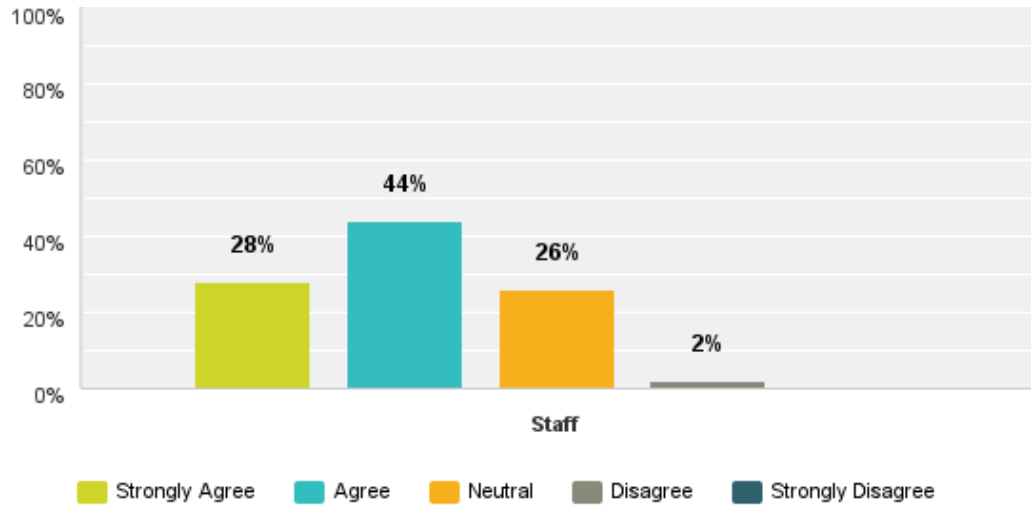


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	24% 22	45% 41	28% 26	3% 3	0% 0	92	2.11



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	43% 230	38% 201	13% 68	5% 26	2% 8	533	1.84

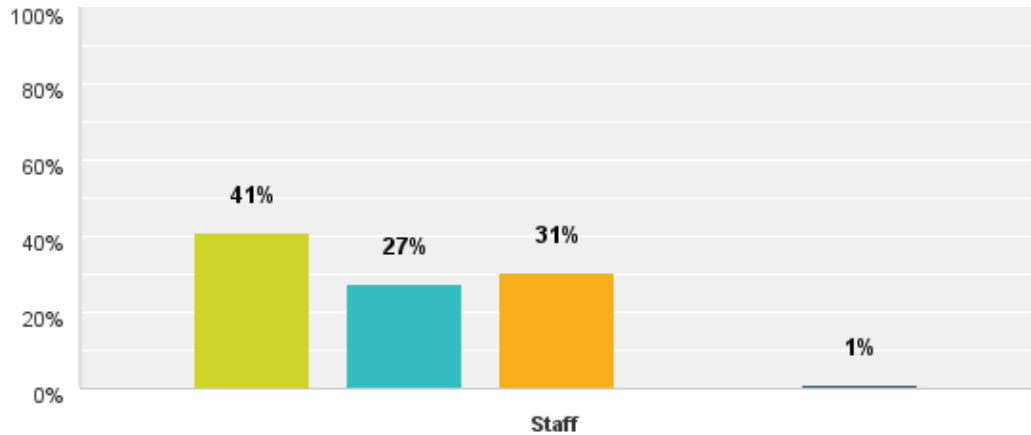
20. Seventy-two percent (72%) of staff and 85% of parent feel that studying Chinese allows students to be able to demonstrate a valued 21st century skill to communicate in a foreign language, such as Chinese.



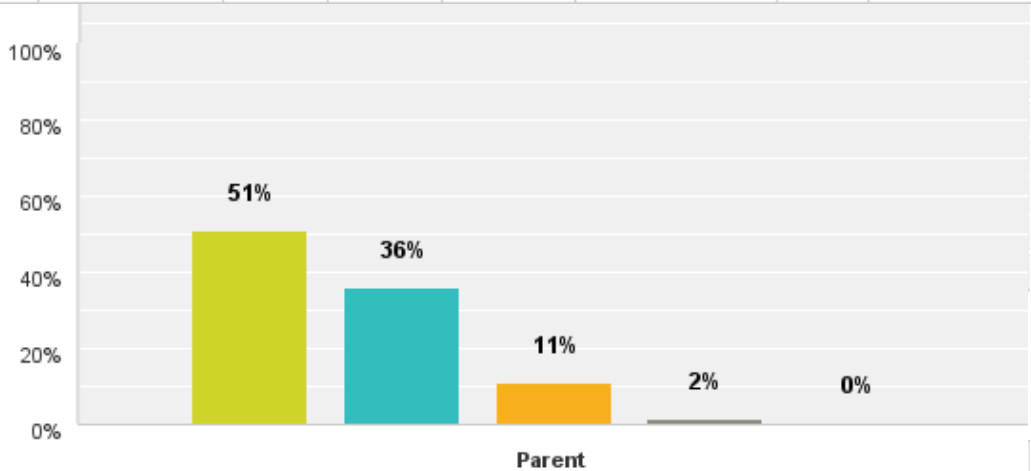
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	28% 26	44% 41	26% 24	2% 2	0% 0	93	2.02

Composite Variable 3: Involvement in the Program (Survey Question 21-30)

21. Sixty-eight percent (68%) of staff and 87% of parents agree that they encourage students to make an effort in Chinese class. Thirty-one percent (31%) of staff indicate neutrality on topic.

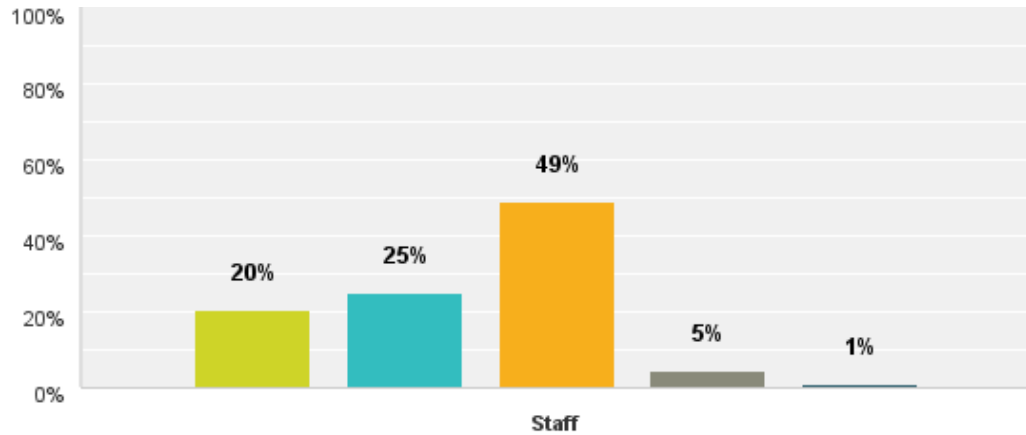


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	41% 36	27% 24	31% 27	0% 0	1% 1	88	1.93

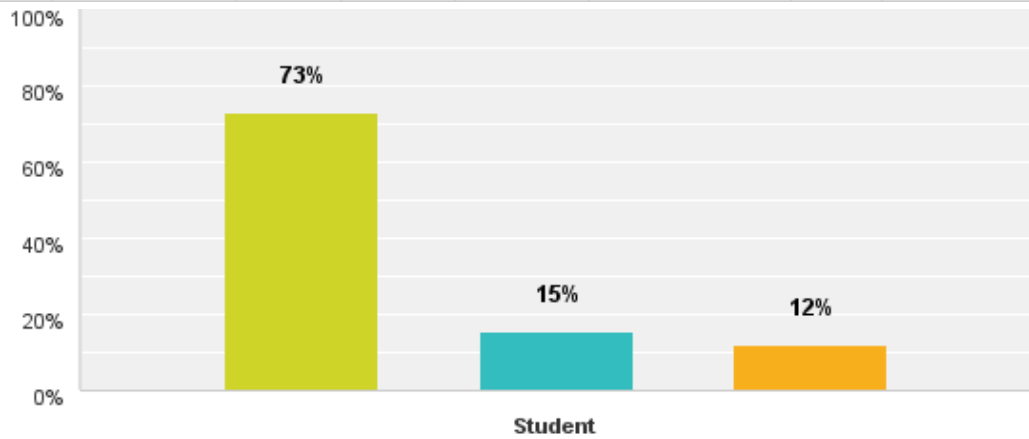


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	51% 273	36% 191	11% 58	2% 9	0% 2	533	1.64

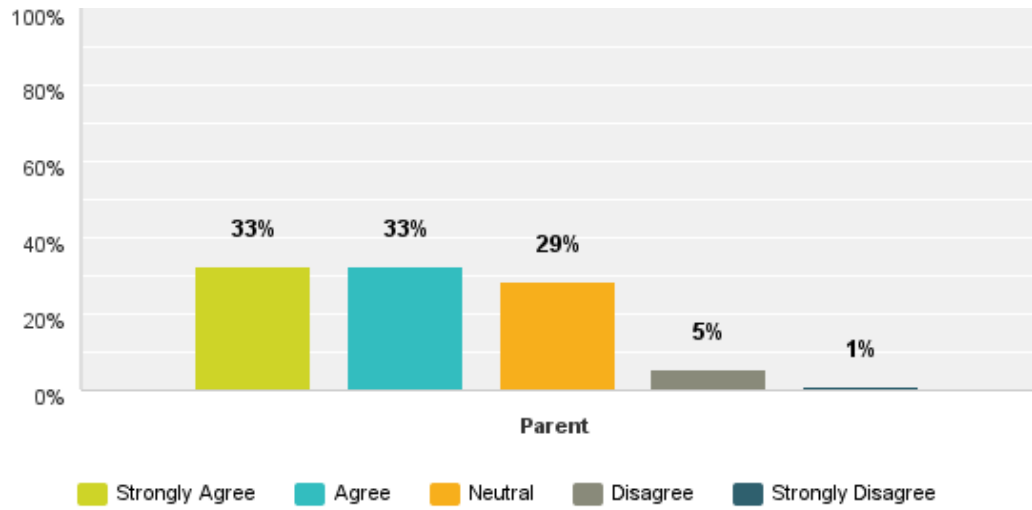
22. Parents (66%) indicate a higher level of agreement than staff (45%) that they talk to their children/students about the importance that knowing Chinese will have on their future. Forty-nine percent (49%) of staff demonstrate neutrality on topic. Sixty-one percent (61%) of children agree that their parents talk to them about the importance that knowing Chinese will have on their future. Seventy-three percent (73%) of students agree that their teachers talk to them about the importance that knowing Chinese will have on their future.



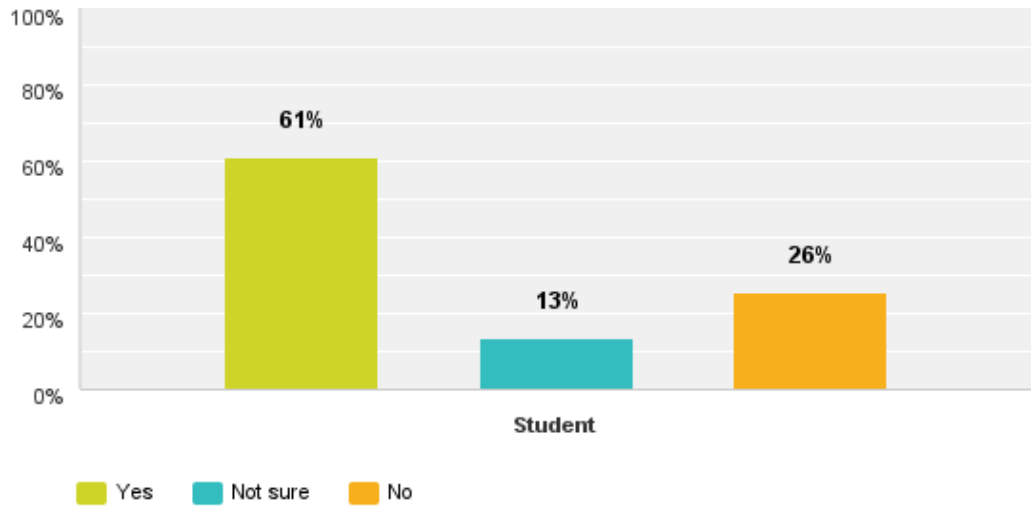
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	20% 18	25% 22	49% 43	5% 4	1% 1	88	2.41



	Yes	Not sure	No	Total	Average Rating
Student	73% 377	15% 80	12% 61	518	1.39

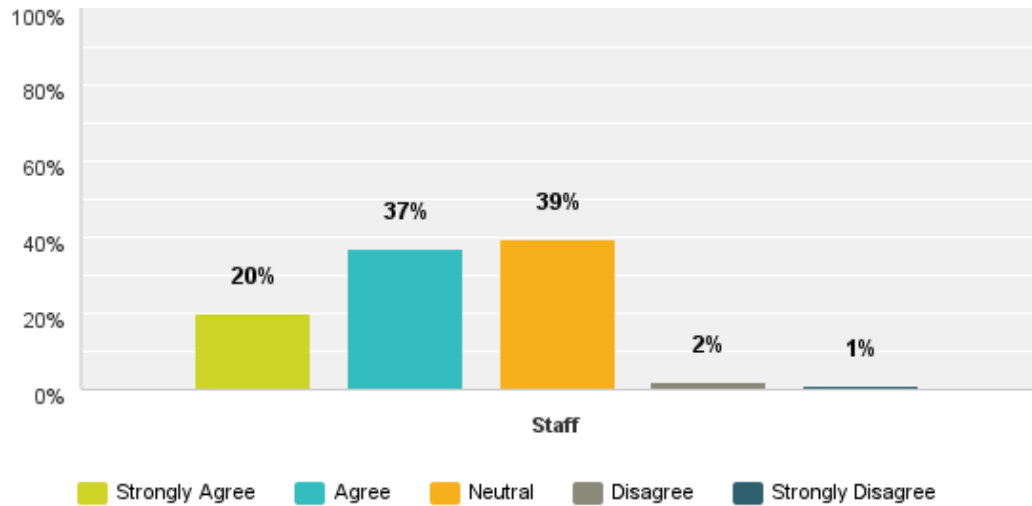


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	33% 174	33% 173	29% 152	5% 29	1% 4	532	2.09

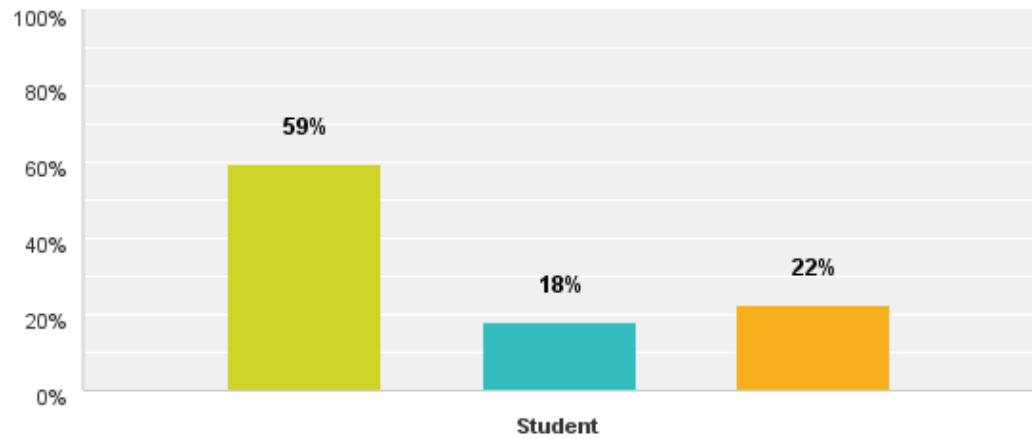


	Yes	Not sure	No	Total	Average Rating
Student	61% 315	13% 69	26% 133	517	1.65

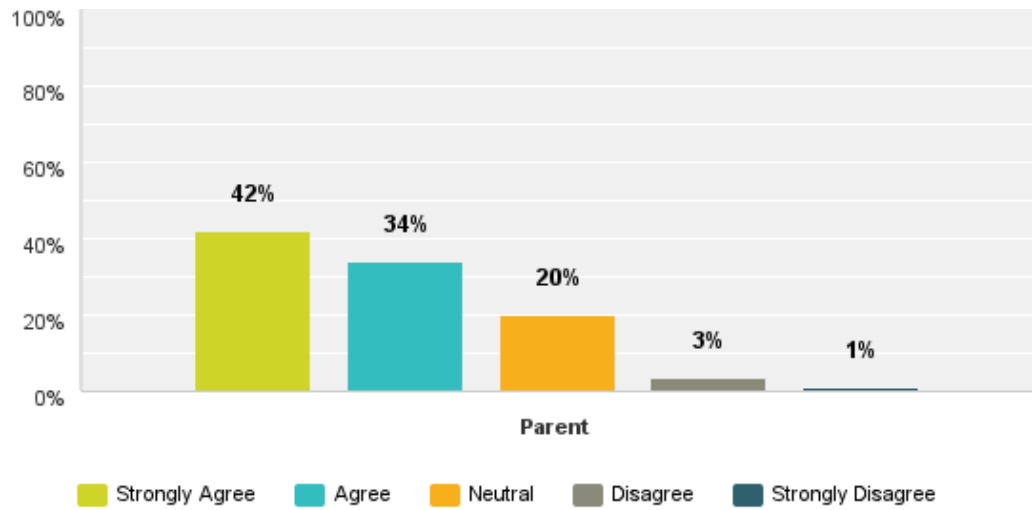
23. Fifty-seven percent (57%) of staff show their enjoyment of learning Chinese from students and 59% of students agree that they like to teach their teachers Chinese. Seventy-six percent (76%) of parents agree that they enjoy learning Chinese from their children and 63% of children agree that they like to teach their parents Chinese.



