

Mapping Chinese Language Learning Outcomes

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Overview

- Introduce CELIN and CELIN Briefs
 - What is CELIN, and what are its mission and resource?
 - What are the CELIN Briefs?
- Discuss the Brief, *Mapping Chinese Language Learning Outcomes in Grades K-12*
- Engage in Q & A

What is CELIN?

- *CELIN = Chinese Early Language and Immersion Network*
- CELIN seeks to connect with and provide resources for language practitioners, researchers, policy makers, parents, and advocates for language learning across the United States.
- Staff: Project director: Shuhan C. Wang, Ph.D.
Senior Project Associate: Joy Kreeft Peyton, Ph.D.
- We are affiliated with and supported by *China Learning Initiatives* at Asia Society, which has a strong track record in leading and supporting the Chinese language field

Purposes:

- Respond to an urgent need in the field of Chinese language education for research-based information; examples of best practices; and resources useful for administrators, teachers, and parents
- Address different aspects of Chinese language education; available in English and Chinese; and applicable to elementary (K–8), middle and high school, and even college Chinese language programs

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Mapping Chinese Language Learning Outcomes in Grades K-12

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Introduction

An exciting new development in the field of Chinese language learning in the United States is the increase in the number of students learning Chinese at pre-college levels. While the field has had years of experience teaching Chinese at college and high school levels, early language and immersion programs in elementary and middle schools are relatively new since the 1990s (Asia Society, 2006). In their search for an effective curriculum, many schools realize that they need to have a set of well-defined learning objectives across levels of instruction. This is particularly true if a school district or school would like to design a well-articulated Chinese language program that leads students to attain high levels of language proficiency. The need for well-defined language learning objectives, with expected outcomes, at various levels of instruction, with multiple entry and exit points along the path of K-12 or even K-16, is more urgent than ever. The purpose of this Brief is to describe possible language learning outcomes in terms of a nationally recognized language proficiency scale and K-12 performance standards, which are aligned with language programs in K-12 schools in the United States. It is hoped that the Brief will be useful for Chinese language teachers, parents, curriculum developers, and program administrators for developing meaningful curriculum with clear learning outcomes. (For detail on how to develop a rich Chinese language curriculum, see the CELIN

Brief, *Designing and Implementing Chinese Language Programs: Preparing Students for the Real World*.)

Defining Language Learning Outcomes

In the field of world language learning, many resources for defining and assessing learning progress and outcomes are readily available and internationally recognized. For example, the U.S. government and the world language field have developed world-class assessment and language proficiency scales in listening, speaking, reading, and writing for many languages, including Chinese. These include the U.S. federal government's *ILR Skill Level Descriptors* (Interagency Language Roundtable, 2015), and the ACTFL *Proficiency Guidelines 2012* (American Council on the Teaching of Foreign Languages, 2012), and the ACTFL *Performance Descriptors for Language Learners* (American Council on the Teaching of Foreign Languages, 2015a). Other useful tools are the *Common European Framework of Reference for Languages* (Council of Europe, 2001) and Hanban's *Chinese Language Proficiency Scales for Speakers of Other Languages* (Office of Chinese Language Council International, 2007) and *International Curriculum for Chinese Language Education* (Office of Chinese Language Council International, 2008).

In the United States, the proficiency guidelines and performance descriptors developed by the American Council on the Teaching of Foreign Languages (ACTFL,

CELIN Resources: <http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network>

CELIN Briefs at: <http://AsiaSociety.org/CELIN>

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Mapping learning outcomes: The purpose is to ...

- Set well-defined learning objectives across early levels of Chinese language instruction
- Inform Chinese language teachers, parents, curriculum developers, and program administrators

Theoretical foundation:

- What should students know and be able to do at each stage in the [5 C areas](#) across the 3 modes of communication? – Interpretive, Interpersonal, Presentational
- The success of a Chinese language program is measured in terms of students' language proficiency: what students can do with the language to engage in real-life tasks at each level

Establish Learner Profiles Based on

- STAMP Test results
- Learning outcomes of established programs

Profiles of Students in an Immersion Program

Grades K - 8

Kindergarten & First Grade

Junior Novice Mid

Students immersed in a 50/50 immersion program for one year can ...

