Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

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Central Idea/Enduring Understanding

Learning to read in Chinese involves both oral and written language and a carefully guided integrated approach following research-based principles.
Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

1.1. Teacher-led instruction is an integral part of the comprehensive STARTALK Language Program. Each week is designed to be used in conjunction with other activities.

1.2. Literacy instruction is incorporated in a balanced, teacher-led, and student-centered approach that emphasizes both higher and lower-level skills and competencies.

Principle 2: Literacy instruction is not limited to reading and writing, but includes speaking, listening, and thinking skills.

Principle 3: Literacy instruction should be integrated with other学科内容 and classroom activities.

Principle 4: Literacy instruction is designed to be culturally relevant and responsive to the needs of the learners.

Principle 5: Literacy instruction is assessed and evaluated through a variety of methods and tools.

Principle 6: Literacy instruction is supported by research on effective language and literacy instruction.
Guiding Principles for Early Literacy

- No agreed upon approaches to literacy
- Different from L1 Programs and FL programs in alphabetic languages
- Few materials give guidance on basic methods especially for beginners at elementary & middle school level.

Need for Direction
Guiding Principles for Early Literacy

Purpose of Paper

Offer a Set of Guiding Principles
Purpose of Paper

Synthesize effective practices!
Relationship to Startalk Principles

Use in conjunction with six STARTALK Endorsed Principles for Effective Teaching and Learning
Focus of Paper

- K-8 programs
- Students who have had no previous exposure to Chinese as a heritage language,
Where to Get Paper?
Will be posted on Startalk Website
If you want to receive the PDF
Send an email to helenacurtain@gmail.com
Who is the Team?
Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

1. Literacy instruction is an integral part of a comprehensive language program.

2. Literacy instruction is incorporated in a thematically based, balanced approach that encompasses both higher and lower level skills and competencies.

3. Literacy development for Chinese L2 learners is dependent on and integrated with rich and meaningful oral language experiences. Oral language development is enhanced by meaningful connections with written language.
Focus on Principle One
Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

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PRINCIPLE 1: Literacy instruction is an integral part of a comprehensive language program.

1.1 Teachers establish realistic literacy goals based on the type of program and instructional time available

- Program type
- Duration of instruction
- Teacher expertise
- Student characteristics
- Assessments
PRINCIPLE 1: Literacy instruction is an integral part of a comprehensive language program.

1.2 Literacy instruction takes into consideration the students’ age, Chinese proficiency and reading and writing proficiency in English

- Who students are
- What students know or are able to do
- Students’ interests
- Challenges students may have in learning
PRINCIPLE 1: Literacy instruction is an integral part of a comprehensive language program.

1.3 Practices in literacy instruction are research-based.
**Guiding Principles for Early Literacy**

**Native Speakers**
- Well developed spoken language prior to literacy development.
- Use spoken knowledge to expand/guess unknown characters based on context.

**Chinese as a Foreign Language**
- Spoken language of preschool enhance reading.
- The stronger a child’s spoken skills, the better the reading comprehension.

**Pedagogical Implications**
- Integrate characters and words introduced in the program into spoken language activities, and use spoken language activities to reinforce the meaning and pronunciation of characters.

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**PRINCIPLE 1.3:** Practices in literacy instruction are research-based.
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<table>
<thead>
<tr>
<th>Native Speakers</th>
<th>Chinese as a Foreign Language</th>
<th>Pedagogical Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>By grade 2, successful readers develop orthographic awareness. They recognize recurring components and placement in the characters.</td>
<td>College level CFL students perform better on character recognition tests if their instruction includes attention to the component parts of characters.</td>
<td>Teach students to notice that characters are composed of recurring component parts, and provide activities that reinforce their ability to identify the component parts of characters.</td>
</tr>
</tbody>
</table>
### PRINCIPLE 1.3: Practices in literacy instruction are research-based.

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<tr>
<td>By grade 3, successful readers develop phonological awareness. That is, they notice that characters often include a component that provides a pronunciation cue.</td>
<td>CFL learners who are aware of the phonetic elements within characters are better at learning and remembering characters.</td>
<td>Teach students to notice that many characters include a component part that provides a pronunciation clue, and develop activities that help them to identify the phonetic elements in characters that they are learning. Examples: 马 / 吗, 青 / 请, 门 / 们 / 问</td>
</tr>
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### PRINCIPLE 1.3: Practices in literacy instruction are research-based.