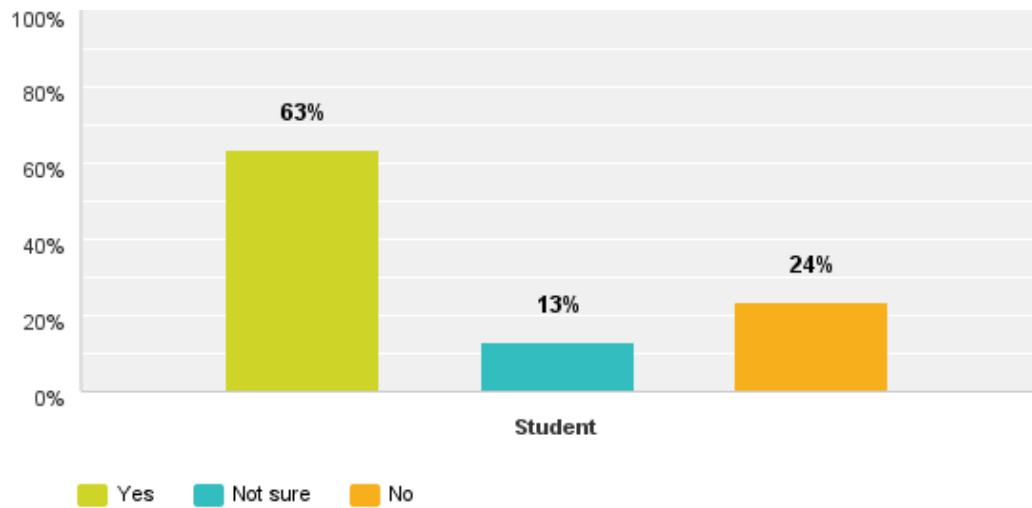
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	20% 18	37% 33	39% 35	2% 2	1% 1	89	2.27



	Yes	Not sure	No	Total	Average Rating
Student	59% 305	18% 93	22% 115	513	1.63

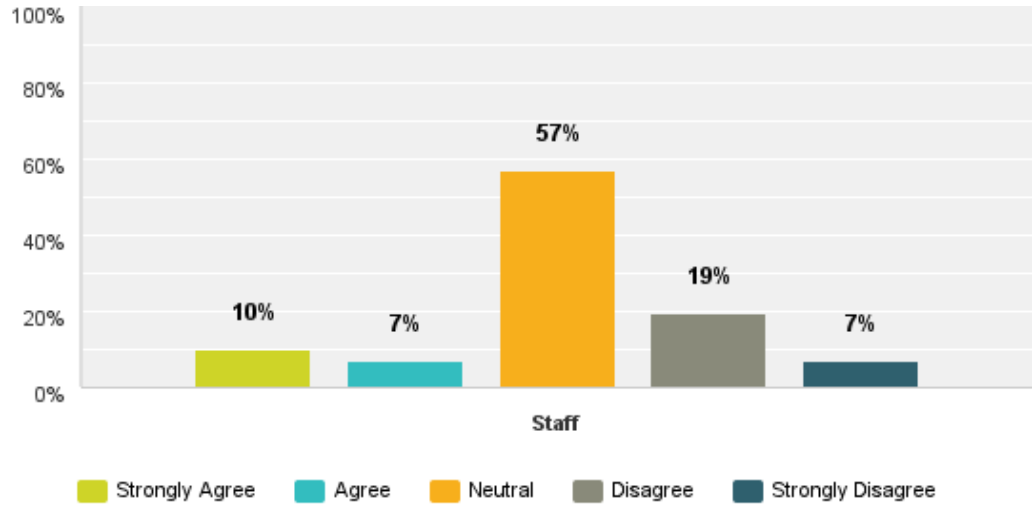


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	42% 220	34% 179	20% 104	3% 18	1% 5	526	1.88

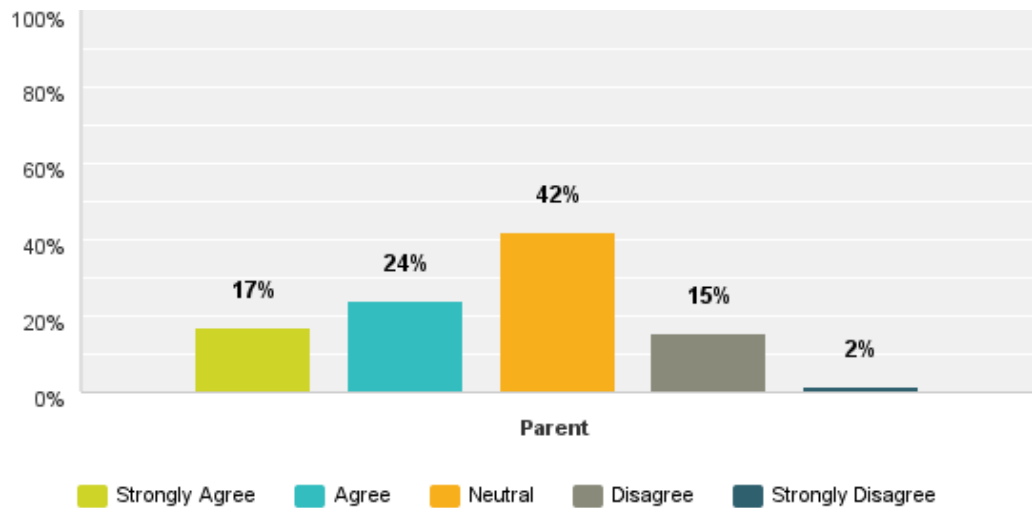


	Yes	Not sure	No	Total	Average Rating
Student	63% 329	13% 68	24% 123	520	1.60

24. Seventeen percent (17%) of staff and 41% of parents agree that they provide extra help for their students/children to learn Chinese. Fifty-seven percent (57%) of staff and 42% of parents report neutrality on topic.

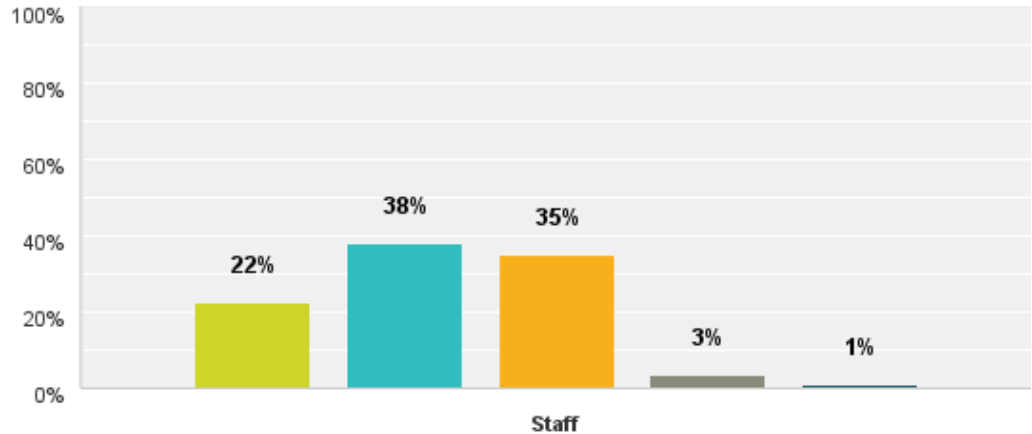


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	10% 9	7% 6	57% 50	19% 17	7% 6	88	3.06



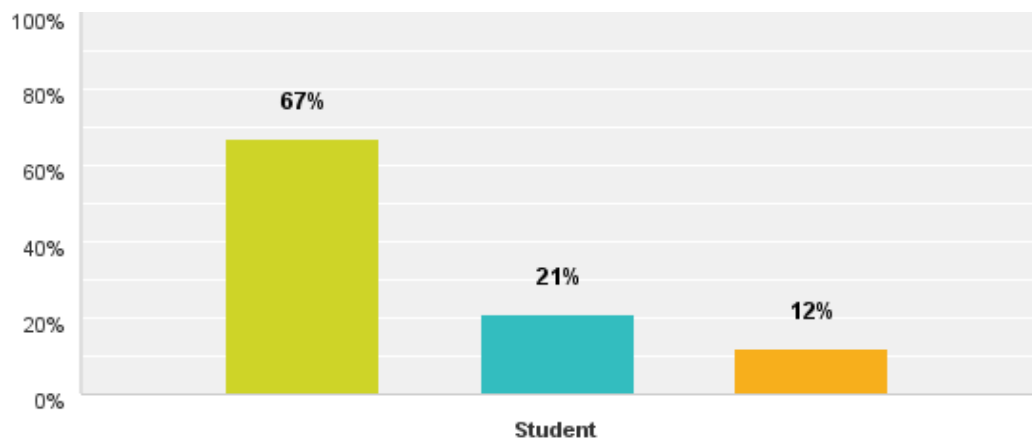
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	17% 91	24% 127	42% 221	15% 81	2% 9	529	2.60

25. Staff (60%) indicate a higher agreement than parents (39%) that they participate in the Chinese New Year celebration. Thirty-six percent (36%) of parents demonstrate neutrality on topic. Sixty-seven (67%) of students agree that their teachers participate in the Chinese New Year celebration. Forty-two percent (42%) of children agree that their parents participate in the Chinese New Year celebration.



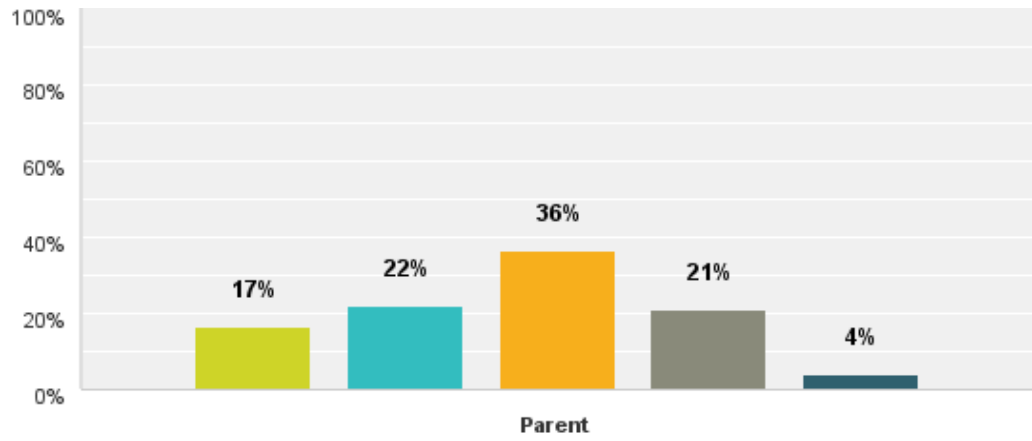
■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	22% 20	38% 34	35% 31	3% 3	1% 1	89	2.22



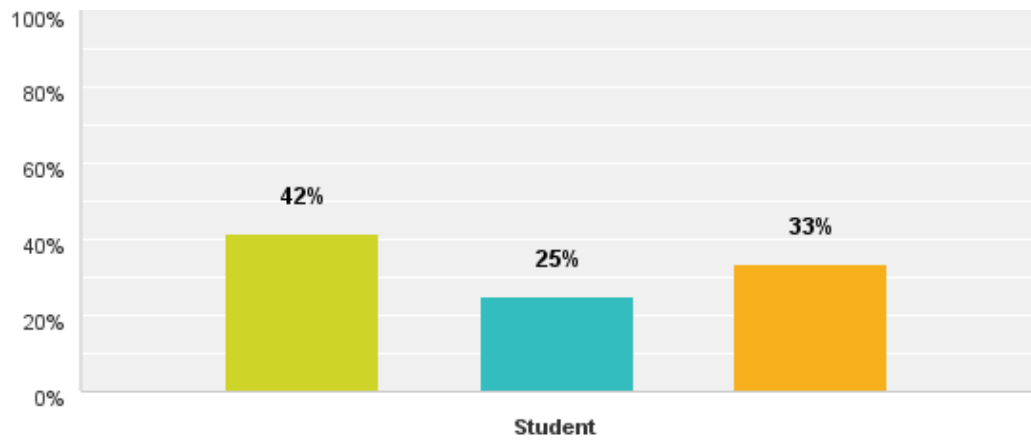
■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	67% 165	21% 52	12% 29	246	1.45



■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

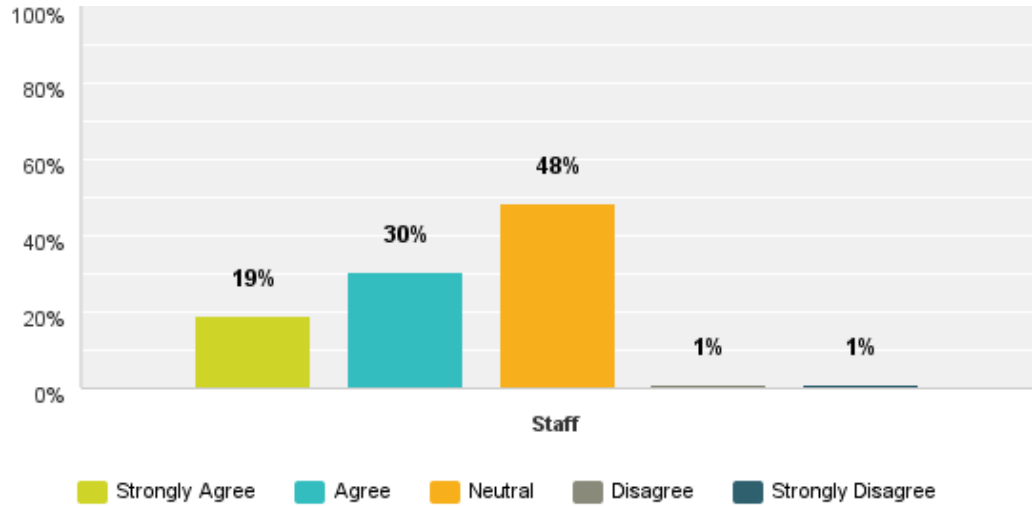
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	17% 87	22% 117	36% 192	21% 111	4% 20	527	2.73



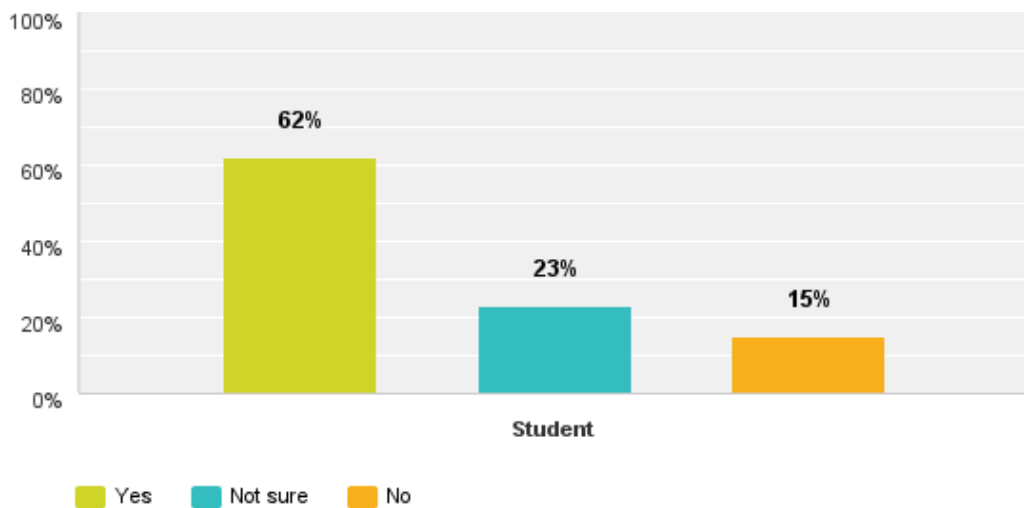
■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	42% 101	25% 60	33% 81	242	1.92

