CURRICULAR TOOLS FOR
CHINESE LANGUAGE AND LITERACY
PROGRAMS

Joy Kreeft Peyton, Senior Project Associate
Shuhan C. Wang, Project Director

CELIN at Asia Society

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OVERVIEW

Introduction to CELIN: Mission and Resources

- **CELIN Briefs**
  What the CELIN Briefs are about and how they can be used as curricular tools for developing students’ literacy and global competency

- **Additional CELIN Resources**
  What other resources are available from CELIN

- **Q & A and Collaboration**
  What additional Briefs and resources are needed? How can CELIN serve you? How can we work together?
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.
CELIN’s Mission

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.
What they say about how to develop students’ literacy and global competency through learning of Chinese language and culture.
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; are applicable to elementary (K–8), middle and high school, and even college Chinese language programs; are available in English and Chinese.
Designing and Implementing Chinese Language Programs: Preparing Students for the Real World

Introduction
In this interconnected world, language skills are personal and societal assets and a critical component of intercultural competence. Foreign language education has made a clear transition from treating language study as a body of knowledge about language to the teaching of intercultural communicative competency that students need to function effectively in real life situations.

The importance of knowing Chinese language and culture is widely recognized, as China’s roles and influence on the global stage have increased. The demand for professionals in all fields (e.g., commerce, education, law, tourism, medicine, science, technology, government, and international affairs) who are proficient in Mandarin, among Chinese dialects, and competent to interact successfully in Chinese cultures is on the rise. Schools with Chinese programs are working hard to meet this demand, seeking to close the opportunity gap for students and positioning themselves at the forefront of developing students with global competency for advanced study and work.

As Chinese is taught in more K-12 schools, many schools face challenges with designing and implementing a program to communicate in Chinese with speakers of the language but also possess 21st century skills in problem solving, critical thinking, collaborative engagement, and a strong sense of global citizenship. Such programs will have in place a curriculum with clearly defined language goals that are aligned with proficiency standards, instructional practices that foster learner-centered instruction, and highly qualified and effective teachers and administrators. These Chinese language programs

• Have the goal of ensuring that students develop global competency for the real world
• Set clear language learning expectations aligned with recognized proficiency scales and career demands
• Are student-centered and experiential in orientation
• Are standards-based and integrate language, subject matters, and culture
• Employ best practices in instruction
• Assess student learning outcomes through performances via multiple measures
• Provide opportunities and support for Chinese language teachers to ensure in...
Designing and Implementing Chinese Language Programs: Preparing Students for the Real World

1. Developing Students’ Global Competency for the Real World
2. Aligning Language Learning Expectations With Proficiency Scales and Career Demands
3. Student-Centered and Experiential Learning
4. Standards-Based Curriculum With Integration of Language, Subject Matter, and Culture
5. Best Practices in Instruction
6. Performance-Based Assessment With Multiple Measures
7. Creating and Sustaining a Teacher Supply and Support System
1. What does global competency include? What do students need to be able to do?

- Investigate the world beyond their immediate environment, frame significant problems, conduct well-crafted and age-appropriate research
- Recognize multiple perspectives, including others’ and their own, and articulate and explain such perspectives thoughtfully and respectfully
- Communicate ideas effectively with diverse audiences and bridge geographic, linguistic, ideological, and cultural barriers
- View themselves as players in the world, take action to improve conditions, and participate reflectively

(Boix Mansilla & Jackson, 2011, p. 11)
2. Career Demands

“Not only should Chinese language programs identify meaningful and realistic learning outcomes, they should also design and implement curriculum that helps students develop communicative competence to meet the demands of their academic and career goals.”
2. What career demands?
3. What does experiential learning look like?

*Hosford (OR) Middle School Student Exchange Program*

*Grade 8 Students*

- Host students from a sister school in China
- Take part in a two-week intensive language and culture experience in Suzhou, China
- Engage in student-led, small-group field studies, which involve leading a chaperone on excursions
- Stay with a Chinese family

(Many other program examples at the end of the Brief, with links to the programs)
5. What do best practices look like?

