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Adapting the Current Chinese Textbooks to Meet the Requirements of the National Standards

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**ADAPTING THE CURRENT CHINESE TEXTBOOKS TO MEET THE
REQUIREMENTS OF THE NATIONAL STANDARDS**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
BRATTLEBORO, VERMONT**

BY

GLORIA FEUNG

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This project by Gloria Feung is accepted in its present form.

Date August 30, 2000

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ABSTRACT

The ever-increasing diversity of the language classroom has become a trend in this pluralistic American society. The presence of large groups of students who have home backgrounds in Chinese has outnumbered the non-native speakers in my class at Enloe High School in recent years. Since Chinese is still a small program, the school cannot offer a separate track for non-native students. Furthermore, due to the limited number of classes, students officially registered in different levels cannot be placed in different classrooms. How to provide a feasible, sequenced, and integrated curriculum to a mixture of native-speakers and non-native speakers as well as students of various levels is the theme of this paper. This paper discusses and analyzes the reasons why as well as how to adapt the textbooks of the *Ni Hao* series to meet the requirements of the National Standards with a standards-based sample lesson plan.

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CHAPTER 1

CHINESE AS A WORLD LANGUAGE AND THE FOREIGN LANGUAGE STANDARDS

Introduction

Since I started teaching high school in 1993, I have acquired many new skills and a new attitude. Experience helps me do things more efficiently, but the most significant changes come with knowledge. The education in the Master's program at the School for International Training (SIT) has provided me with exposure to different approaches. Furthermore, the vigorous study of curriculum design and proficiency-oriented instruction plus the teaching of four-skills and culture along with the interim year teaching practicum have helped me change from a teacher-centered approach to a student-centered approach. With my emphasis shifting from teaching to learning and with the students in such active roles, it is natural that students will take more pride and responsibility in what they are doing. The successful experiences with the student-centered approach, the teaching culture classes, and the series of workshops sponsored by the Wake County Public School System on integrated teaching have paved the way for me to fully accept the theories in The Standards for Foreign Language Learning in the 21st Century. When I began to write my Independent Professional Project (IPP) last Winter, a standards-based lesson plan naturally became my topic.

This first chapter makes a case for learning languages in general, and the importance of Chinese as a world language in particular. It also provides an overview of foreign language standards, what they are and how they were developed. The second chapter provides an overview of the Chinese program at Enloe High school. I elaborate on how I became involved with the Chinese program and the challenges confronted by the Chinese program. The third chapter provides an overview of textbooks I have used. I also provide a chart to show each textbook and a matrix of characteristics for quick reference. Chapter four states the rationale for my course design with an example which is a lesson plan on the Food Unit. Chapter five is a reflection on the standards based curriculum in general as well as prospects for the future.

Why People Need to Learn Foreign Languages

With advancements in technology, instant communication of peoples in all parts of the world is now possible, and, as a result, interdependency among individuals, groups, and countries is becoming more unavoidable. What happens on one side of the world may affect the other side of the world as well. For instance, the big earthquake that happened in Taiwan in September, 1999, has affected the supply of computer chips and, therefore, increased the cost of computers in this country. East Asia's financial turmoil a few years ago also had a strong impact on the economy in the whole world. Furthermore, traveling to another country is no longer a luxury, and international businesses are creating a global economy. Because of this increasing globalization of the world cultures and economy, learning a second language is becoming vital.

In the past decades, the political and economic changes in the world have been equally remarkable: Eleven nations in Western Europe formed a single economic common market and agreed to switch to a single currency, the euro; East and West Germany were united; the Berlin Wall came down and ended the 45-year Cold War; the USSR collapsed; the United States, Mexico, and Canada formed a North American common market under the North American Free Trade Agreement (NAFTA).

In order to be successful in this changing world one must acquire the ability to understand and to be understood in the languages of the worldwide neighborhood. Being proficient in a second language enables one to accomplish what one wants to achieve. For example, giant corporations need bilingual persons to expand their business abroad. Knowing the target language helps one function better when traveling to a different country, helps facilitate business deals, and helps gain understanding during negotiations. Perhaps most importantly though is the proliferation of the Internet. The World Wide Web has made for a truly global marketplace and the growth of e-Commerce can be leveraged better by those corporations whose employees have an understanding of other languages and cultures. Furthermore, Red Cross or Peace Corps volunteers need to understand the local language in order to help the native people; even evangelists need to know a second language to reach out far and wide. In short, being proficient in a second language enables one to participate more fully in the global community and marketplace. It allows people to gain direct access to additional bodies of knowledge and to act with greater awareness of self, of other cultures, and their own relationship to those cultures so as to build a more harmonious and peaceful world.

In 1983, Deng Xiaoping made recruitment of foreign experts for national

reconstruction a major state strategy, thus stimulating the inflow of talent from abroad. Over 740,000 foreign experts, 80,000 on average annually in recent years, have helped China with its modernization drive since the country opened up to the outside world in 1978. These experts came from more than 50 countries and territories, with roughly a third from the United States¹.

Similarly, in the United States, employment-based immigrants total 140,000 each year. These are primarily skilled professionals with exceptional ability and other priority workers, immigrating to jobs for which U.S. Department of Labor has certified that no qualified U.S. worker is available². In either case mentioned above, proficiency in a second language is not only desirable, but necessary.

Why Study Chinese

China has experienced rapid changes in the past two decades. Since the founding of the People's Republic of China in 1949, China has transformed itself from a centrally-planned to a market-oriented economy and from an agricultural to an industrialized country. China's economic reform and modernization is moving it toward being a major power. The United States has already increased important trade ties and other common interests with China. For example, China and the U.S. reached agreement on November 15, 1999, for China to enter the World Trade Organization (WTO). Under its

¹ These statistics are from CHINA 2000 Monthly Newsletter." February 2000, p.6.

² See: <http://www.aila.org/> for information on immigration from the American Immigration Lawyers Association-about immigration.

terms China will slash tariffs and restrictions on importing industrial and agricultural products. The Clinton administration has long declared as a major objective the passage of Permanent Normal Trade Relations (PNTR) for China to pave the way for its entry into the World Trade Organization. Statistics released November 12, 1999, by the General Administration of Customs indicate that China's total foreign trade volume in the first ten months of 1999 has increased to \$286.6 billion. With 1.3 billion people, China remains a market with great potential for U.S. exporters. Some more specific examples:

- Shanghai GM (SGM) and General Motors (GM) signed an agreement in May, 1999, for SGM to purchase \$ 400 million worth of vehicle-component sets from GM North America.
- Eastman Kodak Co. now has about 5,000 Kodak Express outlets open in China and is launching new centers at the rate of about three per day. Kodak now has about 40 percent of China's photographic film market and paper market.
- The Walt Disney Cooperation announced on November 2, 1999, that it will build a Disney theme park in Hong Kong's Lantau Island. The \$ 3.55 billion park will become Disney's third international one after Tokyo and Paris.
- The Chicago-based Compak Company announced Dec. 15, 1999, that it has secured a \$40 million contract with the Shanghai school system to produce daily nutritional snacks for 1.8 million elementary and high school students³.

³ The statistics about the General Motors, Eastman Kodak, Disney Cooperation., and Compak Company are from CHINA 2000 Monthly Newsletter May, Oct., Nov. 1999, p.8, and Jan. 2000, p.8. respectively.

The World Bank calculates that China is the world's second or third largest economy. In the global contest for attracting capital, every country is eager to share a piece of the pie from the "Big Emerging Markets" (such as China, Hong Kong, Taiwan and Singapore etc.) where Chinese is the dominant language. China alone has one-fifth of the world's population. Shouldn't we re-examine our views and practices and give priority to the country which holds the greatest language and potential?

Because of the Chinese potential, study of Chinese and knowledge of the culture by the American younger generation is becoming imperative. Those who know Chinese will have an edge over those who don't. A whole new market will be accessible to those that have the language proficiency to operate in it. According to *China 2000 Monthly Newsletter*⁵, "the Chinese government has selected ten priority areas for high-tech development. They include research and development on modern farming, information technology and telecommunications, digital high-definition television, the software-industry, and advanced energy and manufacturing technologies. Targets have been set to raise exports of high-tech products by 30 percent annually." The pace of economic development in China is unbelievably fast and the job opportunities are equally high. Those with a proficiency in Chinese can be more selective as they will qualify for a broader range of opportunities.

Standards for Foreign Language Learning in the 21st Century:

Educational theories and principles have undergone many changes in the past fifty

⁵ CHINA 2000 Monthly Newsletter. August 1999, p.8.

years, as have the methodologies and approaches of foreign language teaching, such as the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, Cognitive and Affective Approaches, The Counseling-Learning Model, the Silent Way, Total Physical Response (TPR), Suggestopedia, Community Language Learning, the Communicative Approach, and the Proficiency-Based Approach. Omaggio (1986, 42) has observed that the history of foreign language instruction is replete with battles over methodology, over the "right way" to teach a language. Omaggio points out that "instead of searching for one definitive approach to language teaching, we should be identifying some organizing principle by which various other methods, approaches, materials, and curricula might begin to make collective sense." The organizing principle that is reflected in the ACTFL guidelines is "language proficiency": the ability to function effectively in the language in real-life contexts.

In January, 1993, foreign language education became the seventh and final subject area to receive federal funding through the Educate America Act and to develop national standards for students in kindergarten through twelfth grade. ACTFL and three other language-teaching associations, American Association of Teachers of French, American Association of Teachers of German, and American Association of Teachers of Spanish and Portuguese joined together to establish a collaborative process for determining standards for the profession. An eleven-member task force who represented all levels of instruction, elementary through post-secondary, was appointed. The standards project titled Standards for Foreign Language Learning: Preparing for the 21st Century was completed in 1996. The language-specific standards published in 1999 and titled Standards for Foreign Language Learning in the 21st Century includes sections devoted to

learning Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

The standards for foreign language learning are organized within five goal areas: communication, cultures, connections, comparisons, and communities. The representation of all five goals as interlocking circles signifies that all should be systematically incorporated into language instruction at all levels. Each goal area contains two to three content standards. For example, the Communication Goal includes three standards. The first focuses on the Interpersonal Mode, that is STANDARD 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. The second focuses on the Interpretive Mode, that is STANDARD 1.2: Students understand and interpret written and spoken language on a variety of topics. The third focuses on the Presentational Mode, that is STANDARDS 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Under each standard are sample progress indicators for students in grades four, eight, and twelve that define student progress in meeting the standards. For example, these are the Sample Progress Indicators in Grade 4 (Standards 1999, 121):

- Students give and follow simple instructions to participate in age-appropriate classroom and/or cultural activities.

Chinese-specific example: Follow classroom routines and commands.

大家站起来，小朋友坐下。

- Students ask and answer questions about topics such as family, school, daily routine, and activities.

Chinese-specific example: Exchange simple personal information.

你叫甚么名字？你今年几岁？你住在哪？⁶

The sample progress indicators provide a lot of instructional possibilities. They can easily be spiraled up or down for any grade level or in the level of sophistication in order to accommodate learners of different language backgrounds and levels.

These standards for foreign language learning represent some new directions for language teaching. For example, the Standards address communication as interpersonal interaction, interpretation, and presentation rather than carved into separate skill areas of listening, speaking, reading, and writing. “The overall objective of these standards is to prepare students to be able to use the language in real life, cross-cultural communication. In other words, the National Standards looks to a future in which all students develop and maintain proficiency in both English and at least one foreign language.” (Kotenbeutel, 1999, 258).

In order to develop such competence, foreign language programs need to provide rich curricular experiences other than the memorization of words and grammar rules. Instead, according to the Standards (1999,32) “students should be given ample opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture.” The standards are not a curriculum guide. They are not prescriptive; on the contrary, they just provide a gauge and a vision. The question of how to weave these

curricular elements into the fabric of language learning within their particular context is at the discretion and wisdom of each individual teacher. Standards serve as a model to state and local school districts who are responsible for determining how such standards would be implemented to address the particular needs of the individual state and districts.

The Language-specific standards:

The Chinese standards document, published in 1999, parallels and builds on the generic standards by enhancing the standards, progress indicators, and learning scenarios with Chinese language-specific examples. The learning scenarios, in particular, have created practical guides for teachers in modifying and applying the generic standards for use in their classes.

Special Characteristics of the Standards

The standards have some special characteristics, both in their development and conceptualization. These characteristics fall in three areas: how they were developed, their relationship to the ACTFL proficiency guidelines, and how they address culture.

1) How they were developed.

The writing of the foreign language standards is a collaborative, ongoing effort; According to the Standards(1999,15)“change will continue to be incremental.” The development of standards in foreign languages has reached unprecedented consensus among educators at all levels. In his article, “Four Decades of Bonjour,” Alfred N. Smith said “ It’s an inclusive, grass-roots approach, instead of a top-down, experts-know-best approach.” (2000, 42). Through the project newsletter to the foreign language teaching

profession, conference presentations, and local school departmental meetings, foreign language educators were encouraged to give feedback on the work of the task force. To give an example of the involvement of national effort, the Standards Project Task Force even organized six pilot sites for application. Springfield, Massachusetts, was selected as one of the pilot site districts. There seven Chinese teachers joined thirty-eight teachers of other languages as classroom researchers for this important project⁶.