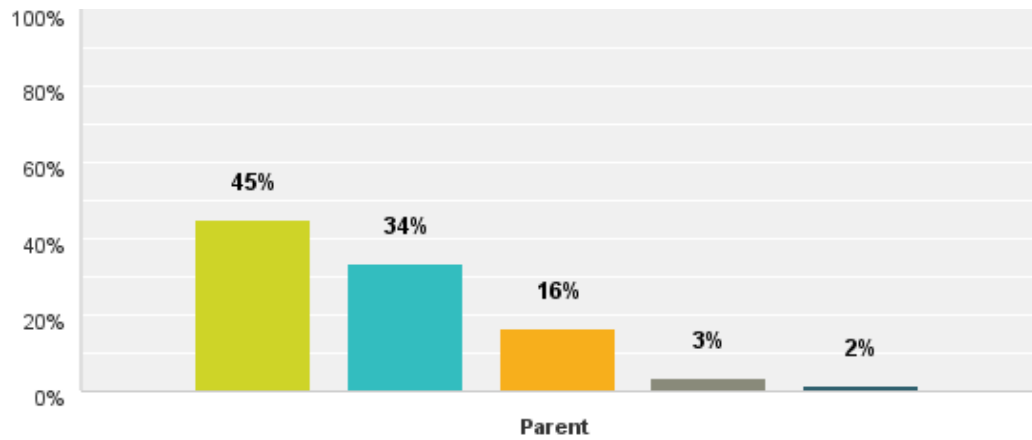
26. Seventy-nine percent (79%) of parents prove that they urge their children to get help from the Chinese teacher if their children have problems in Chinese class and 48% of children agree with their parents. Fifty percent (50%) of staff demonstrate that they urge their children to get help from the Chinese teacher if their children have problems in Chinese class and 62% of students agree with staff.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	19% 17	30% 27	48% 43	1% 1	1% 1	89	2.35

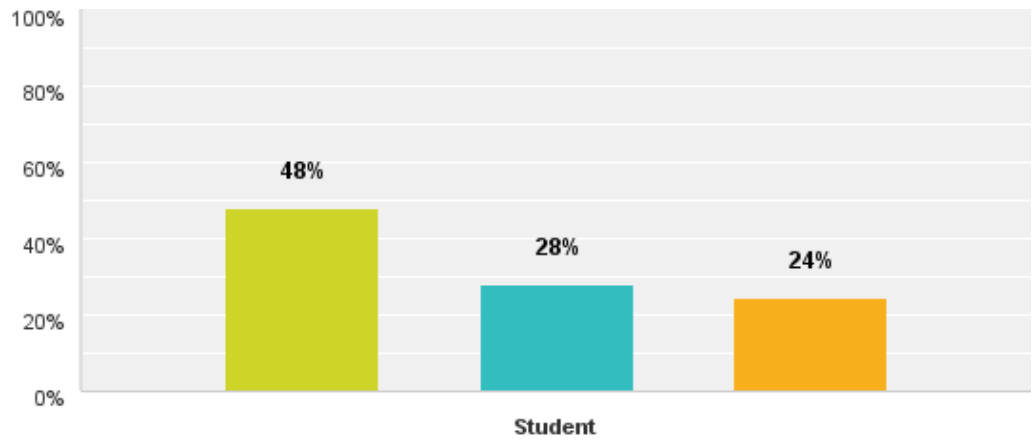


	Yes	Not sure	No	Total	Average Rating
Student	62% 149	23% 56	15% 36	241	1.53



■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

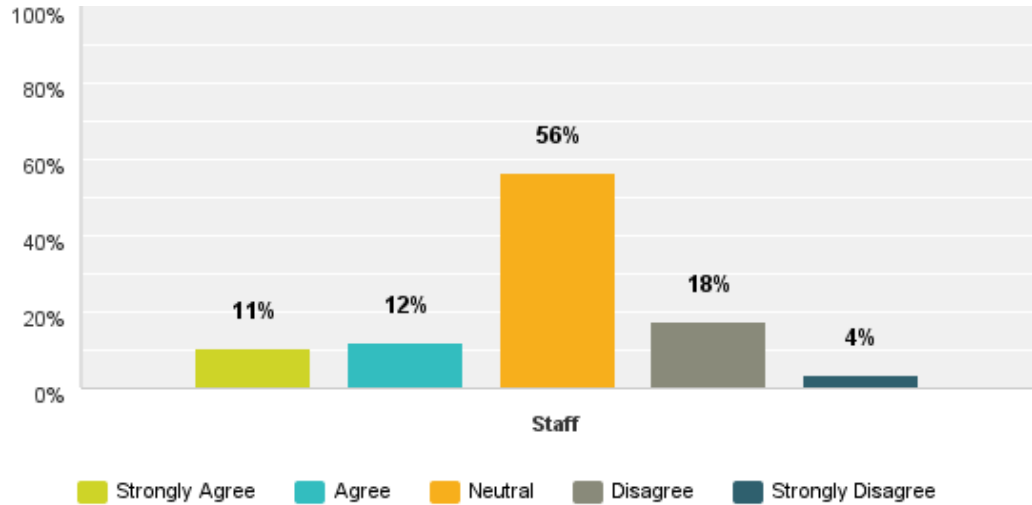
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	45% 240	34% 179	16% 87	3% 18	2% 8	532	1.83



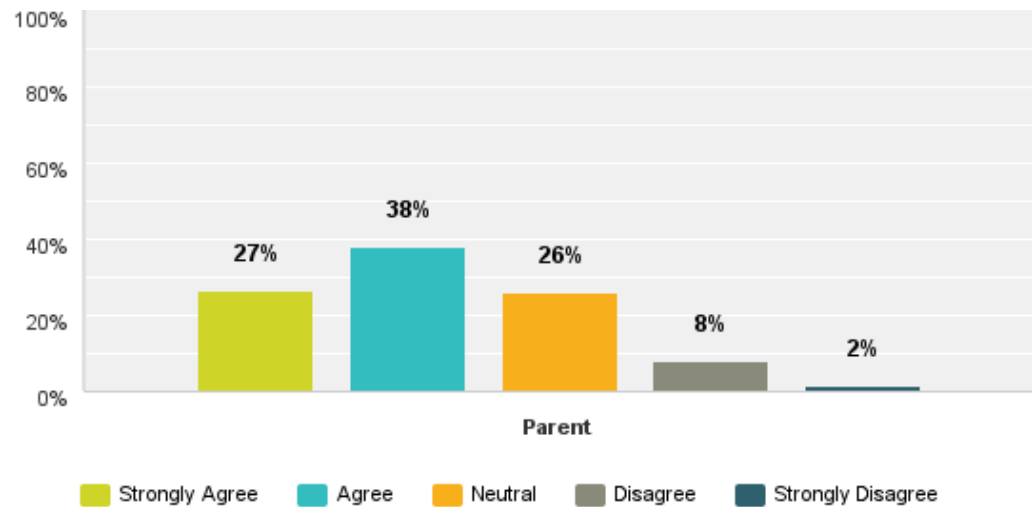
■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	48% 117	28% 68	24% 60	245	1.77

27. Parents (65%) indicate a higher level of agreement than staff (23%) that they expose their children to Chinese outside of the Chinese class. Fifty-six percent (56%) of staff report neutrality on topic.

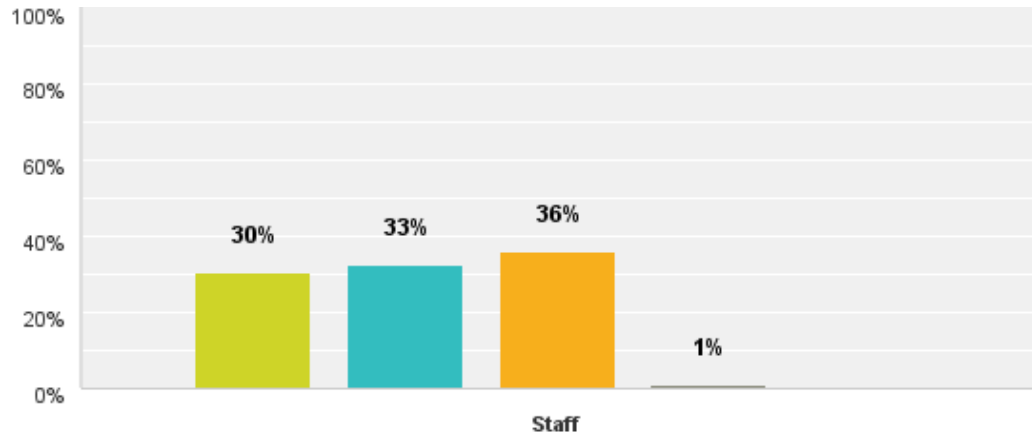


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	11% 9	12% 10	56% 48	18% 15	4% 3	85	2.92



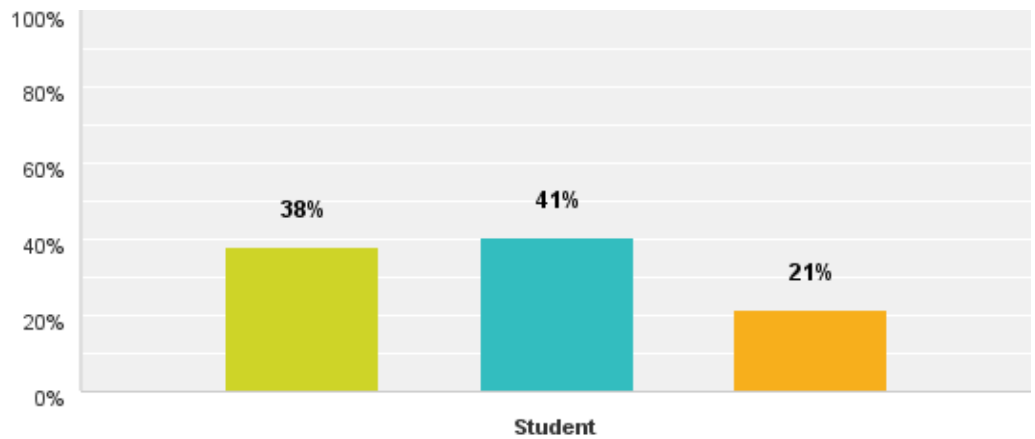
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	27% 140	38% 200	26% 136	8% 43	2% 8	527	2.20

28. Sixty-three percent (63%) of staff indicate the agreement that they are proud to see students speak to Chinese people in Chinese and 38% of students agree with staff. Seventy-eight percent (78%) of parents indicate the agreement that they are proud to see their children speak to Chinese people in Chinese and 45% of children agree with their parents.



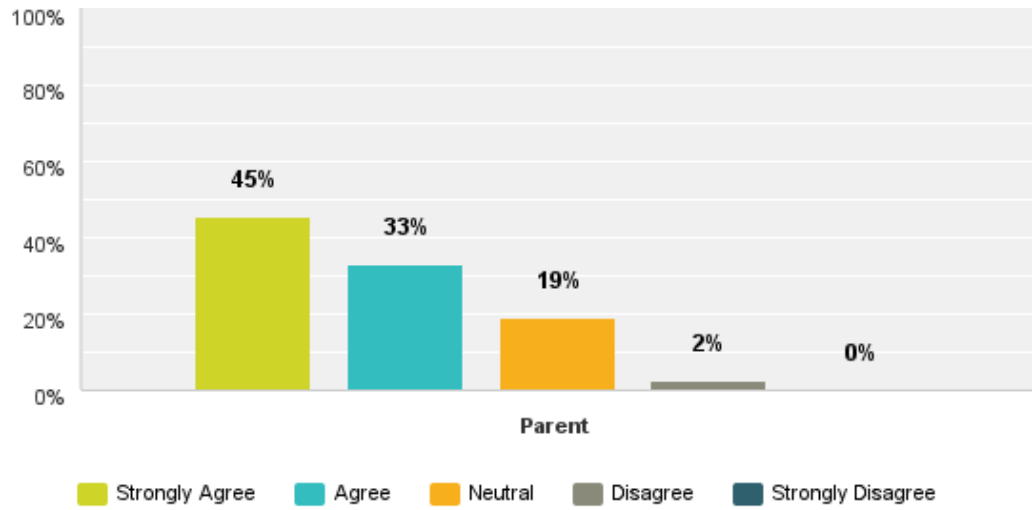
■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	30% 27	33% 29	36% 32	1% 1	0% 0	89	2.08

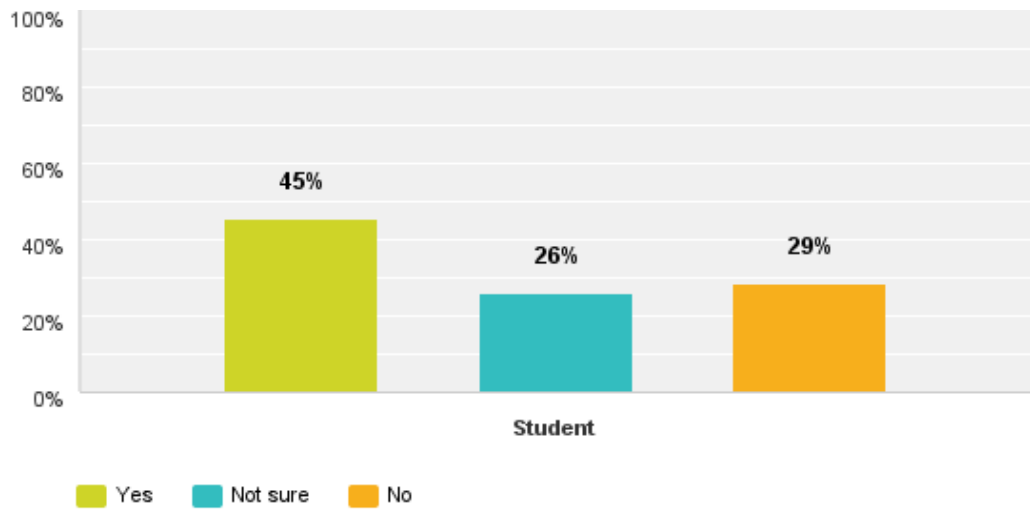


■ Yes
 ■ Not sure
 ■ No

	Yes	Not sure	No	Total	Average Rating
Student	38% 93	41% 99	21% 52	244	1.83

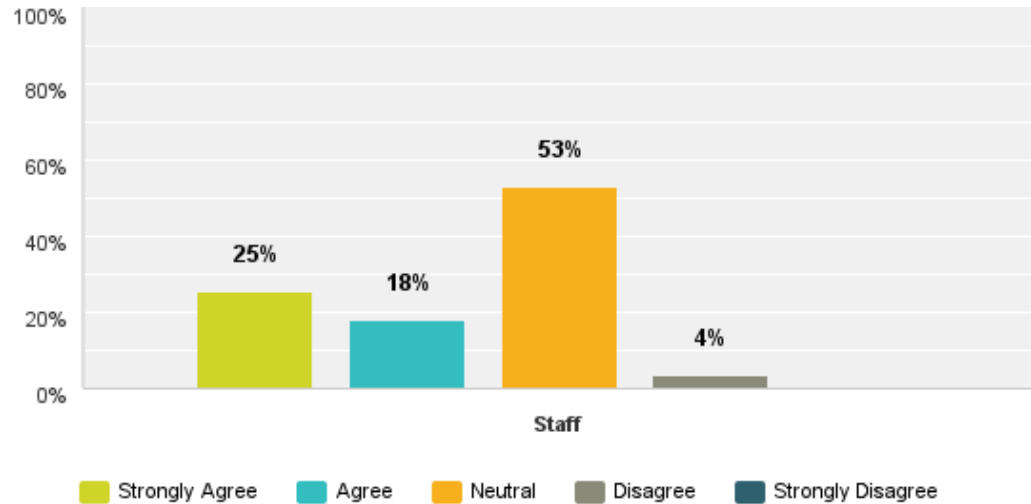


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	45% 239	33% 175	19% 100	2% 12	0% 1	527	1.79

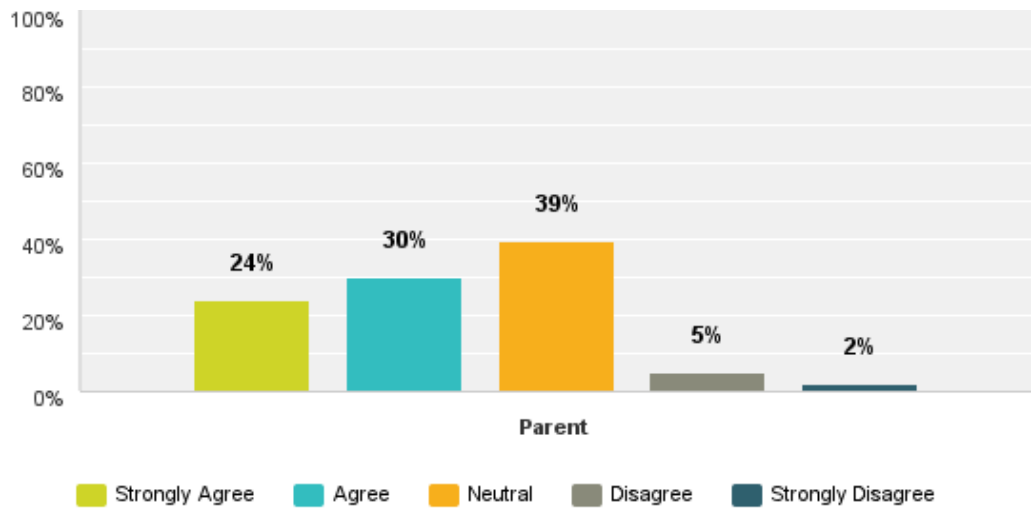


	Yes	Not sure	No	Total	Average Rating
Student	45% 111	26% 63	29% 70	244	1.83

29. Parents (54%) indicate a higher level of agreement than staff (43%) that due to their personal experience with the BRCPS Chinese program, they have more positive feelings toward Chinese people. Fifty-three percent (53%) of staff and 39% of parents report neutrality on topic.

