

Chinese Learning *In* the Culture Program (CLIC)

Tier One: Intermediate language program (post-first year)

The intermediate language program is designed for intermediate and high beginner level students, or typically those who have had one or two years of college level Chinese. The primary goals of the program are to provide participants the opportunity to enhance their language skills and cultural understanding during the summer period through classroom instruction and guided social and cultural experiences in China. This period of intensive study is designed to prepare participants linguistically and culturally to be successful in subsequent advanced level coursework and to allow them to gain sufficient cultural experience to reach a high level of comfort interacting in Chinese culture.

Location: Qingdao, Shandong Province

The target language of instruction is modern Mandarin Chinese. Thus, due to the diversity of linguistic environments found in China, our program operations are based in northern China where the languages found outside of the classroom environment are most closely related to standard Mandarin. In order to avoid the hybrid cultural and linguistic environments found in large urban centers, such as Beijing and Shanghai, that abound with large foreign enclaves and tend to be less ideal areas for language and culture learning at the initial levels, CLIC is located in Qingdao.

Qingdao is a rapidly growing port city on the southern coast of China's Shandong Province. A burgeoning metropolis, Qingdao has seen explosive but sustained economic growth and commercial development over the twenty-five year period since China began its Reform and Opening Up policies. Since 1992 when the city was given provincial level status in terms of economic planning and funding, Qingdao has been transformed into one of north China's most important economic, shipping and trade hubs. The city's GDP nearly doubled from 62 billion RMB (7.6 billion USD) in 1995 to more than 115 billion RMB (14.04 billion USD) in 2000 while during the same five-year period retail volume soared from 17.1 billion RMB (2.09 billion USD) to 30.8 billion RMB (3.76 billion USD) and foreign trade skyrocketed from 3.764 billion USD to 10.8 billion USD or 43.2% of the total trade volume for Shandong Province. Qingdao's economy has sustained at least double digit growth rates for more than twenty years and by 2007 the per capita GDP had reached \$7,136, among the top tier cities in China.

Amidst this rapid economic and industrial development, through conscious efforts of the municipal government, Qingdao, unlike the majority of developing areas, has been able to successfully preserve the beauty of its miles of golden beaches and breathtaking coastline

(Qingdao is an annual leader in the competition for China's *Cleanliest City award*). This fact coupled with the area's comfortable summer weather has not gone unnoticed as millions of Chinese and international tourists flock to Qingdao's countless resorts and villas each year to escape the unbearable heat and poor air quality found in some inland cities. Qingdao's relatively pollution-free environment, mild coastal climate (average annual temperature of 25 degrees Celsius), cool ocean breezes from the Yellow Sea, abundant sunshine, and modern city infrastructure (a recent *Economic Daily* study rated Qingdao's basic infrastructure as 6th best among all Chinese cities) combined to make it not only a favorite tourist getaway but also an ideal "Partner City" in Beijing's successful bid for the 2008 Summer Olympics. Qingdao's cityscape underwent a major overhaul and period of intense development after being declared the host city for all sailing events for the 2008 Summer Games by the central government.

This exciting cultural and economic milieu also provides the ideal training ground for American learners of Chinese. Aside from providing comfortable physical conditions for training and a vibrant business scene for students to engage, with an urban population of two million Qingdao offers a relatively negotiable community for program participants. With a total population of over 7.5 million and numerous high-profile Chinese enterprises such as Haier, Tsing-Tao Beer, HiSense, Aucma, and Double Star, Qingdao is large enough to sustain a community-based language program as well as various related programs such as culture, business, and internship programs focused on business and professional culture. At the same time, with a mid-sized urban center (urban population 2.75 million) and concentrated area of social activity, Qingdao is not too large for participants to become integrated into the community in a reasonable amount of time.

Qingdao offers a comfortable, modern environment but is in a more culturally conservative area. Learning Chinese in more traditional Chinese cultural environments better equips us to deal with all types of Chinese people from all types of local environments. The surrounding areas of Shandong Province offer inexpensive (both in terms of time and money) access to the total range of economic entities and levels of economic and social development to be found in China. Shandong culture, heavily influenced by Confucian thought and tradition (Confucius hailed from western Shandong), also offers a relatively conservative cultural environment in which to train Americans in professional etiquette and traditional cultural expectations. The city's semi-colonial history has conditioned its people to be predisposed to interaction with foreigners and welcome the opportunity to exchange ideas and develop international friendships.

Partner Institution

Ocean University of China (OUC) is a comprehensive university under the direct administration of the Chinese State Ministry of Education. First founded in 1924 as Private

Qingdao University, OUC operated under the names National Qingdao University, National Shandong University and Shandong University before being designated as the Shandong College of Oceanography in 1959. In 1960, OUC was selected of one of China's 13 national "key" comprehensive universities and has retained the key university status through Project 985 and Project 211. The current name was ratified in 2002.