2) Their relationship to the ACTFL Proficiency Guidelines

The ACTFL Proficiency Guidelines released by the American Council of Foreign Language in 1986 were mainly designed for performance assessment, whereas the Standards for Foreign Language Learning are content standards. In other words, proficiency guidelines are used to measure performance in speaking, reading, writing, and listening in a second language, while standards provide a comprehensive view of what students should know and be able to do in a foreign language. These content standards encompass much more than what is in the proficiency guidelines, particularly in the area of communication. Communication is organized around a framework of interpersonal, interpretive, and presentational modes, rather than carved into separate skill areas of listening, speaking, reading, and writing.

However, the proficiency guidelines have contributed a lot to the development of the new kinds of performance-based assessments that reflect the pluralistic feature of the national standards. The new kinds of performance-based assessments are called

See CLASS Journal 1996, p.19- 21 for information about the pilot.

⁶ See CLASS Journal 1996, p.19-21, for information about the pilot.

“ACTFL Performance Guidelines for K-12 Learners.” They expand upon the ACTFL Proficiency Guidelines (1986) and were completed in 1999. One of the characteristics of the 1999 ACTFL performance guidelines is its focusing on K-12 second language students, whereas the 1982 ACTFL Proficiency Guidelines were designed to describe language performance of older language users. The 1999 performance guidelines were designed with the realization that “unlike adult language users, students in the K-12 spectrum are in a continuous process of cognitive development that influences their ability to perform language tasks plus the fact that students acquire their language skills in a controlled and carefully articulated environment of a school classroom.” (ACTFL 1999,1)

3) How they address culture:

What is meant by “culture” in the standards includes not just the fine arts (the big C) and daily pattern of life (the little c), but the accumulated experiences of the people (history). Culture also means how these past experiences related to the values and attitudes of the people such as the views of what is good or bad, beautiful and ugly, what is acceptable and inappropriate. Brooks in his article “Teaching Culture in the Foreign Language Classroom” (1967-68, 213) identified ten points that appear central and critical in the analysis of a culture. The list is as follows: (1) Symbolism, (2) Value, (3) Authority, (4) Order, (5) Ceremony, (6) Love, (7) Honor, (8) Humor, (9) Beauty, and (10) Spirit. My own understanding of culture was enhanced through further reading, particularly China: A Handbook in Intercultural Communication by Jean Brick. In that book she says:

"In moving from one culture to another, people take their world view with them...they see the world through the spectacles of their own culture." "In integrating culture into the language classroom, we need to recognize that the aim is not so much to "teach" culture as to teach cross-cultural communication skills." (1991, 4). This book helped me in designing my curriculum to include activities that will develop in students an ability to identify areas of possible misunderstanding so as to avoid such miscommunication.

From the research findings in this chapter, we know the importance of learning a second language in the worldwide community. Monolingualism is the same as raising an economic Berlin Wall between nations. In order to keep up with the fast changing world, we need to strengthen our foreign language program. It is hoped that by implementing the Standards in foreign language teaching in all schools teachers will better prepare our younger generation to meet the challenges in a very competitive world.

CHAPTER 2

AN OVERVIEW OF THE CHINESE PROGRAM AT ENLOE HIGH SCHOOL

Enloe High School

W.G. Enloe Gifted and Talented Magnet High School is located in Raleigh, North Carolina. It's part of the Wake County Public School System. Enloe is one of Raleigh's inner city schools, but in 1987 it became the first magnet high school in Raleigh. Because of the magnet school status, Enloe has attracted many good students from suburban residence areas to its campus. Including the neighbor base school students, the enrollment at Enloe reached above 2,400. There are a total of 180 professional staff with 144 teaching staff under the leadership of one principal and five assistant principals. It has an east campus and a west campus. After the renovation in 1996, the breezeway which connects the two campuses was widened and a new canopy over the passage was put up. Even a bridge over the ravine was built to keep students from walking in the mud. The east finally met the west.

The principal's office is on the west campus as is the media center. The cafeteria, auditorium, English, math, science, social studies, music classes, and home economic rooms are also on the west campus; the new computer lab, auto mechanics shop, and more English, social studies, math, and science classes are in the east.

In addition to these 105 classrooms, there are eleven trailers in the west and three additional trailers in the east. The Chinese class is in one of the trailers in the east campus. It is interesting to see the students rushing back and forth between classes looking like the migration of birds. It is a long walk, especially when it rains, for students to run from the last trailer in the west to the other end of the east campus. There have been several times students have come to my trailer-soaking wet.

The program at Enloe is divided into three main curricular areas: Performing and Visual Arts, Science and Mathematics, and Humanities. In addition, there is a health/physical education department, special education department, vocational/ business department, and guidance. Last, but not least, is the International Baccalaureate (IB) program.

Enloe was approved to be an IB school in 1997. There are now over a hundred students who are candidates to complete this program in 2000 and 2001. These students in the IB program take the challenge of a very rigorous and broad-based curricula and are assessed against an international criterion-referenced standard. Those students who successfully complete all of the requirements earn an IB diploma. No wonder Enloe is proud of saying, "No other high school in North Carolina has the educational diversity of Enloe."⁷ This year Enloe High School is one of 13 schools in the nation to receive the Magnet School of Merit Award. Of the 13 Magnet Schools of Merit, Enloe received the top national magnet school award, the Dr. Ronald Simpson Distinguished Merit Award. Enloe offers nine foreign languages including French, Spanish, German, Latin, Japanese, Russian, Italian, Chinese, and Classical Greek. There are sixteen foreign language

⁷ This information is from an Enloe brochure titled "International Baccalaureate Program".

teachers and a Japanese assistant. Among these sixteen teachers, there is only one teacher for each language except Spanish and French.

How I Became Involved with the Chinese Program at Enloe

The Chinese program at Enloe high school started in 1987. The first four teachers stayed about one year each and left. I started teaching at Enloe in 1993 and have been teaching there since then, although I did not initially choose to teach there.

In the summer of 1992 I was selected from a nationwide pool as one of twenty Chinese language teachers to participate in the Chinese Teacher Training Institute held at Northfield Mount Hermon School, Massachusetts. The Institute was funded through the Critical Language and Area Studies Consortium (CLASC), and was designed and taught by faculty of the School for International Training's Master of Arts in Teaching Program. At the end of the second summer (1993), students at the training institute had the option of applying to the Summer Master of Arts in Teaching (SMAT) Program of SIT.

At that time, I was only teaching eight hours a week at Wiley Elementary School. Because of the requirement of SIT, I had to also teach a certain number of hours in high school to be admitted to the Master's program at SIT. Wondering what I should do, I called my elementary school's principal, Cecilia Rawlins, in Raleigh. Through her recommendation, I was accepted to teach an additional ten hours at Enloe. As a result, I became a "SMAT 13" student and an Enloe High School teacher.

At the same time that I was expanding my teaching and schooling, I was a freelance news reporter for the World Journal, a major Chinese newspaper in North

America. As a news reporter, I had the privilege to meet some very outstanding Chinese scholars, doctors, and scientists, as well as artists, musicians, and business leaders, all of whom have really broadened my vision. As an elementary school teacher I have the opportunity to use my experiences with songs and dances and be with the young children whom I love dearly. I enjoyed the sophistication of academic people and the naïveté of young children. Never had I imagined teaching high school students, who are much taller, bigger, and sometimes smarter than I am. But to my surprise, I have survived and gotten along well with the teenagers.

Armed with the knowledge I had acquired at SIT and backed up by ten years' experience at elementary school, I started my high school years. The high school years have been very gratifying, but in retrospect, also full of upheavals and hardship.

Challenges Confronted by the Chinese Program

Teaching Chinese at the high school level has its rewards and its challenges. In her book on course design, Graves (2000, 23) suggests that in order to design a successful course, it is important to be realistic about the resources and constraints of the setting. Based on an assessment of the resources and constraints of my program, I have identified six major challenges: multi-level combination classes, the existence of two Chinese governments, choosing an appropriate teaching approach, lack of appropriate materials, space issues at the high school, and fluctuating enrollment.

1. Multi-level combination classes.

Determining learner profiles, setting performance levels, and designing curriculum for students with various backgrounds in a combination class have been my biggest challenges in the past five years. Different instructional formats and approaches and many textbooks have been utilized to help me tackle different problems. There are three classes every day with a total of 40-50 students divided into five levels. Levels I and II are combined in the same class, Levels II and III are combined, and so are Levels IV and V.

The challenge of teaching multilevel classes is compounded by the fact that in each class there is a combination of Asian and non-Asian students.

Students can be divided into 5 categories:

- a. Non-Asian students with no home background in languages other than English and little exposure to the Chinese culture except such experiences as going to a Chinese restaurant.
- b. Asian American students, — students born in the U. S. whose parents come from Taiwan:
 - They may come to class able to converse in the language in home and community situations but lacking the abilities to interact comfortably in more formal settings.
 - They may be quite comfortable with oral language but possess limited skills in reading and writing.
 - They may have been going to Chinese Saturday school from kindergarten to eighth grade or continuing through high school.

Further, they are used to the Mandarin phonetic symbols and traditional writing forms only. Even though some of these students are only partially familiar with these system, but they don't want to bother learning another whole new system such as the pinyin system and the simplified characters. This reminds me of a Chinese proverb "xian ru wei zhu" (先入为主) which means preconceived ideas keep a strong hold or one usually favors the very first idea entering his mind.

- c. American born Chinese whose parents came from Mainland China: Similar to the students with parents from Taiwan. These students are only familiar with pinyin system and simplified characters.
- d. American born Chinese whose parents came from Hong Kong, Singapore or other provinces whose pronunciation is strongly influenced by the regional accent.
- e. Chinese born in China or Taiwan who came to the United States while in elementary school. They are fluent in conversational Chinese and decided to be in the Chinese program to maintain their language ability.

In order to be a competent teacher, the backgrounds of the learners are all taken into consideration when designing a curriculum and developing implementation strategies for the National Standards.

2. The existence of two Chinese governments

After fifty years of separation, both Taiwan and China have had a lot of changes. The changes are mainly in the political system and economy which in

turn have greatly influenced people's daily lives and have created a new kind of culture. Some basic language usages in Taiwan and China are different. The characteristics of the modern Chinese language used in Taiwan and China can be roughly grouped into four categories. Examples are collected from newspapers and Xiandaihanyucidian (The Modern Chinese Dictionary 1997), and class notes from 1995 Summer workshops in National Taiwan Normal University and from 1997 summer workshops in Beijing Language and Culture University. They are listed as follows:

- English words such as *beer, boss, bus, card, coffee, taxi* have been translated into Chinese phonetically. Eg. 生啤, 熟啤, 扎啤, 波士, 巴士, 优惠卡, 清咖, and 的哥, 的姐 for taxi drivers.
Terms adapted from Beijing dialect : for example, 个体户, 套磁, 潮青, 大款
- Loan words or words loaned from dialects in Taiwan:
English alphabet or Chinese characters are used to transcribe Taiwanese.
Eg. LKK (old), SPP (poor taste), 突槌 (to make a fool of oneself) or Cantonese. e.g. 无里头 (illogical person). In addition, there are terms such as 补强 (reinforcement), 美眉 (pretty girl), 哈 (crave or worship).
- Political slang and economic slang in China.
e.g. 康居工程, 道德法庭, 下岗, 菜篮子工程, 乡镇企业, 扶贫, 脱贫

- Words adapted by China from expressions popular in Taiwan, or Hong Kong
e.g. 跳槽, 炒鱿鱼, 老公, 精品屋, 大哥大, 透明度, 共识
- Same terms with new meanings or different terms for the same meaning

China	Taiwan	China	Taiwan
早上好 员	早, 早安	退役	离职运动
下海	经商	爱人	先生, 太太
汉语, 普通话	华语, 国语	台球	撞球
品质	人品	撞车	撞期
领导	长官, 老板	质量	品质
输血	救济	工资	薪水

In the above case, take for example, 爱人下海(airen xiahai). In China it means someone's wife becomes a businesswoman. That is something to be cheered about. But in Taiwan, it means someone's girl friend went to be a bar girl or a taxi dancer. That is not something to be proud of.

Rapid changes in China and technology affect the teaching and selection of teaching materials. After China opened its doors to the western world in the 1970's, Chinese teachers needed to keep up with the changes regarding the present day conditions in both Taiwan and China. Knowledge about these rapid changes affect the teaching and selection of comprehensive and unbiased teaching

materials when designing courses. The rapid change in technology and an abundant Chinese computer software have added on to the complexity of Chinese language teaching.

3. Choosing an appropriate approach

The approaches to second language instruction in regular American schools are designed to facilitate genuine interaction with others, while the approaches in Saturday schools, being limited by the setting, are more inclined to use the traditional grammar-translation methods. Some students after being used to the traditional way of learning, which usually emphasizes memorizing vocabularies and decoding the meaning of the text, would think the textbook based on the communicative approach is too easy. They look down on the importance and value of those texts which look easier than the writings in prose or short stories.

