**Project description:** This project used a mix-method design to explore students’ language and intercultural development from Novice to Advanced Levels of Chinese.

**Rationale:** We are interested in learning how fast students’ linguistic and intercultural competence grows when they are learning Chinese in intensive classrooms. We also want to learn how their acquisition of Chinese follows this route.

**Contribution:** Through quantitative analysis of students’ standard test scores and qualitative investigation of their in-class tasks, we present a comprehensive picture of students’ language development during their undergraduate years in the Chinese Flagship Program at URI.

### Background

- **Communication:**
  - Level 1: Ted Talk
  - Level 2: News Report
  - Level 3: Independent Domain Research Paper

- **Cultural competence**
  - Level 1: Self and Immediate Surroundings
  - Level 2: Self and Community
  - Level 3: Self and Society

### Project Details

Consider the following in this section:

- **Quantitative:** Oral Proficiency Interview (OPI, a standard test) results
- **Qualitative:** Students’ coursework that reflects their progress towards the benchmarks for each level

### Results

- **Quantitative:** Sample Level 2 progress
- **Qualitative (examples):**
  - The impact of our results:
    - Add more fresh (qualitative data) to the bone (quantitative data)!
    - Pedagogical/curricular recommendations: Align communicative instruction with national proficiency standard; Make learning fun by doing real projects!
    - Future actions: Continue to collect longitudinal qualitative data and standard test scores; manuscript in preparation.