developing instructional frameworks for early total Mandarin Chinese Immersion contexts

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欢迎
bienvenidos
welcome

Beijing International Art Biennale, 2017

The Four Seasons/Xu Xuemei (China)/2011

the four seasons

starting with the person in the left most front of the room

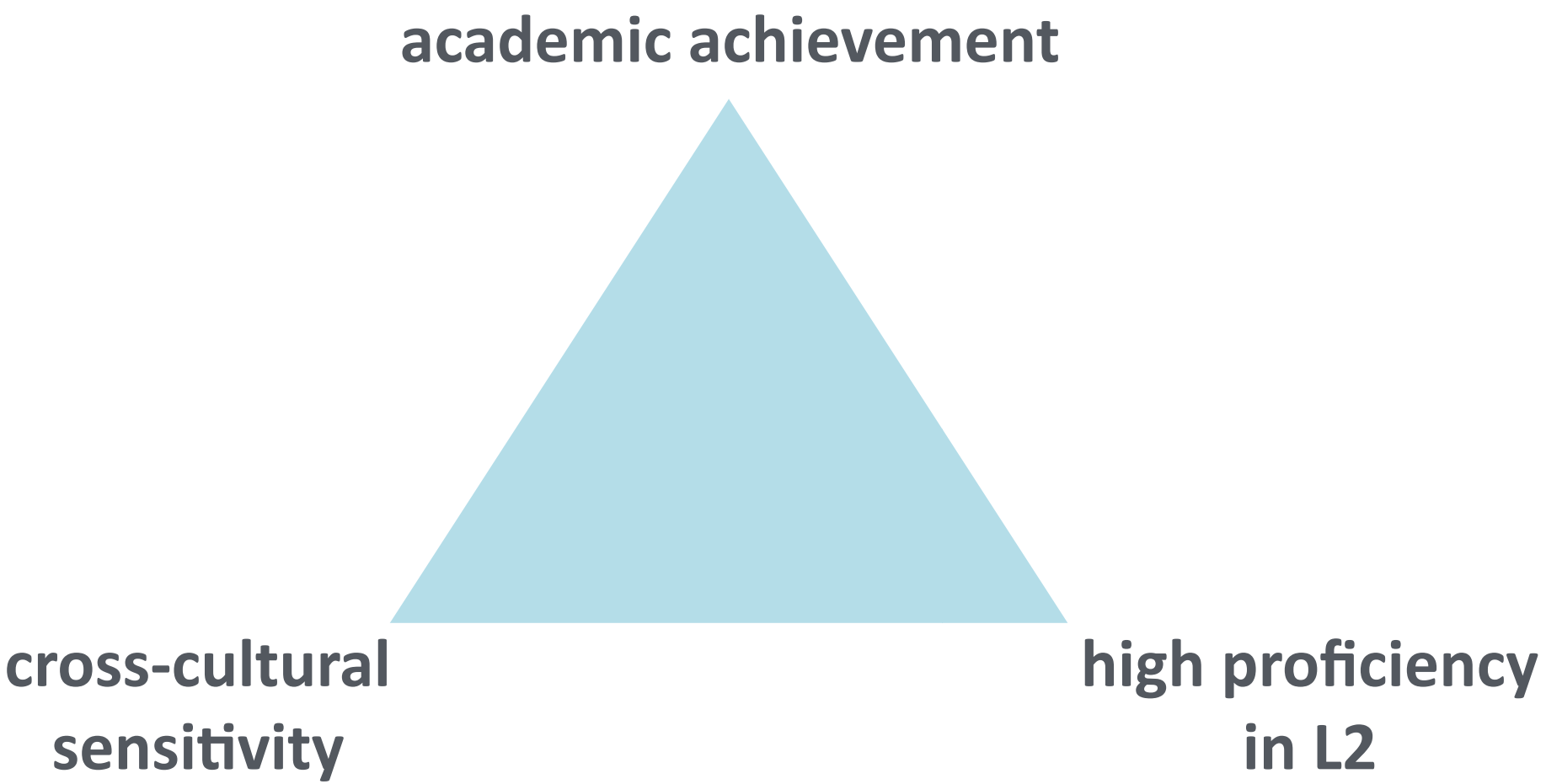
- “count” off by season beginning with Spring
- find your season poster and stand by it
- introduce yourself to the people in your season and share what you hope to learn today
- remember who is in your seasonal group
- wait for further directions

the four seasons

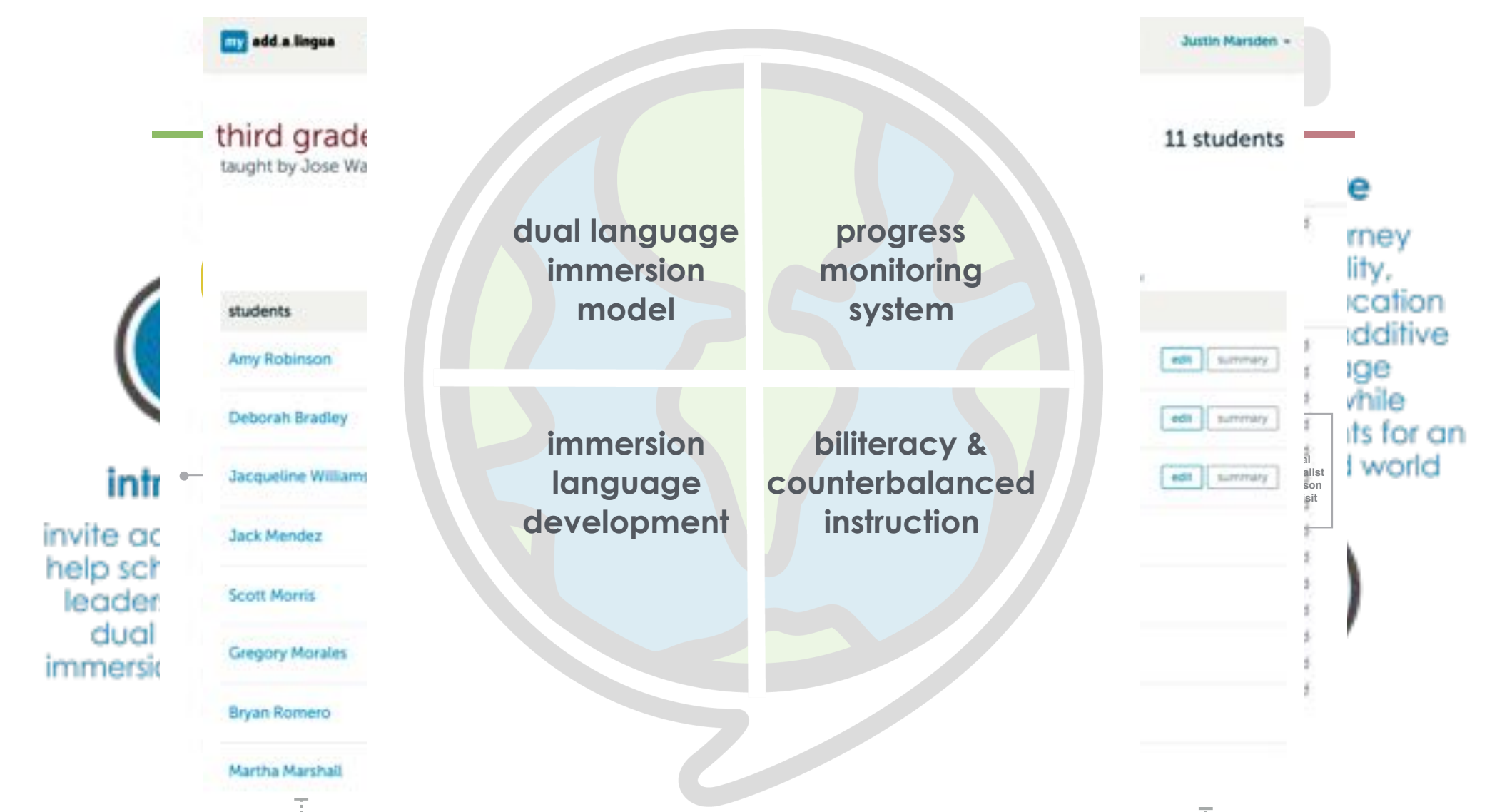
continued

- identify one person in your seasonal group as the “presenter”
- spring presenter and group walk to fall and take turns having the presenters introduce their group members
- summer walk to winter groups do the same
- repeat the process with spring to summer and winter to fall
- take your seats

