## Principles for developing Cantonese curriculum and materials — from beginning to advanced

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Although not nearly as widely taught as Mandarin, there is a long history of teaching Cantonese in North America dating especially from the 1950s and 1960s. Notwithstanding the growing influence of Mandarin in high profile Cantonese-speaking locales such as Hong Kong and Macau, demand for university level courses has been steady and has even expanded. Indeed, there have been new programs established in recent years for heritage learners, Mandarin learners, and true beginners. Since the ground breaking Yale series by Parker Huang there have been a steady stream of materials and other Cantonese learning aids — including dictionaries, glossaries, and more recently online materials.

This paper outlines core principles for developing Cantonese language materials across levels and for various learner needs based on the specific curricular goals. We also address issues of literacy and standardness within a Cantonese context and consider the challenges of articulation between basic and advanced level Cantonese.