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<tr>
<td>By grade 3, successful readers notice that many characters include a component that provides semantic information about the character, and they are able to use this component to guess the meaning of characters that they have not yet learned.</td>
<td>CFL learners who are aware of the semantic radicals within characters are <strong>better at learning and remembering characters</strong>.</td>
<td><strong>Teach students to notice radicals</strong> that provide meaning information about the characters. <strong>Provide activities to identify these radicals</strong> so that they can use radical knowledge to remember characters. Examples: the mouth radical 口 in words 吃 eat, 喝 drink, 咬 bite</td>
</tr>
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**PRINCIPLE 1.3:** Practices in literacy instruction are research-based.

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<tr>
<td>By grade 5, successful readers have developed some degree of <strong>syntactic awareness</strong>. They can identify sentences that follow and violate phrase order rules, and they use connecting words correctly.</td>
<td>CFL learners who have developed some degree of syntactic awareness are <strong>better at reading and understanding texts</strong>.</td>
<td><strong>Teach students</strong> to notice and use Chinese <strong>word and phrase order</strong>, as well as simple <strong>connecting words</strong> that create text cohesion such as the words for but, and because, and words that indicate sequence. <strong>Provide activities</strong> that guide students to use these words in speech and reading/writing.</td>
</tr>
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**PRINCIPLE 1.3:** Practices in literacy instruction are research-based.

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<tr>
<td>Learn characters by writing them by hand following a consistent set of stroke order and stroke direction rules. Many studies have found a relationship between stroke order knowledge and character recognition and retention.</td>
<td>Studies of CFL learners at both the elementary school and college level have found that the hand writing of characters significantly enhances character retention.</td>
<td><strong>Teach</strong> characters in terms of <strong>stroke order and stroke direction</strong>, and include regular opportunities for students to write characters by hand. <strong>Incorporate the hand writing of characters</strong> as one of many approaches to character learning and retention.</td>
</tr>
</tbody>
</table>
Focus on Principles Two and Three
1. Literacy instruction is an integral part of a comprehensive language program.

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## Lesson Checklist Activity

<table>
<thead>
<tr>
<th>TASK Design Factors &amp; Consideration</th>
<th>What does it mean?</th>
<th>Example from Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Relevance</strong></td>
<td>Lessons and activities are all connected to the theme</td>
<td></td>
</tr>
<tr>
<td>Is the task relevant and meaningful to the learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Complexity</strong></td>
<td>Assumption is that students learn from more simple, short and less complex tasks to more complex tasks (from understanding key words in a text to understanding the details).</td>
<td></td>
</tr>
<tr>
<td>How many steps are involved in the task? How complex are the instructions? What cognitive demands does it make on the learner? How much information is the learner expected to process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Amount of Context Provided Prior to Task</strong></td>
<td>As the proficiency level increases, reliance on context seems to lessen, e.g. at beginning stages learners often need context to understand but later they develop the ability to understand without the help of context (e.g. telephone conversations)</td>
<td></td>
</tr>
<tr>
<td>How much prior knowledge of the world, the situation or the cultural context is assumed in the way the task is framed? How much preliminary activity is allowed for to introduce the task and set the context?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Language Processing for the task</strong></td>
<td>Recent research into brain research in second language acquisition (Ellispom, 1985; Johnson, 1985) gives an indication of which syntactic structures might be expected to be produced at different stages</td>
<td></td>
</tr>
<tr>
<td>Is the language that learners are expected to produce in line with their processing capacity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Amount of help available to the student</strong></td>
<td>At the beginning stages, learners may require more help, e.g. in conversation, speaking partners may need to supply words and interrupt learners' statements.</td>
<td></td>
</tr>
<tr>
<td>How much assistance can the learner get from the teacher, the text, other learners, learning aids? Is the interlocutor sympathetic? Does s/he provide help? What is his/her tolerance of non-standard language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Degree of grammatical accuracy/contextual appropriateness</strong></td>
<td>Different types of tasks may require lesser or greater amounts of accuracy, e.g. giving detailed instructions would require a greater degree of accuracy than everyday conversation.</td>
<td></td>
</tr>
<tr>
<td>How “standard” does the task require the learners to be? What is the desired “effect” on the speaking partners? Does s/he demand How “standard” does the task require the accuracy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Time available</strong></td>
<td>Can the task be accomplished in the timeframe for the lesson, unit and entire STARTALK program</td>
<td></td>
</tr>
<tr>
<td>How long does the learner have to carry out the task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implementing The Guiding Principles: Balanced Literacy

Based on “Read On” Program
Implementing Balanced Literacy

Illustrated with selections from a module developed by the K-5 team in the “Read On: Training Modules for Literacy in Chinese” StarTalk program, 2012.