In addition to a strong liberal arts tradition, OUC has its primary strengths in oceanography and fisheries sciences. With more than twenty-two colleges and 71 undergraduate programs, OUC offers degrees in science, engineering, agronomy, fisheries, economics, pharmaceuticals, business, management, law, and education among other fields. One of China's earliest universities entitled to confer PHD degrees, OUC has 44 programs that offer PHD degrees, 17 disciplines conferring MA degrees, 131 programs for MA degrees, two programs in Agriculture Promotion entitled to confer MA degrees, an MBA program, an MPA program, and thirteen areas of specialized engineering entitled to confer MA degrees. At OUC, there is one National Research Center for Marine Pharmaceutical Engineering Technology and one Chinese Center of Marine Biotechnology under UNESCO at Ocean University of China. Six disciplines have posts for professorship in the Cheung Kong Scholars Program. In addition, OUC has two centers for fundamental research and teachers training in Oceanography, Marine Chemistry and one training base for professionals in life science & technology.

OUC has over 24,400 registered students, including 5,115 doctoral or MA degree candidates, over 11,691 undergraduates and over 1,200 international students. OUC has cooperation and exchange relationships with over 140 universities in more than 20 countries. Currently, OUC has three campuses including Yushan campus, Fushan campus and Laoshan campus. CLIC is based in the Fushan campus, which is located two bus stops from Hong Kong Center Road, the main strip for activity in the city's modern downtown area. OUC has over 1230 full-time faculty members, 47% of whom hold the PHD degree, including five academicians with the Chinese Academy of Sciences, three academicians with the Chinese Academy of Engineering, three dually employed academicians, nine professors in the Cheung Kong Scholars Program and five visiting professors.

Program Structure and Schedule

The CLIC program begins with a pre-departure orientation to be conducted at USF (or via the Internet for non-USF participants) during the spring semester prior to departure. Pre-departure orientation is followed in China by a one-week in-country orientation designed to help students orient themselves to their new physical surroundings and cultural environment. The

remainder of the program consists of a four-week training session followed by a one-week study tour that takes students to a range of sites of cultural and historical significance in Shandong Province.

Pre-departure Orientation

Research on study abroad and expatriates living abroad has shown that one predictor for success while living in a foreign culture is pre-departure training that prepares participants to deal with aspects of social and cultural life in the particular country or region at hand. CLIC pre-departure orientation involves a series of informational sessions combined with organized training sessions that address key issues and skills program participants will need to be successful while studying in China. Issues range from the administrative, such as how to handle visa and passport applications, what to and what not to pack, to how to prepare mentally for an extended period away from home in Chinese culture, and how to handle sensitive political, cultural, and social questions unique to China and Shandong.

In-country Orientation:

Upon arrival in China, participants will begin with a one-week orientation that actively engages them in hands-on tasks designed to familiarize them with their new physical and cultural surroundings. This period of adaptation will allow students to:

- 1) get over jet lag,
- 2) find their physical bearings,
- 3) learn the CLIC approach to learning Chinese and program expectations,
- 4) make new friends,
- 5) learn key information about the place they will be living for six weeks,
- 6) get over the fear of being in a new culture, and
- 7) discover what they are and are not capable of doing in Chinese culture.

Students will be given specific tasks that require them to move outside of the classroom to learn about the surrounding community and are designed to help them gain hands on experience negotiating the local environment. They include finding key places and facilities on campus (dining halls, health clinics, classrooms, stores, administration buildings, exercise facilities, etc.) and in the immediate surrounding area (hospital, post office, police station, etc.),

using local public transportation, mailing letters home to parents, opening bank accounts, and purchasing things at the local market.

These hands on tasks will be supplemented by coaching and discussion sessions that focus participants on program goals and expectations. Coaching sessions will give participants the tools they need to successfully accomplish the hands on tasks. Discussion sessions will deal with various administrative and safety issues such as room and roommate assignments, meeting local hosts, safety rules, health issues, being in China, the CLIC approach, program and course procedures, themes and expectations, time and language management, avoiding the distractions of China, relationships across the sexes, handling sensitive issues, diet, money management, drinking in a foreign country, disciplinary issues, and academic issues unique to the study abroad situation.

CLIC Program Curriculum

Through coursework and guided interaction in the local community, the CLIC curriculum provides participants with instruction that leads to the following primary goals:

- 1) enable participants to develop a more solid foundation in modern Chinese language,
- 2) offer participants the optimum opportunity to gain an understanding of modern Chinese cultural expectations,
- 3) create opportunities for participants to gain invaluable experience in meaningful intercultural interaction in live contexts,
- 4) assist participants in reaching a level of comfort in Chinese culture.