But, on the contrary, their own speaking and writing abilities are only in the novice mid to novice high level. The result is that after many years of studying Chinese, these students still use their own language structures or limited variety of structures instead of using authentic Chinese language structures or more advanced language. These examples show that students with home background or with many years of training outside regular school usually have better receptive abilities (reading and listening) than productive abilities (speaking and writing).

4. Lack of appropriate materials

Up until five years ago, textbooks for teaching Chinese as a foreign language were very scarce. Compared to Spanish and French textbooks, Chinese

textbooks were not as well established. However, in the past five years there has been tremendous growth in Chinese teaching tools and resources. There are better textbooks, audio and video tapes, computer software, and CD ROMs. As the Chinese idiom goes, available materials are “springing up like bamboo shoots after a spring rain.” But with a limited budget, teachers have very limited choices. This results in a high degree of clerical work for the teacher (i.e. copying books for students of all levels).

Including the newly created level VI and IB students, I need to produce at least six textbooks and six workbooks and numerous handouts. For the higher-level classes, I usually use a textbook for conversation and a book for reading. In this case, my time spent at the copy machine making duplicate copies is staggering. Because most of my students are honor roll students and some of them have earned various state-wide or national honors, if the teacher does not teach them something worthy of their time, they would probably start working on calculus or physics in class. For lesson planning alone, I can not remember how much time and money I have spent on collecting and preparing teaching materials.

5. Space issues at the high school

In the first three years I had to travel from class to class and school to school. I have taught in the library, a chemistry lab, a photography classroom, and a small room without intercom; students need to run out to the hall to listen to any intercom announcement. I remember vividly how much trouble it was to check out a TV cart from the library and move it to the lower level in the building.

Now we are assigned to a trailer which is far from the main civilization; nevertheless Chinese classes finally have their own classroom, plus a TV set and VCR. The new CD player bought for the Chinese/German classroom was stolen last year; the security in the trailer is not very dependable. Nevertheless we can decorate with posters and peripherals. According to the "Suggestopedia" approach, it is hoped that students will learn from what is present in the environment, even if their attention is not directed to it.

In the past two years, we have been sending one student each year to China with the School Year Abroad program sponsored by the Phillips Academy, Andover, Massachusetts. Furthermore, one of our IB students made the highest score in Mandarin B Higher Level subject examination. Fortunately, under all these adverse conditions, the Chinese program keeps on growing. Next year the enrollment in Chinese class is over fifty.

6. Fluctuating enrollment

In the curriculum design classes, I have learned the importance of a sequential, spiraled up curriculum. But in reality, the level II students who now share the classroom with the level I students may be combined with the current level III (or rising level IV) students next year, depending on the enrollment. Teachers don't usually know the enrollment until one week before school starts, therefore to structure an effective course and prepare a more focused syllabus ahead of time is very difficult. When there are so many variables, designing a step-by-step curriculum for four years is even harder.

Every year I have been trying to modify my way of teaching in order to meet the needs of students of various abilities and backgrounds. At the same time I try to create the atmosphere to bring out a genuine classroom rapport or to provide a sense of community in a class without a homogeneity of purpose and achievement. I tried my best to teach and have been to many local staff development workshops and national and overseas conferences. As Stevick (1980,31) put it, "To be a competent teacher requires of the teacher both professional resourcefulness and personal resilience.

In this chapter, I have tried to describe the challenges I face as a teacher of Chinese at the high school level, both in general terms (related to the language) and in specific terms (related to Enloe High School). In the next chapter, I will review the existing textbooks that we are using.

CHAPTER 3

TEXTS AND OTHER MATERIALS USED IN THE CHINESE PROGRAM

The First Few Years

The development of Chinese language textbooks for foreigners has come a long way since the 1980s. There were very limited resources when I first taught high school in 1988-89. When I went back in 1993, my predecessor left me with a few copies of Beginning Chinese by John DeFrancis. The content of this book encompasses dialogues, detailed grammar points, vocabulary, sentence build up, substitution drills, and pronunciation drills and has some wonderful exercises and questions that are designed to foster critical thinking skills. Beginning Chinese has two thick volumes, one for phonetic symbols and the other for characters. Probably due to budget problems, our copies were all in pinyin Romanization, the phonetic symbols used in China. We did not get the character volume. At that time, all of my Asian students' parents came from Taiwan where only Mandarin phonetic symbols and complex characters were used.

In order to accommodate the needs of these students, we decided to use Ten Lessons in Elementary Mandarin Chinese by Yeh Teh-Ming. This small single volume textbook with built-in exercises was less expensive for the school to buy and easier for me to photocopy while waiting for the real books to be shipped from Taiwan. While Ten

Lessons in Elementary Mandarin Chinese has a wonderful chapter on the Chinese sound system, and its dialogue and grammar points are practical and clear, it does have one shortcoming. It is printed in complex form only. Its phonetic transcriptions are in Mandarin phonetic symbols and Yale Romanization. Neither of these conform to the prevailing trend, the pinyin Romanization. But because textbooks are expensive to get, it is a departmental practice that we not discard books. Therefore, even though we do not use the above-mentioned textbooks, they are still part of our holdings.

During the first few years of teaching high school, I contacted both the Chinese Embassy and Chinese Consulate of Taiwan and received many complimentary copies of videotapes and posters, along with many textbooks and storybooks. However, those books were mainly targeted at Saturday Chinese Language School students or native speakers. They are not ideal for teaching communicative proficiency. I had to be selective in using them with my classes. However, those books and videotapes have provided me with a wealth of resources on Chinese culture.

The Chinese Teacher Training Institute training in the summers of 1992 and 1993 at Northfield Mount Hermon School, Massachusetts, introduced me to even more information on textbooks, publishers, and catalogs through other Chinese teachers who were teaching in American schools in the USA, Taiwan, China, and Hong Kong.

Even though the Chinese program at Enloe has been under strong budgetary constraints, the Wiley PTA and my principals and assistant principals at both Wiley International School and Enloe High School have been extremely supportive. With their financial help, I have been able to attend several conferences. As a teacher, professional development is crucial. The national and out of state conferences, as well as summer

training workshops in Beijing and Taiwan, have helped me become better informed and connected with the Chinese teaching community. It was very educational to attend different workshops and presentations given by other professors and teachers. It was also helpful to browse over the wide array of new books and computer software. I always returned with bags full of books and teaching materials. Through these activities, I have gained a more general idea about the various kinds of textbooks available for Chinese language teaching to foreign students from K to 12.

The Current Situation

At Enloe, I have complete freedom to design my course and to make all the decisions relating to what to teach and how. The school does not prescribe texts or methods or goals. But the overall goals of the national standards, the newly revised North Carolina second language standard course of study, the demanding requirement of the IB program, and the high expectations of the highly educated parents from the Research Triangle Area have made this program very challenging.

I have enjoyed the opportunity to put all of my knowledge and experiences into action, but I also have felt very much restricted by a limited budget. In earlier years as an itinerant teacher who traveled from room to room, from upstairs to downstairs, it was not convenient to carry too many heavy books during the seven-minute interval of class change. Now that I share a trailer with another teacher, I am still careful about how I choose textbooks. Budget constraints are still a concern. These books have to be used for many years before we are able to buy another set. In addition, there is the added complexity of having to predict what kind of class combination there will be for all five

levels to be regrouped into three classes every year. Aside from the linguistic and sociolinguistic complexity of the Chinese language and the straitened situation of budget and facilities at school, the Chinese program at Enloe faces another awkward problem when purchasing textbooks. Because of political hostilities between both governments of China across the Taiwan Strait, there are two different sets of Romanization (pinyin and Mandarin phonetic symbols) and two different sets of Chinese characters (simplified and traditional). This duality affects how I teach. Coincidentally, the majority of my students are comprised of these two opposite categories. This problem was easily played down, say, ten years ago. But now this duality has to be taken into serious consideration as Mainland China is becoming stronger and stronger and more students have the opportunities to spend a whole year or a summer studying in China. When these students came back from China, they would naturally prefer simplified characters only.

The constraints I have faced remind me of low budget filmmakers who need to compete with big budget filmmakers such as MGM or Universal Studio and try to win an Oscar at the annual Academy Awards.

Over the years Enloe has accumulated six different sets of Chinese textbooks for all my five levels and IB students. All books were purchased before national standards were implemented. The titles are Ni Hao 1, Ni Hao 2, Laughing in Chinese, Practical Chinese Reader 1, Practical Chinese Reader II, and Taiwan Today. Chinese Breakthrough was purchased as supplemental reading for the IB students. Following is a summary of the selected texts.

Table 1. Summary of Selected Texts

	Ni Hao I	Ni Hao II	Ni Hao III	Taiwan Today	Practical Chinese Reader	Laughing in Chinese
Level	Novice	Intermediate	Pre-advanced	Advanced	Novice	Intermediate
Simplified Characters & Traditional Characters	In separate editions	In separate editions	In separate editions	In same edition	In separate editions	In same edition
Conversation	Functional	Functional	Functional	Only in workbook	Casual conversation	Casual
Grammar	No explicit lessons	No explicit lessons	No explicit lessons	Detailed examples	Detailed instruction	N/A
Chinese Culture	Excellent	Excellent	Excellent	Excellent	Moderate	N/A
Topics	Counting, family, sports, pets, nations, food	Clothing, shopping, telling time, directions, food, weather	School, leisure, health, travel,	Chinese culture (product & practice)	Multiple topics (30)	Humorous stories
Pronunciation	Pinyin	Pinyin	Pinyin	Pinyin	Pinyin	Pinyin
Workbook	Good for interpersonal communication	Good for interpersonal communication	Good for interpersonal communication	Good for presentational & interpretive communication	Emphasis on writing. Numerous exercises	Good for interpersonal communication

Ni Hao 1 and 2

The Ni Hao series has a simplified character edition and a traditional character edition. Their respective publishing dates are as follows:

Ni Hao book 1: simplified was published in 1991.

traditional was published in 1995.

Ni Hao book 2: simplified was published in 1993.

traditional was published in 1999.

Ni Hao book 3: simplified was published in 1995 and revised in 1996,

traditional is expected to be published in October 2000.

From the list above, we know that Ni Hao 1 and 2 in traditional characters were not available until four and six years after the simplified volumes were published.

Therefore, Enloe bought both texts in simplified characters. Ni Hao 3 in simplified characters should be bought to be in sync with the previous volumes whenever money is available.

Ni Hao 1 and II are basic courses for beginning students of Chinese. They introduce basic conversational Chinese. There is not any drill practice for pinyin phonetics in this book. The teacher has to fill in the information. The language used in this book is appropriate for both middle school and high school students. The authors used two middle school students, Lanlan and Dawei, as main characters. All the happenings centered on Lanlan and Dawei.

The content begins with self-practicing such things as name and age and then extends to cover family, school, pets, friends, sports, food, shopping, weather, school life, leisure life, and travel. The illustrations are not colored, but interesting and humorous. There are a total of 330 new vocabulary items in this book. Among them, only 60 words are required to be written.

Ni Hao I & II include a textbook, a workbook, and a teacher's manual. The textbook combines essential structures, grammar, and their functions. Culture information is included in the section "Something to Know." The section of supplementary words provides additional learning material for students with a Chinese home background or those who progress quickly.

The workbook puts a lot of emphasis on interpersonal communication with activities such as conducting a survey in class. Students are asked to write questions they need for this survey. Then they ask their friends the questions and complete a given table. There are other activities using presentational communication: Students are asked to draw a picture of a famous person who has a distinctive feature. Then they are to write the description in Chinese and read it aloud for the class to guess the person. All these features are ideally suited to our current needs of the communicative approach and also meet some of the guidelines in the national standards.

Some Chinese textbooks published in the last ten years tend to include both the traditional and simplified characters to accommodate different needs of students. They are given in juxtaposition for easy reference. But that is not the case with Ni Hao. Ni Hao has simplified characters and traditional characters in different volumes. Therefore, the teacher has to make up for this deficiency.

The existence of two writing systems has made language teaching more complicated. Personally, I agree with John De Francis, the author of Beginning Chinese, who promoted the idea of “first traditional then simplified.” The reason is as follows.

The required lexicon of level 1 students includes a lot of fundamental characters, such as 馬，鳥，金，言，門，衣，魚，手，食，車，山. It is easy to relate these words with pictures. But in simplified characters, these characters have changed to forms that do not relate easily with pictures, such as 车，门，马. Besides, it is confusing for first year students to learn the radicals one way, which are the main components of Chinese characters, and change to another form when used in compound characters. For example, the radicals for 钱，请，饭 are no longer 金，言，食. Furthermore, words such as 像，裏，錶，後 which *mean resemble, inside, wrist watch, and behind* are more logical than the simplified form of 象，里，表，后 which can have two meanings. Their original meanings stand for *elephant, mileage, form and queen*.