* K-5 team members: Kevin Chang (team leader), Michael Hsu, Chunlan Liu, Chiwei Lin, Qinghua Wang.
Implementing The Guiding Principles: Balanced Literacy

Visit the “Read-On” website for the complete module, as well as complete modules developed for K-5, 6-8, 9-12, and 13+ for the years 2012-2015:

http://college.holycross.edu/projects/startalk-chinese-literacy/index.html
Focusing on the development of lower-level literacy skills

Lower level literacy skills

- Character recognition (accuracy and speed)
- Word recognition (ability to identify word boundaries)
- Phrase recognition (ability to use grammatical markers to identify phrases)
- Sentence comprehension – including ability to identify grammatical markers and their functions at sentence level
Topic: Food    Theme: Fast Food in China

Basic literacy instruction incorporated into a unit on fast food in China.

Student profile:
- Grade Level: Three
- Speaking: Novice Mid
- Reading/Writing: Novice Low

(No prior knowledge of characters, familiarity with Pinyin)

Instruction profile:
- Time: 1 hr daily for 10 consecutive days.
- Program type: Startalk or Academic Year
Can-Do Statements

At the end of this unit students can

- buy fast food in China;
- plan a party and buy fast food with a given budget;
- ask and respond to questions about food preference;
- read a text with characters using visual and pinyin cues.
Day 1 Activity

Present a short conversation in an animation format depicting American children going to a McDonald’s in China. Teachers assess student comprehension after viewing the animation.

http://goanimate.com/videos/0k4hBiQWREB0?utm_source=emails hare&refuser=0G3S4VQR9mOQ
Assess Oral Comprehension

有几个人？ (How many people are there?)
那个男孩子叫什么名字？ (What is the boy’s name?)
谁是叔叔？ (Who is the uncle?)
他们想吃什么？ (What do they want to eat?)
那个女孩子要喝什么？ (What does the girl want to eat?)
谁去买这些东西？ (Who went to buy the food?)
Day 1  Activity 2

Vocabulary

Use the following PowerPoint slides to introduce the new words in this unit.
Teacher leads the class to read each phrase.
Also, use the slides to ask simple questions, such as

- 這是不是中国？(Is this China?)
- 这是什么？(What is this?)
- 你喜欢吃汉堡包吗？(Do you like hamburgers?)
- 你喜欢吃什么？(What do you like to eat?)
- 你喜欢喝什么？(What do you like to drink?)
中国 也有 麦当劳。
Zhōngguó yě yǒu Màidāngláo
麦当劳

Màidānɡláo
他是谁？
Tā shì shéi?

他是麦当劳叔叔。
Tā shì Màidāngláo shūshū
中国的麦当劳有点儿不一样。

Zhōng guó de Màidāngláo yǒu diǎr bù yīyàng
美国的麦当劳有
Měi guó de Màidāngláo yǒu

汉堡包
hàn bāo bāo

薯条
shǔ tiáo

可口可乐
kě kǒu kě lè

麦乐鸡
mài lè jī

圆筒冰淇淋
bīng qí lín

橙汁
chéng zhī
中国 的 麦当劳 也有
Zhōng guó de Màidāngláo yě yǒu

汉堡包 hànbāobāo
薯条 shǔtiáo
可口可乐 kěkǒukělè
麦乐鸡 màilèjī
圆筒冰淇淋 bīngqilín
橙汁 chéngzhī
中国的麦当劳还有

Zhōngguó de Màidāngláo hái yǒu

香芋派
xiāngyùpài

玉米杯
yùmǐbēi

菠萝派
pōluópài
美国的麦当劳没有

Měi guó de Màidāngláo méi yǒu

美国

xiāngyùpài

玉米杯

pōluópài
去中国的麦当劳
Qù Zhōng guó de Màidāngláo

可以吃不一样的东西，
kěyǐ chī bù yīyàng de dōngxī
你要去中国的麦当劳吗？
Nǐ yào qù Zhōng guó de Màidāngláo ma?
Practice vocabulary:
Paired activity
Provide students with the following menu of food and drink items that you can buy in McDonald’s in China. Have students work in pairs to read an item and have their partner find it on the menu.
Sing a song (use the tune for *Frère Jacques*) to practice the new words and the meaning of 两 liǎng *two*. Use gestures and movement when singing this song.