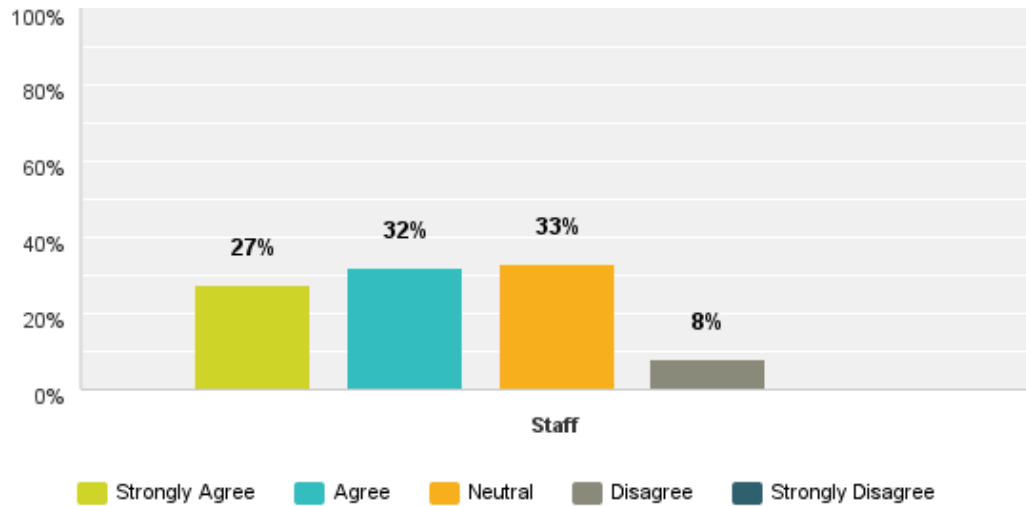


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	25% 21	18% 15	53% 44	4% 3	0% 0	83	2.35

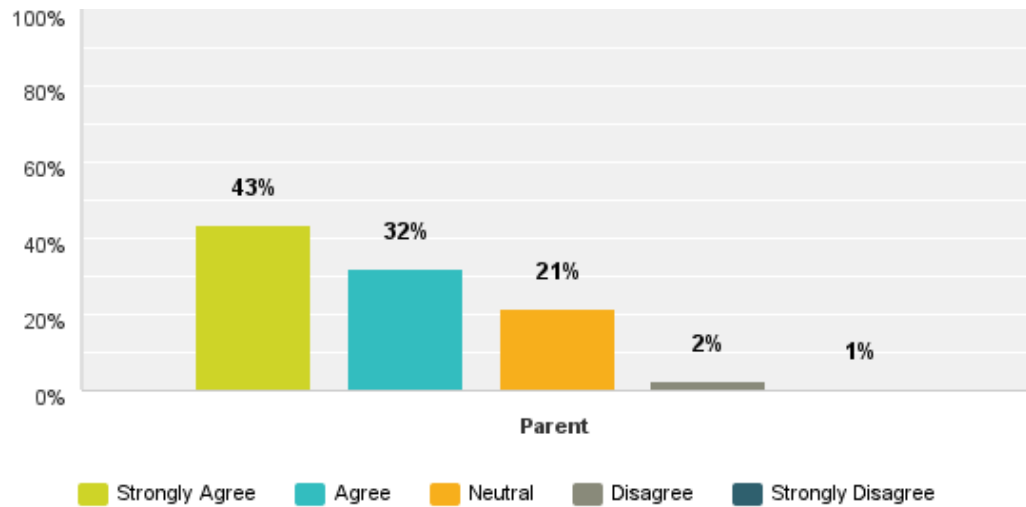


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	24% 126	30% 156	39% 206	5% 25	2% 11	524	2.31

30. Fifty-nine percent (59%) of staff and 75% of parents would recommend the BRCPS Chinese program to others because of their BRCPS experience.



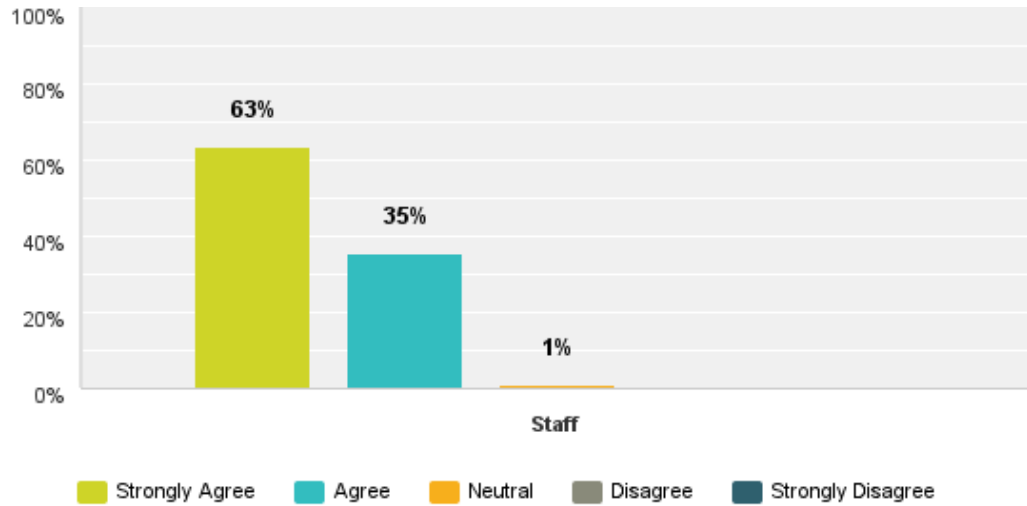
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	27% 24	32% 28	33% 29	8% 7	0% 0	88	2.22



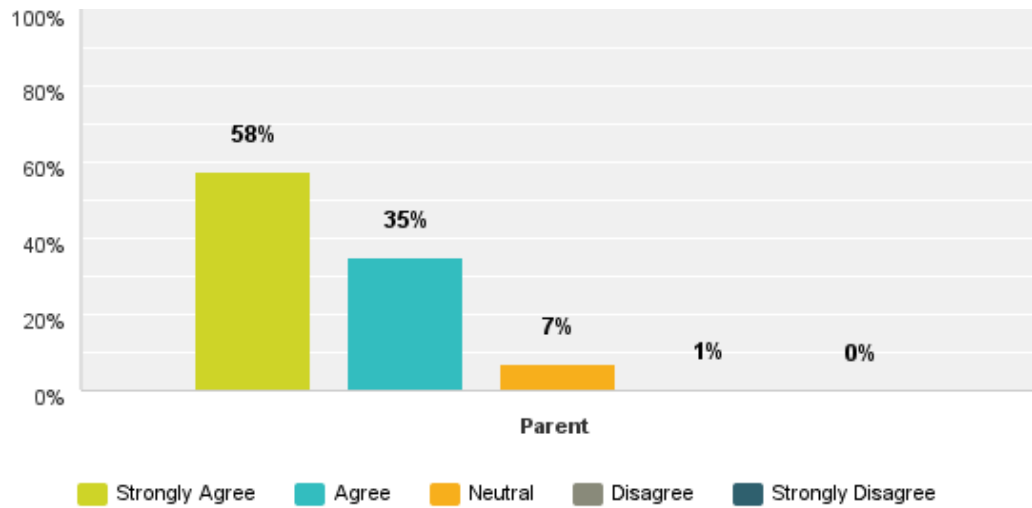
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	43% 227	32% 167	21% 112	2% 13	1% 3	522	1.85

Composite Variable 4: Intercultural/Global awareness (Survey Question 31-40).

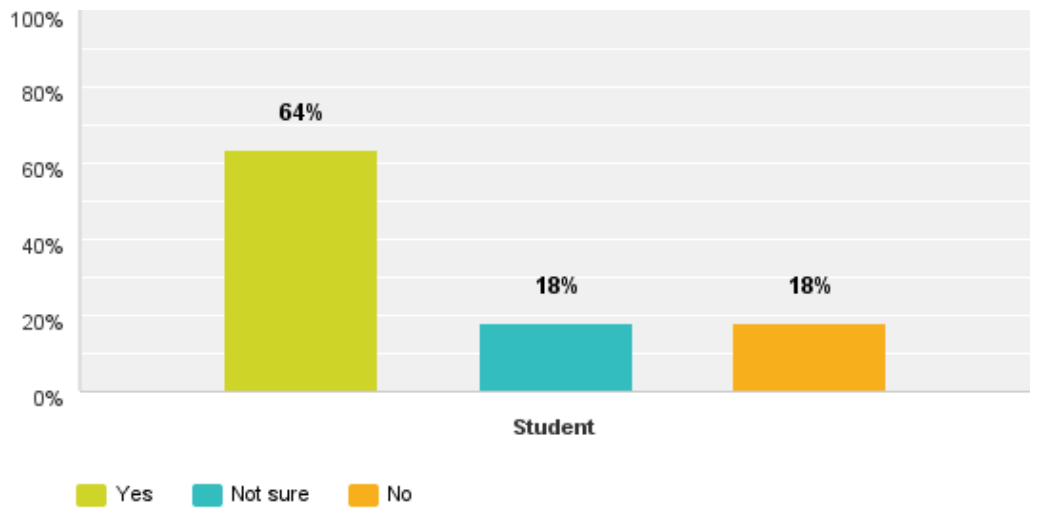
31. Ninety-eight percent (98%) of staff and 93% of parents and 64% of students enjoy being with people from other cultures.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	63% 59	35% 33	1% 1	0% 0	0% 0	93	1.38

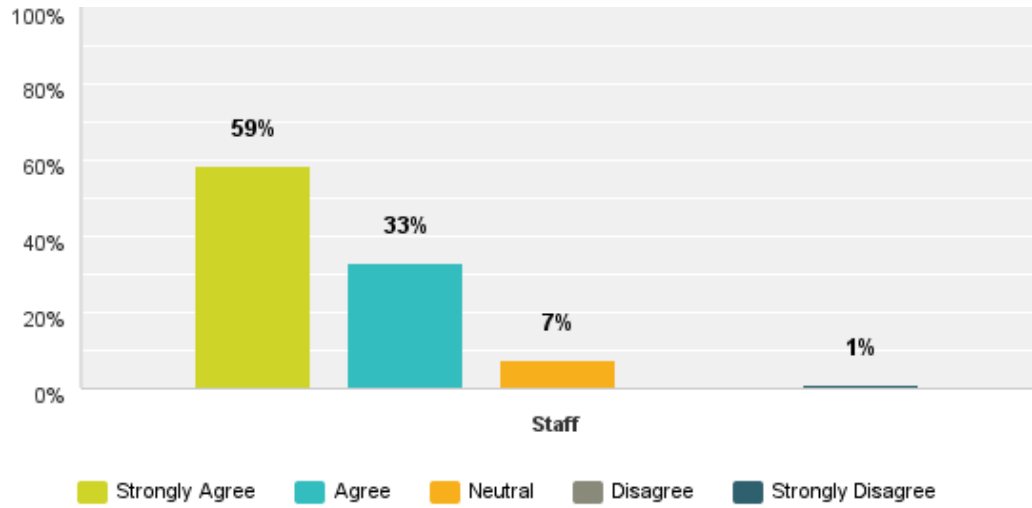


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	58% 306	35% 186	7% 36	1% 3	0% 1	532	1.51

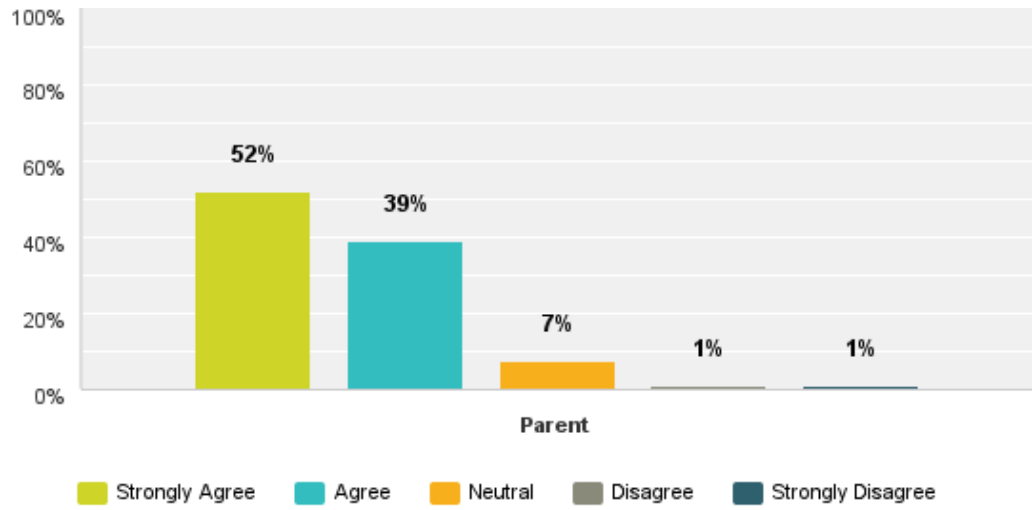


	Yes	Not sure	No	Total	Average Rating
Student	64% 328	18% 94	18% 94	516	1.55

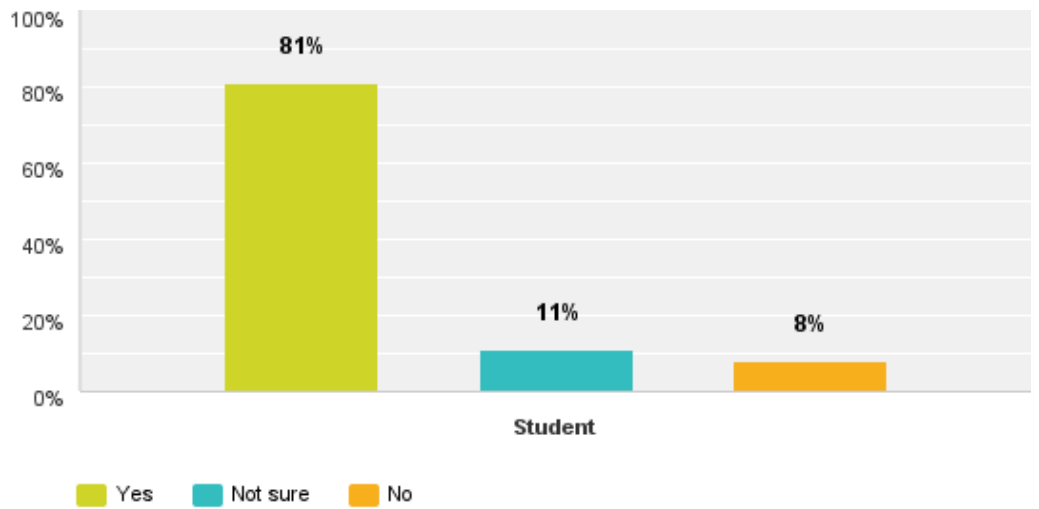
32. Ninety-two percent (92%) of staff and 91% of parents and 81% of students eat ethnic foods when they get the chance.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	59% 55	33% 31	7% 7	0% 0	1% 1	94	1.52