- Recognize and understand some high-frequency, high contextualized words and phrases.
- Use Chinese to answer simple questions on familiar topics related to the curriculum.
- Use Chinese in basic social conversations.

Second Grade

Junior Novice Mid – Junior Novice High

Students immersed in the program for 3 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to a 2nd grade curriculum.
- Maintain simple conversations with teachers and peers at the sentence level.
- Respond to topics related to a 2nd grade curriculum in academic and social interactions.

Second Grade, cont'd.

Junior Novice Mid – Junior Novice High

- Students have basic concepts of the structure of Chinese characters and knowledge of radicals.
- Are able to decode the form and meaning of characters.
- Begin to write short essays with topics that are familiar to second graders' life experiences (topic sentence, supporting details, and concluding sentences)

Third Grade

Novice Mid – Novice High

Students immersed in the program for 4 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to the curriculum.
- Use context clues to determine the meaning of unfamiliar characters and comprehend given texts.

Third Grade, cont'd.

Novice Mid – Novice High

Students can ...

- Communicate needs, personal experiences, opinions, and ideas in classroom discussions in all core content areas.
- Maintain conversations with teachers, peers, and standard Mandarin speakers on familiar topics at a short paragraph level.
- Respond to topics related to a 3rd grade curriculum in academic and social interactions, without interruption.

Third Grade, cont'd.

Novice Mid – Novice High

- Students have basic concepts of the radicals and structures of Chinese characters.
- Are able to use certain grammatical structures to make meaningful sentences.
- Can follow step-by-step written directions and begin to write multiple-paragraph essays.
- Can write essays with topics that are familiar to third graders' life experiences (topic sentence, supporting details, and concluding sentences)

Fourth Grade

Novice High – Intermediate Low

Students immersed in the program for 5 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to a fourth grade curriculum.
- Generate and answer questions to demonstrate reading comprehension and use strategies to self-correct when needed.
- Maintain conversations on familiar topics with native Mandarin speakers at the level of a sentence or string of sentences.

Fourth Grade, cont'd.

Novice High – Intermediate Low

Students can ...

- Respond to topics related to a 4rd grade curriculum in academic and social interactions, without interruption.
- Understand the Chinese writing system and use certain sentence patterns to write meaningful sentences.
- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance.
- Apply the writing process and write in a variety of modes.

Fifth & Sixth Grade

Intermediate Low (progressing from low to high)

Students immersed in the program for 6 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to a fifth and sixth grade curriculum.
- Generate and answer questions to demonstrate reading comprehension and use strategies to self-correct when needed.
- Maintain conversations with native Mandarin speakers at the short paragraph level.

Fifth & Sixth Grade, cont'd.

Intermediate Low (progressing from low to high)

Students can ...

- Respond to topics related to a 5rd and 6th grade curriculum in academic and social interactions, without interruption.
- Understand the Chinese writing system and use certain grammatical patterns and connected sentences to write paragraphs.
- Follow steps to do research papers and present topics related to personal interests and studies.

Fifth & Sixth Grade, cont'd.

Intermediate Low (progressing from low to high)

Students can ...

- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance.
- Apply the writing process and write in a variety of modes.

Seventh Grade

Intermediate Low – Intermediate Mid

Students immersed in the program for 8 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to a seventh grade curriculum.
- Generate and answer questions to demonstrate reading comprehension and use strategies to self-correct when needed.
- Maintain conversations with native Mandarin speakers at the short paragraph level.

Seventh Grade, cont'd.

Intermediate Low – Intermediate Mid

- Students can respond to topics related to a 7th grade curriculum in academic and social interactions, without interruption.
- Have knowledge about the Chinese writing system and are able to use certain grammatical patterns and connected sentences to write in paragraphs.
- Can follow steps to do research papers and present topics that are focused and organized with regard to personal interests and studies.

Seventh Grade, cont'd.

Intermediate Low – Intermediate Mid

Students can ...

- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance.
- Apply the writing process and write in a variety of modes.