threefold goal of dual language immersion



adapted from Cloud et al., 2013



new partner pathway

licensing

certification

assessment

endorsement

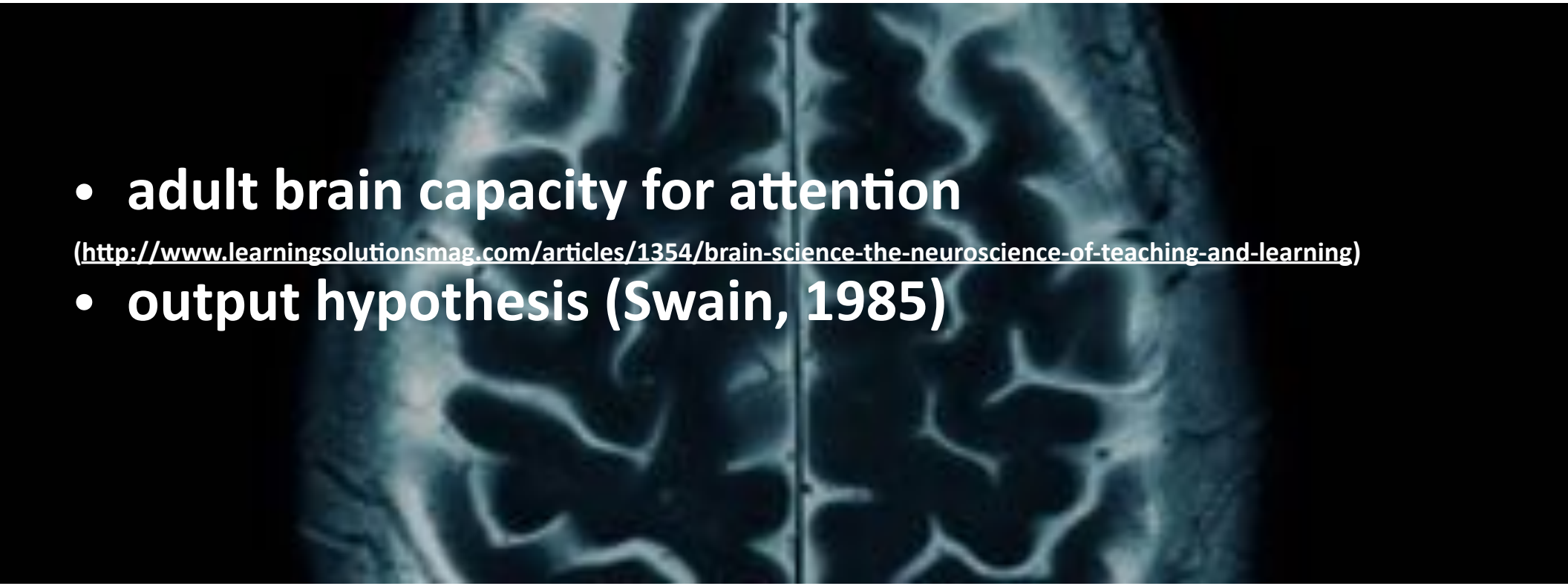
learning targets

- explore how values and beliefs shape our practice through two of the add.a.lingua quality quadrants
- identify and explain elements of instructional framework development within a balanced literacy context
- highlight language specific elements necessary for Mandarin Chinese literacy development and accompanying instructional tools

working agreements

- listen respectfully to one another without interrupting
- speak with intention to support group learning
- ask clarifying questions to ensure understanding
- stay present in the moment
- use technology for learning purposes only

learning strategies or protocols…why?



- **adult brain capacity for attention**

(http://www.learningsolutionsmag.com/articles/1354/brain-science-the-neuroscience-of-teaching-and-learning)

- **output hypothesis (Swain, 1985)**

survey says…

- listen to each statement as it is read and then move to the seasons as follows:

  - spring = strongly agree
  - summer = agree
  - fall = disagree
  - winter = strongly disagree

- take one minute between each statement to explain to the people in your group why you are there

survey says…

- students can become fully bilingual through dual language immersion education
- the primary responsibility of an immersion teacher is to teach content
- the primary responsibility of an immersion teacher is to teach language
- it is necessary to use the non-immersion language (English in the U.S. when students don’t understand complex concepts, especially because Chinese is so difficult.)

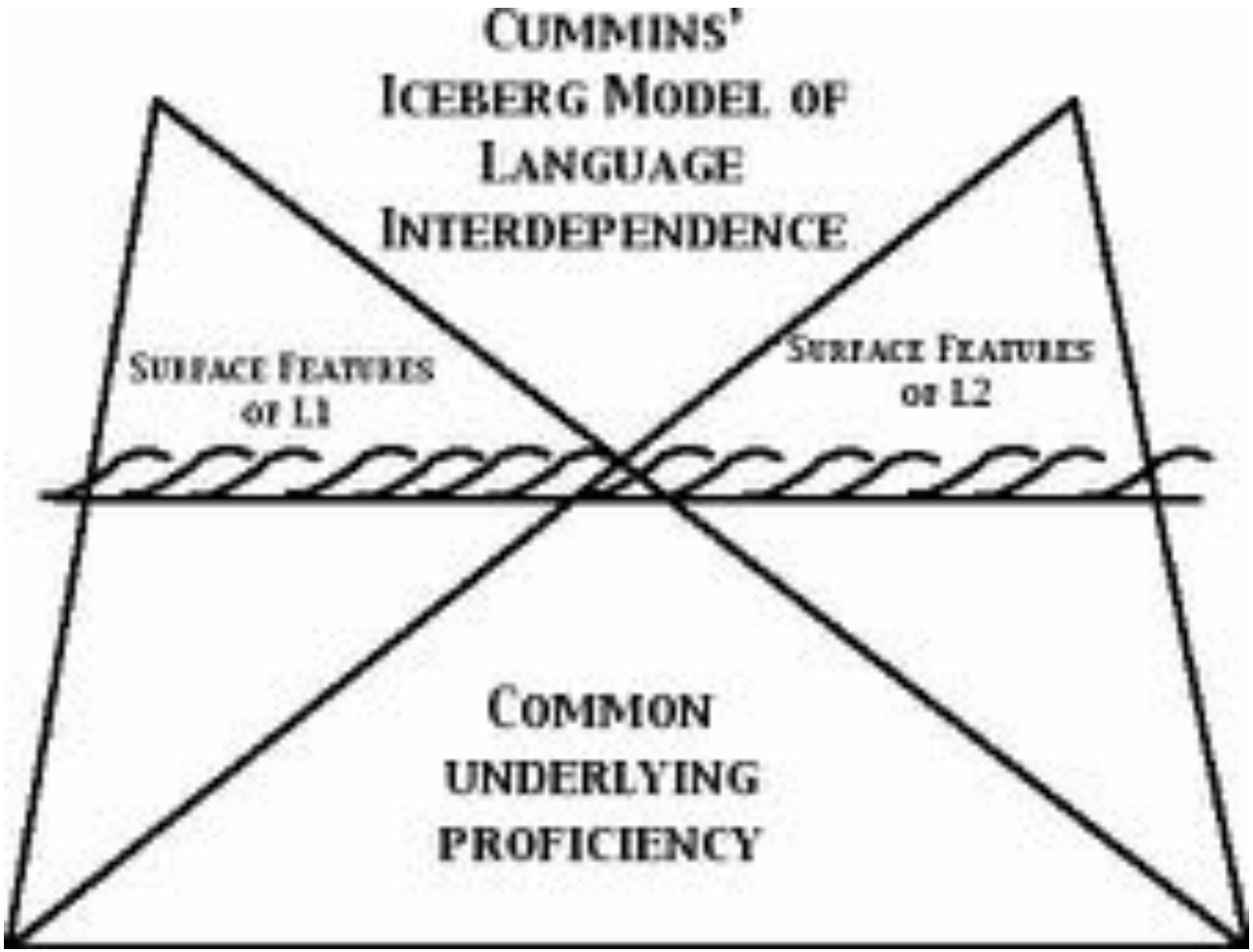
parking lot

expressway in Beijing as people return from holiday, October 6, 2015

underpinning theories informing development

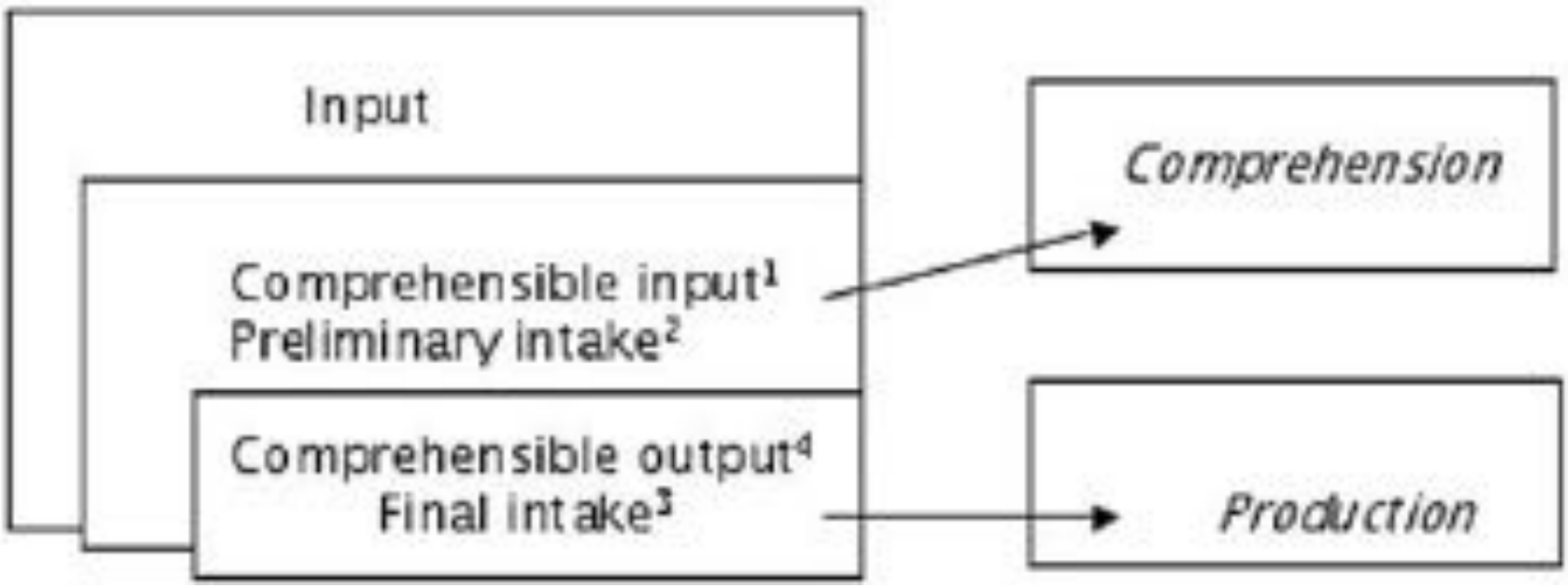
- **developmental interdependence hypothesis** (Cummins, 1979, 1981)
- **output hypothesis** (Swain, 1985)
- **weak interface position & the structural scope & sequence** (Ellis, 1993)
- **instructional counterbalance** (Lyster, 2007)
- **balanced literacy approach**