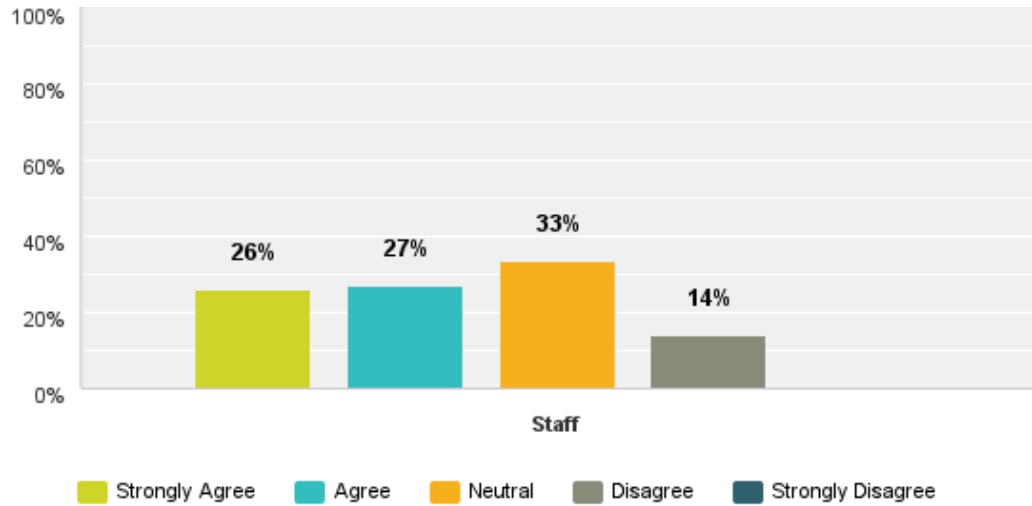


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	52% 277	39% 207	7% 39	1% 6	1% 4	533	1.60

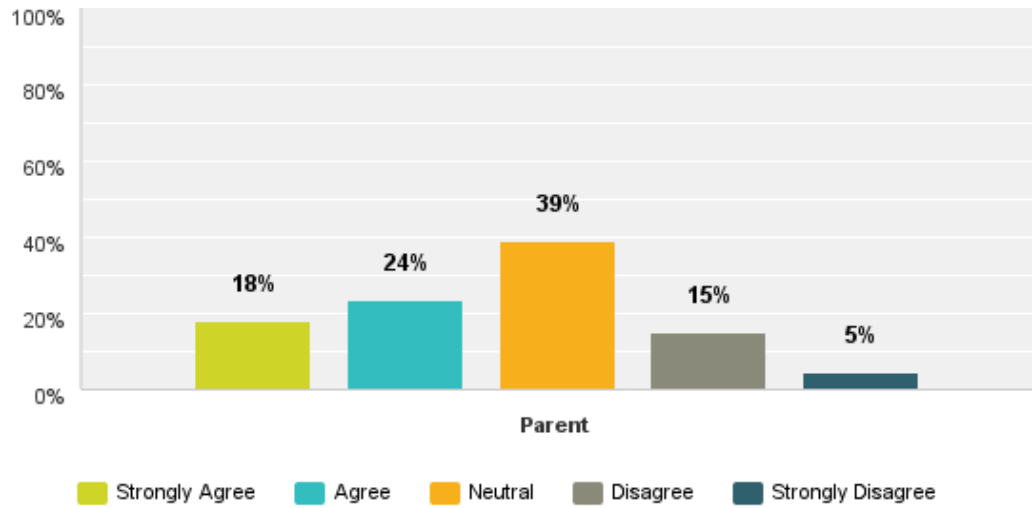


	Yes	Not sure	No	Total	Average Rating
Student	81% 199	11% 27	8% 19	245	1.27

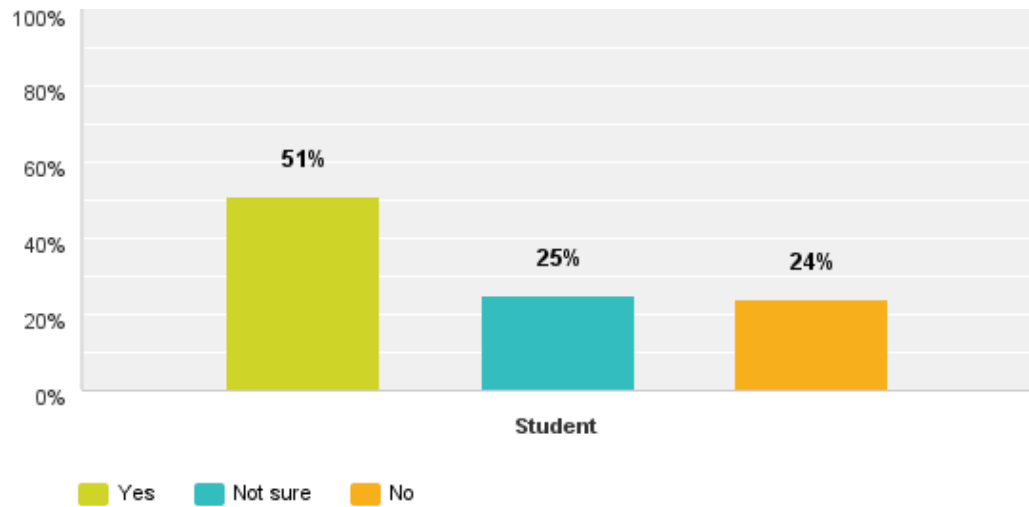
33. Staff (53%) and students (51%) report a higher level of agreement than parents (42%) that they want to learn Chinese because they want to travel to China to learn more about the country. Thirty-three percent (33%) of staff and 39% of parents demonstrate neutrality on topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	26% 24	27% 25	33% 31	14% 13	0% 0	93	2.35

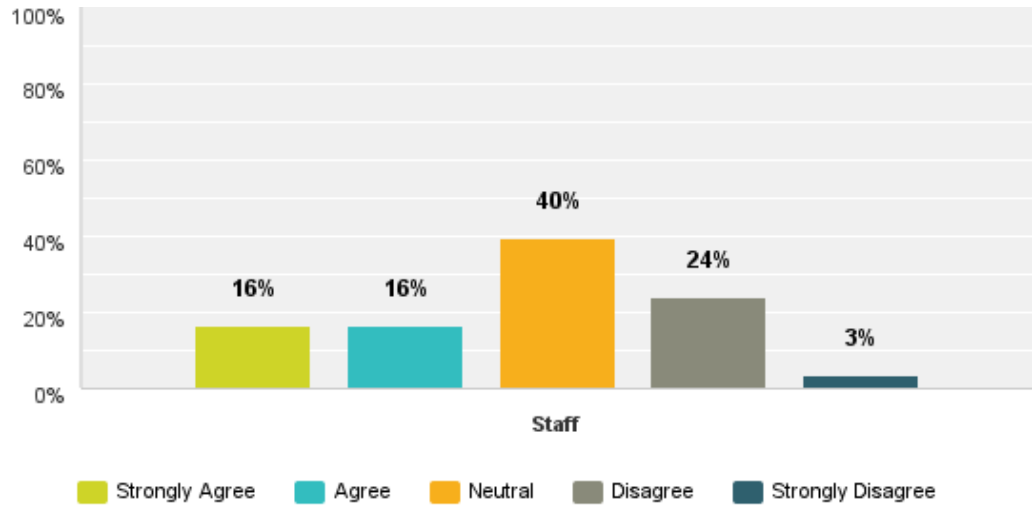


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	18% 94	24% 125	39% 207	15% 79	5% 24	529	2.65

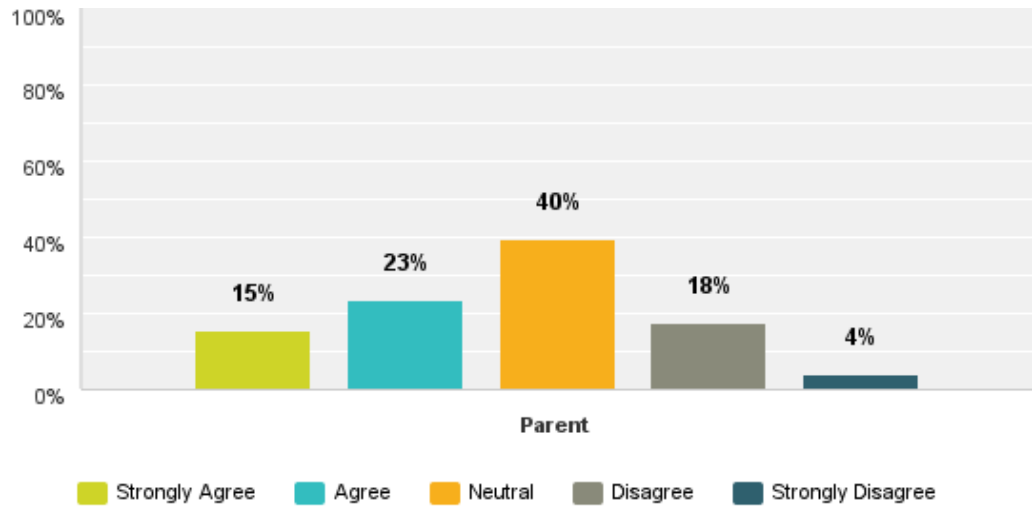


	Yes	Not sure	No	Total	Average Rating
Student	51% 126	25% 62	24% 59	247	1.73

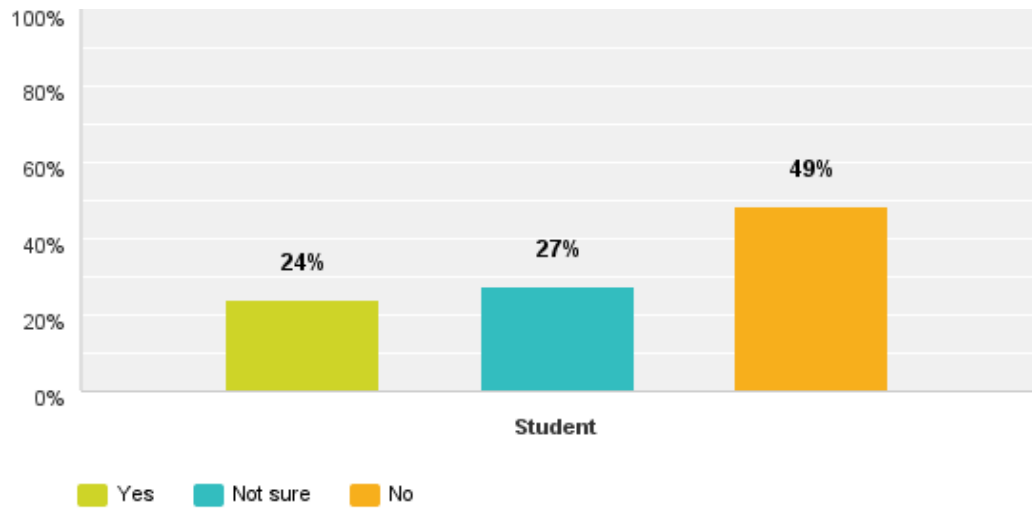
34. Thirty-two (32%) of staff and 38% of parents and 24% of students agree that they would like to live with a Chinese family if they go on visits to China. Forty percent (40%) of staff and 40% of parents and 27% of students demonstrate neutrality on topic. Forty-nine percent (49%) of students disagree with the topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	16% 15	16% 15	40% 36	24% 22	3% 3	91	2.81

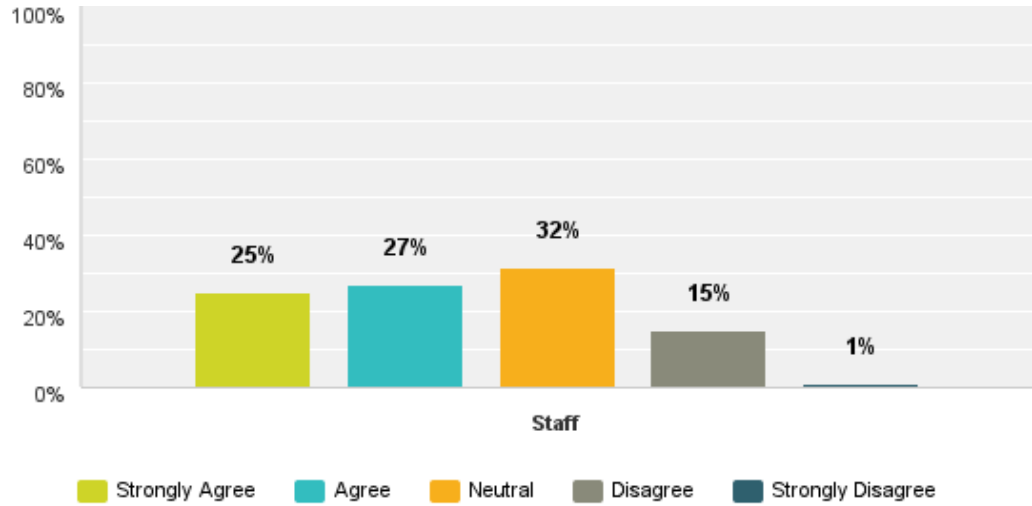


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	15% 81	23% 123	40% 209	18% 93	4% 22	528	2.72

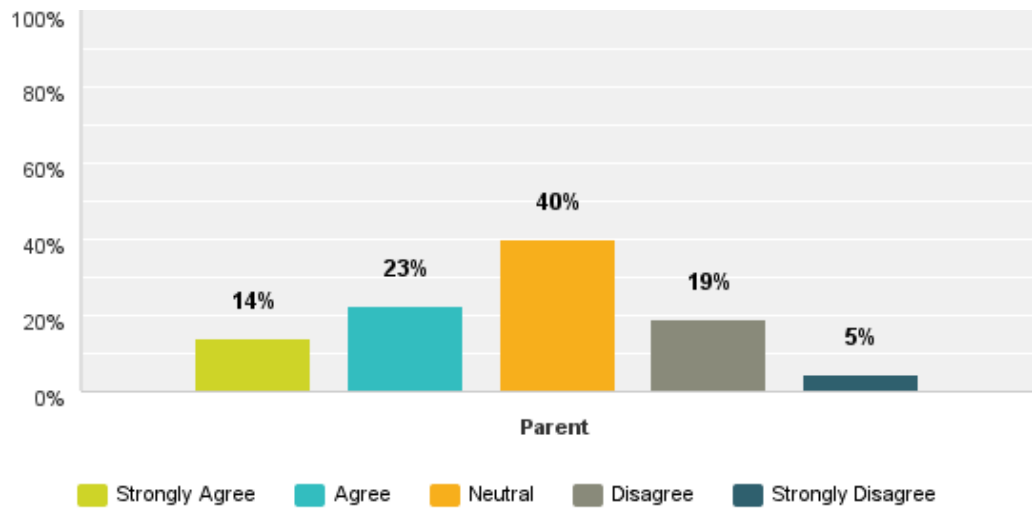


	Yes	Not sure	No	Total	Average Rating
Student	24% 59	27% 67	49% 119	245	2.24

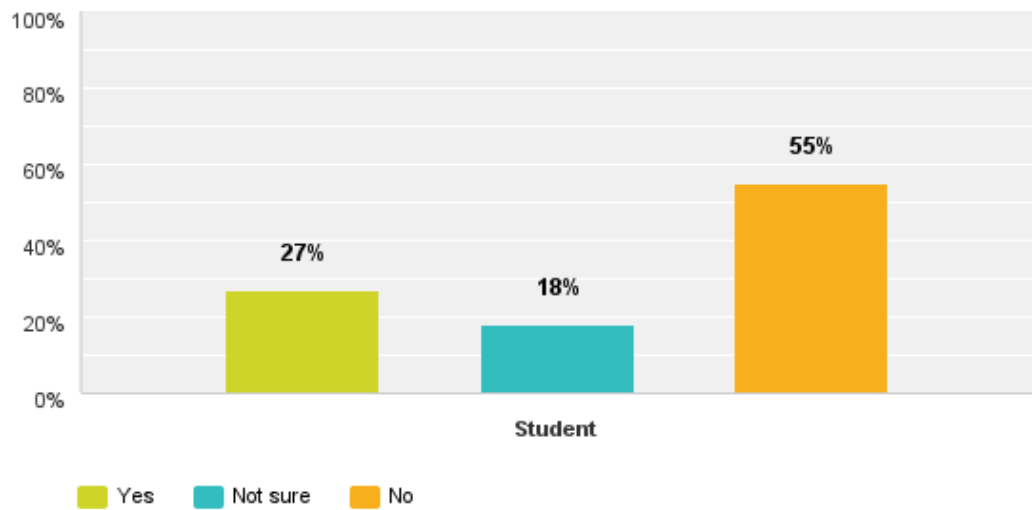
35. Staff (52%) demonstrate a higher level of agreement than parents (37%) and students (27%) that they would like a student from China to come for a visit and participate in class/home. Thirty-two percent (32%) of staff and 40% of parents indicate neutrality on topic. Fifty-five percent (55%) of students do not like a student from China to come for a visit and participate in home.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	25% 23	27% 25	32% 29	15% 14	1% 1	92	2.40