两个汉堡包，两个汉堡包，和薯条，和薯条，还要一杯可乐， 还要一杯可乐，谢谢啦，谢谢啦！

Liǎng ge hànbāobāo，liǎng ge hànbāobāo，hé shǔtiáo，hé shǔtiáo，háiyào yī bēi kělè，háiyào yī bēi kělè，xièxie la，xièxie la！

Vary the song by changing the food items. Using the menu, point to the items that students should use in each round.
Day 1  Learning Checks and Homework

**Learning checks**
- Ask students to list or draw a couple of differences and similarities between McDonald’s in the US and China that they have noticed in this class.
- Exit ticket: Point at a couple of items on menu and check to see if students can say them correctly.

**Homework**
Post the PPT online and print out the Word file of the reading text in pinyin and characters (next slide). Ask students to review it at home. Students are required to name at least 2 items on the menu in the next class.
中 guó yě 有 Màidāngláo!

Tā shì shěi? Tā shì Màidāngláo shūshu.

美 guó de Màidāngláo 有 hànbǎobāo, shǔtiáo, kělè, màilèjī, bīngqilín hé chéngzhī.

中 guó de Màidāngláo yě 有 hànbǎobāo, shǔtiáo, kělè, màilèjī, bīngqilín hé chéngzhī.
 hogy de Màiđāngláó hái 有 xiāngyùpài，
bōluópài hé yùmǐbēi. 美guó de Màiđāngláó méi 有 xiāngyùpài，bōluópài hé yùmǐbēi.
Qù 中guó de Màiđāngláó kěyǐ 吃 bù yīyàng de dōngxì。 Nǐ 要 qù 中guó de Màiđāngláó ma?
Activity 1: Sing the “two hamburgers” song

Activity 2:
- Review the PPT shown in Day 1, focusing on food items. Lead students to read the text.
- Pair up students and fill in the Venn diagram worksheet (next slide).
- Talk about why McDonald’s menus are different in the US and China.
Compare the McDonald’s Menu in China and U.S.
Day 2 Activity 3

Characters

- Introduce 8 target characters by PPT (following slides).
- Use the slides in Part I to introduce the characters. Teacher sounds aloud first and student repeats.
- Use the slides in Part II to help student review the 8 characters. The order of the Pinyin/English/picture in each slide encourages student to recall the sound and connect sounds with meaning and characters.
- Use the slides in Part III to reinforce students’ memory of the pronunciation of the characters.
- Use the last slide ‘Character Wheel Game’ and practice identifying the meaning and pronunciation of the 8 characters.
Part I

Introduce the Chinese characters and Pinyin
大
dà
美 guó
měi guó
中 guó
zhōng guó
吃
chī
喝
hē
有

yǒu

have / has / had
要  yào  want
Part II
Review the Chinese characters and Pinyin
大 dà
小 xiǎo
美 guó
中 guó
吃 chī
喝 hē
have / has / had   want
Part III
How many characters do you remember?
美 guó

中 guó

大 dà

er guó

小 xiǎo

吃 chī

喝 hē
have / has / had  want
Chinese Character Game

Read Aloud

Please click the wheel and spin !!!
Day 3  Introduce structure of characters in successive lessons

Activity 1: Explain and discuss the pictographic characters

大 中 小
Guiding Principles for Early Literacy

Day 3  Introduce structure of characters in successive lessons

**Activity 2:**  Use the following color blocks to introduce the three basic structures of characters

1)  single-component structure  （大，小，中）

2)  top/bottom structure  （有，要，美）

3)  left/right structure.  （吃，喝）
Day 3 Activity 2, continued

Paired activity:
Provide students with character cards and have them sort the characters by shape.

