

## EDMONTON PUBLIC SCHOOLS

April 15, 2008

TO: Board of Trustees  
FROM: E. Schmidt, Superintendent of Schools  
SUBJECT: Support for Second Languages and the Confucius Institute  
ORIGINATOR: D. Barrett, Assistant Superintendent

### RESOURCE

STAFF: Janice Aubry, Marnie Beaudoin, Mary Cardinal Collins, Marie Commance Shulko, Linda Cundy, Michelle de Abreu, Sema Dhillon, Sandy Forster, Valerie Leclair, Bernard Maciejewski, Letizia Salvador, Norman Sieweke, Ximena Vidal, Stuart Wachowicz, Marie Wood, Iris Xu

### INFORMATION

#### **Background**

Trustees and administration recognize the importance of preparing students to successfully engage in a globalizing world. Second languages are an important part of that preparation.

Edmonton Public Schools has a long history of innovation and success in the field of second language education stretching back nearly 30 years. In the past decade numerous projects have been undertaken to provide our schools with world class curriculum, and extensive support for teachers in second language assignments (Appendix I). A developing research base increasingly demonstrates the positive impact of second language education and demonstrates that one of the greatest beneficiaries is the first language (Appendix II).

District policy, requires all students to take a second language from grade four through nine (phased in one year at a time starting in September 2007). Edmonton Public Schools is also unique in North America in providing internationally recognized language assessments to students as authorized by government authorities in China, Germany, Spain, France, Japan and Ukraine.

As a consequence of these initiatives enrollment in French as a Second Language (FSL) between September 2001 and September 2008 has grown from 13,900 to nearly 26,000 students and French Immersion has grown from 1,950 to about 2,600 students. In the same period, languages other than French have also increased 20 per cent. This sees about 38,000 students in the District now studying a second language. Growth due to the District's language requirement will bring this total to about 65,000 within six years.

#### **Supports for Second Language Learning**

The characteristics of successful second language programs are outlined in Appendix III. These characteristics guide all decisions and projects around support for second language education. To create long term sustainable support for second language education, and to ensure teachers and administrators are well supported to have all students acquire measurable proficiency in their target language(s) a number of steps have been taken. The actions, have already made the District recognized as an international leader in the field of second language education.

1. **Developing Fluency: An Approach to Second Language Literacy (Appendix IV)**  
The District has developed a series of strategies to support teaching of all of the language skills, in particular stressing oral language development and authentic assessment. The focus is on assessing proficiency and has emphasized building skills that better enable the teacher to differentiate instruction, thus better accommodating all students in second languages.
2. **International Language Credentialing Appendix V)0**  
In Edmonton Public Schools, students and teachers have the opportunity to receive international credentials recognizing what they can do with the second language. The credentials offered by the District are recognized in over 180 countries by business, governments and post-secondary institutions. This work has captured world-wide interest. The district was recently requested by the Association of Language Testers of Europe (ALTE) to present sessions on this work at Cambridge University.
3. **Institute for Innovation in Second Language Education (IISLE) (Appendix VI)**  
In September 2007, Edmonton Public Schools established the first comprehensive language institute in North America, the Institute for Innovation in Second Language Education, which has as its purpose the development of excellence in second language education. The District's Institute for Innovation in Second Language Education provides local, provincial and national support to second language stakeholders, current pedagogy, assessment practice, curriculum and programming. Its consultant corps is nationally and internationally recognized for its expertise in second language, bilingual and immersion program pedagogy. To this end the Ministry of Education of Spain has requested that up to 50 teachers of second language from Spain train at IISLE every summer. Similar requests have been received from China.
4. **Confucius Institute in Edmonton (CIE) (Appendix VII)**  
The establishment of the CIE is a major step in increasing the District's capacity in supporting Chinese language and cultural education. The partnership with Hanban, The Shandong Ministry of Education and Communications University of China enable the District to access resources and opportunities that would otherwise be beyond our reach. The acquisition of a full Confucius Institute has given the District significant international profile.
5. **Additional International Partnerships (Appendix VIII)**  
The creation of a growing number of international partnerships in support of the IISLE has strengthened the capacity of the District to meet the goals of second language learning and to enhance the profile of the District at the local, provincial, national and international level.

