



**BCS
NON-HERITAGE
PROGRAM**

Program Lead Teacher: Letty Wang-Moore

Letty Wang-Moore (王蓁翌 Wáng Zhēnyì)

* **Taiwanese-born native speaker of Chinese**

* **Work Experience:**

- (Current) Johns Hopkins University- Online Program Chinese Language Instructor
- (Current) Freelance translator
- Rainbow Riders Daycare Center- Chinese-English Bilingual Preschool Program Teacher
- Defense Language Institute (Special Warfare Education Group)- Mandarin Instructor
- (Taiwan) AMC Publishing Company- Academic Director of the English Language Department

* **Educational Background:**

M.A. in Foreign Language Teaching, Michigan State University, Michigan, USA

M.A. in TESOL, Shenandoah University, Winchester, Virginia, USA

B.A. in Foreign Language Teaching, Fooyin University, Kaohsiung, Taiwan

Changes made for the Non-heritage classes

- Teaching Guidelines
- Textbooks
- Instruction time per week: 45-minute group meeting & 15-minute one-on-one meeting per week
- Total of 12 group live sessions & 12 one-on-one online meetings
- Tuition (BCS Board President)

- **Teaching Guidelines**

- Implement consistent methods for helping learners develop Chinese listening, speaking, reading, and writing skills.
- Provide support/training to new teachers.

- **Textbooks**

- Designed for non-native speaking young learners

- Bilingual texts: helps parents who do not speak Chinese;
encourages parents to learn with your child(ren)

- **Instruction time per week**

- **A 45-minute group meeting:** Saturday at 10:00 AM, starting on 1/23, 2021 (a total of 12 group meetings per semester)
- **A 15-minute one-on-one meeting** (a total of 12 one-on-one meetings per semester):
 1. The teacher will email parents his/her availability, and the parents choose a time slot that works for their child(ren).
 2. One-on-one meetings start after the second group meeting of each semester.

Our Major Teaching Approaches:

- We take learners' age into consideration when planning lessons.
- We understand how languages are learned and plan lessons based on the SLA theories.
- We understand language teaching methods and plan lessons based on them.
- We teach with care and passion!

We believe that learners learn best when...

- they are motivated.
- the anxiety level is low.
- they have fun.
- they are supported and encouraged by their loved ones!

"The best methods are those that supply '**comprehensible input**' in **low anxiety** situations, containing **messages** that **students really want to hear**. These methods do not force early production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

Dr. Stephen Krashen

(Linguist, 486+ publications contributing to the fields of SLA, BE, & reading)

5 stages of Second Language Acquisition (Krashen):

- Silent / Receptive phase
- Early Production
- Speech Emergence / Production (Learners have collected thousands of words)
- Intermediate fluency
- Continued Language Development / Fluency

The US Foreign Service Institute divides languages into groups of difficulty for speakers of English:

Group 1:

French, German, Indonesian, Italian, Portuguese, Romanian, Spanish, Swahili

Group 2:

Bulgarian, Burmese, Greek, Hindi, Persian, Urdu

Group 3:

Amharic, Cambodian, Czech, Finnish, Hebrew, Hungarian, Lao, Polish, Russian, Serbo-Croatian, Thai, Turkish, Vietnamese

Group 4:

Arabic, **Chinese**, Japanese, Korean

Frequently asked questions:

- How come when I ask my child to translate, she/he usually can't?
- How long does it take to learn Chinese fluently?
- How do I help my child learn a language that I do not know?
- How do I help my child succeed in learning a foreign language?

Q & A