However, once the students have a good control of the commonly used radicals and all the fundamental words required to write in book one, I don't mind students writing the following basic and supplemental words found in Ni Hao book 1 in simplified form:

請進，國，幾，歲，蘭蘭，寫，蘇聯，對，聽，臉，發 (traditional)

请进，国，几，岁，兰兰，写，苏联，对，听，脸，发 (simplified)

According to the publisher, Ni Hao volume 4 will be published in October of 2000. Ni Hao would have been appropriately sequenced textbooks for our classes and we could have avoided some detours if they had been published five years earlier.

Nevertheless, there were still some other good books on the market. We ended up using

Practical Chinese Reader(PCR), Laughing In Chinese and Taiwan Today because many American born Chinese who join us as level II students are fluent speakers on certain topics but are semi illiterate readers.

Laughing in Chinese

Laughing in Chinese is designed as a supplemental text for learners of Chinese at the low intermediate levels. The use of humorous stories enhances learning, and the lively pictures can be used by students to create sentences based on these visual stimuli. Laughing in Chinese starts to break away from the dialogue form which is common to beginning level textbooks and enables students to experience the simple but longer reading texts. Another beauty of this book is the existence of both simplified and traditional characters.

Practical Chinese Reader I and II.

Practical Chinese Reader has provided sufficient practice with Pinyin phonetics, lots of writing and plentiful exercises which address cognitive ability. Besides, its detailed grammatical analysis helps to satisfy the inquisitive minds of many conscientious students. Best of all, the vocabulary of PCR has many similarities to Ni Hao I. For example:

哪 国人，大夫，车，书，老师，学生，衣服，名字，
工作，谁，什么，哪儿。

The vocabulary after lesson 20, which covers such things as telephone calls, days of the week, and rooms of the house, is similar to the words in NI Hao 2. For the previous level I students, PCR Volume 1 enables students to use the language they have studied as a review in different contexts. For the new students who had many years of experiences in Chinese Saturday Schools, PCR Volume 1 lays a solid foundation in grammar and writing.

Taiwan Today

I chose Taiwan Today for the higher level class at Enloe not only because it has both simplified and traditional characters but also because almost all students during the year we purchased this book had Chinese family backgrounds and their parents all came from Taiwan. Some students had even traveled to Taiwan several times. Topics in this book provide some essential information about Taiwan from various aspects. Even though the topics are about Taiwan, the cultural information throughout the book is applicable to China in general, including chapters on weddings, tea, religion, festivals, and Taichi exercise.

In recent years the fast spread of American franchise restaurants in Taiwan serving hamburgers and fried chicken has spread to China, so the information in the chapter on fast food in Taiwan is not much different from the way things are in China today. Specific information on career women and air pollution is included in the book and provides good opportunities for discussion and comparison to information about the mainland.

What I like the most about Taiwan Today is the various cultural information and detailed, thorough explanation of difficult grammar points. Exercises in role-play, interviewing, story telling, and skits are fun. They also give students a chance to generate spontaneous discussion, and prepare them to use the target language in real life situations.

I also find Taiwan Today good for my higher-level students to learn more advanced authentic Chinese. Some examples are listed as follows:

順著，其中，往往，只有...才，在...心目中，非...不可，到底，
因為...的關係，不是...而是，才...就，如何，而，則

Some of these conjunctions, prepositions, or adverbs are very hard to use, but Taiwan Today has provided plenty of illustrations. Furthermore, students are given opportunities to try out their understanding of the usage by completing sentences and English-to-Chinese translation. The English version really helps to ensure that the meanings and structures are thoroughly understood by learners.

For example, the prepositional phrase 對...來說 (dui...lai shuo) means "as regards" or "as far as ... is concerned." Taiwan Today lists eight sentences for practicing. Sentences 1 and 2 give two Chinese examples with English translations. Sentences 3 and 4 list two statements, then ask what the learners think. The learners are supposed to finish the sentence creatively by using "as far as ... is concerned." Sentences 5 and 6 give learners opportunities to start sentences followed by ready-made endings. Sentences 7 and 8 list two English sentences with no Chinese counterpart so that learners will further clarify them.

To have five sets of usable textbooks for all six levels is the best I can do for now. But all of those textbooks have updated versions. The new versions are better written

with fewer mistakes, and the cultural information is more up to date. But it is not in the budget to get the updated texts. Ni Hao 4 has not been published yet. Thus the new Level V class will have to use a combination of sources that do not come from standard texts.

CHAPTER 4

MY APPROACH TO COURSE DESIGN

Rationale for My Approach to Course Design

In this chapter I will describe and provide a rationale for my approach to course design. I will then give concrete examples of how I plan to implement the approach. The approach is built around two key features. The first feature is an emphasis on the essential language skills, especially the peculiarities in the Chinese reading and writing system in order to demystify the language so that students enjoy and want to learn Chinese. The second feature is the alignment of my curriculum with the standards.

Kathleen Graves, in her book Designing Language Course, (2000,28) says, “Your beliefs about which view of language should be emphasized will translate into beliefs about how the language should be learned. An emphasis on language as rule-governed may translate into the belief that learning a language means learning to use it accurately with no grammatical errors. An emphasis on language as meaning-based may be manifested in the belief that language in the classroom should be relevant and meaningful to the students in the class.” Over the years I have formed some beliefs about my view of Chinese language teaching. My beliefs were derived from my personal experiences as well as from the knowledge acquired at SIT and summer training programs in Beijing and Taiwan. Various textbooks and professional conferences have also provided me with additional insights.

In my experience, the common characteristics of my students, who are mostly second-generation Chinese students, are that they

- have inaccurate tones
- are reluctant to switch to the pinyin phonetic transcription from Mandarin phonetic symbols
- are not familiar with Chinese radicals
- use inaccurate stroke orders
- apply English sentence structures to Chinese sentence structures or informal sentence structures
- have a limited range of topics they can discuss and write about

As a result, my goals of how language should be learned are inevitably a direct response to correct these problems. In my present setting, I think it's necessary to address the following areas as priority and maintain practice throughout the year: 1) Language skills, 2) Grammar structures, 3) Communicative functions. A strong foundation in the four skills, basic grammatical structures, and basic communicative functions provides a basis for the other areas emphasized in the standards, such as connections, comparisons, and communities. Without this foundation, particularly given the special characteristics of Chinese, students will have difficulty moving on to connect with other subject areas. This foundation is especially important for less experienced students to have something to hold on to in multilevel classes.

What I mean by *language skills* basically refers to the four skills of listening, speaking, reading, and writing. But due to the special characteristics of the Chinese language, the focus should be on the writing system, the inflections, and the phonetics. As for *communicative functions*, according to Graves (2000, 52), these are "what the language is used for. e.g., expressing preferences, asking for directions." In the Ni Hao

text, expressing likes and dislikes, telling time, or reading a calendar are all examples of communicative functions.

My rationale for beginning with the basic language skills is based not only on my students' needs, but on my beliefs about how people learn and on theoretical considerations as represented by the standards. Since most of my students in the Chinese program are college bound and are very likely to stay in the Chinese program for four years consecutively, and may even work toward an IB diploma, laying a good foundation in Chinese language is important. In addition, once they gain a rudimentary understanding of the characteristics of the Chinese script, they are empowered and hence can take on more responsibility in learning, which is very important in a multilevel class.

When students are less dependent on the teacher and taking active roles in their own learning, they'll take more pride and responsibility in what they are doing. The teacher need not and, in fact, should not spoon-feed students every bit of information repeatedly, once they have the know-how. The students will even be able to extend their Chinese study after graduation from high school. In terms of aligning curriculum with the national standards, these basic essential skills in Chinese will make life-long learning of Chinese more attainable. (Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.)

The newly revised North Carolina Second Language Studies Curriculum, which follows the modality of National Standards for Foreign Language Learning, is organized around 7 goals. They are: Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Comparisons, Connections, and Communities. Three out of seven goals have to do with communication. The first three goals set forth in

the N.C. Standards imply the overall importance of communicating in the target language and knowing its cultural meaning.

Expanding upon the 1982 ACTFL Proficiency Guidelines, the new ACTFL Performance Guidelines for K-12 Learners also place an emphasis on communication, including these modes:

Interpersonal (listening/speaking based tasks)

Interpretive (listening/reading based tasks)

Presentational (writing/speaking based tasks)

Within each of the three modes, the language performance descriptors are grouped into the following domains: Comprehensibility, Comprehension, Language Control, Vocabulary, Cultural Awareness, and Communication Strategies.

Both the National Standards and research findings lead to a conclusion that the four basic skills of listening, speaking, reading, and writing are still at the heart of second language learning. Chu (1999, 10) declares in her paper on curricular design that "Communication must take the center stage in our textbook adoption consideration and in our language-training curriculum." Therefore when teaching a new class which is comprised of an unpredictable combination of new students and new groupings of levels, the necessity to review or teach the basic skills is essential. But because of the uniqueness of the Chinese language, the emphasis should be adjusted accordingly. The newly published ACTFL performance guidelines point out some facts about the less commonly taught languages: "unfamiliar sounds, different writing systems and new grammars. These linguistic features, which oftentimes cannot be linked to anything the students know in their native language, present challenges and generally tend to extend

the language acquisition process.” (1999,.3). Additionally the fact that “The correspondence between the written symbol and speech sound is irregular and unsystematic.” (Yang 2000, 1) has further complexed the learning process. Yi Lin (2000,102) pointed out that “vocabulary knowledge is a continuum, which starts from sound identification and moves on to character identification and then to character production.” This study also supports the position that “ well-rounded vocabulary acquisition nurtures well-rounded language acquisition.”

Therefore, for beginning Chinese, emphasis should be focused on the basics:

1) Language skills, 2) Grammar structures, 3) Functions. Among these three ingredients, language skill is especially important. Once the learners grasp the phonetics, the inflections, and the logistics of writing, and break through the psychological barriers, then we can move out of the traditional four-skills mode into the phase of higher-order thinking skills.

Another important reason that I believe language should be learned by studying the language skills first is that language acquisition is a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring (Larsen–Freeman 1986, 51). My class consists of very capable high school students. There is no doubt about their cognitive ability, as manifested by the way teenagers are able to manipulate computers. We should harness this demonstrated reasoning and logic when teaching Chinese language. The Chinese writing system takes a great deal of cognitive skills, because you need to recognize the sound, the meaning, the shape, and the number of strokes in each character.

There is another reason for me to stress the language skills in learning Chinese. I was fascinated the first time I learned about the theory of top-down and bottom-up processing in the Teaching the Four-Skills class at SIT. According to Shrum and Glisan (1994, 113), "listening and reading are active processes that require an interplay between various types of knowledge." Top-down knowledge means schema or prior knowledge; however, in bottom-up processing, "meaning is understood through analysis of language parts. Simply put, the listener or reader processes language in a sequential manner, combining sounds or letters to form words, then combining words to form phrases, clauses, and sentences of the text." (Goodman 1967). If this assumption is true, the bottom-up process is exactly what it takes to learn reading and writing in Chinese. For reading in Chinese characters, Wu (1991, 13) suggested that "the learner be guided to learn to guess the meaning of words by the components of the characters, and by the methods by which characters are combined into words." In other words, even though the single syllable (morpheme) is the basic building block of modern Chinese, two or more syllable words (compound words) can be formed to create new meanings.

There are numerous possibilities to make up new words by using the existing vocabularies without creating new characters. Since every Chinese syllable is a meaningful unit, readers and listeners are able to use their identification skills as to decode the meaning of compound-words or phrases, even sentences. Therefore it is essential to learn to read and write basic characters.

Besides language skills, the other two important elements I mentioned above are grammar structures and functions. As some students learn better by seeing the language first or by learning grammatical rules deductively, having an emphasis on grammar

structures and functions are equally important. In terms of functional sentence structures, the Ni Hao series has numerous good sentence patterns and activities for students to practice. It takes a long time to enable learners to develop the skills to use the language and proficiency will not take place instantly; therefore when teaching the beginners, these elements should be an ongoing learning process. The objectives for beginners should be specific and achievable.

The real unique features of the Chinese language and also the most critical elements in learning Chinese are the writing system, pronunciation, and tones. Perry Link of Princeton University in his article "Why I Teach Chinese" says, "perhaps the most crucial aspect of getting started right is pronunciation. Chinese is a tonal language in which a syllable's meaning varies with voice pitch and contour. To train adult speakers of English to pronounce tones properly requires patience and persistence. The habits of proper use must not only be described but also instilled. Yet the payoff for success is tremendous." (1998, 7).

Therefore, in my experience, when learning Chinese, students should have a full grasp of the following micro-skills: Discriminate character forms, discriminate between sounds, identify simple words, master the correct stroke order, reproduce simple characters, identify commonly used radicals, and compose sentences. In order to provide a solid foundation for linguistic accuracy, to reduce students' anxiety in learning a completely different language, and to demystify the strangeness in the writing system, the tones and the pinyin system for correct pronunciation should be the first step in learning Chinese.

For my combination classes, it is hoped that students will be working on a more equal footing, using the same phonetic system and stroke orders or at least becoming more understanding and tolerant of the differences and inconsistency in the Chinese language. Since Chinese is very different from Western language, many students think it is very difficult and are afraid to take Chinese as an elective. Therefore, demystifying the Chinese language for the uninitiated at the beginning of the year and turning this ancient language into something interesting and “cool” is necessary.