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| APPENDIX I    | District Contributions to Second Language Education             |
| APPENDIX II   | Impact of Second Language on First language Learning (Brochure) |
| APPENDIX III  | Characteristics of Successful Second Language Programs          |
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| APPENDIX V    | International Language Proficiency Credentialing                |
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## DISTRICT CONTRIBUTIONS TO SECOND LANGUAGE EDUCATION

Edmonton Public Schools was the Lead Developer of the *Western Canadian Protocol for Collaboration in Basic Education: Common Curriculum Framework for Bilingual Programming in International Languages (Kindergarten to Grade 12)*, and the Provincial Writer of the *Western Canadian Protocol for Collaboration in Basic Education: Common Curriculum Framework for Programming in International Languages (Kindergarten to Grade 12)*. Edmonton Public Schools also developed the latter document into three other versions, for 3-Year, 6-Year and 9-Year international languages programs, under contract to Alberta Provincial Government. Additional international languages projects include the development of both local and provincial programs of studies, based on the new *Western Canadian Protocol Frameworks*, such as:

- Japanese Language and Culture, Three Year Program of Studies (10/20/30)
- Japanese Language and Culture, Six Year Program of Studies (Grade 7 to Grade 12)
- ASL (American Sign Language) Language Arts Curriculum, Kindergarten to Grade 12
- ASL (American Sign Language) Language and Deaf Culture Curriculum, Three Year Program (15/25/35)
- Arabic Language Arts Curriculum, Kindergarten to Grade 12
- Chinese Language and Culture, Three Year Program of Studies (10/20/30)
- Chinese Language and Culture, Six Year Program of Studies (Grade 7 to Grade 12)
- Chinese Language Arts Curriculum, Kindergarten to Grade 12
- Cree Language and Culture Curriculum, Kindergarten to Grade 12
- Cree Language and Culture, Three Year Program of Studies (10/20/30)
- Cree Language and Culture, Six Year Program of Studies (Grades 7 to Grade 12)
- German Language Arts Curriculum, Kindergarten to Grade 12
- Hebrew Language Arts Curriculum, Kindergarten to Grade 12
- Punjabi Language and Culture Program of Studies, Kindergarten to Grade 3
- Punjabi Language and Culture Nine-Year Program of Studies (Grade 4 to Grade 12)
- Spanish Language Arts Program of Studies, Kindergarten to Grade 12
- Spanish Language and Culture Curriculum, Six Year Program (Grade 7 to Grade 12)
- Ukrainian Language Arts Program of Studies (Kindergarten to Grade 12)
- Ukrainian Language and Culture Program of Studies, Three Year Program (10/20/30)
- Ukrainian Language and Culture Program of Studies, Six Year Program (Grade 7 to Grade 12)

The following teacher support resources have been developed:

- Chinese (Mandarin) Language Arts, Guides to Implementation, Kindergarten to Grade 12
- Cree Language and Culture Nine-Year Framework
- Cree Language and Culture, Guides to Implementation, Kindergarten to Grade 12
- English Language Arts/International Languages Correlation
- French Language Scope and Sequence, Kindergarten to Grade 12
- French Language Grade Level Outcomes, Kindergarten to Grade 12
- French Immersion Assessment, HLATs (Highest Level of Achievement Tests)
- French Scope and Sequence, Grade Four
- German Language Arts, Guides to Implementation, Kindergarten to Grade 12
- Spanish Language Arts, Guides to Implementation, Kindergarten to Grade 6
- Spanish Scope and Sequence, Grade Four
- Math to the Max Resources for Grades Kindergarten to Grade 6: developed for Spanish, German, Arabic, and Chinese (Mandarin);

Currently under development are:

- Arabic Language Arts, Guides to Implementation, Kindergarten to Grade 9
- ASL Language Arts, Guides to Implementation, Kindergarten to Grade 12
- Hebrew Language Arts, Guides to Implementation, Kindergarten to Grade 9
- Punjabi Language and Culture, Guides to Implementation, Kindergarten to Grade 3

As well, Edmonton Public Schools is in negotiation to develop a set of pedagogical guides for teachers of bilingual programs and teachers of second language programs to serve teachers in China and teachers in Alberta.

## **CHARACTERISTICS OF SUCCESSFUL SECOND LANGUAGE PROGRAMS**

Successful programs demonstrate the following characteristics:

### **1. POSITIVE DISTRICT SUPPORT**

The district endorses the importance of learning second languages and has a policy stating its commitment to language learning. The district defines programming conditions (e.g., student eligibility, equitable access, instructional time), provides sufficient funding and hires competent teachers. The district encourages lifelong professional development and promotes the Immersion and FSL Bilingual and International Language and Culture programs.