吃 美 大
中 喝 要
有 小
Radicals

Introduce radicals and the meaning they convey. Use the following to practice identifying radicals in pairs.

1. Write the English meaning for each of the character.
   木 mù: meaning _______
   日 kǒu: meaning _______
   口 rì: meaning _______

2. Circle the radical in each character and explain why the character has that radical.
   骂 mà 果 guǒ 星 xīng 林 lín 叫 jiào 明 míng 早 zǎo 哭 kū 李 lǐ
   scold fruit star forest call bright early cry plum
In following lessons...

Characters:

- Learn basic strokes
- Learn stroke order of targeted characters and practice writing characters using proper stroke order.
- Practice associating characters with pinyin pronunciation
Expressing likes, dislikes, and preferences
Learn how to say “I like ____”, “I do not like ____.”
“I want ____.” “I don’t want ____.”
With your partner, write in pinyin and characters in which you indicate the foods you like and don’t like, and the foods you want to eat today. Read your story aloud to the group.
Communication tasks

*Interpersonal communication:*  
Ask others about the foods they like and don’t like, and about the foods they want and don’t want to eat and drink.

With a partner, role play clerk and customer in McDonald’s. Use the menu in your role play.
In following lessons...

**Presentational (written):**
Write a short dialogue in Pinyin and characters between a customer and clerk in McDonald’s.

**Presentational (spoken):**
Perform your dialogue for your classmates.
Lower-Level Processing- What can students do?

By the end of this module

- Students can recognize characters with accuracy and speed
- Students can identify words and word-boundaries with accuracy and speed
- Students can recognize phrases with accuracy and speed
- Students can read sentences composed of targeted characters, vocabulary, and structures with accuracy and speed.
Higher Level Processing includes ...
(From Read On Project)

- Getting the gist of a text (technique: skimming and scanning)
- Lexical Access: Identify the meaning of words based on the context
- Identify and interpret markers of text cohesion
- Identify text type and text purpose
- Identify the viewpoint of the author(s)
- Identify facts and other explicit, literal information in the text
- Make predictions based on the text
- Apply information from the text to perform additional tasks
Participant Activity:

PREPARING LESSONS AND ACTIVITIES FOR STARTALK CURRICULUM TEMPLATES-FOCUS ON STAGE 3
STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>CULTURE, CONTENT AND LANGUAGE</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>These Can-Dos are the learning goals identified in Stage 1.</td>
<td>List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>
• Use the *Lesson Assessment Checklist* to discuss with your neighbors the evidence you saw from the activities/tasks in the lesson.
Focus on Principles Two and Three
Strategies for Building Literacy

- Select, adapt or modify materials to meet students’ needs (Principles 1.2; 2.3)
- Select and teach characters and vocabulary in context (Principle 2.6)
- Support oral language instruction with literacy (3.2)
- Assess student learning (Principle 3.4)
Strategies for Building Literacy

- Flow map to highlight key concept
- Picture walk w/ labeling to provide a meaningful context
- Bubble maps for word study
- Use key words to express meaning (short sentences)
- Ask questions with words/visuals for scaffolding
- Sentence frames to support writing
- Who am I?
- Matrix
Strategies for Building Literacy
Strategy: Flow map to highlight key concept
冬天是个魔术师。他“呼”地一吹，青蛙啊，刺蝟啊，熊啊，蛇啊，都不见了。

冬天是个魔术师。他“呼”地一吹，满天飘起了雪花，一会儿，大地就变白了。

冬天是个魔术师。他“呼”地一吹，湖面很快就变成了大玻璃。那些红色的、黄色的叶子，都冻在玻璃里了。

冬天是个魔术师。他“呼”地一吹，围巾啊，棉衣啊，手套啊，都从衣柜里跑出来，街上的人都变胖了。

冬天的本领真大呀！

Modified Version 1

冬天会变魔术。
它一到，
很多动物都不见了。
大地就变白，
湖面就结冰了。
街上的人穿棉衣、戴手套，都变胖了。
冬天的本领真大！
Strategy: Select, adapt or modify materials to meet students’ needs

Modified Version 2
小朋友去滑雪
冬天到，下雪了。
小朋友们穿上了棉衣、靴子，
戴上帽子、围巾。
他们一起去滑雪。

Modified Version 3
我们去堆雪人
下雪了。
我们穿衣，我们戴帽。
我们去堆雪人啦！
Strategy: Picture walk with labeling to provide a meaningful context

