Planning through
“Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese”
Who is the Team?

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What are some of the challenges you have faced in L2 Chinese Literacy Development?
Purpose of Paper

Offer a Set of Guiding Principles

- 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.
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-12 Startalk programs
• Students who have had no previous exposure to Chinese as a heritage language,
Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

Central Idea

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. 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

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

**Experiences for Beginning Learners of Chinese**

**PRINCIPLE 1.3:** Practices in literacy instruction are research-based.

<table>
<thead>
<tr>
<th>Native Speakers</th>
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<th>Pedagogical Implications</th>
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<tbody>
<tr>
<td>Well developed spoken language prior to literacy development. Use spoken knowledge to expand/guess unknown characters based on context.</td>
<td>Spoken language of preschool enhance reading. The stronger a child’s spoken skills, the better the reading comprehension.</td>
<td>Integrate characters and words into spoken language activities, and use spoken language activities to reinforce the meaning and pronunciation of characters.</td>
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### Guiding Principles for Early Literacy

**Experiences for Beginning Learners of Chinese**

**PRINCIPLE 1.3:** Practices in literacy instruction are research-based.

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<td>By grade 2, successful readers develop <strong>orthographic awareness</strong>. They recognize recurring components and placement in the characters.</td>
<td>College level CFL students perform <strong>better</strong> on character recognition tests if their instruction includes attention to the component parts of characters.</td>
<td><strong>Teach students</strong> to notice that <strong>characters</strong> are composed of recurring <strong>component parts</strong>, and <strong>provide activities</strong> that reinforce their ability to <strong>identify the component parts</strong> of characters.</td>
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Guiding Principles for Early Literacy
Experiences for Beginning Learners of Chinese

PRINCIPLE 1.3: Practices in literacy instruction are research-based.

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

CFL learners who are aware of the semantic radicals within characters are better at learning and remembering characters.

Teach students to notice radicals that provide meaning information about the characters. Provide activities to identify these radicals so that they can use radical knowledge to remember characters. Examples: the mouth radical 口 in words 吃 eat, 喝 drink, 咬 bite.
PRINCIPLE 1.3: Practices in literacy instruction are research-based.

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<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>
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### PRINCIPLE 1.3: Practices in literacy instruction are research-based.

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<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>Teach characters in terms of stroke order and stroke direction, and include regular opportunities for students to write characters by hand. Incorporate the hand writing of characters as one of many approaches to character learning and retention.</td>
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From your experience where is there confusion about how to teach characters?
Focus on Principles Two and Three
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.
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Implementing The Guiding Principles: Balanced Literacy

Based on “Read On” Program

Saturday 10:45
Georgia 6 Level 1
Microteaching
Chinese Literacy Skills
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
Basic literacy instruction incorporated into a unit on fast food in China.

**Student profile:**
- Grade Level: Three (Immersion)
- 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

- How many people are there?
- What is the boy’s name?
- Who is the uncle?
- What do they want to eat?
- What does the girl want to eat?
- 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
- 这是不是中国？(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
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。

Zhōngguó de Màidāngláo yǒu diǎr bù yīyàng
美国的麦当劳有

汉堡包
hàn bàobāo

薯条
shūtiáo

可口可乐
kěkǒukēlè

麦乐鸡
mài lèjī

圆筒冰淇淋
bīngqilín

橙汁
chéngzhī
中国 的 麦当劳 也 有
Zhōngguó de Màidāngláo yě yǒu

汉堡包 hánbāobāo
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 pōluópái
美
国
的
麦当劳
没
有
Měi guó de Màidāngláo méi yǒu

美国
香芋派
玉米杯
菠萝派
xīāngyùpài
yùmǐbēi
pōluópài
去 中国的 麦当劳
Qù Zhōngguó 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 Zhōngguó 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.
Day 1  Activity 4

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 hànbǎobāo，liǎng ge hànbǎobāo， 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.*
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ànbǎobāo，shǔtiáo，kělè，màièjǐ，bīngqílín hé chéngzhī.