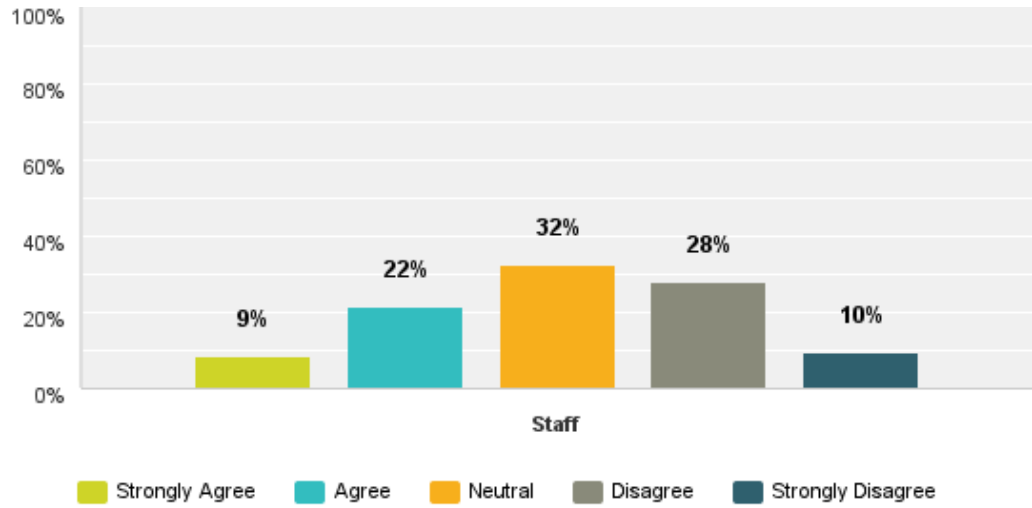


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	14% 75	23% 121	40% 212	19% 100	5% 24	532	2.77

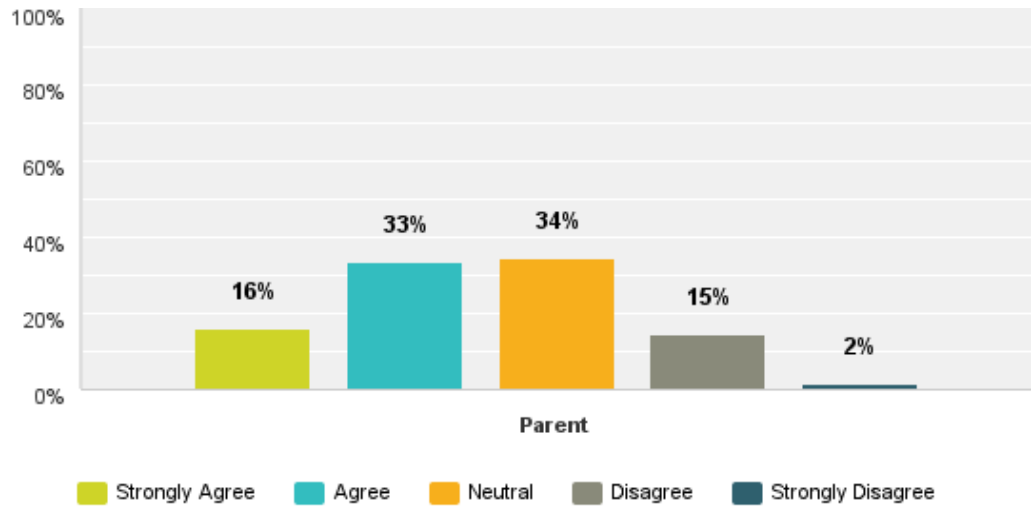


	Yes	Not sure	No	Total	Average Rating
Student	27% 65	18% 44	55% 133	242	2.28

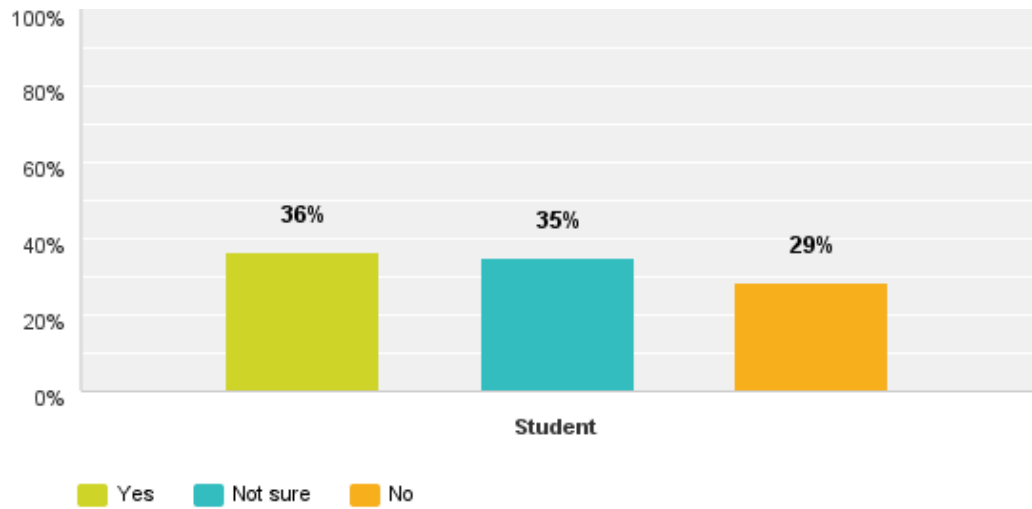
36. Parents (49%) demonstrate higher level of agreement than staff (31%) and students (36%) that students in China are like students in the United States. Thirty-two percent (32%) of staff and 34% of parents and 35% of students demonstrate neutrality on topic.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	9% 8	22% 20	32% 30	28% 26	10% 9	93	3.09

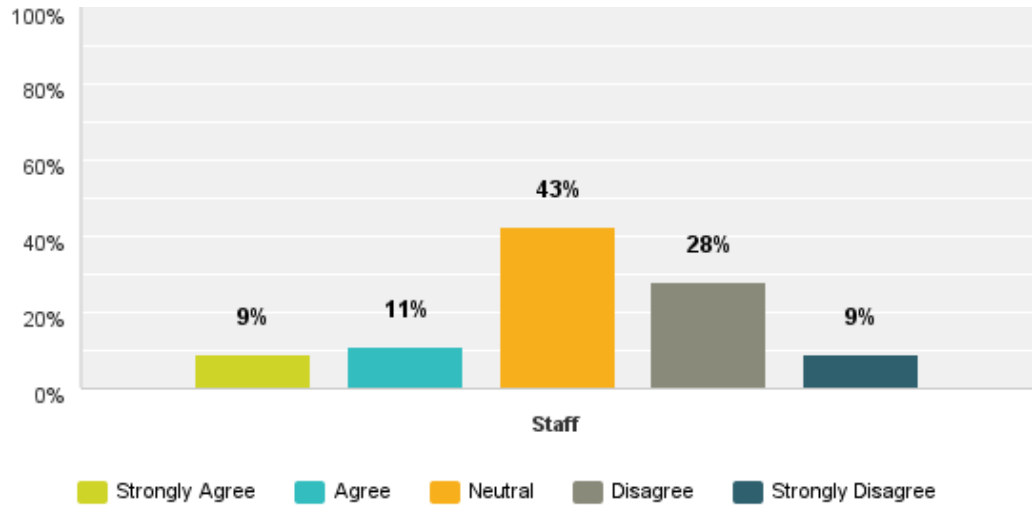


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	16% 86	33% 177	34% 182	15% 77	2% 8	530	2.52

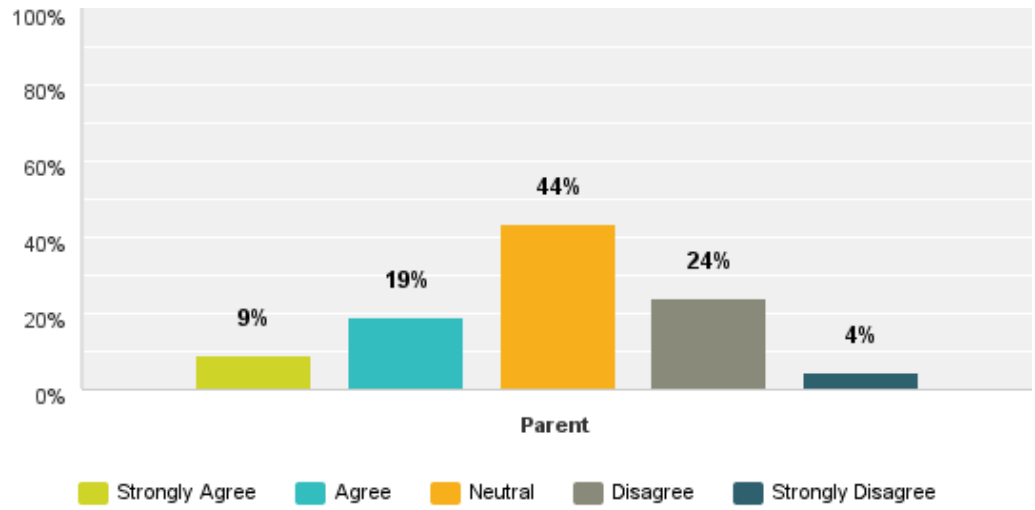


	Yes	Not sure	No	Total	Average Rating
Student	36% 90	35% 86	29% 71	247	1.92

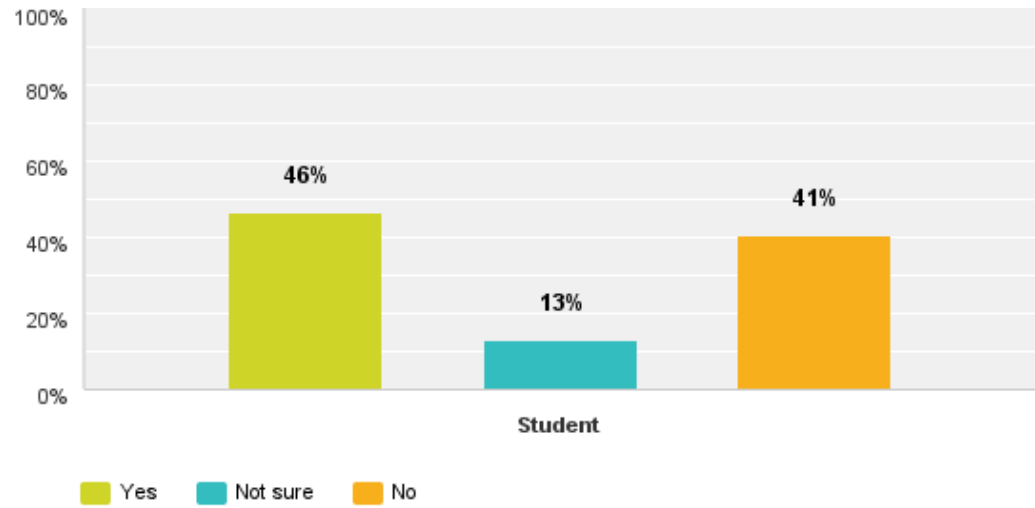
37. Students (46%) demonstrate a higher level of agreement than staff (20%) and parents (28%) that they often think about Chinese. Forty-three percent (43%) of staff and 44% of parents demonstrate neutrality on topic. Forty-one percent (41%) of students do not agree that they often think about Chinese.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	9% 8	11% 10	43% 38	28% 25	9% 8	89	3.17

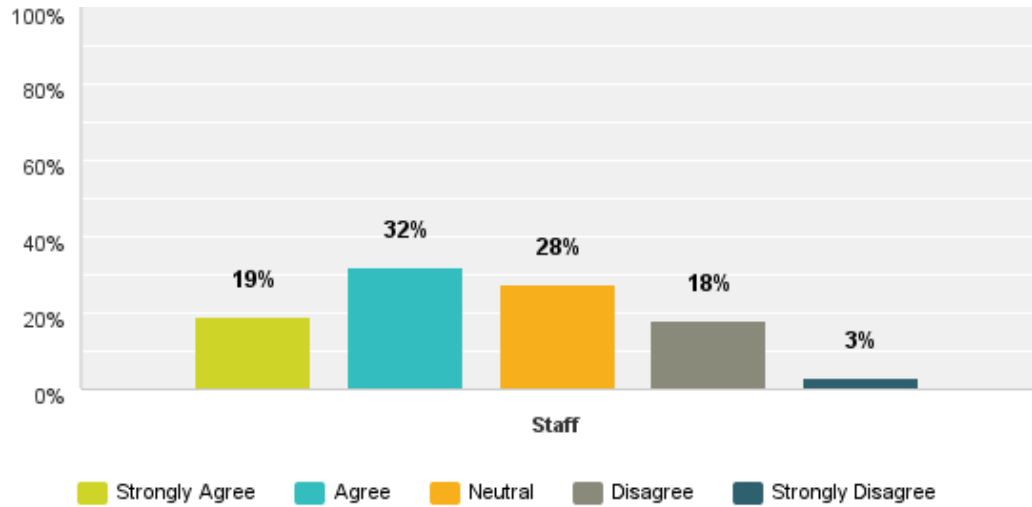


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	9% 49	19% 100	44% 232	24% 127	4% 23	531	2.95

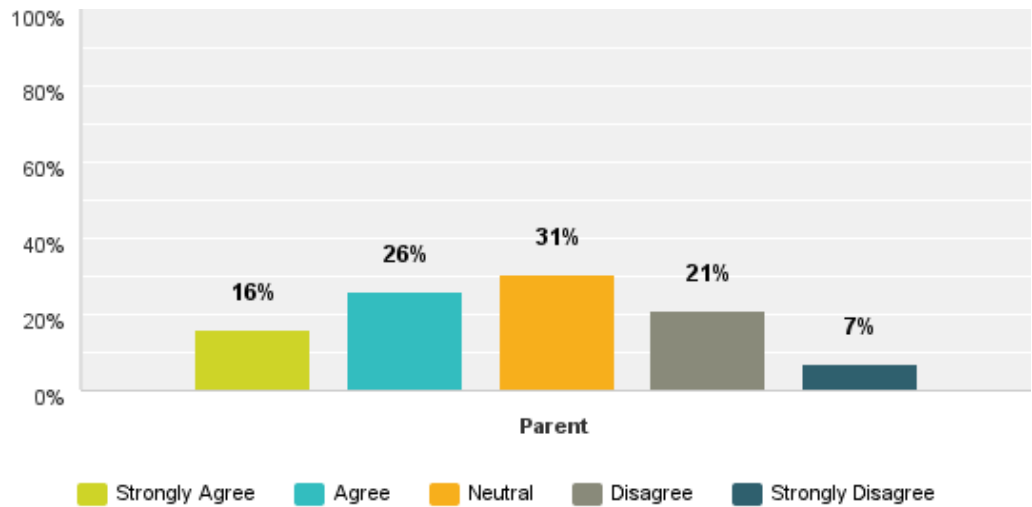


	Yes	Not sure	No	Total	Average Rating
Student	46% 240	13% 67	41% 211	518	1.94

38. Staff (51%) demonstrate a higher level of agreement than parents (42%) that they decorate their homes with artifacts from other counties. Thirty-one percent (31%) of parents demonstrate neutrality on topic.