For the reasons mentioned above, my belief in strengthening the language skills brings about the formulation of my goals and objectives, which include two steps in implementation: 1) demystification, and 2) integration into the standards-based curriculum. To demystify the language, I introduce the writing system, tones, and pinyin phonetic symbols. I usually do this introduction at the beginning of the year. I wait until the students have a smooth transition from an alphabetical language into a non-alphabetical language. Then I start working from the textbooks.

To teach Ni Hao 1 and 2 to both Level I and II simultaneously or alternatively all depends on the students' abilities. As a matter of fact, the introduction of the basic skills does not have to neglect the goals of connection and comparison while teaching the Chinese writing system. They can be easily connected with art or technology. (See Appendix 1) A supplement on pinyin is also included in the appendix. (See Appendix 2), since pinyin is not explicitly mentioned in the textbook Ni Hao, nor does the book have any drills or practices on pinyin.

To integrate into the standards-based curriculum, I will do a lesson plan for the food unit, which is a topic included in the existing textbooks Ni Hao 1 and 2. In doing

this food unit for both level one and two students, we get the opportunity to additionally challenge and stretch the level I students while giving the level II students a chance to refresh their memory and expand on what they know.

By using Ni Hao books 1 and 2, I will, on the one hand, emphasize 1) language skills, 2) grammar structures, 3) functions; on the other hand, I will also incorporate all sorts of ideas and measures provided in the National Standards for my day-to-day teaching in order to make my foreign language instruction more effective.

Demystifying the Chinese Sound and Writing System:

Ability level:	All levels
Approximate time required:	The first 2-4 weeks of the school year
Goals:	For students to be acquainted with the writing system of Chinese pinyin romanization, and the tones of Mandarin.

(1) Writing:

Background

Chinese characters, each formed by a combination of strokes, need to be written in a prescribed order. They are classified in a dictionary under 214 radicals or meaning indicators (World Book Encyclopedia Dictionary 1980 ed.). Radicals recur in character after character, often offering strong suggestions as to its meaning. Some radicals stand by themselves as independent characters while others cannot but form constituents of characters. (The Fifty Most Common Radicals 1988).

What's interesting is the fact that Chinese characters grow out of each other.

"Dog" has a great mouth in the middle and so has "*speak*". The character "mouth" 口 appears in many words. Characters can grow into very complex forms. The character for "*friend*" 朋 puts two "persons" characters close together. The character for "*rest*" 休 is a person leaning against a tree, and the character for "*fairy*" 仙 is a person in the mountain. The teacher can give more examples on the six different ways (六書) of the formation of Chinese characters as they come up. For the purpose of comparison, the ancient Chinese and Egyptian pictographs can be used as examples.

- Objectives:

Students will have some basic knowledge of written Chinese upon which they may build their understanding of and appreciation for the logic and beauty of the Chinese writing system. (Peng 1980, v.)

- Activities:

- Introduce the legend of the creation of the Chinese script, "the six categories"(六書): Pictographs and Ideographs (Ni Hao 1, p.3); Logical compounds; Phonetic compounds; Phonetic borrowings and Semantic Extensions. (Practical Chinese Reader 1& 2, writing workbook, p.iii)
- Introduce changes in Chinese characters from ancient to the modern.
- Introduce both simplified and complex forms of writing to advanced students.
- Introduce 20-50 commonly used radicals to new or more experienced students.
- Learn the rules of the eight basic strokes of writing Chinese characters (See Ni Hao Book 1, p. 4) and have hands-on experience by using computer program

“writing Chinese.” There are ten lessons in this program from basic to more advanced.

(2) Tones

- Background

From the linguistic point of view, accuracy in tones is vital to speaking Mandarin Chinese. Chinese is a tonal language, because different tones carry different meanings. In order to be understood by other people or to avoid making mistakes, sounds and tones must be learned correctly and teachers must follow up in daily practice and insist that students form the correct habits in tonal pronunciation.

- Objective

Students will be able to distinguish the four Chinese tones.

Students will be able to count from 1 to 10 in Chinese with accurate tones

- Activities:

Use a chart to practice the four tones, e.g. high level, high rising, low dipping, or high falling. (See Ni Hao 1, p. 6)

Students learn the four tones by learning numbers. Students follow the teacher counting the numbers. Teacher uses hand motion to represent one of the 4 tones while speaking. Then at random, teacher say the sounds for students to identify the tones.

(c) Pinyin

Background

Chinese is a non-alphabetic language. We cannot read a Chinese word unless we know the specific symbol. There is no connection between the written symbol and

the sound, so we need to use a set of phonetic transcriptions to help us to learn its sound. Now the internationally accepted Chinese Romanization System is the Pinyin System.

Many students who have been using other systems in the past need to learn the pinyin system. Pinyin is also important for computer entry. Since Chinese is basically a single syllable language, sounds and tones must be mastered in order to communicate correctly. According to the research findings of Jun Yang (2000, 14) "Development in spoken Chinese proficiency will facilitate Learning Chinese as a Foreign Language (CFL) learners' literacy development." The author also points out that "Continuing commitment to the development of their oral proficiency will enrich CFL learners' resources in reading development and will strengthen their word recognition ability."

- Objectives:

Students learn to distinguish and to produce the sounds of the language.

Students identify initial sounds and final sounds in pinyin. They aurally discriminate retroflex initials (zh ch sh r), sibilant initials (z c s), palatal initials (j q x), and simple finals I u u.

Students use pinyin in reading all the command words and their classmates' names, as well as for transcribing their names phonetically.

- Activities:

- Contrast frequently confused sounds:

Zhi-zi, shi-si, chi-ci, zhi-ji, chi-qi, si-xi, ri-l, zi-ci

- Discriminate sounds: (aspirated and unaspirated sounds)

b-p, d-t, g-k, z-c, zh-ch

- Use the sound of students' last names to model all four tones in order, then, at random, say the sounds for students to identify the tones.
- Advanced students type an article in Chinese all about themselves using the sentence structures in Ni Hao 1 and 2 as much as possible.

Standards-Based Lesson Plan: Food Unit

Grade Level.

Grades 9-12.

Second-Language Proficiency:

Chinese I/II (beginning Level)

Approximate time required: 6-8 weeks.

Introduction: The following standards-based lesson plan is used to introduce/reinforce expressions related to eating Chinese food by utilizing vocabulary, themes and structures from text books Ni Hao 1& 2.

Language Objectives

Students practice and use the following vocabulary and sentence structures:

(1) Vocabulary:

English	Traditional	Simplified	Pinyin
meaning	character	character	pronunciation
really	真的	真的	zhende
hungry	餓	饿	e

to eat	吃		chi
to drink	喝		he
dishes; vegetables	菜		cai
tea	茶		ca
rice	飯	饭	fan
can	會	会	hui
have, has, had	有		you
am, is, are	是		shi
to like	喜歡	喜欢	xihuan
not have	没有		meiyou
or	還是	还是	haishi

Students are required to be able to write the words listed above for both Level I and II. Additional words listed in Ni Hao II and popular Chinese dishes are required for recognition only.

(2) Grammar structures:

a. To be

我是中国人。 Wo Shi Zhongguoren (I am a Chinese)

b. Subject + Predicate

我会做中国菜。 (I can cook Chinese food.)

我会拿筷子。 (I can use chopsticks)

我喜欢吃中国菜。 (I like Chinese food)

c. Subject + Stative verb

我真饿。 Wo Zhen e (I am really hungry.)

我很渴。 Wo hen ke (I am very thirsty.)

d. Question Words: shenme, ma, haishi (甚么，吗，还是)

你想吃甚么? Ni xiang chi shenme? (What do you want to eat?)

你要喝茶还是喝水? Ni yao he cha haishi he shui? (Do you want to drink tea or water?)

他是美国人吗? Ta shi meiguoren ma? (Is he an American?)

e. Interrogative Sentences by using affirmative and negative form

他是不是美国人? (Are you an American or not?)

你想不想吃中国菜? (Would you like to eat Chinese food?)

你要不要吃中国菜? (Do you want to eat Chinese food?)

你喜欢不喜欢吃中国菜? (Do you like to eat Chinese food?)

你有没有筷子? (Do you have chopsticks?)

你会不会用筷子? (Can you use chopsticks?)

(3) Language Functions:

In his article "Introduction: New Insights and New Possibilities" Chi (1999, v) mentions the importance of developing functional language abilities and Madeline Chu elaborates on this topic in her paper "Curricular Design." (1999, 6) Chu lists "function-oriented overarching principle" as the top feature of a quality curriculum. In her research, Chu found that students trained under the structure-centered mode are less prepared to function in real world situations. " While being able to respond quickly to some stock

expressions or the so-called programmed communicative skills, these students are often lost in unfamiliar situations."(Chu 1999, 10). Therefore, in teaching this unit, I provide opportunities for students to use the target language and design interactive activities to enable students carry out tasks.

According to Jack C. Richards (1990, 56), interactional uses of language are those in which the primary purposes for communication are social, such as greetings, giving compliments, making casual "chat" and transactional functions of language in which language is being used primarily for communicating information that is message oriented. In this food unit, usages for ordering Chinese dishes (Ni Hao 1, p.96) or stating a cause and its consequence(Ni Hao 2, p.99) belong to transactional, while expressing complements or using modest words at the table (Ni Hao 2, p.98) belong to interactional functions.

The following examples are adopted from two lessons from the textbooks Ni Hao 1 & 2. They include both interactions and transactional functions:

- Expressing hunger or thirst.
- Asking what someone would like to eat or drink.
- Expressing one's food preferences
- Naming some Chinese dishes
- Talking about someone's ability by using *hui* (can, to be able to)
- Offering a choice by using *hai shi* (or)
- Holding basic conversations at a restaurant or as a guest of a Chinese family.

Content Objectives

- (1) Students will be able to order Chinese dishes in a Chinese restaurant.
- (2) Students will be able to cook fried rice.
- (3) Students will be able to use chopsticks.
- (4) Students will gain some knowledge of the characteristics of Chinese food, Chinese cooking, and table manners.

Targeted Standards

Goal 1: Communication

Standard 1.1 Interpersonal Communication

Standard 1.2 Interpretive Communication

Standard 1.3 Presentational Communication

Goal 2: Culture

Standard 2.1 Practice of Culture

Standard 2.2 Product of Culture

Goal 3: Connections

Standard 3.2 Information Acquisition

Goal 4: Comparison

Standard 4.1 Language Comparison

Standard 4.2 Culture comparison

Goal 5: Communities

Standard 5.1 Students use the language outside the classroom setting

Reflection on how the food unit addressed the standards

- 1.1 Students can order food and drink in Chinese
- 1.2 Students can recognize up to ten dishes from a Chinese menu
- 1.3 Students can demonstrate and explain how to make fried rice on video
- 2.1 Students learn Chinese table manners and humble words (textbook)
- 2.2 Students watch video tape of making soybean milk and tofu
- 3.2 Students learn about Southerners and Northerners in China and their food differences
- 4.1 Students find out the Chinese way to express question words and the grammar structure of the Chinese equivalent of "I am really hungry."
- 4.2 Students compare American Southern cooking and Chinese Southern cooking.
- 5.1 Students cook Chinese food for school international night or help at the Chinese booth at the city International Festival.

Materials needed

- Chalkboard
- Transparency
- Sentence strips
- Chinese cookbook
- Visual aids
- Posters of Chinese food as peripheral visual aids
- Video tape on Chinese cooking (Families of China)
- Handouts for rhymes and sentence practice

Pre-activities

At the beginning of class, I try to motivate students by helping them to make connections between their own experience and the concept being taught. I'll show a video tape titled "Families of China." There are two segments showing Chinese stir-frying and steaming cooking methods, as well as how family members sit around a round table using chopsticks to eat.

Activities

- (1) Use visual aids to review vocabulary on animals, fruits, and vegetables. At the same time, students can learn the word "*haiyou*" (and), (Appendix 3), "*xihuan*" (like)." For example, they learn to say sentences such as "I like apples, bananas and strawberries. When they feel comfortable with these structures, they can try to use the negative form or other structures by using *but*, *not only but also*, *too*. In other words, to train the learner to progress from controlled expression to less controlled expression to free expression.
- (2) Ask students if they know how Chinese refer to pork, beef, and veal. (Zhurou, Niurou, Xiaoniurou).
- (3) Combine doing an activity with speaking of what we are doing to use the total physical response approach. For example, we use chopsticks and say in Chinese "I can use chopsticks." To make this learning experience more interesting, I'll bring some shrimp chips (which is in the vocabulary list) for them to pick up and taste the colorful shrimp chips. Students can express their opinion by saying *haochi* (delicious), *buhaochi* (not delicious), or *haikeyi* (so-so).