中guó de Màidāngláo yě 有ànbǎobāo，shǔtiáo，
kělè，màièjǐ，bīngqílín hé chéngzhī.
中文的 marijuana 还有 烟草味， 烟草味 和 烟灰。 美国的 marijuana 没有 烟草味， 烟草味 和 烟灰。

去 中文的 marijuana 可以 吃 不一样 的 东西。 你要 去中文的 marijuana 吗？
Day 2 Activity 1 and 2

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 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
小
xiǎo
美

měi guó

美

guó
中 guó
zhōng guó
吃
chī
喝
hē
有  yǒu
have / has / had
要
yàozhènwant
Part II

Review the Chinese characters and Pinyin
大国 中 guó
dà xiǎo
小
美 guó
中 guó
吃 chī
喝 hē
Chinese Character Game

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

Activity 1: Illustrate pictographic characters

大 | 中 | 小
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)
Paired activity:
Provide students with character cards and have them sort the characters by shape.

吃 美 大
中 喝 要
有 小
Day Three: Activity 3

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 rì: meaning _______
   - 口 kǒu: meaning _______

2. Circle the radical in each character and explain why the character has that radical.
   - 骂 mà: scold
   - 果 guǒ: fruit
   - 星 xīng: star
   - 林 lín: forest
   - 口 kǒu: call
   - 明 míng: bright
   - 早 zǎo: early
   - 哭 kū: cry
   - 李 lǐ: plum
How does this compare with what you do in your own classroom?
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.
In following lessons...

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
Focus on Principle Three
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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.
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.**

3.2 Teachers support oral language instruction with integration of literacy connections through characters, pinyin or both
How do learners of Chinese as a foreign language benefit from knowing a transcription system?
1. It simplifies the process of learning and reviewing characters.

Without a transcription, learners must rely on their teachers to provide the pronunciation of all new characters and words, and they have no way to review the pronunciation of characters that they have learned.
2. It accelerates the development of literacy skills, especially the ability to compose in Chinese.

If learners know a transcription system and are permitted to use it when they write, they are able to compose texts equivalent in difficulty and complexity to their spoken language abilities. Without a transcription system, readers are limited to expressing themselves in writing using only the characters that they have learned. As oral language develops much more quickly than character knowledge, the absence of a transcription system greatly limits the ability of learners to communicate in writing and to learn the structure and conventions of extended written texts.
3. It enables the reader to access more written texts.

When a text includes both pinyin and characters, comprehension can be facilitated and frustration reduced.
How do learners of Chinese as a foreign language benefit from knowing a transcription system?

4. It permits learners to acquire the spoken language more rapidly by providing them a way to acquire vocabulary, grammar, etc. via a system they can readily access, instead of trying to learn the spoken language via characters which would be pretty much impossible.
5. It enables the electronic input of characters

and therefore the use of digital platforms such as word, email, text messaging systems, and social media to both communicate and access more information.
For STARTALK programs in which the learners are middle school or high school students, the introduction and use of Pinyin is less controversial.

- These learners have their L1 reading ability to bring to the task of learning Pinyin.
- The alphabetic principle of assigning sounds to letters and words in English can be applied to learning Pinyin.
Guiding Principles for Early Literacy

For Chinese language programs designed for elementary school learners, issues such as when or how to teach Pinyin are still debated.

---Factors such as program model type and learner development must be taken into consideration.

How do learners of Chinese as a foreign language benefit from knowing a transcription system?
Emerging Research Indicates the Potential Importance of Pinyin

- Among Chinese children exposed to Pinyin, it serves as a direct and reliable tool for teaching characters that have unreliable phonetic elements.

- Facilitates awareness of tone, syllables, and phonemes, thus acting as a self-teaching resource for students when they are away from their teachers.

- It may be important for learners to develop this phonological sensitivity at an early age, as it may ultimately promote Chinese character reading and boost literacy development (Lin et. al., 2010).
Emerging Research Indicates the Potential Importance of Pinyin

- For Chinese L2 learners, Pinyin supports the acquisition of a phonological representation and helps learners to retrieve resources they acquired through spoken language (Guan, Liu, Chan, Ye, and Perfetti, 2011)

- Conclusion: View Pinyin (or other transliteration systems that programs choose to use) as a tool for accessing the Chinese language and culture encoded within the Chinese writing system.
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Guiding Principles
for Early Literacy Experiences
for Beginning Learners of Chinese
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.
Purpose of Paper

Offer a Set of Guiding Principles
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-12 programs
- Students who have had no previous exposure to Chinese as a heritage language,
Where to Get Paper?

Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

The Guidelines for Chinese Literacy paper has been an effort to shed light on the challenge of developing literacy in Chinese.
Conclusion

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.
Conclusion

The 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 are 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.”
It’s Not The End…
(Just the beginning.. )