冬天，变
不见了

<table>
<thead>
<tr>
<th>青蛙</th>
<th>熊</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="青蛙" /></td>
<td><img src="image2" alt="熊" /></td>
</tr>
</tbody>
</table>
Strategy: Picture walk w/ labeling to provide a meaningful context
Strategy: Picture walk w/ labeling to provide a meaningful context

人：穿___; 戴___

围巾 棉衣 手套
Strategy: Bubble Maps for Word Study: 冬天

- 冬天
- 冷
- 雪
- 冰

衣服
- 棉衣
- 围巾
- 手套
- 帽子
- 靴子
Strategy: Use Key Words to Express Meaning

冬天、衣服

- 冬天, 下雪, 冷
- 穿、戴
- 靴子, 棉衣, 围巾, 帽子, 手套

(Words learned: 天, 下, 白, 云, 手, 水, 衣, 我, 我们, 小朋友...)
**Strategy: Ask questions with words/visuals for scaffolding**

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>冬天下雪。</td>
<td>冬天下雪吗？</td>
</tr>
<tr>
<td>我们穿棉衣。</td>
<td>冬天下雨吗？</td>
</tr>
<tr>
<td>我们戴帽 / 手套 / 围巾。</td>
<td>冬天天气怎样？</td>
</tr>
<tr>
<td>我们去滑雪。</td>
<td>我们穿什么？</td>
</tr>
<tr>
<td></td>
<td>我们穿棉衣吗？</td>
</tr>
<tr>
<td></td>
<td>我们戴 ____ 吗？</td>
</tr>
<tr>
<td></td>
<td>我们做什么？</td>
</tr>
</tbody>
</table>
Strategy: Sentence Frames

冬天 __________。  
___________不见了。  
__________变白了。  
湖面 __________。  
人 __________。
Strategy: Who/What Am I?

- 人们把我戴在头上。我是谁？
  - 帽子

  人, 冬天, 雪

- 我有两条腿。天冷了,我会穿棉衣。我是谁？

- 我很冷。我一来，一些都动物不见了。我是谁？

- 我从天上飘下来，我是白色的。我是谁？
### Strategy: Matrix

<table>
<thead>
<tr>
<th></th>
<th>春天</th>
<th>夏天</th>
<th>秋天</th>
<th>冬天</th>
</tr>
</thead>
<tbody>
<tr>
<td>天气</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>人</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>动物</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>植物</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources for Building Literacy

- Children’s books
- Selected text/passages
- Rhymes and songs
- Video clips
- Pictures
- Flash cards
- Word walls
- Thinking maps
- Questions
- Games
- Booklets
- Artifacts
Participant Activity:

PREPARING LESSONS AND ACTIVITIES FOR STARTALK CURRICULUM TEMPLATES-FOCUS ON STAGE 3
STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>CULTURE, CONTENT AND LANGUAGE</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>These Can-Dos are the learning goals identified in Stage 1.</td>
<td>List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>
Lesson Checklist Activity