- Set end goals first, determine acceptable evidence of learning, and plan instructional activities (backward design)
- Organize instructional content in thematic units
- Promote student-centered classroom instruction
- Ensure that language input and output are comprehensible
- Aim for 90% or higher target language use in classroom instruction
- Maximize target language use inside and outside the classroom

Authors: Jianhua Bai, Luyi Lien, Madeline Spring

CELIN Briefs Editors: Shuhan C. Wang, Joy K. Peyton

Introduction
Are 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 programs 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...
Mapping Chinese Language Learning Outcomes in Grades K-12

- Defining Language Learning Outcomes
- Assessing Chinese Learning Outcomes
- Assessment Tools Used in K-12 Chinese Language Programs
- Program Approaches to Developing Chinese Language Proficiency
- Possible Learning Outcomes in Two Types of Programs
- Profiles of Students in an Immersion Program, Grades K-8
- Profiles of Students in a Chinese Language Program, Grades 6/7 to 12
- Multiple Paths to Attaining Higher Levels of Proficiency
“The success of a Chinese language program is measured in terms of what students can do with the language at each level, in the following modes.”

- Interpretive
- Interpersonal
- Presentational
- Comprehensibility
- Comprehension
- Language control (accuracy)
- Vocabulary usage
- Communication strategies
- Cultural awareness

(ACTFL 2015, *Performance Descriptors for Language Learners*)
Assessment and Language Proficiency Scales in L, S, R, W

- *ACTFL Proficiency Guidelines* 2012
- *ACTFL Performance Descriptors for Language Learners*, 2015
- *Common European Framework of Reference for Languages* (Council of Europe, 2001)
- *NCSSFL-ACTFL Global can-do statements: Progress indicators for language learners*
Assessment Tools Used in K-12 Chinese Language Programs

- ACTFL Oral Proficiency Interview (OPI)
- ACTFL Writing Proficiency Test (WPT)
- Avant Standards-Based Measurement of Proficiency (STAMP Assessment)
- College Board Advanced Placement (AP) Exam
- Student Oral Proficiency Assessment (SOPA)
What Learning Outcomes Will be Reached in Different Types of Programs?

**ACTFL Language Proficiency Level**

- **Entering Grade 9 and above:** (after 9 years) Intermediate High to Advanced Low
  *K-8 Immersion Program* – 150 minutes per day, 5 days per week (750 minutes per week)

- **Chinese Level 5:** (after 5 years) Intermediate Low
  *Grade 6/7 to Grade 12 Chinese as a World Language Program* – 50 minutes per day, 5 days per week (250 minutes per week)
What Learning Outcomes Will be Reached in Different Types of Programs?

**ACTFL Language Proficiency Level**

- **Entering Grade 9 and above:** Intermediate High to Advanced Low
  - *K-8 Immersion Program* – 150 minutes per day, 5 days per week (750 minutes per week)

- **After 6 years:** Intermediate Mid or Intermediate High
  - *Grade 6/7 to Grade 12 Chinese as a World Language Program* – 50 minutes per day, 5 days per week (250 minutes per week)
“When comparing the proficiency of students in Chinese immersion and world language programs, it is important to take into account the goals and characteristics of the program.”
What Are the Profiles of Students in Different Types of Programs?

- *K-8 Immersion Program* – 150 minutes per day, 5 days per week (750 minutes per week)

- *Grade 6/7 to Grade 12 Chinese as a World Language Program* – 50 minutes per day, 5 days per week (250 minutes per week)
What Are Possible Pathways to Higher Proficiency in Different Types of Programs?

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Flagship Capstone Program in China</td>
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<tr>
<td>Summer in China or One-Year Study Abroad in China</td>
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<tr>
<td>College/University Language Flagship Program</td>
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<tr>
<td><strong>High School</strong></td>
<td>(2 classes per day, each of 55 minutes, 5 days per week)</td>
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<tr>
<td><strong>Middle School</strong></td>
<td>(2 classes per day, each of 55 minutes, 5 days per week, with possibility for blended learning)</td>
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Developing Initial Literacy in Chinese