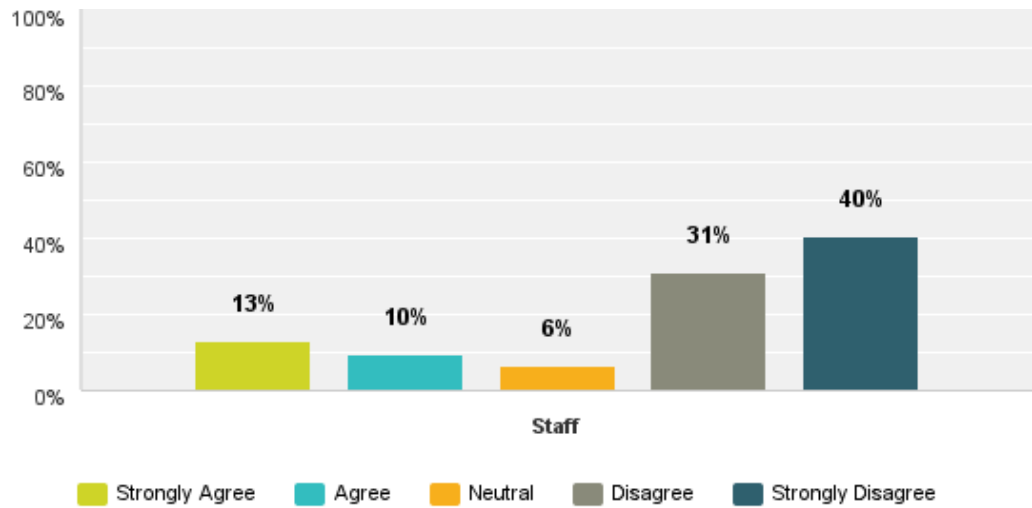


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	19% 18	32% 30	28% 26	18% 17	3% 3	94	2.54

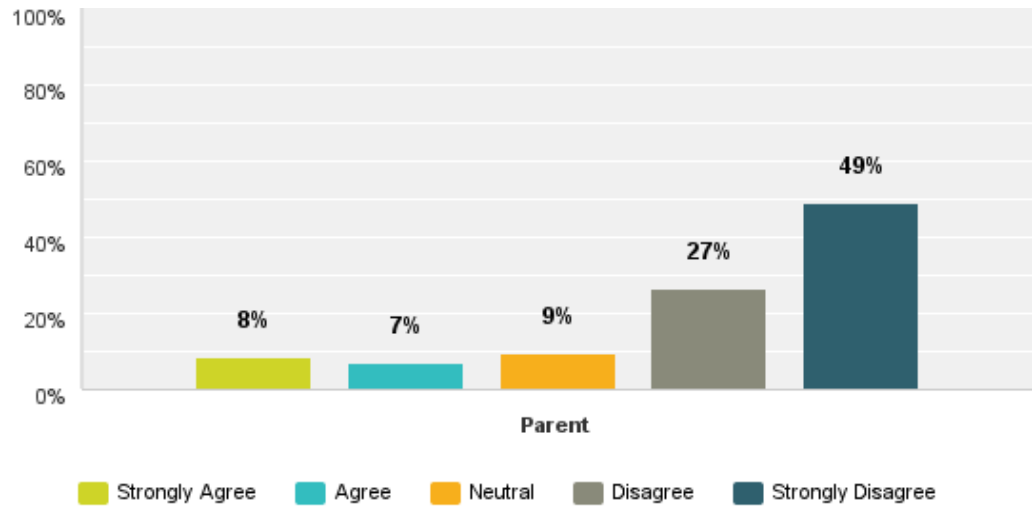


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	16% 84	26% 138	31% 163	21% 111	7% 36	532	2.77

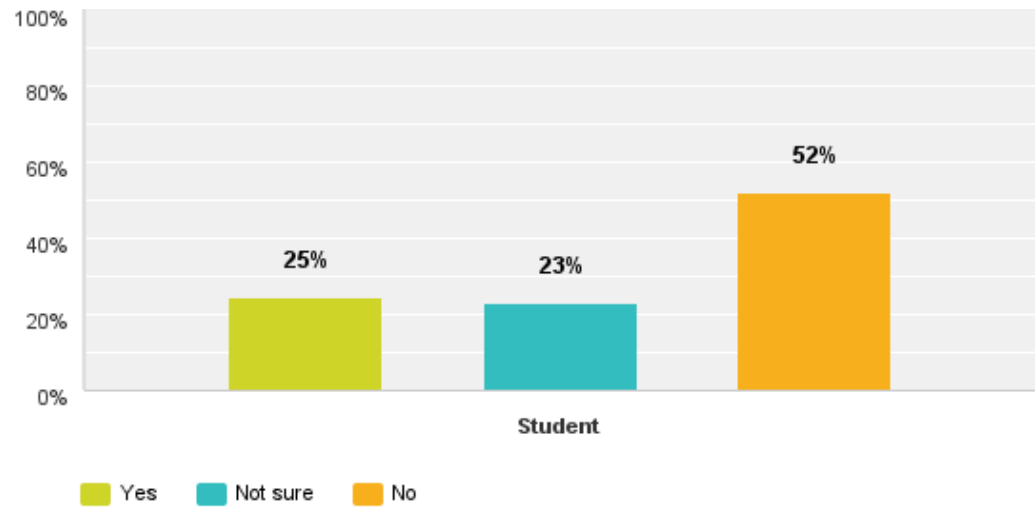
39. Seventy-one percent (71%) of staff and 76% of parents and 52% of students feel comfortable when they talk to different people.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	13% 12	10% 9	6% 6	31% 29	40% 38	94	3.77

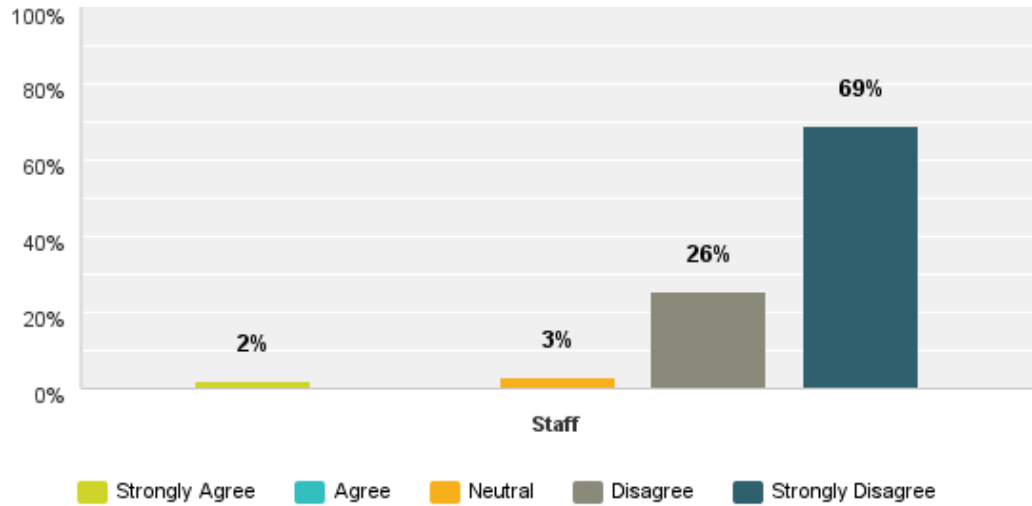


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	8% 44	7% 36	9% 50	27% 141	49% 259	530	4.01

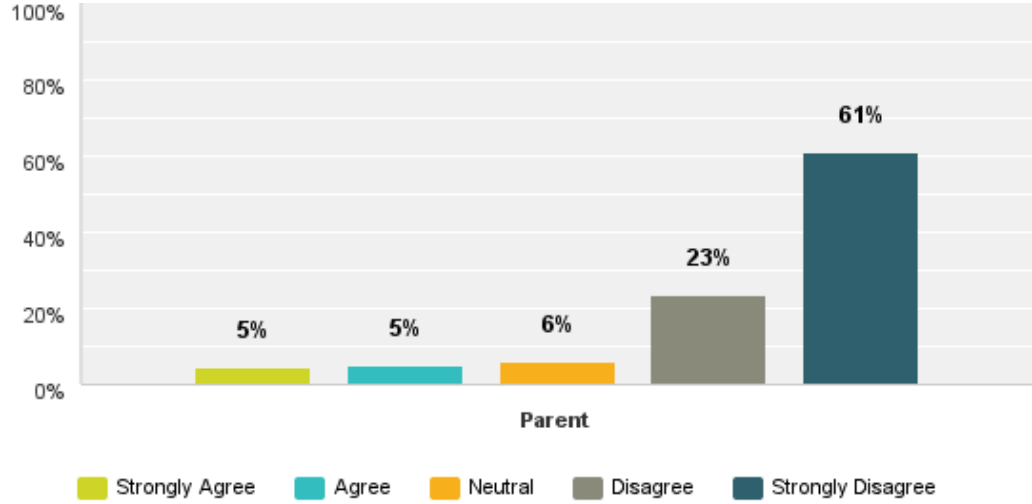


	Yes	Not sure	No	Total	Average Rating
Student	25% 61	23% 57	52% 129	247	2.28

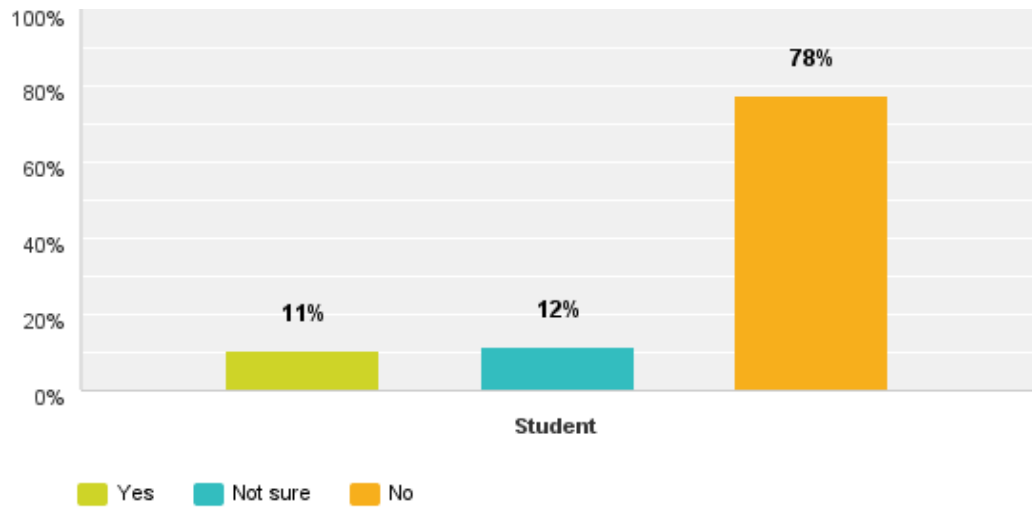
40. Ninety-five percent (95%) of staff and 84% of parents and 78% of students demonstrate that they do not avoid people who are different from them.



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Staff	2% 2	0% 0	3% 3	26% 24	69% 65	94	4.60



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
Parent	5% 25	5% 26	6% 33	23% 123	61% 322	529	4.31



	Yes	Not sure	No	Total	Average Rating
Student	11% 26	12% 29	78% 192	247	2.67

APPENDIX B

SUMMARY OF STRONGLY AGREE AND AGREE PERCENTAGES FOR ALL STAKEHOLDERS

Question		Aver.	Adm&tea (89)	Board Member (7)	Parents (538)	Stdnts (526)
Average (%)		63	59	67	70	58
Satisfaction	Q1. Chinese learning	78	69	85	90	68
	Q2. Program goal	63	41	72	77	
	Q3. Program promotion	71	79	57	78	
	Q4. Curriculum reinforcement	67	41	85	72	71
	Q5. Culture activities	85	82	100	88	68
	Q6. Target language	58	62	67	80	24
	Q7. Classroom management	52	35	50	70	
	Q8. Discipline supporting	66	52	66	79	
	Q9. Travel opportunity	64	59	57	71	69
	Q10. Chinese model	66	57	86	54	
Average:		67	58	73	76	60
Attitude	Q11. Comfortable with Chinese	76	79	86	83	56
	Q12. Understand/Appreciation	87	82	100	90	76
	Q13. Diverse culture	80	70	100	86	64
	Q14. Others reinforcement	58	63	28	82	
	Q15. Problem solving	57	43	57	64	65
	Q16. Academic achievement	64	51	72	68	
	Q17. More competitive	77	70	86	74	
	Q18. Future careers	75	65	100	78	55
	Q19. Better respected	78	67	86	81	
Q20. 21 st century skills	81	71	86	85		
Average:		72	66	80	79	63
Involvement	Q21. Encouragement	63	69	33	87	
	Q22. Talking to students	59	47		66	67
	Q23. Enjoy learning	65	59		76	61
	Q24. Providing help	30	18		41	
	Q25. Participating celebration	52	63		39	55
	Q26. Urge students to get help	62	51		79	55
	Q27. Exposing to Chinese	46	22	50	65	
	Q28. Proud speaking Chinese	58	63	50	78	42
	Q29. Positive to Chinese people	50	45		54	
	Q30. Recommending program	67	59	66	75	
Average:		55	50	50	66	56

Intercult/Glob Awareness	Q31. With other culture people	89	99	100	93	64
	Q32. Eating ethnic foods	88	92	86	91	81
	Q33. Learn more about China	51	53	58	42	51
	Q34. Live with a Chinese family	34	32	43	38	24
	Q35. Host Chinese student	38	54	33	37	27
	Q36. Students in China vs U.S.	43	31	57	48	36
	Q37. Think about Chinese	32	22		28	46
	Q38. Home decoration	54	50	71	42	
	Q39. Comfortable to different people	61	74	43	76	52
	Q40. Avoiding different people	86	95	86	84	78
Average:		58	60	64	58	51

APPENDIX C

CRONBACH'S ALPHA RELIABILITY COEFFICIENT FOR STAFF, PARENT, STUDENT SURVEYS AND MERGED SURVEY OF ALL STAKEHOLDERS

Scale: Staff_Cronbach's alpha

Case Processing Summary

		N	%
Cases	Valid	53	55.2
	Excluded ^a	43	44.8
	Total	96	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.948	40

Scale: Parents_Cronbach's alpha

Case Processing Summary

		N	%
Cases	Valid	428	79.6
	Excluded ^a	110	20.4
	Total	538	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	40

Scale: Students_Cronbach's alpha

Case Processing Summary

		N	%
Cases	Valid	214	40.7
	Excluded ^a	312	59.3
	Total	526	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	24

Scale: All stakeholders_Cronbach's alpha

Case Processing Summary

		N	%
Cases	Valid	481	41.5
	Excluded ^a	679	58.5
	Total	1160	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.952	40

APPENDIX D

ADDRESS OF HOST SITE

Re: Request for Permission to Use Boston Renaissance Charter Public School as Research Site

Dear Dr. Harris, Superintendent/CEO,

I am writing to request your official permission to conduct my dissertation research at Boston Renaissance Charter Public School. The working title of my research proposal, which is being carried out in conjunction with my doctoral dissertation at the University of Massachusetts Boston, is “*A Case Study of an Urban Elementary School Chinese Language and Culture Program at the Boston Renaissance Charter Public School (BRCPS).*”

This proposal was approved by my committee on May 20, 2013. With receipt of your written permission to conduct research in your school, I will be able to gain official approval from the Institutional Review Board (IRB) at University of Massachusetts, Boston, and pending their approval, I will be ready to undertake my study.

The research questions that will guide my study are as following:

1. What are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students toward BRCPS Chinese language and culture program?
2. How similar and dissimilar are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students?
3. What are the factors identified by a sampling of parents, school staff, and students that influence BRCPS students’ motivation and interest in learning Chinese language and culture?

Risks and Benefits:

This research involves less than minimal risk to human subjects. The stakeholders’ perceptions and attitudes survey data are all in such a manner that participants cannot be identified directly or through identifiers linked to the human subjects. Both adult and student surveys display only an identification code that indicates grade, gender, native language, socioeconomic status, and racial background.

Benefits to the BRCPS will include that Boston Renaissance Charter Public School and its Chinese language and culture program remain its real name. This research

will investigate the perspectives and attitudes of participating school staff (board members, administrators, and teachers), parents, and students toward BRCPS Chinese language and culture program. It will support the development of recommendations to improve the quality and the sustainability of the Chinese program. A successful urban elementary school foreign language program for African American and Hispanic students can help nurture these students' foreign language and culture learning and develop their competitiveness to meet 21st century global citizen skills, and bring to light the appropriateness of the design and implementation of urban elementary school foreign language programs for African American and Hispanic students in the United States.

Boston Renaissance Charter Public School will maintain the right to review the dissertation before it is published, and to modify or change any information perceived by the school as identifying. All information obtained during the course of this study will be held in strict confidentiality. Three years after the end of my study and the approval of my dissertation, all research materials will be destroyed.

Time Frame:

I will begin my study in January-March of 2014, contingent upon IRB approval. I will keep you abreast of these developments and will seek your permission to officially begin the process.

Supervision of the Study:

This study will be supervised by my dissertation chair person, Dr. Wenfan Yan. His contact information is as following:

Wenfan Yan, Ph.D., Chair of the Department of Leadership in Education
University of Massachusetts Boston
Wheatley Hall. 100 Morrissey Blvd., Boston, MA 02121
Phone: 617-287-7601; Email: Wenfan.yan@umb.edu

Please direct any questions, queries, or concerns to him at any time.

I hope that the information herein is complete. Should you have any questions, areas that require clarification, or should you require an amendment to this letter, please contact me. I very much look forward to conducting research in BRCPS. I wholeheartedly appreciate your collaboration and willingness to open your school to me.