### **2. POSITIVE PRINCIPAL SUPPORT**

The principal hires and assigns competent teachers and schedules sufficient time for the language programs. The principal plays a leadership role in the administration and promotion of the programs, allocates an appropriate budget and supports teachers.

### **3. COMPETENT, ENTHUSIASTIC TEACHERS**

The teachers possess Intermediate or high level competency in the target second language, if teaching FSL, and an Advanced or Superior level if teaching bilingual programs or French immersion. The teachers are knowledgeable about second language acquisition and appropriate teaching strategies. The teachers understand how to effectively integrate technology into their instruction. They teach effectively, arranging a variety of interactive learning activities for students. They are competent in the content areas if teaching subjects other than second language, and participate in professional development activities.

### **4. POSITIVE COMMUNITY SUPPORT**

Parents understand and support the Immersion, Bilingual and Second Language programs. The business community and the community at large support second language learning as part of a world-class education. The school community supports second language learning. The language and culture being instructed are visible in the school and community.

### **5. INTEGRAL PART OF REGULAR PROGRAM**

Second language is given the same importance as other core subjects. FSL is taught in a classroom designated for the language. Class time is respected. The program is stable.

### **6. SUFFICIENT INSTRUCTIONAL TIME**

Second language students receive instruction for a minimum of 30 to 40 minutes per day or 150 to 200 minutes per week over ten months. Students take a second language for up to nine years, from Grades 4 to 12 and receive at least 945 hours of instruction from Grades 4 to 12.

Bilingual students receive instruction in target language between 35% and 50% at the K-6 level, 30% - 50 % instructional time in target language and the junior high level and 20% instructional time in the target language and the senior high level. Students receive instruction for 3800 – 4000 hours in target language (K-3) as per Edmonton Public Schools Board Policies and Regulations HGAG.AR.

French Immersion Programs provide at least 75% of the instructional time in French at the elementary school level, 60% of the instructional time in French at the junior high

level and 40% of the instructional time in French at the senior high school level. Following these guidelines, students would receive over 7,000 hours of instruction from Grades 1 to 12.

**7. CLEAR AND RELEVANT CURRICULAR EXPECTATIONS**

The curricular expectations are easy to understand and help students to develop a meaningful level of language proficiency and cultural understanding in the language. In French immersion and Bilingual programs, students learn effectively a variety of required and optional courses through the medium of the target language.

**8. STUDENTS ENGAGE IN INTERACTIVE LEARNING**

Students learn language in situations that are as close as possible to real communication. They develop an understanding of the language system and subsystems (phonological, syntactic, semantic and pragmatic) by using the language in authentic contexts. They develop communication skills through games, skits, simulations and dramatizations. Students make contact with speakers of the language through structured interviews, use of the telephone, writing letters or e-mail messages and meeting speakers of that language resident in the community.

**9. QUALITY LEARNING RESOURCES**

Sufficient and appropriate classroom and library resources are available to support the language programs. Learning resources are appropriate for the students' interest and language level. Resources include dictionaries, novels and audio-visual material such as videos, cassettes, computer software, CD-ROMS, films, music and television programs, novels, magazines and books for personal interest.

**10. WELL-ARTICULATED PROGRAMS**

Students experience a similar learning program at a given instructional level in schools across the district. Program expectations, instructional time, instructional and assessment practices and learning resources are similar at each grade level.

Smooth and logical transitions occur between elementary, junior high and senior high school levels. Program expectations in junior high build on knowledge and skills acquired at the elementary school level and program expectations at the senior high school build on knowledge and skills acquired at the junior high school level.

Elementary, junior high and senior high second language teachers and school administrators work together to develop programs that build on previous learning in the second language.

The junior and senior high schools develop several program streams to accommodate both students who are beginning the learning of a second language and those who are continuing from a previous level.

In the French immersion and Bilingual programs, the target Language Arts and English language arts teachers undertake joint planning to eliminate needless repetition of skills already taught in one language, to maximize the possibilities of language transfer and to reduce interferences between the two languages.

**11. PROFESSIONAL DEVELOPMENT**

Teachers access a variety of second language professional development activities and school administrators encourage and support lifelong professional development. The teachers belong to a language oriented professional organization. The teachers as well as their school subscribe to one or two professional journals dealing specifically with the teaching of the given second language.