The CLIC curriculum is designed to take full advantage of the in-country environment and thus addresses aspects of language learning unique to the learning abroad (China specific) setting. This set of courses is not designed to replicate coursework that can be offered in the US and should not be substituted for courses that are offered at your home institution. Speaking, listening, social interaction, and behavioral culture are the primary targets but practical uses of reading and writing will also be addressed. Our focus is “doing things in Chinese” in live Chinese cultural contexts and the underlying theme of our in-country curriculum is “interacting in Chinese society as an American”. Three primary courses form the core of the intermediate program curriculum:

- 1) Socializing in China and America,
- 2) Engaging Chinese Culture,

3) Practical Reading and Writing.

These core courses are supplemented by a Language Clinic (see below), a lecture series, and participation in local cultural and social activities.

1) Socializing in China and America (5 days/week, 2 hours, 20 sessions, 40 hours) Team taught in both Chinese and English by Eric Shepherd and Zhiliang Jin, Vice Dean, OUC Master of Public Administration Program

Socializing in China and American is the core of the CLIC curriculum. It is both an intermediate language course and an introduction to important elements of Chinese behavioral culture and interaction patterns. Participants explore effective strategies for developing circles of friends in both Chinese and American cultures. Proven techniques for establishing, maintaining, and repairing relationships in both cultures are practiced in a performance format. Emphasis is placed on developing appropriate cultural behaviors and language for formal and professional contexts, performing in frequently encountered cultural contexts, and community-oriented tasks. This course, team-taught by native speakers of both English and Chinese, involves Chinese and American participants in a peer-learning model. One hour of each session is taught in English and focuses on American culture while the other hour is taught in Chinese and focuses on Chinese culture. All participants are expected to serve as cultural advisors when dealing with their own native culture.

2) Engaging Chinese Culture (4 days/week, 1 hour, 16 sessions, 16 hours) Team taught in English and Chinese by CLIC staff and OUC faculty

Engaging Chinese Culture is an intermediate language course designed to equip students to engage in Chinese discourses about Chinese culture. Coursework revolves around four primary themes, each of which serves as the framework for a week of the program: 1) Achievement Culture, 2) Popular Culture, 3) Folk Culture, and 4) Customs and Etiquette. Issues important to and frequently talked about by Chinese people will be dealt with. Participants are coached in how to participate more effectively in on-going discourses about aspects of Chinese culture, an understanding of which are important to successful interaction with Chinese people. Upon completion of this course participants should be able to engage in informed discussions about China.

Significant emphasis is placed on first coaching participants about one particular element of Chinese culture and then practical engagement with that element outside the classroom. One session each week is structured in a coaching format designed to prepare students for the three other sessions. Emphasis during these sessions is on useful vocabulary and structures as well as cultural knowledge about appropriate ways to discuss the themes for the week in Chinese. These coaching sessions involve a mixture of English and Chinese instruction. The other three sessions

each week are conducted in Chinese and are designed to present Chinese views of and ways of discussing the given themes. A fifth session each week (typically conducted on Saturdays but subject to times of local activities) is scheduled as an activity related to the week's theme such as a talk by an expert in the relevant field, a visit to a local cultural or historical site of significance, a local cultural performance, and/or meeting with local professionals. Local Qingdao activities include traditional performances, tours of the Tsing-tao Brewery, visits to the Qingdao Sculpture Museum, the Qingdao History Museum, the Jimo Road Small Goods Market, the Shilaoren scenic area, Buddhist temples at Mt. Lao, and tours of the Haier and Coca Cola plants. During the course of the visits, students will be placed in various contexts that require interaction with local hosts.

3) Practical Reading and Writing (4 days/week, 1 hour per session, 16 sessions, 16 hours)
Taught in Chinese by OUC faculty in collaboration with CLIC staff

Practical Reading and Writing is a language course designed to facilitate the development of reading and writing skills associated with practical tasks. Emphasis is placed on use in context rather than on number of characters learned. Designed at the high beginner, low intermediate level, Practical Reading and Writing is geared towards solidifying content learned in the first-year Chinese sequence and is not to be taken in lieu of first year coursework. Participants are exposed to simplified characters, develop character recognition skills, and begin basic level reading in practical contexts. Goals include:

- 1) gaining familiarity with Chinese menus,
- 2) reading Chinese street and store signs,
- 3) reading Chinese business cards,
- 4) reading Chinese transportation (bus, train, plane) schedules,
- 5) reading Chinese maps
- 6) writing, using simplified characters, simple self-introductions, letters, emails and memos.