Eighth Grade

Intermediate Mid – Intermediate High (lower range)

Students immersed in the program for 9 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to an eight grade curriculum.
- Generate and answer questions to demonstrate reading comprehension and use strategies to self-correct when needed.
- Maintain conversations with native Mandarin speakers at the short paragraph level even on unfamiliar topics.

Eighth Grade, cont'd.

Intermediate Mid – Intermediate High (lower range)

- Students can respond to topics related to an 8th grade curriculum in academic and social interactions, without interruption.
- Have knowledge about the Chinese writing system and can use certain grammatical patterns and connected sentences to write paragraphs.
- Can follow steps to do research papers and present topics that are focused and organized with regard to personal interests and studies.

Eighth Grade, cont'd.

Intermediate Mid – Intermediate High (lower range)

Students can ...

- Explain historical events and trends that require clear understanding of timeframes and logical thinking.
- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance.
- Apply the writing process and write in a variety of modes.

Beyond K - 8

Intermediate High – Advanced Low (end of 9th grade)

Students immersed in the program for 10 years can ...

- Recognize and read with accuracy frequently seen words and highly contextualized words and phrases related to a ninth grade curriculum.
- Easily and confidently generate responses to demonstrate reading comprehension, monitor their comprehension, and use strategies to self-correct when needed.

Beyond K – 8, cont'd.

- Intermediate High – Advanced Low (end of 9th grade)
 - Students are able to respond to topics related to 9th grade Chinese curriculum both in academic and social interactions, without interruption.
 - Students have knowledge about the Chinese writing system and are able to use certain grammatical patterns and connected sentences to write in paragraphs.
 - Students are able to follow steps to do research papers and present topics that are focused and organized with regard to personal interest and studies.

Beyond K - 8

Intermediate High – Advanced Low (end of 9th grade)

Students can ...

- Explain historical events and trends that require clear understanding of timeframes and logical thinking.
- Participate in debate and argue and express their own thoughts clearly with guidance.
- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance.
- Apply the writing process and write in a variety of modes.

Beyond K - 8

Intermediate High – Advanced Low (end of 9th grade)

- In 9th grade, students can enroll in Chinese AP classes or take the Chinese AP exam if the school offers them.

Profiles of Students in a Chinese as a World Language Program, CH 1 (Grade 6/7)

Students can reach Novice Low to Novice Mid and ...

- Have basic knowledge about initial Chinese character literacy (see the CELIN Brief on Chinese literacy development).
- Can recognize, understand, and write some high-frequency, highly contextualized words and phrases related to daily activities.
- Can communicate about a limited number of very familiar topics, such as greetings, self-introductions, and basic information about everyday life, using Chinese words and phrases they have practiced and memorized.

Profiles of Students in a Chinese as a World Language Program, CHN 3 (Grade 9)

Students can reach Novice High to Intermediate Low and can ...

- Read and write sentences with high-frequency words and phrases that relate to the school's or district's 9th grade curriculum and their life experiences.
- Use strategies to determine the meanings of unfamiliar characters and aid their memorization of characters.
- Communicate about simple real-life situations, such as conversations about their studies and life experiences with peers of the target culture.
- Have developed linguistic competence, such as knowledge of word structure and grammar, that enable them to create with the language at the sentence level.
- Write essays with strings of sentences about topics that are familiar to a high school student's life experiences.

Profiles of Students in a Chinese as a World Language Program, CHN 5 (Grade 11)

Students can reach Intermediate Mid to Intermediate High and can ...

- Easily understand messages that relate to everyday life situations and authentic material such as public notices, announcements, and advertisements.
- Generate and answer questions to demonstrate reading comprehension, monitor their comprehension, and use strategies to self-correct when needed.
- Maintain conversations at the paragraph level and respond to topics that are related to their grade-level curriculum in academic and social interactions.
- Follow steps to do research papers and present topics that are focused and organized with regard to personal interests or studies.

Conclusion

The standards-based and performance-oriented learning outcomes for various levels of Chinese instruction will help guide the effective teaching and learning of Chinese in the early grades through high school. They are aligned with the newly revised World-Readiness Standards for Learning Languages to “create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.”

Questions? Comments?

谢谢! Thank you!

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