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# Moving Towards Effective CFL Literacy Instruction



# Overview

- **Why Literacy in Chinese? Why Now?**
- **What Do We Know About Reading That Can Help Us As Educators?**
- **Some Guiding Principles**
- **Why YOU Are Important**



# The Age of Standards

- **Common Core State Standards (CCSS)**
  - **L1 Language Arts**
- **Move toward demanding competency-based evidence to evaluate students' performance and proficiency rather than just seat time**
- **Enhance students' attainment of higher language proficiency and literacy levels**



## The Age of Standards: CCSS

- **“In K–5: A 50–50 balance between informational and literary reading...non-fiction in history/social studies, science and the arts, building coherent general knowledge both within each year and across years.**
- **In 6–12, ELA (English Language Arts) classes place much greater attention to a specific category of informational text—literary nonfiction—...to ensure that students can independently build knowledge in history/social studies, science, and technical subjects through reading and writing, ...requiring substantial attention to literature throughout K–12.”**



# Foreign Language

- **Alignment of the World Readiness Standards with the CCSS (ACTFL, 2012), promotes “...a long sequence of language study in grades K–12 so that students have the opportunity to gain a high level of communication ability in a world language in addition to English” (Heining-Boynton & Redmond, 2013).**



# Foreign Language/CCSS

- Turn programs' attention and focus toward learning outcomes and **what students are able to do in the language**
- Increase the connection to content areas by focusing not only on language development but also on **what students are able to do with oral and written texts** about engaging content



## Growth in US K-12 Programs

- **Chinese immersion has grown at the fastest rate, from 4 percent of all immersion programs in 2006 to 13 percent (71 programs) in 2011 (Center of Applied Linguistics, 2014)**
- **In 2015, there are approximately 200 Mandarin immersion programs reported by CELIN (Asia Society, 2015)**



## **Growth in US K-12 Programs**

- **Acquired proficiency while not experiencing any loss of English language skills or knowledge or mastery of other academic content (Asia Society, 2012; Padilla, Fan, Xu, & Silva, 2013)**
- **Traditional K-12 Chinese language programs have also experienced growth**

# 盲人摸象



**What Do We Know  
About Reading That  
Can Help Us As  
Educators?**



## What Does Learning to Read Entail?

*“ Learning to read involves becoming aware of the basic units of spoken language, the basic units of the writing system, and the mapping between the two ”*

--Shu and Anderson (1999)



## This would then involve...

- acquisition of the phonological system in terms of sounds, tones, and how they can be manipulated into spoken syllables and words
- learning the graphemic “pieces” of the writing system and how they are constructed
- learning how the written system encodes sound and meaning

# As Children Develop Their Literacy Skills...

## **WORD RECOGNITION**

- Develops over time with plenty of experience and meaningful practice
- and*
- Provides a necessary foundation for reading comprehension



At First,

## WORD RECOGNITION...

Is cognitively labor-intensive because learners...

- spend inordinate amounts of **“attention”** in **“decoding”**
- their attention is finite



As **WORD RECOGNITION** Develops...

- learners attain “**automaticity**,” or the ability to recognize words effortlessly, rapidly, and efficiently
- As less attention is needed for word recognition, this attention can be used to help comprehend the text

Developing Automaticity is a  
**Major Challenge**  
for Our Learners and Involves...



# Strategies for Building Automaticity

- ✓ Exposure to print
- ✓ Practice
- ✓ Time on Task
- ✓ The need to review and revisit the old while learning new words



## As Learners Develop Reading Fluency



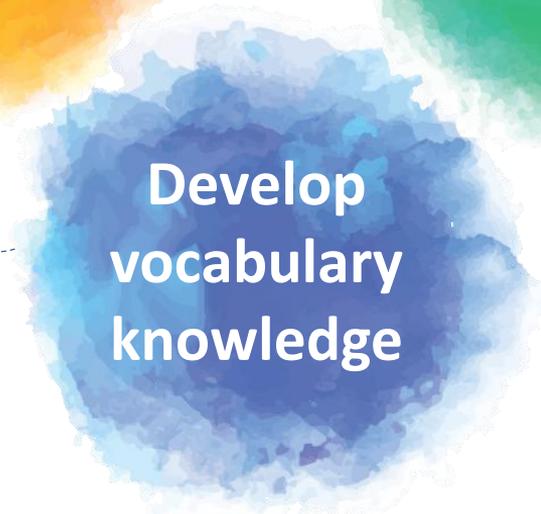
more  
efficient  
word readers



Read for  
comprehension



Read with  
expression



Develop  
vocabulary  
knowledge



Read  
with ease



Become  
Strategic  
readers

Yet, the demands of dealing with too much new vocabulary and dense reading material often result in student frustration and texts that look like this...





insist on having

着，——也必然要通过国家的意志，以便以法律形式取得全体遵行的效力。所谓国家意志，实际上就是通过国家政权机关取得法律形式的统治阶级自己的意志。正如列宁所

10 說的：“意志如果是国家的，就应该表现为政权机关所制定的法律”③。

我們的国家是人民的国家，是对广大人民实行民主、对少数阶级敌人实行专政的国家。代表人民的国家政权机关，为了实现自己的职能，镇压反革命分子和一切敌对分子的反抗和破坏活动，实现社会主义革命和社会主义建设的各项任务，需要制定各种法律规范，以便于人民自己能够按照统一的意志，采取统一行动，有目的、有秩序地进行各个方面的工作。

在我国，全国人民代表大会是最高国家权力机关，也是行使立法权的唯一机关，国务院是最高权力机关的执行机关，是最高国家行政机关。全国人民代表大会和它的常务委员会、国务院和国务院的各个部、委等单