Authors:
Michael Everson
Kevin Chang
Claudia Ross

CELIN Briefs Editors:
Shuhan C. Wang
Joy K. Peyton

Introduction
One of the biggest challenges of learning Chinese at any level of the K-16 spectrum is the challenge of literacy development, learning to read and write. This is especially true when students are first introduced to Chinese orthography, its character-based writing system. This Brief outlines the issues that programs need to consider as students begin to develop literacy in Chinese. It also explains why it means that Chinese is a character-based language, describes differences between simplified and traditional characters, discusses when and why to teach and use hanyu pinyin (or pinyin in this Brief, a system that uses the Roman alphabet to help learners sound out characters in Mandarin), and makes recommendations regarding ways to facilitate students’ initial literacy development. As students continue to develop Chinese oral proficiency and literacy, the teaching of reading and writing in the Chinese orthographic system requires a different set of skills, which will be addressed in another CELIN Brief.

Chinese as a Character-Based Language
The written Chinese language does not employ an alphabet. An alphabet is a system that uses letters or other symbols to represent the sounds and words (form and meaning) of a language. Children learning to read a language such as English, for example, must associate sounds with letters, a process that is greatly simplified by the use of an alphabet. This is not the case in Chinese: Chinese characters are not composed of randomly drawn elements, but instead reflect a highly evolved system of component parts that combine to form printed words. Chinese, on the other hand, employs what are commonly termed “characters,” written symbols that are not “spelled out,” as are letters in alphabets. Chinese characters often contain both sound and meaning cues in their overall makeup; however, these cues hint at rather than clearly identify pronunciation and meaning, and learners have to take an extra step to decode them. Over many millennia, tens of thousands of characters have evolved, though many have either fallen into disuse or are used in highly specialized fields such as classical Chinese literature, medicine, history, and philosophy. For native readers of modern Chinese, it is estimated that between 2,000 to 3,000 characters are needed to accomplish most reading functions on a daily basis (Dong, 2014). Chinese children learn 3,500 characters from first to ninth grade, spending hours each day writing and rewriting characters until they are committed to memory. While individual Chinese characters by themselves can be words, most words in Chinese are made up of two characters in combination, such as in the words “huo+shan” 火山 (fire+mountain=volcano) or “da+ren” 大人 (big+person=adult). Therefore, a learner’s vocabulary size is much larger than the number of characters learned.

The Basics of Chinese Character Structure
Chinese characters are not composed of randomly drawn elements, but instead reflect a highly evolved system of component parts that...
Developing Initial Literacy in Chinese

- Chinese as a Character-Based Language
- The Basics of Chinese Character Structure
  - Strokes
  - Radicals
  - Semantic-Phonetic Compounds
- Simplified and Traditional Characters
- What is Pinyin? When and Why Is It Useful?
- Establishing a Solid Platform for Chinese Literacy Development
Establishing a Solid Platform for Chinese Literacy Development

1. Ensure that realistic goals are aligned with the program
2. Ensure that the curriculum is standards-based and expectations are communicated
3. Situate literacy instruction squarely within the curriculum
4. Integrate L, S, R, and W in classroom activities and tasks
5. Understand that literacy development occurs with rich oral language input
6. Incorporate handwriting of characters in the curriculum
7. Provide adequate classroom space for instruction

(See CELIN program profiles for examples.)
Find CELIN Briefs at:
http://AsiaSociety.org/CELIN

Please send suggestions and comments to
CELIN Briefs Editors:

Shuhan C. Wang, Ph.D., shuhancw@gmail.com
Joy K. Peyton, Ph.D., joy@peytons.us
Other CELIN Resources
There is a recurring theme in the content we send you each month in Chinese Language Matters: global education. With Asia Society’s newly launched Center for Global Education, as well as upcoming forums, conferences, and chats on the subject, this is a topic that’s trending in all corners of education. As language and culture instruction is a cornerstone of global competence, language educators are central to this broad initiative. We hope you enjoy learning more about global education in this issue and keep your ears open for opportunities to learn more, contribute to the movement, and represent Chinese language and culture education as an important part of the effort.