developmental interdependence hypothesis



Cummins, 1979, 1981

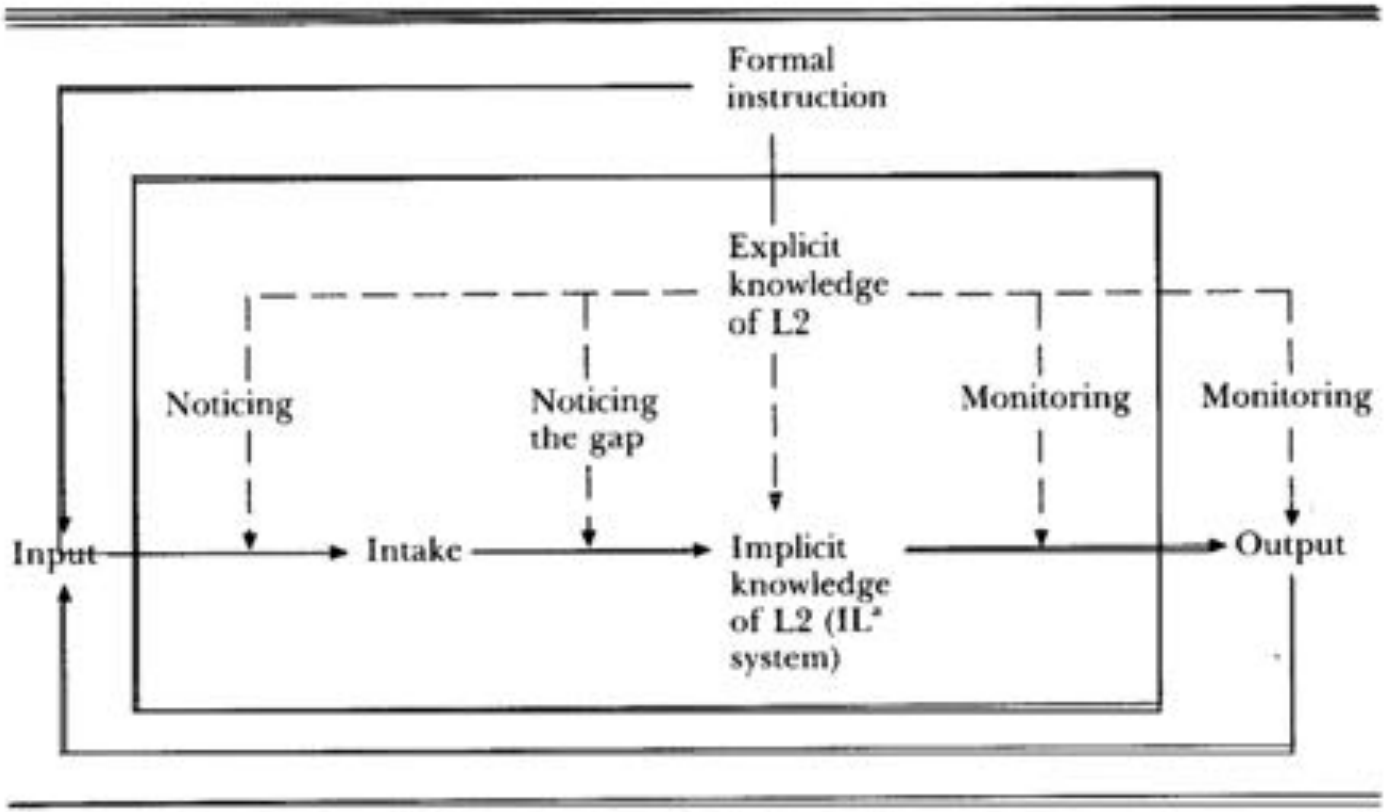
output hypothesis



Swain, 1995

weak interface, structural scope and sequence

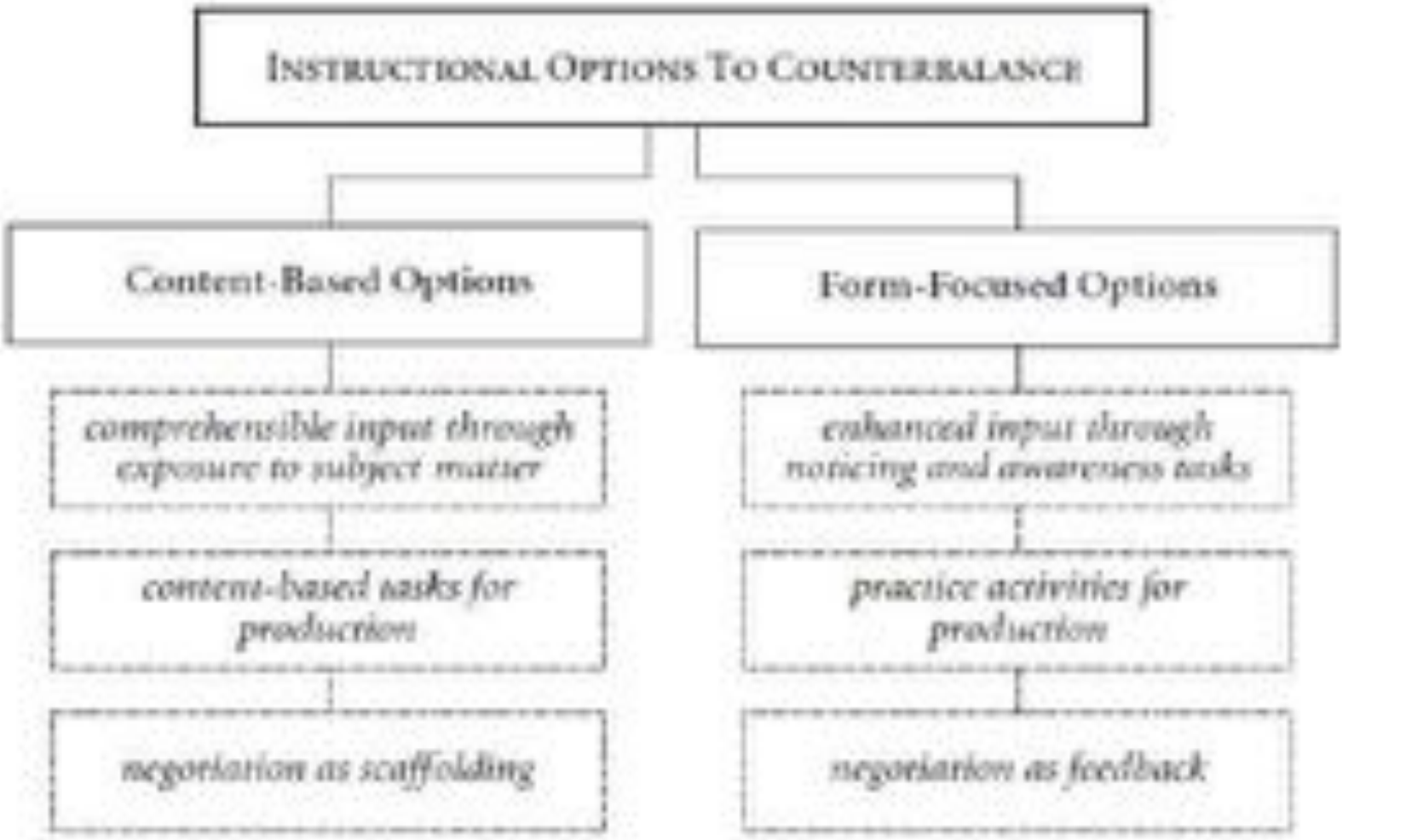
FIGURE 3
A Model of L2 Acquisition Incorporating a Weak Interface Position



*IL = interlanguage.