**12. PROMOTION AND MARKETING**

The district and schools promote the benefits of learning second languages. Promotion highlights job opportunities, research results and study and exchange opportunities. The programs are promoted through information packages for parents and students, open houses, information evenings, brochures, district Web site, school displays, student clubs, Internet e-mail pals, field trips, student exchanges and posters. The language is visible in the school through the use of signs, bulletin boards, displays, school concerts, extra-curricular activities and school announcements.

**13. STUDENT ACCESS, SUPPORT AND RECOGNITION**

The language programs are available to all students, including gifted students and students with special needs. Immersion and Bilingual schools are located to provide equitable student access where possible. Students who have special needs receive appropriate assistance. Students are recognized for their achievement through certificates, awards, bursaries and other incentives.

**14. FINANCIAL SUPPORT**

Sufficient funds are available to purchase learning resources, student assessment materials and to fund professional development needs, cultural activities and student and staff recognition.

## **DEVELOPING FLUENCY: AN APPROACH TO SECOND LANGUAGE LITERACY**

Over the past few years it became evident that support for second language teachers needed to include the development of pedagogical strategies to bring practice in line with research, and assist the development of not only the reading and writing skills, but also strong development of oral language proficiency. In the past many learning strategies used in second language mimicked those used for teaching first language. In second language situations however, the student does not come to class with an oral language base, and strategies must be employed that recognize this vital difference. The “Developing Fluency” strategy was developed by Ximena Vidal, Marie Commanche-Shulko and Marnie Beaudoin and has been piloted in the 2007/08 year with bilingual and French Immersion teachers at the grade 2/3 level. The primary outcomes are to:

- develop a strong emphasis on oral development (listening and speaking) of the second language in the classroom in addition to reading and writing
- assist teachers in build skills of differentiated instruction to accommodate a greater range of student abilities as second language enrollment grows
- develop a thorough understanding of the content and intent of the programs of study
- develop students knowledge of culture and intercultural skills through the use of a variety of authentic texts and literature
- develop a deeper understanding of second language assessment practices including performance assessment tasks
- share best practices, linking such to the programs of study and engage in professional dialogue to help develop a common language

The pilot has been very successful and will be continued in 2008/09 for the current cohort of teachers, with the program spreading to other grades and language programs.



## INTERNATIONAL LANGUAGE CREDENTIALING

As part of the world class second language education available to students in Edmonton Public Schools, students and teachers have the opportunity to receive international credentials recognizing what they can do with the second language as a result of studying Alberta's language curricula. (Appendix IV: *International Language Proficiency Credentialing for EPSB Students*) Like thousands of students in hundreds of countries in the world, our students can now be recognized with international credentials that are currency in an increasingly global marketplace. The difference being that most international students receive these credentials while enrolled in post secondary institutions. In the district students can receive these credentials while still in public education. As an officially designated testing centre EPSB can now insure that candidates can obtain international recognition for second language competency in Chinese, French, German, Spanish, Ukrainian and Japanese. International certification:

- enables students to be assessed on the same international language standards as candidates in over 180 countries;
- encourages and provides standards to help students to set goals for second language learning
- certifies second language achievements in reading, writing and oral interactions in real world situations
- opens doors for students to continue their studies at foreign universities and in a wider variety of courses in Canadian universities
- provides additional support documentation for students to work in Europe, Japan and China