- Use the *Lesson Assessment Checklist* to discuss with your neighbors the evidence you saw from the activities/tasks in the lesson.
<table>
<thead>
<tr>
<th>TASK Design Factors &amp; Consideration</th>
<th>What does it mean?</th>
<th>Example from Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Relevance</strong></td>
<td>Lessons and activities are all connected to the theme</td>
<td></td>
</tr>
<tr>
<td>Is the task relevant and meaningful to the learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Complexity</strong></td>
<td>Assumption is that students learn from more simple, short and less complex tasks to more complex tasks (from understanding key words in a text to understanding the details).</td>
<td></td>
</tr>
<tr>
<td>How many steps are involved in the task? How complex are the instructions? What cognitive demands does it make on the learner? How much information is the learner expected to process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Amount of Context Provided Prior to Task</strong></td>
<td>As the proficiency level increases, reliance on context seems to lessen, e.g. at beginning stages learners often need context to understand but later they develop the ability to understand without the help of context (e.g. telephone conversations).</td>
<td></td>
</tr>
<tr>
<td>How much prior knowledge of the world, the situation or the cultural context is assumed in the way the task is framed? How much preliminary activity is allowed for to introduce the task and set the context?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Language Processing for the task</strong></td>
<td>Recent research into brain research in second language acquisition (Esperanza, 1985; Johnson, 1985) gives an indication of which syntactic structures might be expected to be produced at different stages.</td>
<td></td>
</tr>
<tr>
<td>Is the language that learners are expect to produce in line with their processing capacity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Amount of help available to the student</strong></td>
<td>At the beginning stages, learners may require more help, e.g. in conversation, speaking partners may need to supply words and interrupt learners' statements.</td>
<td></td>
</tr>
<tr>
<td>How much assistance can the learner get from the teacher, the text, other learners, learning aids? Is the interlocutor sympathetic? Does s/he provide help? What is his/her tolerance of non-standard language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Degree of grammatical accuracy/contextual appropriateness</strong></td>
<td>Different types of tasks may require lesser or greater amounts of accuracy, e.g. giving detailed instructions would require a greater degree of accuracy than everyday conversation.</td>
<td></td>
</tr>
<tr>
<td>How “standard” does the task require the learners to be? What is the desired “effect” on the speaking partners? Does s/he demand How “standard” does the task require the accuracy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Time available</strong></td>
<td>Can the task be accomplished in the timeframe for the lesson, unit and entire STARTALK program</td>
<td></td>
</tr>
<tr>
<td>How long does the learner have to carry out the task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

Helena Curtain  Magaly Lavadenz
Michael Everson  Ping Liu
Claire Kotenbeutel  Claudia Ross
Yalan King
Learning to read in Chinese involves both oral and written language and a carefully guided integrated approach following research-based principles.
Purpose of Paper

Offer a Set of Guiding Principles
Purpose of Paper

Synthesize effective practices!
Guiding Principles for Early Literacy

Relationship to Startalk Principles

Use in conjunction with six STARTALK Endorsed Principles for Effective Teaching and Learning
Focus of Paper

- K-8 programs

- Students who have had no previous exposure to Chinese as a heritage language,
Where to Get Paper?
Will be posted by end of May.

**Link:** P. 76 Program Director Handbook
https://startalk.umd.edu/public/resources/chinese-literacy-development

If you want to receive notification
Send an email to helenacurtain@gmail.com
Conclusion

Our paper has been an effort to shed light on the challenge of developing literacy in Chinese.
Teachers need guidance
On methods for **conducting effective Chinese literacy activities** with Chinese characters, sometimes supported by transliteration systems such as pinyin.
Conclusion

Our paper presents

• **research and theoretical support** for the guiding principles
• **suggestions and resources** to help teachers design literacy instruction
Conclusion

Principles apply not only to STARTALK programs, but to a variety of educational settings.
Significant amounts of research and experience is still needed.
In spite of this, the paper is a first but firm and determined step that will help Chinese language teachers guide their learners towards increased levels of proficiency in reading and writing Chinese.
Conclusion

So, we present this paper in the spirit of Laozi who stated, 千里之行，始於足下, often translated as

“the journey of a thousand miles begins with a single step.”
The End
Questions?
Questions??
Conclusion Placeholder

As Chinese language classes are becoming more in demand at all levels of U.S. foreign language education, developing literacy has presented perhaps the greatest challenge for U.S. learners. To confront these challenges, teachers need guidance in designing literacy programs, and methods for conducting effective literacy activities that develop their students’ reading and writing proficiency with Chinese characters, supported by transliteration systems such as pinyin. This paper offers a set of principles to guide literacy in the STARTALK classroom, much as the STARTALK Endorsed Principles have guided the conduct of STARTALK programs over the past many years. This paper has also presented research and theoretical support for these principles, along with suggestions and resources to help teachers design literacy instruction not only for STARTALK programs, but for a variety of educational settings encountered in U.S. education. While members of the committee who authored this paper wish that they could say that the contents of this paper comprise the final word on how to conduct Chinese literacy instruction, they know this is not the case. Before this is possible, significant amounts of research and experience will need to be amassed and disseminated. Instead, we present this paper in the spirit of Laozi who stated, 千里之行，始於足下, often translated as “a thousand mile journey begins with a single step.” This paper, then, is presented as a first but firm and determined step that will help Chinese language teachers guide their learners towards increased levels of proficiency in reading and writing Chinese.