TRANSFORMING THE
TRADITIONAL LANGUAGE CURRICULUM

MEETING THE CHALLENGES
OF THE GLOBALIZED 21ST CENTURY

Vivian Ling
Chinese Flagship Program
Indiana University
Rise of China as a global player

Bar for the Chinese language teaching field rose dramatically (by four times)
Sputnik revisited

Changing the paradigm in the teaching of critical languages
The goals Chinese learning in the 21st century
Standing shoulder-to-shoulder with our global peers and rivals
Cultural literacy hand-in-hand with language ability
What it takes to master Chinese to professional functionality?
Category I: 23-24 weeks (575-600 hours of instruction) Romance languages/Norwegian/Swedish

Category IV: 44 weeks (1100 hours of instruction): Greek/Hebrew/Hindi/Persian/Russian/Tagalog/Thai/Turkish/Zulu

Category V: 88 weeks (2200 hours of instruction): Arabic/Chinese/Japanese/Korean

Traditional 4-year college curriculum: 504 contact hrs.
5-year Chinese curriculum at IU: total 588 contact hrs
Necessary Conditions for Success in Mastering Chinese

1. Talented dedicated students
2. Start early
3. Sustained learning (no long interruptions)
4. Focused learning (not juggling too many balls)
5. Immersion in the target environment
6. Expert guidance, especially during foundation-building phase
7. Sustained motivation (must not burn out)
Period of transition
How is cultural literacy acquired?
Interpreting the message behind the surface words
标题：建国初新疆域名之争及修改地名的历史回顾

结语：我国的民族理论，民族政策要与时俱进，敢于创新；毛泽东说过“没有革命的理论就没有革命的行动”。同理，没有民族理论的发展创新就没有新疆民族工作的新局面。也才能真正实现新疆的长治久安。
Concluding paragraph: Our nation’s policies toward the ethnic minorities must change with the times, and we must courageously innovate. As Mao Zedong has said,... Without development and innovation in our concepts, there would be no breakthrough in our work,...only then will we be able to secure lasting political peace in Xinjiang.
Where are we now in navigating through this sea change?
“Wow, I never imagined chicken could taste so fantastic!”

“I’ll have this business prospectus translated for our meeting tomorrow.”
CREATEING GLOBAL PROFESSIONALS

“I’ll have this business prospectus translated for our meeting tomorrow.”
Chinese Curriculum for Future Global Professionals

Year 1
Chinese 1
- Summer intensive program in U.S. (Chinese 2)

Year 2
Chinese 3
- Summer and/or academic year program(s) abroad (Chinese 4)

Year 3
Completing requirements of major discipline + Sustaining study of Chinese

Year 4
Content courses taught in Chinese

Year 5
Capstone year: Direct enrollment in Chinese university + internship

Language and culture training complementing formal coursework: tutoring, mentoring, lectures, workshops, language tables, etc.
Investment of time by students

Financial investment by various sectors
**Flagship Model for Training Global Professionals: Costs of Achieving Superior Proficiency in Chinese**

<table>
<thead>
<tr>
<th>Components</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year Undergraduate Education</td>
<td>Family, loans, and scholarships</td>
</tr>
</tbody>
</table>

**The Great Funding Divide**

<table>
<thead>
<tr>
<th>Funding for Flagship Program</th>
<th>Extracurricular training</th>
<th>Content Courses</th>
<th>Summer intensive in U.S. (+Lost income from summer employment)</th>
<th>Summer and/or academic year abroad (+Lost income from summer employment)</th>
<th>Capstone Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal grant</td>
<td>$</td>
<td>$$</td>
<td>$</td>
<td>$$</td>
<td>$$</td>
</tr>
<tr>
<td>Institutional support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Scholarships:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Private Foundations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foreign governments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate philanthropy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>