Ellis, 1993

instructional counterbalance

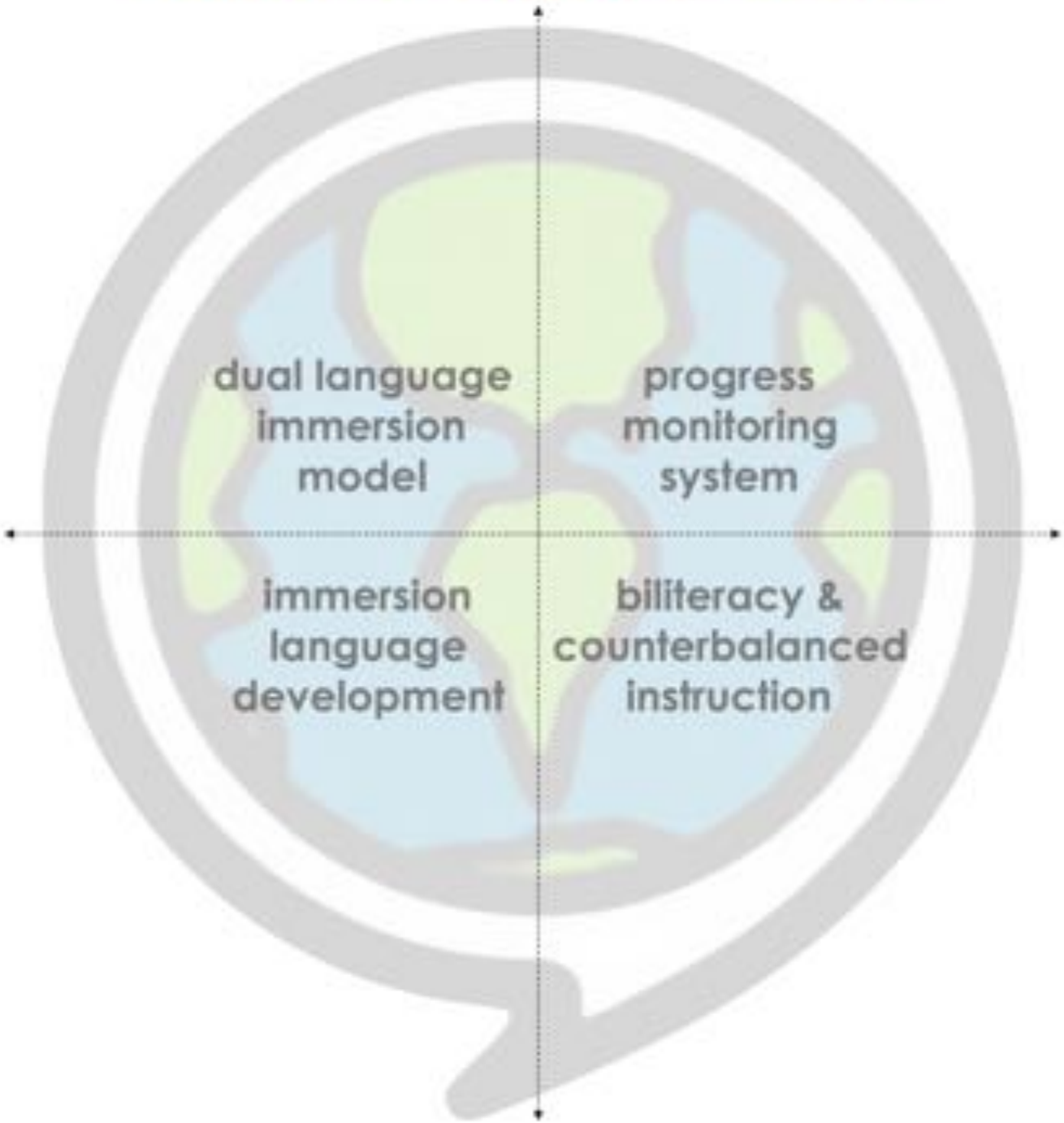


Lyster, 2007

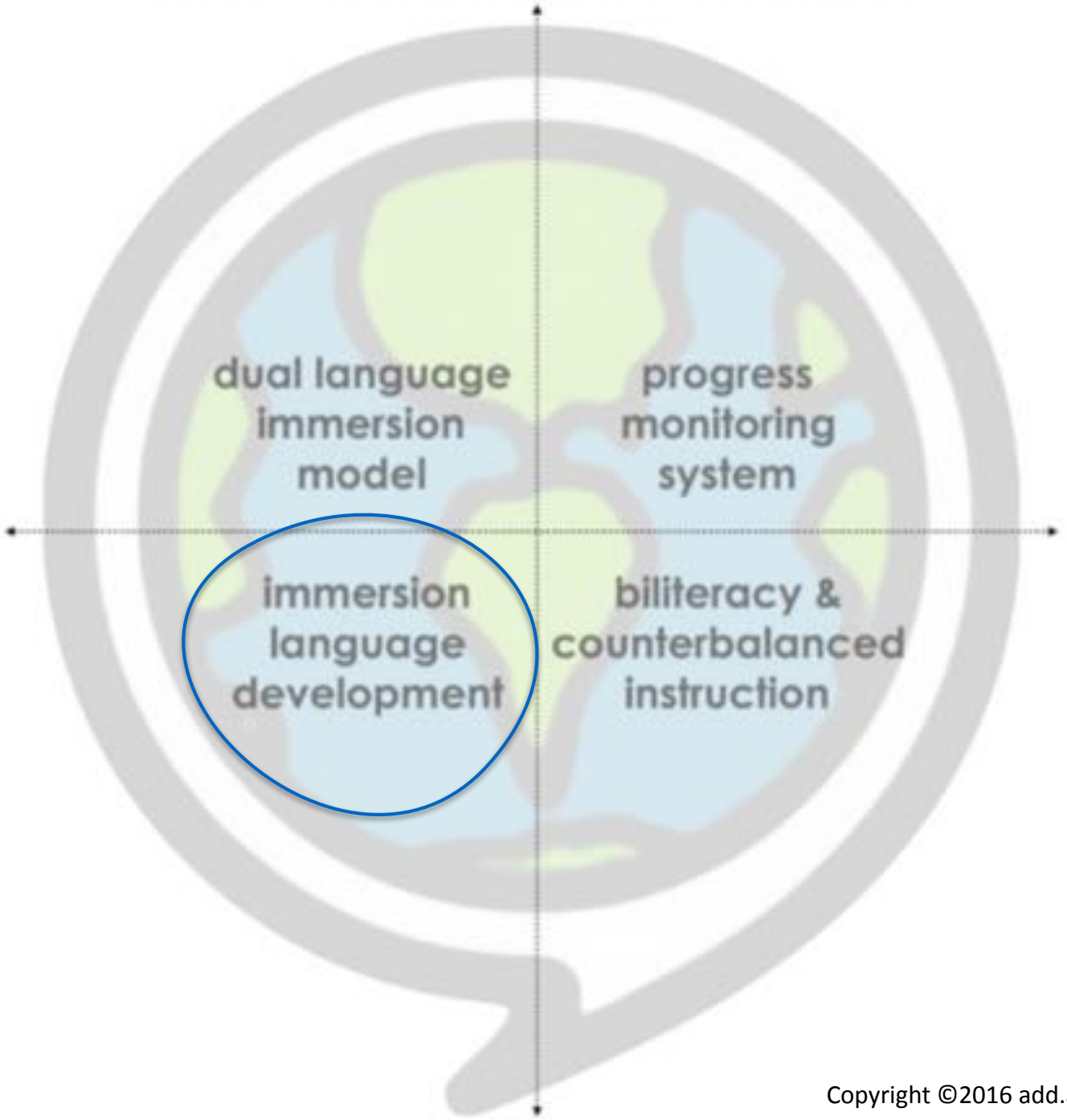
balanced literacy approach

literacybug.com, Tyner, 2012

add.a.lingua quality quadrants



add.a.lingua quality quadrants



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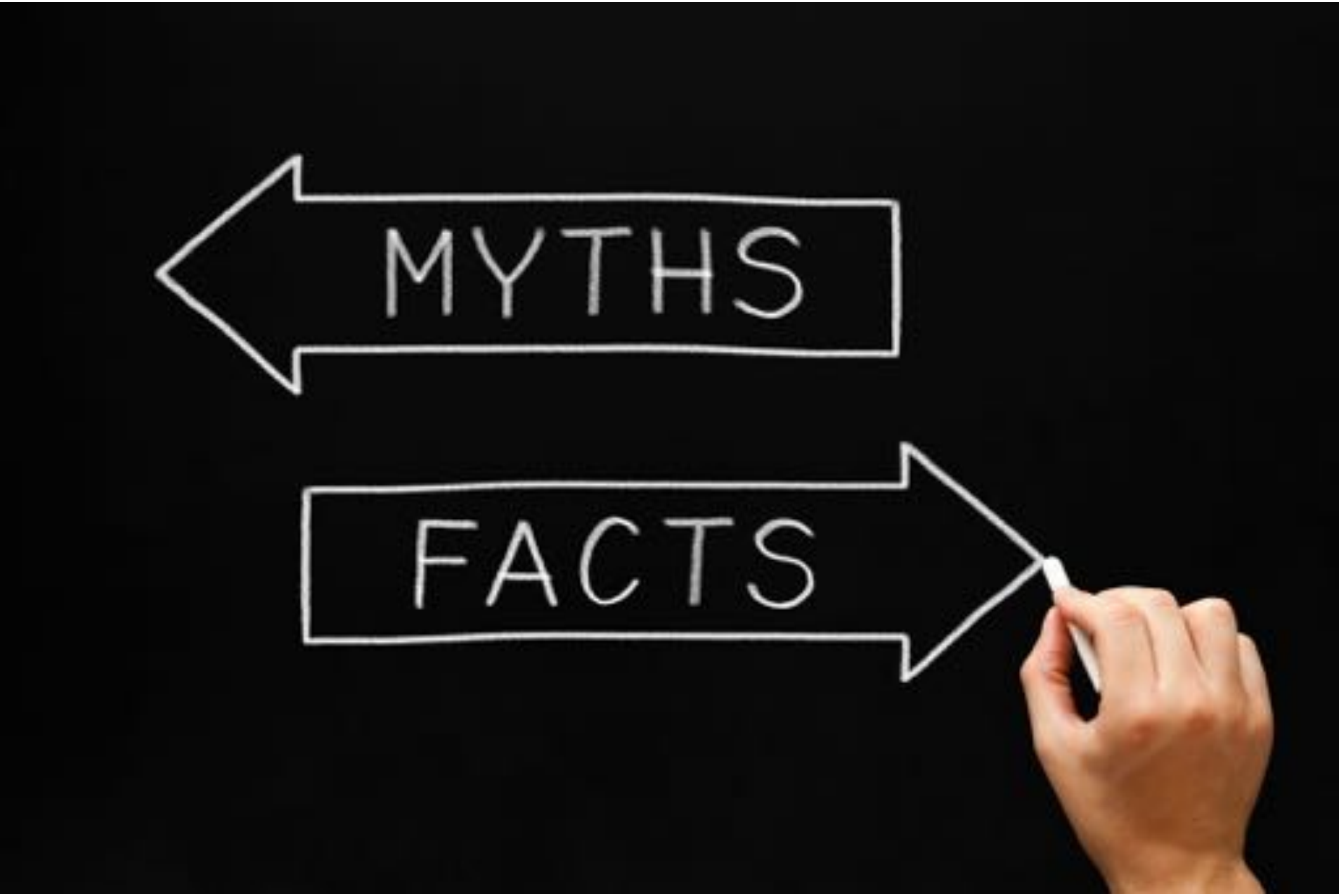

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read to self and check in

- read silently to yourselves the proficiency page and ild success indicators with research one paragraph or section at a time
- pause after each and make eye contact with group members when finished
- check for common understanding and fill in key terms “matchbox definitions” during each “check-in” (8th page into packet)
- appoint one person to record outstanding questions on a sticky and place in the “parking lot”

spend-a-buck

- If you had $1.00 and could spend every cent on the success indicators in the immersion language development quadrant, how would you divide your money based on **current needs in your program**?

- Where would you spend the most?

- Where would you spend the least?

- jot down responses on a stick and share with your table group

myth busters

- find a partner from an opposite season
- take turns turns reading the myth busters research aloud
- circle the one that most surprised you or affirmed your thinking