|                            | <b>CHINESE<br/>(MANDARIN)</b>  | <b>FRENCH</b>   | <b>GERMAN</b>  | <b>JAPANESE</b>                                  | <b>SPANISH</b>   |
|----------------------------|--|---|--|--|--|
| <b>Name of credential</b>  | <b>Youth Chinese Test (YCT)<br/>Hanyu Shuiping<br/>Kaoshi (HSK)</b>  | <b>Diplôme d'études en langue française (DELF Scolaire)</b>                   | <b>Deutsches Sprachdiplom</b>  | <b>Japanese Language Proficiency Test (JPLT)</b> | <b>Diplomas de Español como Lengua Extranjera (DELE)</b> |
| <b>Levels available</b>    | YCT – 1, 2, 3<br>HSK – Basic ;<br>Elementary-<br>Intermediate ;<br>Advanced  | A1, A2, B1, B2  | A2, B1, C1   | Level 4, 3, 2, 1                                 | (*A2- Nov. 2008) B1, B2, C1                              |
| <b>Components of exam</b>  | Reading comp, listening comp, writing; oral production (Advanced level)  | Reading comp, listening comp, writing, oral interaction                       | Reading comp, listening comp, writing , oral interaction                                     | Reading comp, listening comp, writing            | Reading comp, listening comp, writing, speaking          |
| <b>Dates</b>               | October and April  | November and April  | November, December, April  | December   | November and May   |
| <b>Suitable candidates</b> | YCT – elementary Bilingual grades 3-6; grade 8 L & C<br>HSK Basic – junior high Bilingual<br>HSK Basic, intermediate & advanced– senior high Bilingual & L & C | A1- 5FIM; (*8LFIM); 9FSL<br>A2- 8FIM; FSL10<br>B1- FLA 10; FR30<br>B2- FLA 30 | A2 – grade 7 Bilingual; grade 12 L & C<br>B1 – grade 10 Bilingual<br>C1 – grade 12 Bilingual | Some grade 12 Japanese 30 students               | B1 – some grade 12 Spanish 30                            |

\* indicates new credential being offered

### **INSTITUTE FOR INNOVATION IN SECOND LANGUAGE EDUCATION (IISLE):**

In September 2007, Edmonton Public Schools established the first comprehensive language institute in North America, the Institute for Innovation in Second Language Education, which has as its purpose the development of excellence in second language education. The Institute for Innovation in Second Language Education supports a range of Official, International and Aboriginal languages and specializes in supporting ASL, Arabic, Chinese, Cree, English, French, German, Japanese, Hebrew, Latin, Punjabi, Spanish, Ukrainian in a variety of capacities. The components of the Institute include:

- a Pedagogical Training Centre for second language instruction, in immersion, bilingual or regular course formats. Training is both face-to-face and also via video-conferencing and other technologies to support student and teacher development;
- a Curriculum and Programming Support Centre, which provides support to administrators and leaders of language programs in implementing and leading effective language programs;
- an International Languages Credentialing Centre;
- a Resources Centre, which includes print, media and multimedia resources for teaching and learning;
- a Research Centre, which reviews recent research and identify areas of need for research, to design and conduct research in language education and to publish results. Research will include a wide range of study areas, such as studies into the effective use of technologies, the impact of student exchanges on participants, etc;
- a Linkages Centre, which creates linkages with educators and students in other countries, cultures and organizations for the purpose of strengthening second language education. The linkages Centre also facilitates government and agency partnerships, twinnings, exchanges, etc;
- a Promotions Centre, which assists to foster a local awareness and appreciation of other cultures, a desire to learn other languages and a belief that other languages can successfully be learned within the context of public education;
- a Culture Centre, which facilitates and hosts cultural events and the collection and sharing of cultural resources and information;
- a Technologies Centre, which leads the exploration of the effectiveness of a wide range of technologies to determine the optimal blend of technologies to support language teaching and learning.

The district's Institute for Innovation in Second Language Education employs the largest staff of second language experts of any school district in Canada, providing local, provincial and national support to second language stakeholders, in the latest pedagogy, assessment practice, curriculum and programming. Its consultant corps is nationally and internationally recognized for its expertise in a wide range of areas, but especially in second language, bilingual and immersion program pedagogy. To this end the Ministry of Education of Spain has requested that up to 50 teachers of second language from Spain train at IISLE every summer. Similar requests have been received from China.

## The Institute for Innovation in Second Language Education



### Vision:

To establish the first comprehensive Institute for Innovation in Second Language Education in North America, which will have as its purpose the development of excellence in second language education. It is the Institute's goal to ensure that students of second language programs leave school having high levels of proficiency in at least one second language, as measured where available by recognized international standard credentialing.

### Background:

Edmonton Public Schools (EPSB) is a leader in North America's second language education. The district offers bilingual programs in seven languages, and second language courses in ten languages. This is in addition to a large and comprehensive French Immersion program. EPSB is also one of the few jurisdictions in Alberta with a mandated second language requirement for all students, requiring study of a second language for the six years between grade 4 and 9, with strong encouragement to continue that study through graduation.

The district possesses one of the most comprehensive sets of policy and regulation in Canada, governing how languages will be offered, ensuring quality learning and standards of language instruction. The standards govern not only what is being taught, but the language competence of the teacher, assessment processes and target levels of language proficiency in, oral, written and signed communications.

