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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.”
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
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
- Develop vocabulary knowledge
- Read for comprehension
- Read with expression
- 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...
What do the student’s markings tell you?
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、群众团体和个人都必须遵守。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

10 誓和利益的表现。

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。统治阶级利用国家机器，如军队、警察、法庭、监狱等等，来被统治阶级服从国家的法律。因此，法的强制性是国家政权机关制定的法律、法令、法规、命令、指示以及各种规范制度和其他法律规范，是我国法律的主要组成部分。最高国家政权机关所制定的各种法律规范，集中地反映了全国人民的意志和利益，是全国人民统一意志的体现。此外，法律也是一切国家机关、群众团体和个人都必须遵守的制度，也是我国法的不可缺少的组成部分。
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

Guiding Principle #1

Ensure that …

realistic literacy goals are aligned with the program setting and communicated clearly to the school community
Guiding Principle

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
Guiding Principle

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
Some Resources

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