- tell your partner “why”
- wait for facilitator to ask for share out

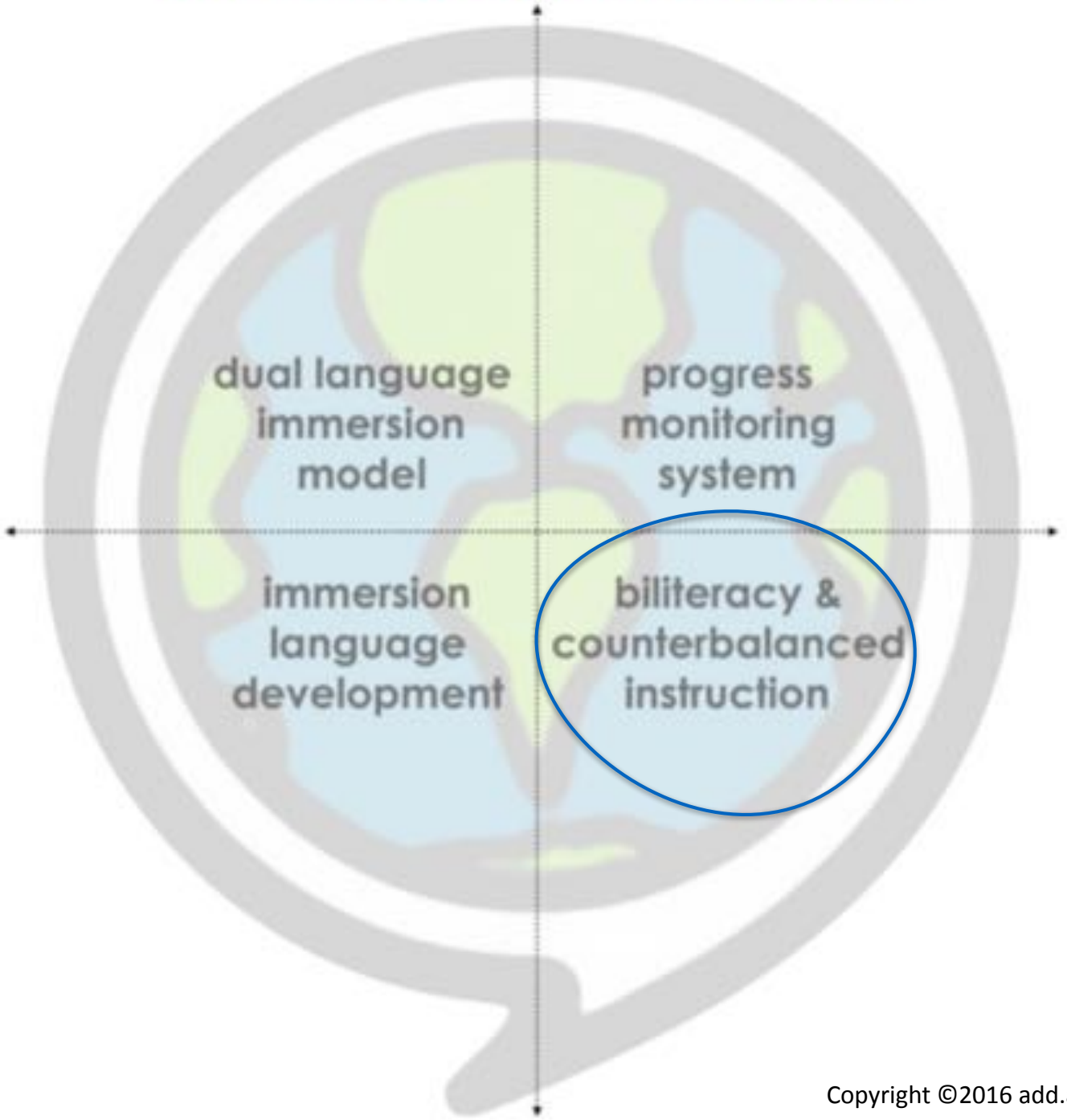
jigsaw:
(aal immersion language only policy and timeline)

- locate one person from each season (groups of four)
- number off one to four
- read the section of the aal immersion language only policy and timeline that corresponds to your number (from subheading to subheading)
- take one minute to summarize and write down the key point of your section to share with the rest of the group
- take turns “teaching” your group members the one minute summaries

elevate the status & incentivize immersion language use brainstorm

signage
student work displayed
announcements
community involvement
piechart of a day
incentive plans
explanation - why?
classroom contract
circumlocution lesson - collective negotiation of meaning

add.a.lingua quality quadrants



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say something

- connect with someone from a different season to form a pair
- identify partner “a” and “b” within your pair
- “a” and “b” read the first success indicator with research silently
- “a” then say something (“b” doesn’t respond)
- “a” and “b read the second success indicator with research silently
- “b” then says something (“a” doesn’t respond)
- continue this pattern throughout - fill in “matchbox definitions” as you go
- record outstanding questions