30 位所制定的法律、法令、决议、命令、指示以及各种规章制度和其他法律规范，是我国的法的

WORK  
NATIONAL  
State Council  
Standing Com.  
submit to  
basis

定。对于最高国家政权机关制定的各种法律规范，一切国家机关、群众团体和公民个人都必须严格遵守，违反这些法律规范，便是违反民主集中制的表现，违反国家和人民的意志和利益的表现。

法和其他的社会规范不同，它是一种具有国家强制性的行为规范。法的强制性是来自国家的。统治阶级运用国家机器，如军队、警察、法庭、监狱等等，来使被统治阶级服从国家的法，以保证法的执行。法的这种强制作用，在剥削阶级的国家里，主要是对付广大劳动群众的，反动统治阶级经常采取公开的武装的暴力手段，来对劳动群众进行血腥镇压。在社会主义国家里，法的这种强制作用，则主要是用来对付那些被推翻了的少数的反动阶级和反动派，以及严重危害国家和人民利益的刑事犯罪分子。

我們国家的法是为人民民主专政服务的，是人民民主专政的工具。它的性质和作用，同我們国家的性质和作用基本上是一致的。就我国的法的根本性质来说，它是对付敌人的专政手段，强迫敌人遵从法律，“只许他们规规矩矩，不许他们乱说乱动。如要乱说乱动，立即取缔，予以制裁。”对于人民内部，法可以起约束、教育自己的作用，起调整人民内部关系的作用，促进社会主义改造和社会主义建设的作用。我們国家的法集中地代表了广大人民的意志，是保护人民利

possessed  
to come from  
exploit - blood sweat  
small number  
render service  
to perform the function of  
to reform

③ 《德意志意识形态》。《马克思恩格斯全集》第3卷。



Helping Our Learners  
**Become Strategic Readers**





# Learning to Read Strategically

## **Common strategies used by skilled readers**

- Specifying a purpose for reading
- Planning what to do/what steps to take
- Previewing the text



## Learning to Read Strategically

- Predicting text content and checking these predictions
- Connecting text to background knowledge
- Summarizing Information
- Making inferences



## Learning to Read Strategically

- Connecting one part of text to others by paying attention to text structure
- Rereading
- Guessing the meaning of new words from context
- Reflecting on what has been learned from the text

*(Grabe & Stoller, 2002)*

# Some Guiding Principles

Everson, M.E., Chang, K., & Ross, C. (2016).

Developing initial literacy in Chinese. In S.C. Wang  
& J.K. Peyton (Eds.), CELIN Briefs Series.

New York, NY: Asia Society



# Guiding Principle #1

*Ensure that ...*

**realistic literacy goals**

are aligned with the program setting and communicated clearly to the school community





## Guiding Principle <sup>2</sup>

Ensure that the curriculum is **standards-based** and that expectations are communicated in meaningful terms about **what students should know** and **be able to do** as they develop literacy in Chinese



## Guiding Principle 3

**Situate literacy instruction** squarely within the curriculum

Listening

Reading

Speaking

Writing

## Guiding Principle 4

Integrate listening, speaking, reading, and writing skills in classroom activities and tasks in order to foster students' creative, communicative, and cognitive development

# Guiding Principle

Understand that literacy development occurs in an environment where learners receive **rich amounts of oral language input**



# Some Resources

- **CELIN Briefs**

<http://asiasociety.org/china-learning-initiatives/celin-briefs-chinese-language-learning-and-teaching>

- **Free Chinese e-Reading Materials**

Read Chinese!

[http://www.nflc.umd.edu/read\\_chinese](http://www.nflc.umd.edu/read_chinese)

# Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese



**Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese**  
Committee Members: Helena Curtain, Michael Everson, Claire Korenbeutzel, Yalan King, Magaly Lavadenz, Ping Liu, Claudia Ross

As more and more STARTALK Chinese programs are implemented, it has become clear that there is a need for direction on how to provide appropriate early literacy experiences while also building oral language skills. Chinese programs in general do not have the advantages of commonly agreed upon approaches to literacy that are found in mainstream first language (L1) English language programs or in programs for more commonly taught foreign languages (L2). Also, few materials exist that give guidance on basic methods of teaching literacy to students, especially at the elementary and middle school level, who are beginning their study of Chinese. This paper is an attempt to synthesize effective practices in this area. The focus is on programs in grades K-8 but the principles can be applied to any level. The focus is also on students who have had no previous exposure to Chinese as a heritage language, but the principles apply to both heritage and non-heritage learners.

The three *Guiding Principles for Effective Chinese Language Literacy Instruction* can provide assistance with how best to approach early literacy instruction for beginning learners of Chinese. The principles are based on the concept that character and vocabulary knowledge are not taught in isolation but instead are integral parts of content and contexts that are thematically based. These three principles flow from and are an extension of the six STARTALK Endorsed Principles for Effective Teaching and Learning. Each is designed to be used in conjunction with those six principles.

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

- 1.1 Teachers establish realistic literacy goals based on the type of program and on the instructional time available.
- 1.2 Literacy instruction takes into consideration the students' age, Chinese proficiency, and reading and writing levels in English.
- 1.3 Practices in literacy instruction are supported by research on first and second language Chinese readers.

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

Literacy instruction is not stand-alone but flows from, and is integrated with, elements of a words-based thematic unit.



# Some Resources

<https://startalk.umd.edu/public/resources/chinese-literacy-development?st=1>

# One Parting Thought...

## **(Why YOU Are Important)**

In their comprehensive survey of secondary-school Chinese, Moore, Walton, & Lambert (1992) concluded...

“The success of a program **depends** most heavily **on the skill and enthusiasm of the teacher**” as well as “the degree of **the teacher’s professionalization.**” (p. 118).

# 抛砖引玉