- (4) Explain the affirmative/ negative structure by using “bu,” such as “yaobuyao, shibushi, duibudui, haobuhao, with the exception “you”. The negative form for “you “ is “meiyou”.
- (5) Reinforce the above structure with rhymes (Appendix 4.) Since one of the rhymes is in dialogue form, students can be divided into two big groups and chant to each other.
- (6) Go over other vocabulary with flash cards or pictures. Play concentration game or Bingo game to help them to focus their attention.
- (7) Ask students to write all vocabulary on the blackboard. Then ask one students each time to erase the words called out by the class. This way everybody gets a chance to participate.
- (8) Ask students to put up the sentence strips on the bulletin board. The goal of a standard-based curriculum is to provide many opportunities to help students to develop the skills to use the language. In order to incorporate more active communicative interaction among students, sentence strips can be used as peripheral visual aids, which will provide students who were trained under the structure-centered mode for many years with some sense of security. The benefit of doing this is that the teacher can exert some control, because the conversation among students are thus somewhat guided towards a topic instead of impromptu talking. After students are familiar with the basic structures, then it is time for them to experiment with the new language creatively and take risks.
- (9) Write all the sentence patterns on a transparency and let students practice reading. Then black off some key words and ask students to read again. Since there is an

information gap, such as 我想---水 , it will help students to think critically instead of using rote memorization.

- (10) Arrange with the vocational education teacher in the west campus and take my class to the home economics room to make fried rice.
- (11) Assign students in groups of three to cook Chinese food on video as their project. I make sure that some non-native students and some heritage students are in each group so that each group has a Chinese adult helper. It is also very helpful to have parents' involvement in the educational process.
- (12) Advanced students gather information via various authentic sources, such as Chinese newspaper and Internet.

Assessment

The variables of language experience and development will have to be constantly monitored so that students and their teachers have a clear understanding of how they are progressing. Assessment is an ongoing process. The easiest way to evaluate is by observing students' participation in class. The teacher can ask students to do these activities:

- Retell what they have learned the day before, including things they learned in the past to reinforce. (Presentation).
- Watch Chinese video clips with or without English subtitles. (Interpretive)
- Write a dialogue based on a visual. (Presentational).
- Prepare and conduct a survey or opinion poll. (Interpersonal)

- Look at the menu of the school lunch and discuss the food groups. Students can write the number of calories and grams and protein for each food item and discuss if it is a healthy meal. (Interpersonal)
- Write a conversation around a dinner table (ask about food preference and hunger, write their lunch and dinner menu) (Ni Hao 1, homework p.57).
- Play a game “who is the best waiter/waitress (Appendix 5) as a summative assessment. You can add fun with prices and play money!

Extension

Study of American and Chinese cooking allows students to further their language skills as they make comparisons between cooking methods or table manners in China and the US. Thinking maps such as Venn diagrams or double-bubble diagrams can be used to talk about the similarities and differences (Appendix 6). Watch a video on learning to make tofu. Ask students to guess what ingredient the ancient Chinese used to coagulate soybean milk. Incorporating concepts from social studies will help expand students’ knowledge in other areas. Tenth grade students are studying about Marco Polo and therein lies an opportunity to tie in Western studies with China in the ancient time. Watch video “ Eat, Drink, Man, Woman” and discuss the content in Chinese.

These activities are to keep advanced students challenged.

Useful web sites

1. <http://www.chinesefood.net>

2. <http://chineseculture.about.com/culture/chineseculture/msub52.htm>
3. <http://www.chinavista.com/culture/cuisine/recipe.html>

The purpose of designing this food unit is to begin looking at the connection between what I believe about learning and teaching and what I do as a teacher. In this chapter I have stated the rationale for my course design and incorporated some standards and made use of the essential functional sentences and grammar structures from both Ni Hao 1 and 2. Best of all, Level 1 and 2 students have a chance to work together and beginning to have a community feeling.

CHAPTER 5

ADDITIONAL INSIGHTS GAINED AFTER IMPLEMENTATION

In the food unit described in the last chapter, I was able to meet some of my specific language objectives (vocabulary, grammar, function, and culture) and at the same time incorporate a number of the standards. By incorporating the standards, I gained more confidence in designing lessons that are useful and interesting to students. The standards-based curriculum has opened the door to a great number of teaching possibilities. The standards, which like the world wide web can be branched out and linked to different subject areas, have broadened my vision. Moreover, all these approaches were to develop students' creative and productive thinking and problem solving skills, which are crucial in preparing them for the challenges in the new century.

The following are the changes I have made in accordance with the Standards:

1. The new performance guidelines have provided me with a variety of ways of assessment. For instance, assessment is not restricted to the old paper-and-pencil mode. Oral or demonstration is another kind of assessment. Furthermore, multimedia presentations, dramatic performances or artwork are all good assessment methods. A question and answer test or true-or-false questions can be replaced by setting learning tasks or activities. Assessment can be achieved by judging how well they accomplish their tasks.

2. A standards-based curriculum has helped solve some of the problems of the multilevel classes because the curriculum provides opportunities for spiraling up or down as indicated in the progress indicators.
3. The concept of standards helps to solve partially the problem of lack of budget to purchase textbooks. For a standards-based curriculum, teachers do not have to rely on one particular text, and are encouraged to integrate content from other disciplines into their instruction. But the teacher will need to learn more about other disciplines so that rich and deep connections can be made.
4. To minimize the negative effect on instruction resulting from multilevel classes, I asked the more experienced students to write tests for the less experienced students or assign tasks for them to work in groups of two or three so that they can learn from each other. In this way, we leverage the fact that students understand students the best. This cooperative learning approach also makes students take on more responsibilities in their own learning. The students are responsible not only for the material being taught in class but also for helping their partners learn. Thus the teacher can be relieved temporarily to observe objectively what students really need, to determine the effectiveness of an instructional program or method, and to readjust curriculum accordingly.
5. The education at SIT and the training during the interim year have converted me from a teacher-centered approach to a student-centered approach. This concept has been concretized by a statement from the Standards (1999, 25), "They learn by doing, by trying out language, and by modifying it to serve communicative needs." This organizing philosophy of the standards has also helped me to realize

that a teacher's most important role is to provide a learning environment to facilitate language learning, because real language exists not in a vacuum but in a realistic cultural and social context.

6. Another strategy that has helped me to meet the needs of students with various abilities and backgrounds and to pull me through all the adverse conditions at the high school in the past six years is the flexible and adaptable approach to curriculum development. There is a quote I have read somewhere, and I have used it as my motto, that "the role of a teacher is not to grade a student. The main role of the teacher is to help every student reach the highest possible level of achievement." In order to do this, resilience and flexibility are both very much needed. The national standards help me to set my goals, but I still can exert some freedom within the scope of these goals because there is not a prescribed curriculum.

There is always something new that I can learn about how to be a better language teacher. I should continue to incorporate new ideas into my current practice. The following are things I would like to accomplish if the circumstances improve somewhat.

The Internet is becoming an increasingly important and useful resource; therefore, to use Internet sites to help students find information or learn problem-solving and decision-making skills is necessary. More training in computer knowledge will help me provide learning opportunities that are more in line with students' unique experiences and needs.

One of the workshops I plan to attend next year is Web Quest which makes controlled use of Internet resources and creates interdisciplinary approaches in foreign

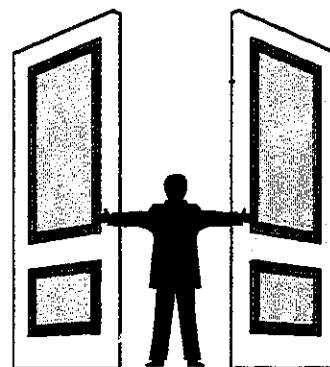
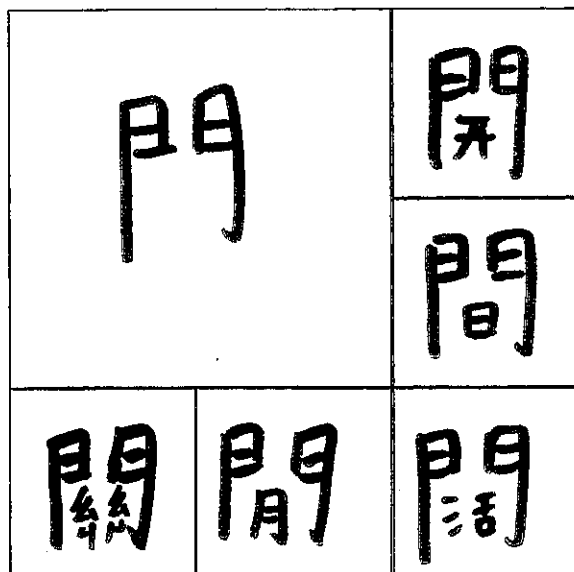
language learning. In my multilevel class, the advanced students and web masters can help the teacher explore each site that students will use in their Web Quests and restrict students to those sites for their project. Even though machines can never fill the role of a good teacher, high-tech tools can be utilized by teachers. If facilities are available, a power point presentation will certainly enliven a class. Maybe with the help of other teachers an audio conference with a distant expert will be also feasible.

Beside Internet resources, activities that include multiple intelligence, art or songs, should continue to be emphasized so that every students has a chance to shine. Singing songs that students like, appropriate to their age and interests, can really help their language learning.

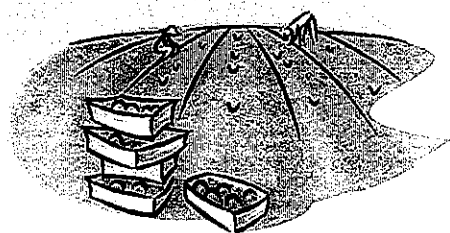
I need to develop more useful and useable assessments and to write more lesson plans based upon the five C's, which mean communication, cultures, connections, comparisons and communities. If the constraints of the learning environment do not improve next year or if a two-track system for native and non-native speakers is not applicable and the multilevel situation persists in addition to lack of funding for teaching materials, being a flexible and adaptable teacher, I can at least make use of the rich resources brought by the students of various background, which we have been enjoying and have found beneficial in the past years. Or as Richard Chi (1999, .v) suggested: "Going beyond the highly prescriptive textbooks to engage students in interactive activities or expose them to authentic language, either spoken or written to help students develop functional language abilities" is a good expedience. Additionally, the five goals and eleven content standards plus the sample progress indicators, Chinese specific examples, and the sample learning scenarios in The Standards for Foreign Language

Learning in the 21st Century can be applied and expanded or modified for various levels of the Chinese Program at Enloe High School.

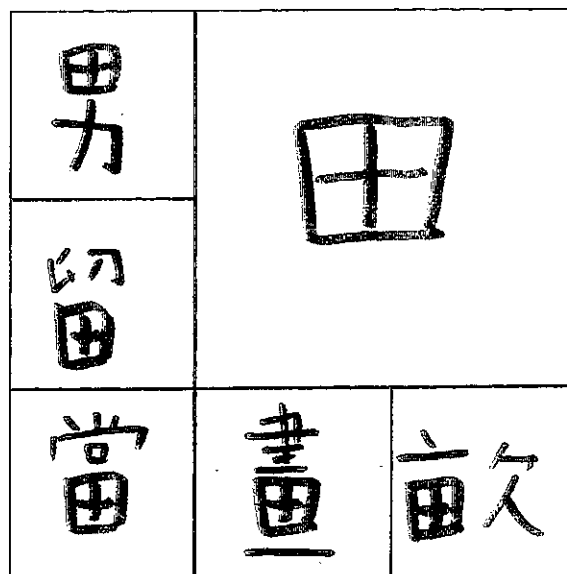
APPENDIX 1 Student Work Samples



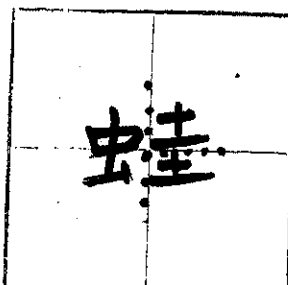
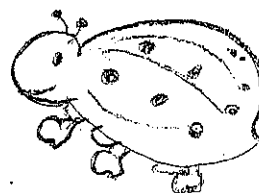
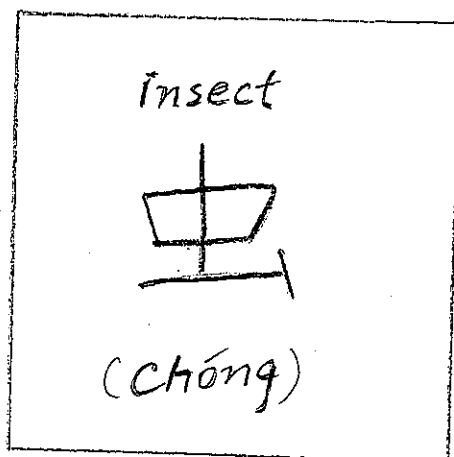
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By: Steven Tam



By Sandie Yang

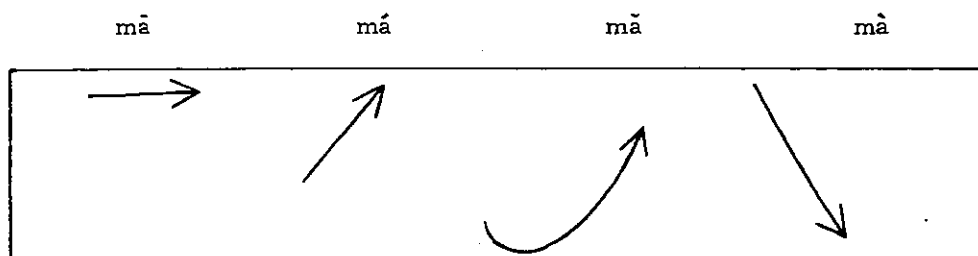
Appendix 2 Phonetic Symbols

The Sounds of Chinese

by 'Y-e-s,' and so on, concluding the catalogue with the Sweet Young Thing's 'No.'