biliteracy and counterbalanced instruction

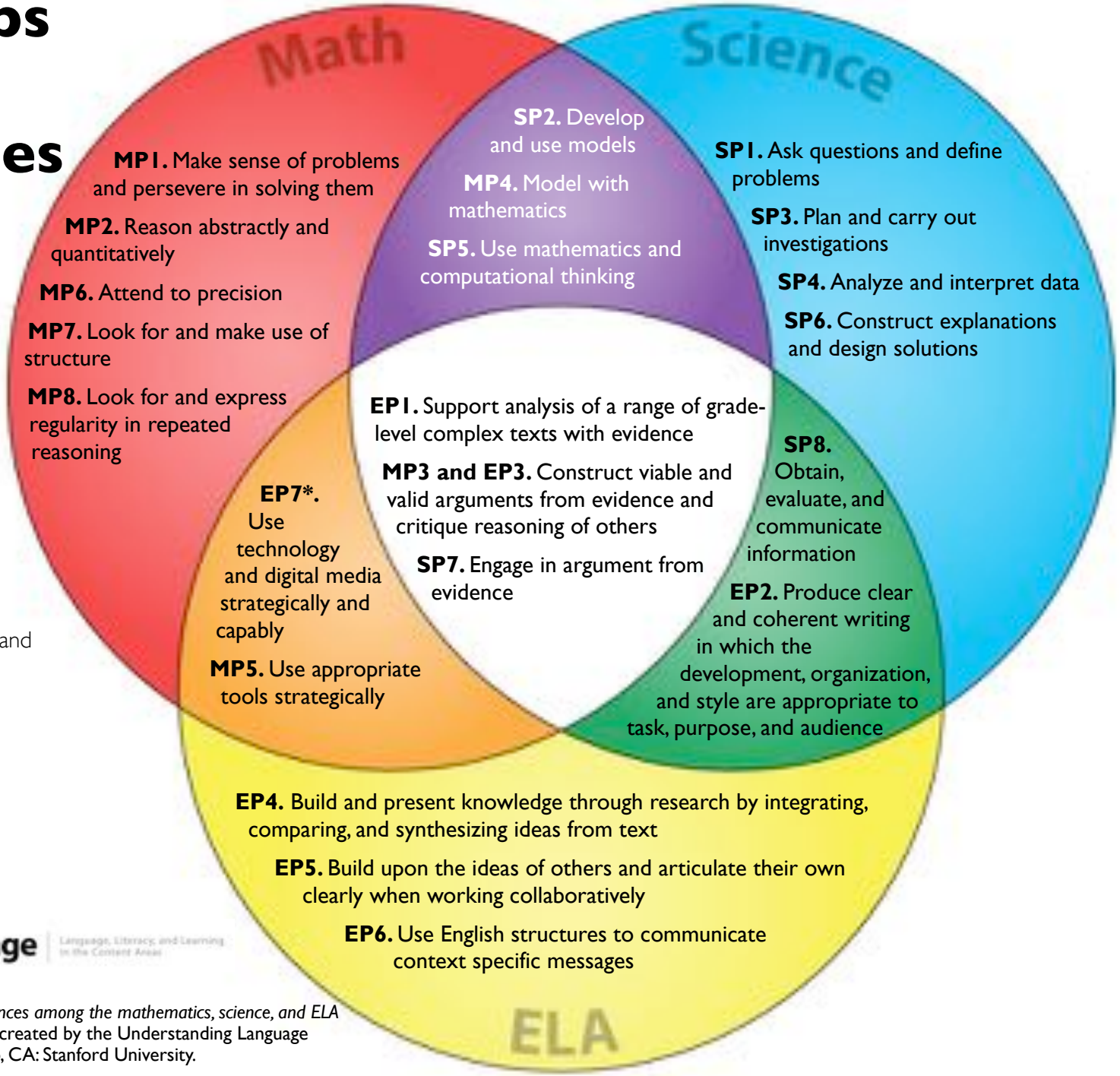
Which elements are unique to the immersion language?

How do I address them through a balanced literacy approach?

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).



Stanford
GRADUATE SCHOOL OF EDUCATION

Understanding Language | Language, Literacy, and Learning in the Content Areas

Suggested citation:
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

analyze

articulate

critique

communicate

work collaboratively

synthesis

classroom culture

feature: dialogic teaching

"...it isn't really possible to teach content without addressing language, since the language is the means by which subject knowledge is realized. ...So rather than being concerned with 'covering content', it is better to think in terms of 'uncovering the subject' - that is, making the ways of using language and the ways of thinking in the subject explicit to your students." (Gibbons, 2009, p.127)

language
grammar
scope and
sequence
word feature
scope and
sequence

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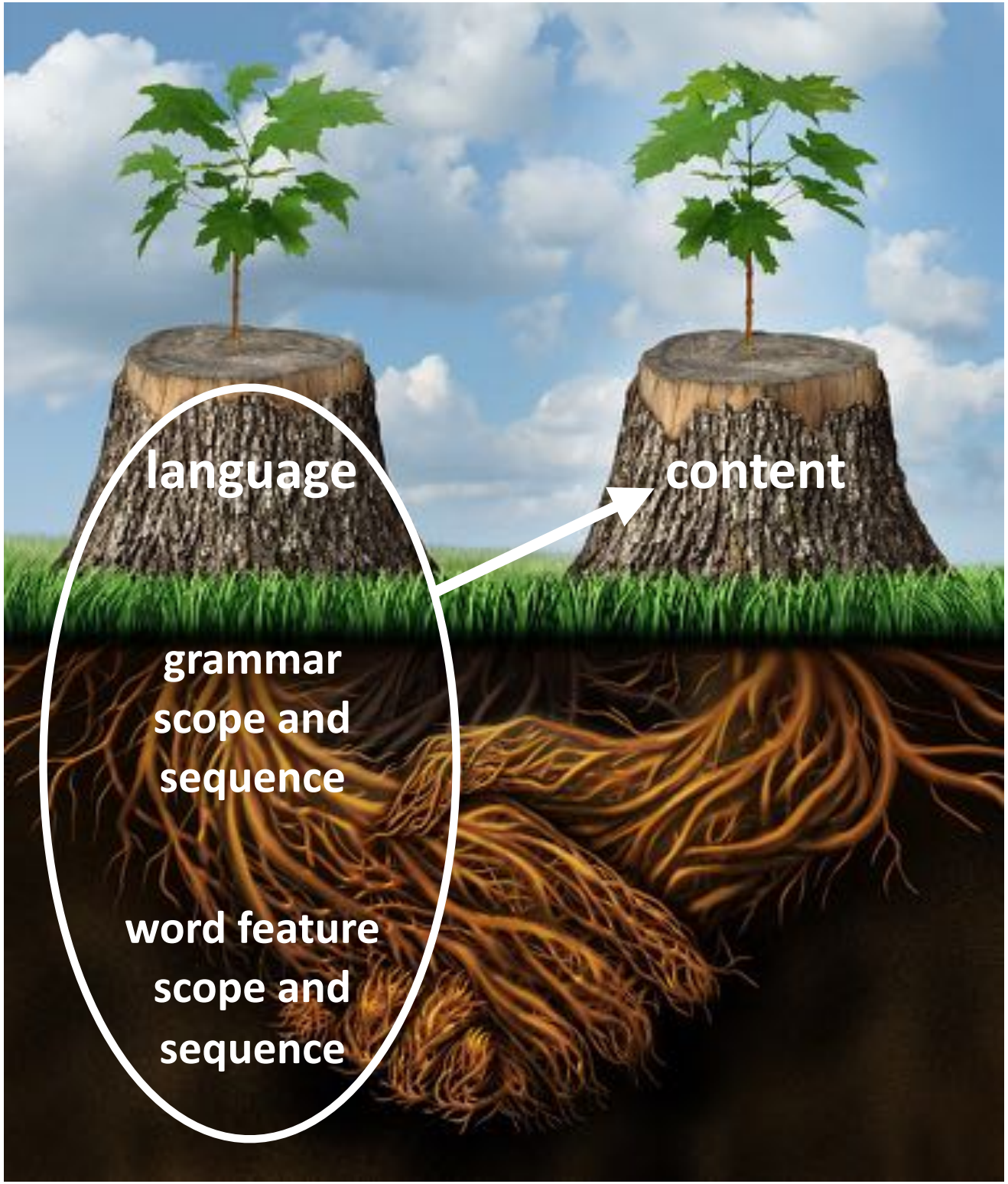
language
content
grammar
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integrating Chinese specific linguistic features within a balanced literacy context - grammar structures

1.2	practice: the conjunction 和 (and) definition: • The conjunction 和 (and) is used to connect two nouns; but 和 canNOT connect two clauses. word order: • 名词 (noun) + 和 (and) + 名词 (noun) example forms: • 他们下午会把食堂和厨房打扫干净。(They clean the cafeteria and kitchen in the afternoon.) • 我的爸爸妈妈和校长帮我找到我的教室。(My parents and principal help me find my classroom.)	paraphrasing and summarizing talking or reporting about things, events or people	• note: non-transferable skill: 和 (and) in English can connect words and phrases. I like the blue house and and the green house. • e.g., "She likes dogs, and I like cats." In Chinese, the conjunction 'and' needs to be omitted in this sentence.