Sincerely yours,

Jinhui Xu



Education For Life"

1415 Hyde Park Avenue. Boston, Massachusetts 02136

Office (617) 357-0900 ; Fax (617) 357-0949

www.bostonrenaissance.org

Boston Renaissance Charter Public School Research Approval Letter

May 24, 2013

Ms. Jinhui Xu

75 Bound Brook Road, Newton, MA 02461

Dear Ms. Xu,

This is to advise you that your request for permission to use Boston Renaissance Charter Public School as research site for your research proposal, "*A Case Study of an Urban Elementary School Chinese Language and Culture Program at the Boston Renaissance Charter Public School (BRCPS)*" has been approved. We allow you to use the real name of Boston Renaissance Charter Public School and its Chinese language and culture program in your research and dissertation.

Important: It is your responsibility to provide a copy of this approval letter to your dissertation committee and University of Massachusetts Boston Application to the Institutional Review (IRB). Please note that school board members, administrators, teachers, parents, and students may elect not to participate in your research study, even though the school has granted permission.

Please forward a copy of your result to me when they are completed. Also, we would appreciate you providing us with some feedback on the research approval process.

Best wishes for a successful research project. Please call me at 617-357-0900 if I may be of further assistance.

Sincerely,

Roger F. Harris, Ph.D.

Superintendent, Chief Executive Officer

APPENDIX E

RESEARCH PARTICIPANT ORAL CONSENT/ASSENT FORM

BRCPS Chinese Language and Culture Program Survey (Staff, Parents, and Students)

University of Massachusetts Boston
Department of Leadership in Education
100 Morrissey Boulevard
Boston, MA 02125-3393

TITLE OF RESEARCH PROJECT:

A Case Study of an Urban Elementary School Chinese Language and Culture Program at the Boston Renaissance Charter Public School (BRCPS)

Introduction and Contact Information

My name is Jinhui Xu and I am a doctoral candidate in the Leadership in Urban Schools Program at the University of Massachusetts, Boston. You are being asked to take part in a research project at BRCPS that is investigating the perspectives and attitudes of school board members, administrators, teachers, parents, and students on the degree of their satisfaction with the BRCPS Chinese language and culture program, their attitude on the importance of learning Chinese, their involvement in the program, and their intercultural/global awareness.

Please read this form, and if you have further questions, I will discuss them with you. I can be reached at any time via telephone at 617-669-0304, or via email at jinhui.xu001@umb.edu. As a doctoral candidate, I am required to conduct research as part of the requirements for a Doctorate of Education (Ed.D.). My research is being conducted under the supervision of Dr. Wenfan Yan, Chair of the Department of Leadership in Education, University of Massachusetts, Boston. You may contact Dr. Yan via telephone at 617-287-7601, or via email at wenfan.yan@umb.edu

Description of the Project

This study, which will be conducted at Boston Renaissance Charter Public School in Massachusetts in 2014, attempts to exam/evaluate BRCPS Chinese language and culture program. Participation in this study will take approximately 15 minutes to complete the survey. If you decide to participate in this study, you will be asked to check the item that indicates your belief relative to each of the statements.

Risks or Discomforts

This is considered to be a minimal risk study. The primary risk associated with this study is the emergence of negative or distressful feelings in completing the research materials. You may speak with me at any time to discuss any distress or other issues related to study participation.

Confidentiality

Your part in this research is **confidential**. That is, the information gathered for this project will not be published or presented in a way that would allow anyone to identify you. Information gathered for this project will be stored in a locked file cabinet and only I will have access to the data. Three years after the end of my study and the approval of my dissertation, all research materials will be destroyed.

Voluntary Participation

The decision whether or not to take part in this research study is **voluntary**. If you do decide to take part in this study, you may terminate participation at any time without consequence. If you wish to terminate participation, please contact me immediately. Whatever you decide will in no way penalize you.

Rights

You have the right to ask questions about this research before and at any time during the study. You can reach me at (617) 669-0304 /jinhui.xu001@umb.edu. Or my research supervisor, Dr. Wenfan Yan, at any time. If you have any questions or concerns about your rights as a research participant, please contact a representative of the Institutional Review Board (IRB), at the University of Massachusetts, Boston, which oversees research involving human participants. The Institutional Review Board may be reached at the following address: IRB, Quinn Administration Building-2-080, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393. You can also contact the Board by telephone at (617) 287-5374 or e-mail human.subjects@umb.edu

If you would like to participate in this study, please continue the research.

APPENDIX F

STAFF/PARENT SURVEY

	Degree of Satisfaction with Chinese Program	S A	A	N	D	S D
1	I am satisfied that all BRCPS students have/will have the opportunity to learn Chinese.					
2	I am aware of the goals and objectives of the Chinese program.					
3	BRCPS promotes the Chinese program by posting information through the school website, media, and the monthly Chinese newsletter.					
4	The Chinese curriculum taught in BRCPS Chinese class enhances and reinforces the regular curriculum.					
5	Conducting school-wide Chinese cultural activities, such as the Chinese New Year celebration, enhances Chinese language learning for students.					
6	I am satisfied that Chinese teachers instruct the class by speaking Chinese most of the time.					
7	Chinese teachers demonstrate adequate classroom management skills.					
8	BRCPS staff support Chinese teachers' efforts to maintain discipline in creating an appropriate Chinese learning environment.					
9	The Chinese program at BRCPS will open opportunities for staff to travel and/or study in China.					
10	<p>Currently the model for learning Chinese is different for K1-Grade 1 students and for Grade 2-6 students.</p> <p>Current Model: Students in K1-Grade1 learn Chinese 20 minutes every day throughout the year, whereas students in Grade 2-Grade 4 learn Chinese for 55 minutes every day during one trimester (approximately three months) a year (Over the next two years, students in G5 and G6 will also have Chinese instruction.)</p> <p>I would like to know what you recommend for Chinese instruction, so please choose the model below that you feel is the best:</p> <p>A. Keep the current model. B. Chinese instruction for K1-Grade 6 by trimester only. C. Chinese instruction for K1-Grade 6 every day for the school year. D. Chinese instruction for K1-Grade 6 three times a week for the school year. E. Other (please specify)_____</p>					

Attitude on the Importance of Learning Chinese at BRCPS I believe that:		S A	A	N	D	S D
11	Studying Chinese at BRCPS allows students to be more comfortable with Chinese speakers.					
12	Studying Chinese at BRCPS allows students to better understand and appreciate Chinese culture.					
13	Studying Chinese at BRCPS allows students to participate more freely with diverse cultural groups.					
14	Studying Chinese has not jeopardized student progress in the other subject areas such as math or reading.					
15	Studying Chinese at BRCPS allows students to enhance their problem solving skills and creativity.					
16	Studying Chinese at BRCPS allows students to improve their academic achievement.					
17	Studying Chinese at BRCPS allows students to be more competitive in applying for middle/high school and college.					
18	Studying Chinese at BRCPS allows students to be better prepared for future careers.					
19	Studying Chinese at BRCPS allows students to be better respected as individuals knowing more than one language, such as Chinese.					
20	Studying Chinese at BRCPS allows students to be able to demonstrate a valued 21 st century skill to communicate in a foreign language, such as Chinese.					
Staff/Parent Involvement		S A	A	N	D	S D
21	I encourage my students to make an effort in Chinese class.					
22	I talk to my students about the importance that knowing Chinese will have on their future.					
23	I enjoy learning Chinese from my students.					
24	I provide extra help for my students to learn Chinese.					
25	I participate in the Chinese New Year celebration.					
26	I urge my students to get help from the Chinese teachers if they have problems in Chinese class.					
27	I try to expose my students to Chinese outside of the Chinese class (social studies, ELA, math, specialty classes, etc.)					
28	I am proud to see my students speak to Chinese people in Chinese.					
29	Due to my personal experience with the BRCPS Chinese program, I have more positive feelings toward Chinese people.					
30	Because of my BRCPS experience, I would recommend the BRCPS Chinese program to others.					

Note: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree

	Intercultural/Global Awareness	S A	A	N	D	S D
31	I enjoy being with people from other cultures.					
32	I eat ethnic foods when I get the chance.					
33	I want to learn Chinese because I want to travel to China to learn more about the country.					
34	I would like to live with a Chinese family if I go on a visit to China.					
35	I would like a student from China to come for a visit and participate in my classroom.					
36	I think students in China are like students in the United States.					
37	I often think about Chinese.					
38	I decorate my home with artifacts from other countries.					
39	I am uncomfortable when I talk to people different from me.					
40	I avoid people who are different from me.					

Your role:	Daycare	K1-G1	G2-G4	G5	G6
Leadership Team	Specialty	Unified Services	Climate Culture	Board Member	Others

Your length of working time in BRCPS	Less than a year	2-5 years	6-10 years	More than 10 years

Highest Education	B. A.	M. A.	Ph. D.	Other

Gender	Male	Female

Qualified for free/reduced lunch?	Yes	No

Ethnic and racial identities:

Black/African American	Hispanic/Latino
White/Caucasian	Asian/Pacific Islander
American Indian or Alaska Native	Multiple Ethnicity/Other (Please specify)

Any recommendations for BRCPS Chinese Language and Culture Program?













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THANK YOU!

APPENDIX G

STUDENT SURVEY (I, II, AND III)

I: Kindergarten 1-Grade 1 Student Survey

Degree of Satisfaction with Chinese Program				
1.	I like learning Chinese.			
2.	I would like to go to China.			
Attitude on the Importance of Learning Chinese at BRCPS				
3.	I like to speak with Chinese people in Chinese.			
4.	I like learning how Chinese people do things in China.			
5.	I like meeting people who are different from me.			
Parent/Teacher Involvement				
6.	My parents/guardian tell me to work hard in learning Chinese.			
7.	My teacher tells me to work hard in learning Chinese.			
8.	I like to teach my parents/guardian Chinese.			
9.	I like to teach my teacher Chinese.			
Intercultural/Global Awareness				
10.	I like being with people who speak different languages.			
11.	I think about Chinese when I am not in school.			

Are you a boy or girl? Boy <input type="radio"/> Girl <input type="radio"/>
--

Any recommendations for BRCPS Chinese Language and Culture Program?

THANK YOU!

II: Grade 2-Grade 4 Student Survey

Degree of Satisfaction with Chinese Program		Yes	Not sure	No
1	I like learning Chinese.			
2	I am learning numbers, colors, shapes, and how to say family members in my Chinese class.			
3	I like to be part of the Chinese New Year celebration.			
4	I like that my Chinese teacher only speaks in Chinese.			
5	I would like to go to China.			
Attitude on the Importance of Learning Chinese at BRCPS		Yes	Not sure	No
6	I like to speak with Chinese people in Chinese.			
7	I like learning how Chinese people do things in China.			
8	I like meeting people who are different from me.			
9	Studying Chinese makes me smarter.			
10	Studying Chinese will help me to get a good job in future.			
Parent/Teacher Involvement		Yes	Not sure	No
11	My parents/guardian tell me to work hard in learning Chinese.			
12	My teacher tells me to work hard in learning Chinese.			
13	I like to teach my parents/guardian Chinese.			
14	I like to teach my teacher Chinese.			
15	My parents/guardian come to see me at the Chinese New Year celebration.			
16	My teacher attends the Chinese New Year celebration.			
17	My parents/guardian encourage me to learn Chinese.			
18	My teacher encourages me to learn Chinese.			
19	My parents/guardian like to see me speak Chinese outside of school.			
20	My teacher likes to see me speak Chinese outside of school.			

Intercultural/Global Awareness		Yes	Not sure	No
21	I like being with people who speak different languages.			
22	I like different kinds of foods.			
23	I like learning Chinese because I want to go to China.			
24	I would like to live with a Chinese family if I go on a visit to China.			
25	I would like a Chinese student to live in my house.			
26	I think Chinese students are like American students.			
27	I think about Chinese when I am not in school.			
28	I am uncomfortable when I talk to people who are different from me.			
29	I avoid people who are different from me.			

Are you a boy or girl?

Boy Girl

Any recommendations for BRCPS Chinese Language and Culture Program?

THANK YOU!

III: Grade 5-Grade 6 Student Survey

Degree of Satisfaction with Chinese Program		Yes	Not sure	No
1	I would like to learn Chinese.			
2	I would like to learn numbers, colors, shapes, and how to say family members in Chinese.			
3	I would like to be part of the Chinese New Year celebration.			
4	If I take Chinese class, I want my Chinese teacher to speak only Chinese in class.			
5	I would like to go to China.			
Attitude on the Importance of Learning Chinese at BRCPS		Yes	Not sure	No
6	I would like to speak with Chinese people in Chinese.			
7	I would like to learn how Chinese people do things in China.			
8	I like meeting people who are different from me.			
9	Studying Chinese will make me smarter.			
10	Studying Chinese will help me to get a good job in future.			
Parent/Teacher Involvement If I start learning Chinese, I think:		Yes	Not sure	No
11	My parents/guardian would tell me to work hard in learning Chinese.			
12	My teacher would tell me to work hard in learning Chinese.			
13	I would like to teach my parents/guardian Chinese.			
14	I would like to teach my teacher Chinese.			
15	My parents/guardian would come to see me at the Chinese New Year celebration.			
16	My teacher would attend the Chinese New Year celebration.			
17	My parents/guardian would encourage me to learn Chinese.			
18	My teacher would encourage me to learn Chinese.			
19	My parents/guardian would like to see me speak Chinese outside of school.			
20	My teacher would like to see me speak Chinese outside of school.			

Intercultural/Global Awareness		Yes	Not sure	No
21	I like being with people who speak different languages.			
22	I like different kinds of foods.			
23	I would like learning Chinese because I want to go to China.			
24	I would like to live with a Chinese family if I go on a visit to China.			
25	I would like a Chinese student to live in my house.			
26	I think Chinese students are like American students.			
27	I think about Chinese when I am not in school.			
28	I am uncomfortable when I talk to people who are different from me.			
29	I avoid people who are different from me.			

Are you a boy or girl?

Boy Girl

Any recommendations for BRCPS Chinese Language and Culture Program?

THANK YOU!

APPENDIX H

ONE ON ONE INTERVIEW AND FOCUS GROUP INTERVIEW QUESTIONS FOR STAFF AND PARENTS

Introductory script:

Thank you for coming today.

The purpose of this interview is to tap into you as a leading resource on the planning, delivery, and outcomes of the Chinese language and culture program at BRCPS. Data /information collected will be used for the purpose of evaluating and informing next steps in regards to the Chinese program. I want to hear specifics about what is going on, the strengths and weaknesses, and suggestions that can help improve the outcomes of the Chinese classes. The underlying research questions are:

- Question 1. What are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students toward the BRCPS Chinese language and culture program?
- Question 2. How similar and dissimilar are the perceptions and attitudes of school staff (board members, administrators, and teachers), parents, and students?
- Question 3. What are the factors identified by a sampling of parents, school staff, and students that influence BRCPS students' motivation and interest in learning Chinese language and culture?

Guiding Questions:

- 1. Describe your experience in observing students studying Chinese at BRCPS.
Probe: How has studying Chinese impacted students? What are the benefits? What are the challenges?
- 2. Describe a time that you saw your students were able to use the Chinese in school.
Probe: Explore the following:
 - i. Classes where Chinese is spoken
 - ii. With Chinese teachers in hallways and other places
 - iii. With visitors who speak Chinese
 - iv. With classmates
 - v. Others
- 3. Talk about a time that learning Chinese at BRCPS created a problem for students.
Probe: How were students able to overcome the difficulty? What kind of assistance did students receive in resolving the problem? Who helped students resolve the problem? What was your involvement?

4. Describe how Chinese language and culture is being taught at BRCPS.
Probe: Describe the classroom environment where Chinese is taught.
What have you noticed about classroom management? (How do Chinese teachers create a classroom that supports and engenders both Chinese learning and social-emotional learning?)

Describe some ways that Chinese teachers deliver instruction. (How do teachers reach students in order to teach listening, speaking, reading, and writing in Chinese? What do teachers do to motivate and encourage students to learn Chinese?)

5. Currently the majority of elementary schools in the United States do not offer foreign language instruction at the elementary level. How do you feel about elementary foreign language being offered as part of the core curriculum?
Probe: How can this be accomplished? How often should Chinese instruction occur? (Currently at BRCPS, students in K 1-Grade1 receive daily instruction in Chinese, and students in Grade 2 and up receive instruction as a “specialty” for one trimester a year.)

6. What are some ways that we might use to improve Chinese language and culture instruction at BRCPS? What roles might parents, Chinese teachers, classroom teachers, administrators, and Board members play to ensure the most effective outcome in Chinese learning for our students?

Thank you so much for taking the time out of your busy schedule to participate in my interview. I am very grateful for your valuable input.

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