What makes Chinese tones unlike the expressive intonation of English is that they are an integral part of a syllable and help to distinguish quite different words, in much the same way as the vowels a and u do in English hat and hut. Thus Chinese mā means 'mother,' while mǎ means 'horse.'

There are four basic tones in the Peking dialect. The accompanying Tone Chart demonstrates these, in relation to the range of a speaker's voice.



TONE CHART

The first tone starts near the top of a speaker's voice range and continues on that level until the end. The second tone starts at mid-range and rises rapidly to the top of the range. The third tone starts below mid-range, dips to the lowest pitch, and rises above mid-range. The fourth tone starts near the top of the range and falls very rapidly toward the bottom.

The four tones are represented by the following marks:

- | | |
|-------------------------------|-------------|
| 1. first tone, high level: | mā 'mother' |
| 2. second tone, high rising: | mǎ 'hemp' |
| 3. third tone, low dipping: | mǎ 'horse' |
| 4. fourth tone, high falling: | mà 'scold' |

The tone mark is placed over a vowel letter. If there are three vowels in a syllable, it is written over the middle vowel. If there are two vowels, it is placed over the first, unless this is i or u:

āi, āo, ēi, ōu

iā, iē, iū

uā, uē, uī, uō

3. Simple Initials

The following are the simple initials:

- | | |
|---|---|
| b | like the <u>p</u> in <u>spy</u> (not like the <u>b</u> in <u>buy</u> ; see description below) |
| p | as in <u>pie</u> , but with a much stronger aspiration, as described below |
| m | as in <u>might</u> |
| f | as in <u>fight</u> |
| d | like the <u>t</u> in <u>sty</u> (not like the <u>d</u> in <u>die</u>) |
| t | as in <u>tie</u> , but with a much stronger aspiration |
| n | as in <u>night</u> |
| l | as in <u>light</u> |
| g | like the <u>k</u> in <u>sky</u> (not like the <u>g</u> in <u>guy</u>) |
| k | as in <u>kite</u> , but with a much stronger aspiration |
| h | like the <u>ch</u> in German <u>nach</u> —that is, much rougher than English <u>h</u> |

No two languages have the same speech sounds, and one of the first tasks of the language learner is to discover in what ways he must modify the pronunciation patterns of his native language in order to reproduce words in the new

Appendix 2 continued

language—perfectly if possible, but in any event enough like the original to be understood. The new speech sounds do not “come naturally”; they must be learned and practiced.

Of the simple initials listed above, for example, six require special attention; they are like English sounds in some respects but different in others. These are the so-called STOP SOUNDS, represented by these pairs of letters:

b	p
d	t
g	k

The Chinese sounds represented by b, d, g differ from the corresponding English sounds (as in bay, day, gay) in this way: they are VOICELESS, which means they are not accompanied by voice sound, or vibration of the vocal cords. (You can hear this vibration as a loud buzzing if you pronounce “zzzzz” while pressing your hands over your ears. Now pronounce “sssss” and notice the absence of buzzing or “voicing”; s is a voiceless sound, while z is VOICED.)

Chinese b, d, g, then, are unlike English b, d, g in that they are voiceless. They are not, however, identical with English p, t, k. When English speakers say p, t, k (often spelled “c”) at the beginning of words, our speech habits force us to pronounce them with a puff of breath (ASPIRATION) after them: you can feel this by holding the back of your hand to your lips while you pronounce pare, tear, care.

After “s” at the beginning of words, however, we pronounce p, t, k without aspiration: test this with your hand to your lips while you say spare, stare, scare. Now try out the contrast more strikingly by pronouncing pare, spare; tear, stare; care, scare. (The louder you speak, the more noticeable the difference.)

We say, then, that Chinese b is like the p sound of spy (unaspirated and voiceless) rather than like the b of buy (also unaspirated; but voiced). Similarly, Chinese d and g resemble the unaspirated, voiceless t and k sounds of sty and sky. Where English has three separate sounds in the b-p range, Chinese has only two, and similarly for d-t and g-k:

	Aspirated	Unaspirated	Voiced
English	<u>p</u> as in <u>pie</u>	<u>p</u> as in <u>spy</u>	<u>b</u> as in <u>buy</u>
Chinese	<u>p</u> as in <u>pie</u> (represented by <u>p</u>)	<u>p</u> as in <u>spy</u> (represented by <u>b</u>)	[no equivalent]
English	<u>t</u> as in <u>tie</u>	<u>t</u> as in <u>sty</u>	<u>d</u> as in <u>die</u>
Chinese	<u>t</u> as in <u>tie</u> (represented by <u>t</u>)	<u>t</u> as in <u>sty</u> (represented by <u>d</u>)	[no equivalent]
English	<u>k</u> as in <u>kite</u>	<u>k</u> as in <u>sky</u>	<u>g</u> as in <u>guy</u>
Chinese	<u>k</u> as in <u>kite</u> (represented by <u>k</u>)	<u>k</u> as in <u>sky</u> (represented by <u>g</u>)	[no equivalent]

The aspirated consonants of Chinese (represented by p, t, k) differ from their English counterparts (as in pie, tie, kite) mainly in that the aspiration is much stronger in Chinese. Hold a lighted match a few inches from your lips while saying pie. If you can make the flame go out, you are saying a good Chinese p sound.

4. Group-a Finals

a as in father
 an between the an in can and the on in con
 ang a as in father and ng as in sing
 ai as in aisle
 ao like the au's in sauerkraut

Appendix 2 continued

5. Combinations of Simple Initials with Group-a Finals*

Initials	Finals				
	a	an	ang	ai	ao
∅*	ā	ān	āng	ài	ǎo
b	bā	bān	bāng	bái	bào
p	pà	pān	páng	pái	pào
m	mā	mān	máng	mǎi	mào
f	fā	fān	fāng		
d	dá	dān	dāng	dài	dào
t	tā	tān	tāng	tài	tào
n	ná	nān	náng	nài	nào
l	lā	lān	láng	lài	lào
g	gā	gān	gāng	gài	gào
k	kǎ	kān	kàng	kǎi	kào
h	hā	hān	háng	hài	hǎo

6. Group-o/e Finals

- o like the wa in wall
- e begins as the e of error and passes quickly into the o in of
- en like the en in chicken
- eng like the ung in lung
- ei as in eight
- ou as in soul
- ong like the ung in German jung or, roughly, u as in put plus ng as in sing

* It is convenient to speak of a syllable that consists only of a final as having a "zero initial," indicated in the table by the symbol ∅. Note that no combinations of f plus ai or ao occur.

Appendix 2 continued

7. Combinations of Simple Initials with Group-o/e Finals

Initials	Finals				
	o	e	en	eng	ei
Ø		è	ēn	ēng	
b	bō		bèn	bēng	běi
p	pō		pén	péng	péi
m	mō		mén	mèng	méi
f	fó		fēn	féng	féi
d		dé		děng	děi
t		tè		téng	t
n			nèn	néng	nèi
l		lè	lèn	lěng	léi
g		gē	gēn	gèng	gěi
k		kè	kěn	kěng	kěi
h		hē	hěn	héng	hěi

8. Group-u Finals

- u as in rule, but with more lip-rounding and with the tongue farther back
- ua like the wa in wander
- uo like the wa in waltz
- uai like the wi in wide
- ui between we and weigh in the first and second tones, like weigh the third and fourth tones.
- uan starts with a w-sound and ends like the an in the group-a finals
- un somewhat like the wen in Owen
- uang starts with a w-sound and ends like the ang in the group-a finals
- ueng starts with a w-sound and ends like the ung in lung

Appendix 2 continued

9. Combinations of Simple Initials with Group-u Finals *

Initials	Finals								
	u	ua	uo	uai	ui	uan	un	uang	ueng
∅	wū	wá	wǒ	wài	wèi	wān	wèn	wáng	wēng
b	bù								
p	pù								
m	mù								
f	fū								
d	dù		duō		duì	duān	dūn		
t	tù		tuō		tui	tuán	tún		
n	nú		nuó			nuǎn			
l	lù		luó			luàn	lún		
ε	gǔ	guā	guó	guài	guì	guǎn	gǔn	guāng	
k	kū	kuā	kuò	kuài	kuì	kuǎn	kūn	kuāng	
h	hū	huā	huó	huài	huì	huān	hūn	huāng	

10. Retroflex and Sibilant Initials

Retroflex

- zh like the ch in chew, but unaspirated and with the tongue tip curled far back
- ch like the zh above, but aspirated, as the ch-h in teach history
- sh like the sh in shoe, but with the tongue tip curled far back
- r like the r in crew, but with the tongue tip curled far back

Sibilant

- z like the t's in it's Al (not the dds of adds), but with the tongue farther forward
- c like the t's h in it's Hal, but with much more breath and with the tongue farther forward
- s as in soon, but with the tongue farther forward

* The group-u finals can all occur by themselves (that is, with zero initial), but in this occurrence they are written with a w initial; note also the other spelling modifications in the ∅ row.

Appendix 2 continued

The four retroflex initials represent sounds made by curling the tongue far back, farther even than in pronouncing the r of English crew. The retroflex consonants are spoken by themselves with a sort of r-sound final, so that Chinese sh, for example, sounds somewhat like English shr in shrill. Similarly, the sibilant consonants are pronounced by themselves with a sort of buzzing sound like a prolonged z in buzz. These final sounds of both groups of consonants are written with the letter i. The sounds represented by this i are quite different from those of the group-i sounds discussed below. When referring to the former we shall write "i" in quotation marks to avoid confusion with the i-sounds as pronounced in other positions.

11. Combinations of Retroflex and Sibilant Initials with "i" and Group-a Finals

Initials	Finals					
	"i"	a	an	ang	ai	ao
zh	zhī	zhā	zhǎn	zhāng	zhái	zhāo
ch	chī	chà	chán	chāng	chái	chāo
sh	shī	shā	shǎn	shāng	shài	shāo
r	rì		rán	ràng		ráo
z	zì	zá	zān	zāng	zài	zǎo
c	cì	cā	cān	cāng	cāi	cǎo
s	sì	sà	sān	sāng	sài	sǎo

12. Combinations of Retroflex and Sibilant Initials with Group-o/e Finals

Initials	Finals						
	o	e	en	eng	ei	ou	ong
zh		zhě	zhěn	zhēng	zhèi	zhōu	zhōng
ch		chē	chén	chéng		chōu	chōng
sh		shé	shěn	shēng	shéi	shōu	
r		rè	rén	réng		róu	róng
z		zé	zěn	zēng	zéi	zōu	zǒng
c		cè	cén	céng		còu	cóng
s		sè	sěn	sēng		sǒu	sǒng

Appendix 2 continued

13. Combinations of Retroflex and Sibilant Initials with Group-u Finals

Initials	Finals							
	u	ua	uo	uai	ui	uan	un	uang
zh	zhū	zhuā	zhuō	zhuāi	zhuī	zhuān	zhūn	zhuāng
ch	chū		chuò	chuāi	chuī	chuān	chūn	chuāng
sh	shū	shuā	shuō	shuāi	shuī	shuān	shūn	shuāng
r	rù		ruò		ruǐ	ruǎn	rùn	
z	zū		zuò		zuì	zuān	zūn	
c	cū		cuò		cui	cuàn	cùn	
s	sú		suǒ		sui	suàn	sūn	

14. Group-i Finals

- i as in machine
- ia like the ya in yacht
- iao like the yow in yowl
- ie like the ye in yet (note that e after i is not the same as e in the group-o/e finals)
- iu in the first and second tones, close to u in union; in the third and fourth tones, close to yo in yoke
- ian like the i in machine plus a sound between the an of man and the en of men in English (note that an after i is not the same as the an in the group-a finals)
- in like the ine in machine
- iang like i in machine plus ang as in the group-a finals
- ing like i in machine plus ng as in sing
- iong like i in machine plus ong as in the group-o/e finals

Appendix 2 continued

15. Combinations of Simple Initials and Group-i Finals *

Initials	Finals									
	i	ia	iao	ie	iu	ian	in	iang	ing	iong
∅	yī	yá	yào	yě	yǒu	yán	yīn	yáng	yīng	yòng
b	bǐ		biǎo	bié		biān	bīn		bīng	
p	pí		piǎo	piě		piān	pīn		píng	
m	mǐ		miào	miè	miú	mián	mín		mìng	
d	dì		diǎo	diē	diū	diān			dīng	
t	tí		tiǎo	tiē		tiān			tīng	
n	nǐ		niǎo	niè	niǔ	nián	nín	niáng	níng	
l	lǐ	liǎ	liáo	liè	liǔ	lián	lín	liáng	líng	

16. Palatal Initials

- j like the tch in itching (not voiced, like the j in jeep); made by pressing the flat part of the tongue against the palate or front roof of the mouth
- q like the ch in cheap, but with much more breath, as for the ch-h in each house; tongue position as for j
- x between the s in see and the sh in she; tongue position as for j

17. Combinations of Palatal Initials with Group-i Finals

Initials	Finals									
	i	ia	iao	ie	iu	ian	in	iang	ing	iong
j	jī	jiā	jiǎo	jiē	jiǔ	jiān	jīn	jiāng	jīng	jiǒng
q	qī	qià	qiǎo	qiē	qiū	qiān	qīn	qiāng	qīng	qióng
x	xī	xiā	xiǎo	xiè	xiū	xiān	xīn	xiāng	xīng	xióng

* The group-i finals can all occur by themselves—that is, with a zero initial—though they are written with a y initial in this occurrence, and with the spelling modifications shown. Note again that the i sound is altogether different from the “i” sound. Since they never occur after the same initials, it is unambiguous to use the same letter to represent both sounds; but learners must take special pains to differentiate their pronunciation. (See the Pronunciation Drills in Lesson 5.)