EPSB also retains the largest second language consulting staff of any district in Canada, and is a national leader in language credentialing and assessment. EPSB is also a leader on the continent in language assessment practices, including the use of international language assessment instruments as well as in articulating these instruments to both curriculum and the standards of the Common European Framework of Reference.

In order to sustain and continuously improve this high level of quality, it is important for the district to continue to build the capacity to ensure a supply of well trained and highly skilled teachers and administrators, hence the inception of the Institute for Innovation in Second Language Education.

# The Institute for Innovation in Second Language Education



The Institute for Innovation in Second Language Education supports a range of Official, International and Aboriginal languages and specializes in supporting ASL, Arabic, Chinese, Cree, French, German, Japanese, Spanish, Ukrainian language in many areas including:

## International Languages Credentialling

Facilitates opportunities for the public, teachers and students to receive international credentials for their language proficiency.

### Currently available:

- French
- Chinese
- German
- Japanese
- Spanish
- Ukrainian
- Modern Standard Arabic (in development)

## The Research Centre

Provides research information and services to support second language policy, programs and practices.

- research literature reviews and summaries
- new research initiatives
- connecting research with teaching practices
- research partnerships
- international links
- role of technology in language learning

## Promotion

Provides information and services to promote second language education and programs

- cultural activities
- media materials and activities
- research summaries on benefits of second language learning
- web sites
- international links

## Pedagogical Centre

Provides training and support for the development of highly skilled teachers, administrators and educational leaders.

- second language teaching
- curriculum
- assessment
- literacy
- differentiation
- technologies
- leadership
- program implementation

## The Resource Centre

Provides access to language teaching, language learning, assessment, leadership and cultural resources to pre-service and practicing second language teachers, language program leaders, and the community. Provides assistance in resource selection and resource training.

- print resources
- digital resources
- multimedia resources
- technology-based tools

# The Institute for Innovation in Second Language Education



## Curriculum and Programming Support

Provides support and service for the implementation of characteristics of successful second language programs, including writing curriculum and related implementation support materials for second language programs.

- French (Early and Late Immersion and second language contexts)
- International Languages (Bilingual programs; Language and Culture )
- Aboriginal Languages
- scheduling and timetabling
- materials and systems to implement policy
- program implementation monitoring

## The Linkages Centre

Provides services to connect Alberta students, teachers, schools, and administrators provincially, nationally and internationally to speakers and educators of other languages through facilitating twinnings, penpal/e-pal relationships, technology-based interactions, study opportunities, work and volunteer experiences.

- partnerships
- twinnings
- e-pals
- videoconferencing interactions

## Technologies Centre

Leads the exploration of the effectiveness of a wide range of technologies and the optimum blend of technologies in both the delivery and implementation of second language programs. Provides teacher training in the uses of these technologies for second language teaching and learning.

- video and audio digital content
- voice recognition
- storyboards
- interactive white boards
- word predictors
- videoconferencing and telecommunications
- on-line courseware and resources
- virtual reality
- webcasts
- language software

## The Culture Centre

Facilitates and hosts cultural events and the collection and sharing of cultural resources and information. Provides and facilitates opportunities for cultural experiences and interactions to Alberta students, teachers, schools and administrators.

- films
- galas
- cultural events
- information

**CONFUCIUS INSTITUTE IN EDMONTON (CIE):**

The establishment of the CIE last December is a major step forward in increasing the district's capacity in supporting Chinese language and cultural education. The partnership with Hanban, The Shandong Ministry of Education and Communications University of China enable the district to access resources and opportunities that would otherwise be completely beyond our reach. The acquisition of a full Confucius Institute has given the district significant international profile. Immediate projects to be engaged are:

- Chinese language and cultural events;
- Academic activities and competitions;
- Teacher, visiting teacher, and administrator professional development;
- Administrator, teacher, and student exchanges and study tours;
- Student and class twinning;
- Resource acquisition and development, including the establishment of a Chinese Resource Centre (with an endowment of over 10,000 resources
- Language testing centre;
- Research;
- The promotion of the Chinese language and culture;
- Curriculum development and implementation;
- Development of various technology-based tools;
- Other projects of mutual interest to support the promotion and teaching Chinese language, history and culture .

The numerous projects to be done in partnership with Chinese organizations are all funded by Hanban and will undoubtedly result in significant growth of Chinese language programs in the district, and growing international connections.