Language Clinic

Staffed by local instructors selected and trained by CLIC staff

The language clinic is a tutorial period staffed by trained language teachers that is available to students every afternoon. Students sign up for personalized instruction in areas of weakness, to get assistance with things from all classes, and to practice content and structures covered in all classes. Language class instructors frequently give assignments or specific tasks

for students to work on with Language Clinic instructors and all students are required to attend a minimum of 4 hours per week.

Community Activities

Students work with instructors to maximize use of out-of-class time by arranging a set of required tasks that help them to interact in the local community. In addition, CLIC staff create opportunities for students to take part in community activities such as promotional events for local companies, local festivals, trade fairs, and holiday events.

Living Arrangements

Ocean University of China has modern dormitory accommodations. Participants should expect to reside in moderately furnished, modern hotel-style dorm rooms (double-occupancy). Each room can receive direct international phone calls, and is equipped for internet access and private bathrooms, which provide hot water 24-hours per day.

Throughout the course of the program, American participants are paired with Chinese participants as roommates. The roommate arrangement forces participants to encounter aspects of cultural differences that they would otherwise not encounter. It also places students in situations in which they have to face cultural and behavioral differences much more quickly than in other instructional formats. In this format, students face culture shock immediately and can begin the difficult process of adjusting during the first two weeks of the program rather than later. Roommate conflicts then provide practical experience to rely upon and live contexts within which participants can test out the skills and strategies for relationship management discussed in the Socializing in China and America course. Students who demonstrate high levels of proficiency in the cultural skills covered in the Socializing in China and America course will have the opportunity for short home stay arrangements with local families towards the end of the program.

One-week Study Tour

After the four-week period of intensive linguistic and cultural training, participants leave Qingdao for a one-week study tour that provides a change in environment and allows them to understand China on a more sophisticated level. Program trips are designed in a manner that emphasizes the *study* aspect rather than the *tour* aspect of the experience. Prior to leaving for chosen sites, participants are provided with study questions that give them basic background information about the places they will be visiting to focus their attention while they are there. During and after the study tour, participants are required to give oral presentations in Chinese related to these study questions or issues raised by them. Non-presenting students and teachers take notes and ask questions about the issues raised in the reports.

The study tour is also designed to enhance the overall experience for program participants by providing them with a stark contrast to what is happening in a large urban center like Qingdao. By touring other cities across Shandong Province, participants develop a broader understanding of the complexity of China. The study tour gives participants an opportunity to try out what they have learned in multiple settings. In this learning format, participants have the immediate opportunity to see the practical applications of what they have learned in the classroom.

The study tour takes students to a range of cities and exposes participants to a spectrum of Chinese subcultures while introducing them to significant historical and cultural places, events, people, and movements. Beginning in Shidao, a coastal fishing town on the eastern tip of Shandong Peninsula, participants interact with local fisherman, tour township and village enterprises and tour a major shipbuilding plant.

From there, the tour moves to Weihai, a midsize city to the north, where they tour the local harbor and interact with leaders of shipping and import/export companies in the area. On the way from Weihai to the next stop in Weifang, the tour visits an isolated rural village where participants have lunch with local peasant farmers and catch a glimpse of the agricultural lifestyle lived by the majority of China's population.

In Weifang, a large city located in the center of the province, participants further explore the agricultural heartland of Shandong. In Weifang, participants also visit the renowned Chinese Kite Museum, the garden home of the famous 18th Century official, calligrapher, painter and poet Zheng Banqiao, and a museum dedicated to China's most famous female poet Li Qingzhao. In Weifang, participants also visit the Qingzhou Municipal Museum, which houses a large collection of Buddhist sculpture and artifacts unearthed in the area that date to as early as 3000 BC, climb Yunmen Mountain to take in a breathtaking view of the Shandong countryside, and visit with local government officials and members of the media.

After leaving Weifang, participants move further westward to Zibo, a large industrial city and once capital of the Qi Kingdom (founded in 1046 BCE). In Zibo, participants walk the production lines of the best porcelain factories in all of China, visit the Linzi History Museum and an Ancient Chariot Museum, which houses horse and chariot funeral pits that predate the renowned terracotta soldiers by more than 300 years, and stop by the ancient home of the famous Qing Dynasty ghost story and fairy tale writer Pu Songling.

From Zibo, the tour moves to Taian, where they visit the Dai Temple, an important Taoist site, and Lingyan Temple, an important Buddhist site. After gaining an appreciation for two of the philosophies that form the core of Chinese thought, participants climb Mt. Tai, China's most sacred and culturally significant mountain. Finally, the tour visits the city of Qufu, the hometown

of Confucius. In Qufu, participants gain a deeper appreciation for the philosophy that has shaped Chinese culture and thought for more than three thousand years by visiting the Confucius Temple, Confucius Manor and Confucius Forest. The study tour concludes by returning to Qingdao.