猫和狗我都喜欢。

他喜欢猫，和我喜欢狗。

我和妹妹一起去看电影。

我们去看电影，和我们很喜欢那部电影。

我和家人一起去钓鱼。

我和家人一起去钓鱼，爸爸钓到三条鱼，和我钓到五条鱼。

猫和狗我都喜欢。

他喜欢猫，和我喜欢狗。

我和妹妹一起去看电影。

我们去看电影，和我们很喜欢那部电影。

我和家人一起去钓鱼。

我和家人一起去钓鱼，爸爸钓到三条鱼，和我钓到五条鱼。

和

可以连接两个词

和

不可以连接两个句子

linguistic focus poster

语言知识重点

语法结构

连词“和”只能用来链接两个词，不能用来连接句子。

字词特点(部首 – 字)	高频汉字

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what makes Chinese literacy so complex

- writing system (logographic) doesn't connect to the spoken language
- connecting sound to word features is more difficult than with other languages

"…learners have to figure out how the **graphic forms** work—how they map onto the learner's **spoken** language."(Perfetti and Dunlap, p.13, 2008)

literacy elements that make Chinese so complex

- CAT

"…learners have to figure out how the **graphic forms** work—how they map onto the learner's **spoken** language."(Perfetti and Dunlap, p.13, 2008)

integrating Chinese specific linguistic features within a balanced literacy context - K-1 word feature - semantic connections

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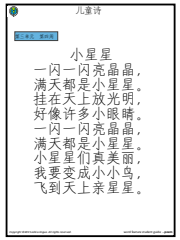
word work

word feature

- radical: 氵 (water)
- radical house poster: 氵 (water)
- word wall words with radical: 清楚 (clear), 满意 (satisfied), 消息 (news), 注意 (caution)
- additional words with radical: 湖 (lake), 河 (river), 充满 (filled with), 海洋 (ocean)
- word feature student guide

high frequency characters

- high frequency characters to words student guide: high frequency characters to words cut out pages (to be used with the student guide)
  - 流 (flow), 深 (deep), 过 (aspect marker), 济 (economy), 演 (perform), 游 (game)
  - character to word work: 深 → 深夜 (late at night), 流 → 流行 (trendy), 过 → 过去 (past), 济 → 经济 (economy), 演 → 表演 (performance), 游 → 旅游 (travel), 游 → 游戏 (game)
- high frequency characters in words cards


儿童诗

小星星
一闪一闪亮晶晶，
满天都是小星星。
挂在天上放光明，
好像许多小眼睛。
一闪一闪亮晶晶，
满天都是小星星。
小星星们真美丽，
我要变成小小鸟，
飞到天上亲星星。

word feature

- poem: 小星星 (Little Star)

guided reading

- level range _____
- book introduction page

integrating Chinese specific linguistic features within a balanced literacy context - word feature - semantic connections

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word work

word feature

- radical: 氵(water)
- radical house poster: 氵(water)
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- high frequency characters in words cards

word feature

- poem: 小星星 (Little Star)

guided reading

- level range ____
- book introduction page

儿童诗

第三单元　第四周

小星星

一闪一闪亮晶晶，
满天都是小星星。
挂在天上放光明，
好像许多小眼睛。
一闪一闪亮晶晶，
满天都是小星星。
小星星们真美丽，
我要变成小小鸟，
飞到天上亲星星。

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sample radical houses

word wall (radical houses)

linguistic focus poster

语言知识重点

语法结构

连词“和”只能用来链接两个词或短语，
不能用来连接句子。

字词特点(部首 – 字)

清楚　满意　消息
注意

高频汉字

表演　流行

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integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)

Instructions for “listen, say, move and learn” routine

It is important to build phonological awareness when introducing any new words in Mandarin during kindergarten and first grade. Within the add.a.lingua instructional cycle, there are two key areas that allow you to establish a routine for introducing vocabulary associated with mentor text and word feature poem called “listen, say, move and learn”:

- introducing mentor text, example forms, and grammar and writing guide vocabulary
- introducing the word feature poems

teaching the “listen, say, move and learn” routine with tones

- hold up your index finger and show the first tone/character card to students while saying it (note: use correct numerical finger counts to demonstrate tones 2, 3, and 4)
- display the card on the whiteboard or other wall (with poster putty) and point to the direction marker (—) while voicing the tone aloud
- point to the character again and say the tone while making the corresponding gesture
- have students stand and repeat saying the tone and making the corresponding gesture with you
- have students remain standing and ask them to either gesture when you speak the tone or speak the tone when you gesture
- follow this routine with the three remaining tones
- spend several minutes a day practicing the “listen, say, move and learn” routine at various transition points within instruction throughout the first month of school
- vary the routine by holding up fingers representing different tone numbers and asking students to say and gesture the corresponding tone or by saying the tone and having the students gesture

1. (平 píng), even tone (palm down cutting straight through the air in front of the body in a short motion) —
2. (上 shǎng), rising tone (hand with palm down moving at a diagonal from bottom left to top right) /
3. (去 qù), departing tone (hand with palm up making an upside down arc movement from the left to right) U
4. (入 rù), checked tone (fist pulling from top to bottom on the same diagonal as the slash mark) \

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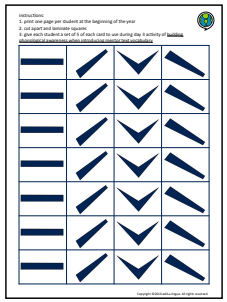
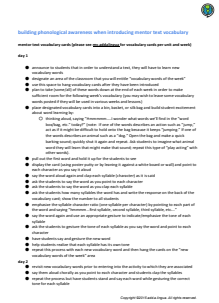
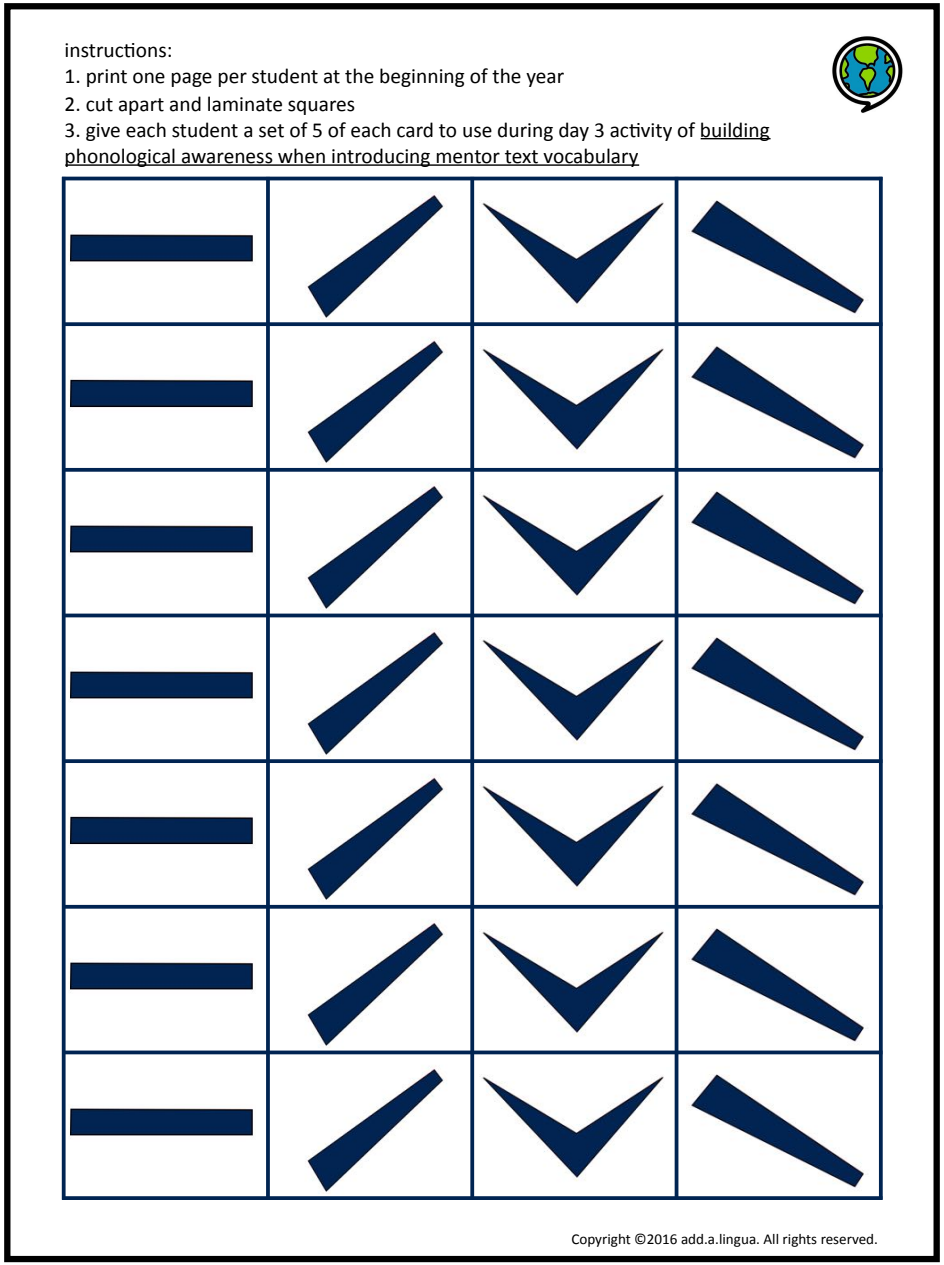




integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)



instructions:
1. print one page per student at the beginning of the year
2. cut apart and laminate squares
3. give each student a set of 5 of each card to use during day 3 activity of building phonological awareness when introducing mentor text vocabulary

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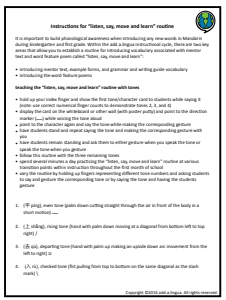