Appendix 2 continued

18. Group-ü Finals

- ü like the French u in rue or the German ü in über; made by pronouncing the i of machine with the lips rounded as for the oo of ooze
- üe ü as above plus e as in ie in the group-i finals (not like the e of the group-o/e finals)
- üan ü as above plus an as in ian in the group-i finals (not like the an of the group-a finals)
- ün ü as above followed by a final n

19. Combinations of Palatal and Other Initials with Group-u Finals*

Initials	Finals			
	ü	üe	üan	ün
Ø	yú	yuè	yuǎn	yún
j	jū	jué	juǎn	jūn
q	qù	què	quǎn	qún
x	xù	xué	xuǎn	xùn
n	nǚ	nǚè		
l	lǚ	lǚè		

20. Group-r Finals

Final r occurs as part of the syllable er and as a suffix attached to many of the finals listed in the previous tables.

The syllable er is pronounced like the ur of fur in the first and second tones, and between -ur and are in the third and fourth. This syllable is widely used in other dialects as well as in that of Peking.

The suffix r modifies the spelling of a preceding final in various ways, as follows:

* The group-ü finals can all occur by themselves. Although spoken with a zero initial, they are written with a y initial and modified in spelling as indicated above. Note further that the two dots in ü are written only after n and l, where they are needed to distinguish lü from lū and nü from nū. Be careful not to confuse the sound of un in zhun with the un in jūn, or the uan in chuan with the uan in quan; the form un represents different sounds after different initials, just as the letter i does (above, p. xxviii).

Q: 你愛吃甚麼 / 你愛吃什麼？

Nǐ ài chī shénme?

What do you like (love) to eat?



A: 我喜歡吃 _____、_____, 還有 _____。
我喜歡吃 _____、_____, 還有 _____。

Wǒ xǐhuān chī _____, _____, hái yǒu _____.

I like to eat _____, _____, and _____.

魚 / 鱼

yú

fish

雞 / 雞

jī

chicken

米飯 / 米饭

mǐfàn

rice

麵包 / 面包

miànbāo

bread

香蕉

xiāngjiāo

bananas

蘋果 / 苹果

píngguǒ

apples



From Chinese Sentence book
By Cynthia Ning

Q: 你喜歡做甚麼 / 你喜欢做什么?

Nǐ xǐhuān zuò shénme?

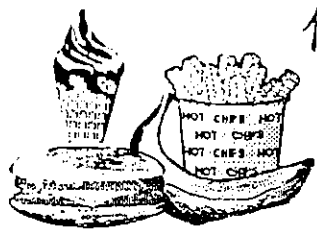
What do you like to do?



A: 我喜歡 _____、_____，還有 _____。
我喜欢 _____、_____，还有 _____。

Wǒ xǐhuān _____, _____, hái yǒu _____.

I like to _____, _____, and _____.



你要吃什么？

Nǐ yào chī shénme?

(对口快板
(A chant))

A: 你要吃什么？想要吃什么？

Nǐ yào chī shénme? Xiǎng yào chī shénme?

要不要吃汉堡包？

Yào bú yào chī hànbaobāo?



B: 汉堡包，汉堡包，要！要！

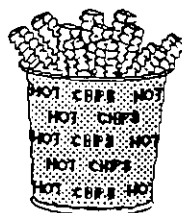
Hànbaobāo, hànbaobāo, yào! yào!

B: 你要吃什么？想要吃什么？

Nǐ yào chī shénme? Xiǎng yào chī shénme?

要不要吃炸薯条？

Yào bú yào chī zhá shùtiáo?



A: 炸薯条，炸薯条，要！要！

Zhá shùtiáo, zhá shùtiáo, yào! yào!

A: 你要吃什么？想要吃什么？

Nǐ yào chī shénme? Xiǎng yào chī shénme?

要不要吃冰淇淋？

Yào bú yào chī bīngqín?



B: 冰淇淋，冰淇淋，要！要！

Bīngqín, bīngqín, yào! yào!

B: 你要吃什么？想要吃什么？

Nǐ yào chī shénme? Xiǎng yào chī shénme?

要不要吃大香蕉？

Yào bú yào chī dà xiāngjiāo?



A: 大香蕉，大香蕉，要！要！

Dà xiāngjiāo, dà xiāngjiāo, yào! yào!

From Zhongguotong
By Diedre Missingham

15. ROLE-PLAYING GAMES

Who Is the Best Waiter/Waitress?

Skills addressed: Listening, Speaking, Writing

Suggested level of usage: Elementary or higher

Group size: Flexible

Equipment needed: Paper, pens, magic markers

Directions:

(1) The teacher prepares a menu of ten to twenty Chinese dishes. The menu can also include names of drinks. The teacher hands out the menu several days before the game and asks the students to study (or memorize) it. Additionally, the teacher may wish to provide dish ordering vocabulary if the students have not yet learned it.

(2) On the day of the game, the teacher divides the class into groups of five students. One student in each group plays the waiter or waitress, and the rest play customers.

(3) One group at a time, the waiter/waitress takes orders from the other four members of the group. Typical questions by the waiter include:

Yàobuyào hējiǔ?

要不要喝酒?

From Let's Play Games in Chinese
By Tao-Chung Yao & Scott McGinnis

Role-Playing Games

Nín yào hē shénme jiǔ?

您要喝什麼酒?

Nín diǎn shénme cài?

您點什麼菜?

Nín yào jiào nǎige cài?

您要叫哪個菜?

Yàobuyào báifàn?

要不要白飯?

(4) As a customer, the player can order anything from the menu. S/he might even ask for things that are not on the menu but that all Chinese restaurants should have. For example:

Wǒ bù hē jiǔ, kěshì wǒ xiǎng hē chá. Qǐng nǐ gěi wǒ yìhú chá!

我不喝酒，可是我想喝茶。請你給我一壺茶！

Qǐng gěi wǒ yìshuāng kuàizi gēn yìwǎn báifàn!

請給我一雙筷子跟一碗白飯！

(5) After taking orders, the waiter/waitress goes to the "kitchen" to bring out the dishes and the food. While in real life a waiter/waitress usually writes down the orders, the waiter/waitress in this game is not allowed to use paper and pen. S/he must try to memorize all the orders. The "kitchen" is simply the teacher's desk with white paper and pens on it. The waiter/waitress writes down the names of the dishes and drinks on the paper, and "serves" the sheets to the customers.

Let's Play Games in Chinese

(6) For each mistake the waiter/waitress makes, such as forgetting an order or serving the wrong dish, s/he loses one point.

(7) After all groups have been "served," the waiter or waitress who has made the fewest mistakes is judged the "best" waiter/waitress.

(8) After playing several times, the teacher might want to let all teams play simultaneously to see which waiter/waitress can serve the most "dishes" to the most customers. Points are deducted for dishes either omitted or served to the wrong customers.

(9) If time allows, the teacher might also want to make the game longer by adding additional lines to it. For example, the waiter/waitress could add:

Cài hái kěyǐ ba!

菜還可以吧!

and

Yàobuyào lái diǎn tiándiǎn.

要不要來點兒甜點?

to which the customers could reply:

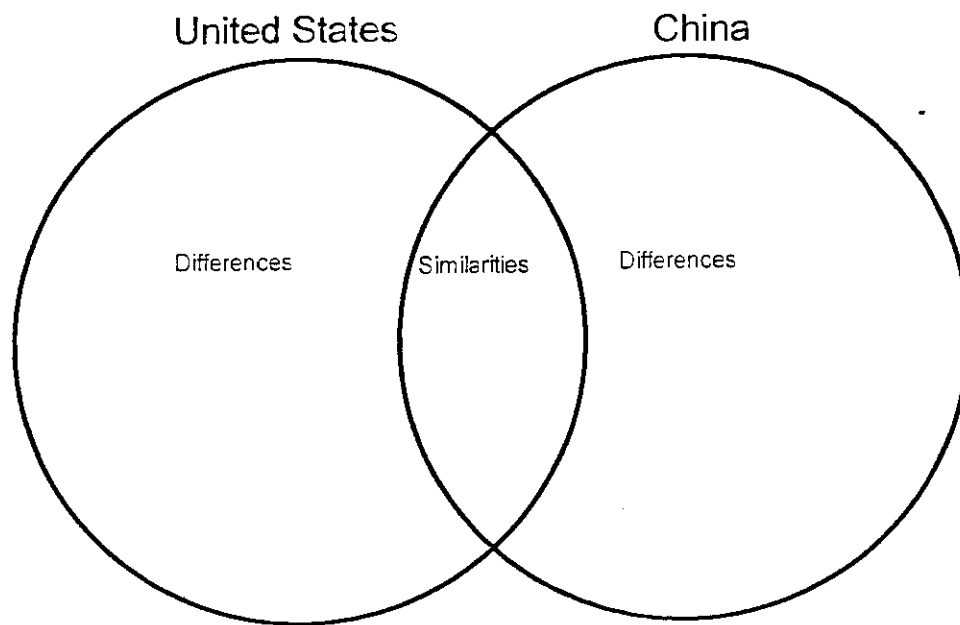
Cài dōu hěn hào chī.

菜都很好吃。

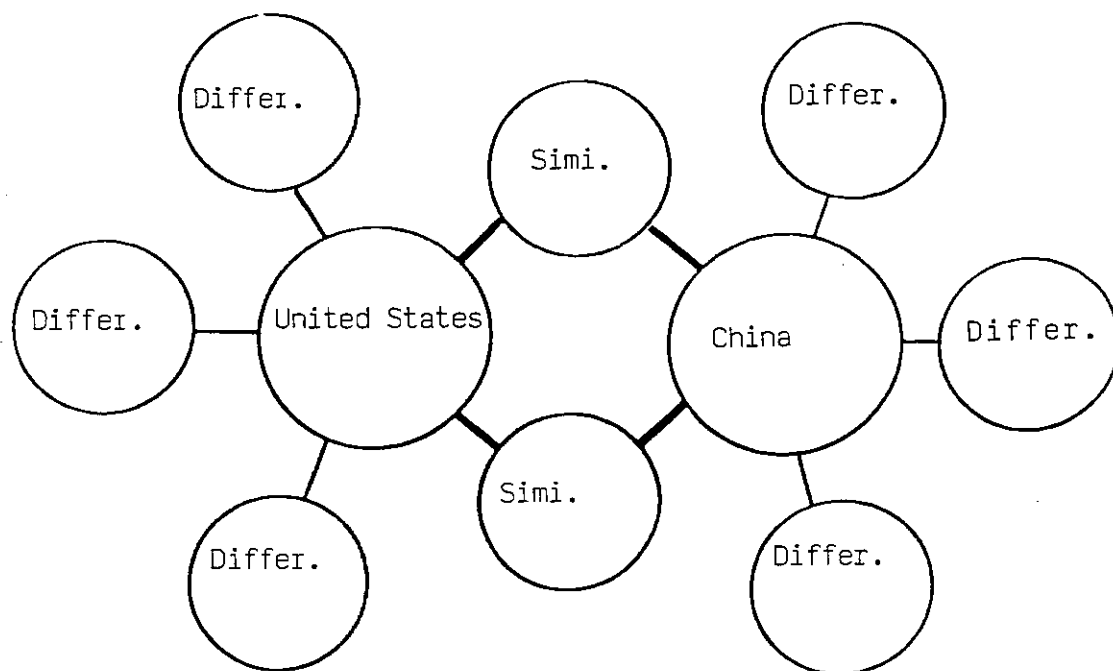
and

Búyào, chībúxiàle, qǐng bǎ zhàngdān ná lai!

不要，吃不下了，請把帳單拿來!



Venn Diagram



Double Bubble Diagram

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