# Confucius Institute in Edmonton

## 爱德蒙顿孔子学院

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Canada

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### **Confucius Institute (CI)**

Confucius Institute is a non-profit public institute aiming at promoting Chinese language and culture and supporting local Chinese teaching through affiliated Confucius Institutes worldwide. Its headquarters is in Beijing, under the Office of the Chinese Language Council International (Hanban).

### **Confucius Institute in Edmonton (CIE)**

Confucius Institute in Edmonton (CIE) under Edmonton Public School Board (EPSB) is part of a global network of more than 170 Confucius Institutes in 50 countries, dedicated to the promotion and development of Chinese language education, and cultural and business exchange with the People's Republic of China. With a start-up fund provided by Hanban, CIE is able to facilitate engagement with China in ways that strengthen the understanding, opportunities and bonds between the people of Canada and the people of China.

CIE is established as a response to the increasing need for learning Chinese in Canada. It is the first of its kind established under a public school board in Canada, an honour to a well-established public school district with a long tradition of international languages. CIE provides professional Chinese language training to the community, as well as training for teachers of Chinese as a foreign language, develops teaching materials and curriculum, and promotes educational exchange, research, and cooperation between Canada and the People's Republic of China.

CIE are to establish mutual beneficial alliances with governments, corporations, educational and research entities, and other institutions, to make CIE the centre for China-related teaching, research and other activities at Edmonton and in Alberta.

### **Our Goals**

- Be the platform for promoting economy, trade, tourism, and business between Canada and China
- Become an exchange platform for visiting scholars, researchers and language teachers from Canada and China
- Be the window for mainstream Canadians to learn about China and the Chinese culture

- Be the service provider to Canadian enterprises that are currently doing or intend to do business with China
- Conduct pre-departure spoken Chinese training for travel studies and business groups
- Host Chinese language teacher training sponsored by Hanban
- Hold Chinese Proficiency Tests (Basic, Elementary-Intermediate, Advanced, Young Learners, Business, Secretaries, Tourism)
- Provide test preparation courses for Chinese Proficiency Tests
- Provide on-demand Chinese translation service to local businesses
- Provide support to local Chinese community, such as non-credit Chinese schools
- Make resources accessible to local Chinese language community
- Offer a wide variety of credit and non-credit courses and programs in a variety of short and intensive formats
- Enhance college-entry instruction of Chinese at CIE
- Meet the increasing demand for certified teachers of Chinese both in Alberta and other parts of Canada
- Foster a permanent place for the teaching and study of Chinese in Alberta K-16 school courses
- Provide market-driven programs and services that will serve the needs of the local community and promote culture and business ties for economic developments between Canada and China
- Offer on-line and other innovative and flexible Chinese language learning courses for degree seeking students and for the general public



**ADDITIONAL INTERNATIONAL PARTNERSHIPS**

- **France:** The signing of a Memorandum with l'Academie de Rouen, France. This Memorandum will facilitate cooperation related to: common challenges in education; promoting the development of French and English language, competence and desirability to become proficient in both languages; supporting professional development of educators; promoting cultural understanding; and supporting international opportunities in business, cultural and professional exchanges.
- **Spain (Cervantes Institute: University of Salamanca):** The establishment of a DELE testing centre, granted by the Instituto Cervantes of the Government of Spain. This agreement enables the Institute to provide DELE testing and certification to students and the general public on behalf of the Instituto Cervantes.
- **Spain (Cervantes Institute: University of Salamanca):** The (pending) establishment of an Associate Centre of the Insituto Cervantes. This agreement will recognize the Institute as the only Associate Centre in North America.
- **Spain (Ministry of Education):** The possible establishment of a Spanish Resource Centre from the Ministry of Education and Science of Spain. This Memorandum of Understanding would see the Institute host a large collection of Spanish literature, cultural resources and language teaching and learning resources, in print, digital and multimedia formats.
- **Egypt (Ministry of Education):** The (pending) agreement with the Government of Egypt. This agreement will enable cooperation in areas such as teacher development, students communication, administrator study tours, joint research, exchange programs, etc.
- **Canadian Association of Second Language Teachers:** The (pending) signing of a partnership agreement with the Canadian Association of Second Language Teachers (CASLT); this partnership will include collaboration which will see the Institute co-host the first national conference for international languages in Canada, which will be held in May 2009 in Edmonton.
- **Japan and Germany:** Discussions are also underway with the Japan Foundation and the Goethe Institute looking at possible partnerships.