Language Study: Passport to Global Citizenship

On September 22, Asia Society launched the Center for Global Education (CGE) to address one of today’s most critical challenges: how to educate all students for employability and citizenship in a global era. CGE will bring together the most influential educators, businesses, and government officials; commission research and publish insights; and partner with schools and education systems to change policy and practice. “Today’s problems transcend international borders and demand global cooperation,” said Asia Society President and CEO Josette Sheeran. “Meeting these challenges requires a new educational model, one that prepares students to be successful in a
CELIN Connection

As spring brings forth new growth, we are delighted to bring CELIN Briefs to you. The Briefs are our response to an urgent need in the field of Chinese early language and immersion education for research-based information, examples of best practices, and resources useful for teachers, educators, and parents. We invited renowned scholars and experts in the field to develop the Briefs, which address critical issues frequently encountered by Chinese language programs for students at all ages, with a particular emphasis on young learners.

Three CELIN Briefs are available in English and Chinese. This month we bring you the English versions on the CELIN Briefs Series page in Resources for Educators. The Chinese versions will be available in April.
Chinese Early Language and Immersion Network

CELIN @ Asia Society

As part of Asia Society’s ongoing work to promote the development of Chinese in U.S. schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).
Resources for Educators

Chinese Early Language and Immersion Network (CELIN)

On this page you’ll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

CELIN Briefs on Chinese Language Learning and Teaching

There is a great need in Chinese language education for research-based information, examples of best practices, and useful resources for administrators, teachers, and parents. In response to that need, we developed this series of briefs.

RESOURCE

Assessment

Experts in the field of Chinese language education answer questions about assessment.
Resources for Educators

CELIN Briefs on Chinese Language Learning and Teaching
There is a great need in Chinese language education for research-based information, examples of best practices, and useful resources for administrators, teachers, and parents. In response to that need, we developed this series of briefs.

RESOURCE
Assessment
Experts in the field of Chinese language education answer questions about assessment.

RESOURCE
Curricula and Curriculum Frameworks
CELIN staff and colleagues are embarking on an ongoing effort to identify and make curricula and materials available.

SERIES
Books and Articles about Early Language and Immersion Education
Books, articles, and journals listed here are key resources for Chinese language educators.

http://asiasociety.org/china-learning-initiatives/resources-educators
Resources for Educators

SERIES

Study Abroad
Experts in the field of Chinese language education answer questions that practitioners working in the field ask about.

RESOURCE

Conference Presentations
Lessons that language program administrators have learned, as presented at various conferences around the U.S.

RESOURCE

Find a Program
The CELIN Program Directory documents information about Chinese early language and immersion programs across the United States. Search here for programs or document your program in this directory.

CELIN HOME

Chinese Early Language and Immersion Network
Chinese Early Language and Immersion Network (CELIN) spreads best practices from the experts who've done it.

http://asiасociety.org/china-learning-initiatives/resources-educators
Program Profiles

The Chinese Early Language and Immersion Network (CELIN)

Profiles of specific early language and immersion programs.

FEATURED PROGRAMS

PROFILE

Barnard Asian Pacific Language Academy

Barnard Asian Pacific Language Academy, located in beautiful San Diego, California, is the only public school in the San Diego Unified School District that offers Mandarin immersion.

PROFILE

Caesar Rodney School District

Located in the suburbs outside of the Delaware state capital, the Caesar Rodney School District is home to Delaware's first Chinese immersion program, with almost 300 students in grades K-2 in 2015.

http://asiasociety.org/china-learning-initiatives/program-profiles
Program Directory: Is Your Program in the Directory?

http://asiasociety.org/chinese-language-initiatives/celin-directory-programs
Curricula and Curriculum Frameworks

- National Level
- State Level
- District and School Level

http://asiasociety.org/china-learning-initiatives/curricula-and-curriculum-frameworks
http://asiasociety.org/china-learning-initiatives/study-abroad
Q & A and Collaboration

Questions? Comments?

What topics might we develop in CELIN Briefs?

What additional resources could CELIN develop and provide?

How can we work together to further students’ biliteracy and global competency?
谢谢！ Thank you!

Joy Kreeft Peyton
joy@peytons.us

Shuhan C. Wang
王周淑涵
shuhancw@gmail.com