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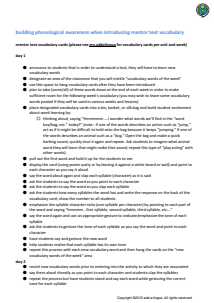

building phonological awareness when introducing mentor text vocabulary

mentor text vocabulary cards (please see [example here] for vocabulary cards pre-unit and week)

day 1

- announce to students that in order to understand a text, they will have to learn new vocabulary words
- designate an area of the classroom that you will mark "vocabulary words of the week"
- save this space to hang vocabulary cards after they have been introduced
- plan to take (some/all) of these words down at the end of each week in order to make sufficient room for the following week's vocabulary (you may wish to leave some vocabulary words posted if they will be used in various weeks and lessons)
- place designated vocabulary cards into a bin, basket, or sitting and build student excitement and curiosity by:
  - thinking aloud, saying "hmmmmm.... I wonder what words we'll find in the "word box/bag, etc." today?" (note: if one of the words describes an action such as "jump," act as if it might be difficult to reach into the bag because it keeps "jumping." If one of the words describes an animal such as a "dog," Open the bag and make a quick barking sound to see if it startles you. Encourage students to imagine what animal word they will learn that might make that sound; repeat this type of "play-acting" with other words).
- pull out the first word and hold it up for the students to see
- display the card (using poster putty or by leaning it against a white board or wall) and point to the direction marker (——) while
- say the word aloud again and clap each syllable (elevated as it is said
- ask the students to say the word as you point to each character
- ask the students to say the word as you clap each syllable
- ask the students how many syllables the word has and write the response on the back of the card (this is for your reference during day 3 activity)
- emphasize the syllable character ends (tone syllable per character) by pointing to each part of the word and saying "hmmmm...first syllable, second syllable, third syllable, etc..."
- say the word again and use an appropriate gesture to indicate/emphasize the tone of each syllable
- have the students try to gesture the tone of each syllable as you say the word and point to each character
- have students say and gesture the new word
- help students realize that each syllable has its own tone
- repeat this process with each new vocabulary word and then hang the cards on the "new vocabulary words of the week?" area

day 2

- revisit new vocabulary words prior to entering into the activity to which they are associated
- say them aloud clearly as you point to each character and students clap the syllables
- repeat the process but have students stand and say each word while gesturing the correct tone for each syllable

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integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)

building phonological awareness when introducing mentor text vocabulary

mentor text vocabulary cards (please see my.addalingua for vocabulary cards per unit and week)

day 1

- announce to students that in order to understand a text, they will have to learn new vocabulary words
- designate an area of the classroom that you will entitle “vocabulary words of the week”
- use this space to hang vocabulary cards after they have been introduced
- plan to take (some/all) of these words down at the end of each week in order to make sufficient room for the following week’s vocabulary (you may wish to leave some vocabulary words posted if they will be used in various weeks and lessons)
- place designated vocabulary cards into a bin, basket, or silk bag and build student excitement about word learning by:
  - thinking aloud, saying “Hmmmmm....I wonder what words we’ll find in the “word box/bag, etc.” today?” (note: If one of the words describes an action such as “jump,” act as if it might be difficult to hold onto the bag because it keeps “jumping.” If one of the words describes an animal such as a “dog.” Open the bag and make a quick barking sound; quickly shut it again and repeat. Ask students to imagine what animal word they will learn that might make that sound; repeat this type of “play acting” with other words).
- pull out the first word and hold it up for the students to see
- display the card (using poster putty or by leaning it against a white board or wall) and point to each character as you say it aloud
- say the word aloud again and clap each syllable (character) as it is said
- ask the students to say the word as you point to each character
- ask the students to say the word as you clap each syllable
- ask the students how many syllables the word has and write the response on the back of the vocabulary card; show the number to all students
- emphasize the syllable character ratio (one syllable per character) by pointing to each part of the word and saying “hmmmm...first syllable, second syllable, third syllable, etc...”
- say the word again and use an appropriate gesture to indicate/emphasize the tone of each syllable
- ask the students to gesture the tone of each syllable as you say the word and point to each character
- have students say and gesture the new word
- help students realize that each syllable has its own tone
- repeat this process with each new vocabulary word and then hang the cards on the “new vocabulary words of the week” area

day 2

- revisit new vocabulary words prior to entering into the activity to which they are associated
- say them aloud chorally as you point to each character and students clap the syllables
- repeat the process but have students stand and say each word while gesturing the correct tone for each syllable

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mentor texts

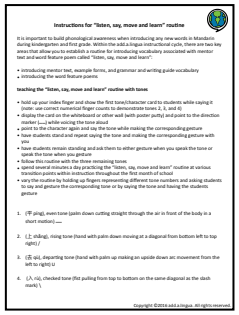
- comprehension strategy: 推断 (inferring)
- read aloud: 月亮,晚安 (Goodnight, Moon)
  - vocabulary cards:
  - 电话 (telephone)
  - 画 (painting)
  - 跃过 (jump over)
  - 梳子 (comb)
  - 晚安 (good night)
  - 所有的 (all of)
  - 轻轻的 (gently)
  - 跳 (jump)
- shared read: 打瞌睡的房子 (The Napping House)
  - vocabulary cards:
  - 温暖 (warm)
  - 打瞌睡 (nap)
  - 做梦 (dreaming)
  - 房子 (house)

做梦

M.K.u3.w5.SR

打瞌睡

M.K.u3.w5.SR



Instructions for “listen, say, move and learn” routine

It is important to build phonological awareness when introducing any new words in Mandarin during kindergarten and first grade. Within the add.a.lingua instructional cycle, there are two key areas that allow you to establish a routine for introducing vocabulary associated with mentor text and word feature poem called “listen, say, move and learn”.

- introducing mentor text, example forms, and grammar and writing guide vocabulary
- introducing the word feature poems

teaching the “listen, say, move and learn” routine with tones

- hold up your index finger and show the first tone/character card to students while saying it (note: use correct numerical finger counts to demonstrate tones 2, 3, and 4)
- display the card on the whiteboard or other wall (with poster putty) and point to the direction marker (——) while voicing the tone aloud
- point to the character again and say the tone while making the corresponding gesture
- have students stand and repeat saying the tone and making the corresponding gesture with you
- have students remain standing and ask them to either gesture when you speak the tone or speak the tone when you gesture
- follow this routine with the three remaining tones
- spend several minutes a day practicing the “listen, say, move and learn” routine at various transition points within instruction throughout the first month of school
- vary the routine by holding up fingers representing different tone numbers and asking students to say and gesture the corresponding tone or by saying the tone and having the students gesture

1. (¯ pīng), even tone (palm down cutting straight through the air in front of the body in a short motion) ——
2. (ˊ chéng), rising tone (hand with palm down moving at a diagonal from bottom left to top right) /
3. (ˇ qǐ), departing tone (hand with palm up making an upside down arc movement from the left to right) ∪
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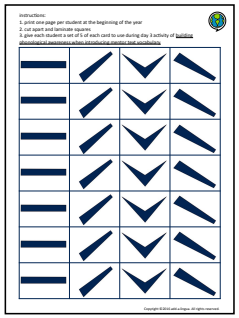

instructions:
1. print one page per student at the beginning of the year
2. cut apart and laminate squares
3. give each student a set of 5 of each card to use during day 3 activity of building phonological awareness when introducing mentor text vocabulary

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integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)

mentor texts

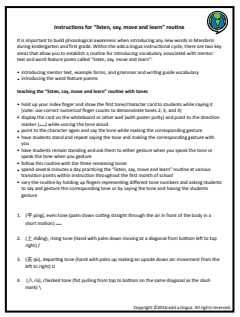
- comprehension strategy: 推断 (inferring)
- read aloud: 月亮,晚安 (Goodnight, Moon)
  - vocabulary cards:
  - 电话 (telephone)
  - 画 (painting)
  - 跃过 (jump over)
  - 梳子 (comb)
  - 晚安 (good night)
  - 所有的 (all of)
  - 轻轻的 (gently)
  - 跳 (jump)
- shared read: 打瞌睡的房子 (The Napping House)
  - vocabulary cards:
  - [illegible] (sworn)
  - 打瞌睡 (nap)
  - 做梦 (dreaming)
  - 房子 (house)

做梦

M.K.u3.w5.SR

打瞌睡

M.K.u3.w5.SR



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teaching the "listen, say, move and learn" routine with tones

- hold up your index finger and show the first tone/character card to students while saying it (note: use correct numerical finger counts to demonstrate tones 2, 3, and 4)
- display the card on the whiteboard or other wall (with poster putty) and point to the direction marker (—) while voicing the tone aloud
- point to the character again and say the tone while making the corresponding gesture
- have students stand and repeat saying the tone and making the corresponding gesture with you
- have students remain standing and ask them to either gesture when you speak the tone or speak the tone when you gesture
- follow this routine with the three remaining tones
- spend several minutes a day practicing the "listen, say, move and learn" routine at various transition points within instruction throughout the first month of school
- vary the routine by holding up fingers representing different tone numbers and asking students to say and gesture the corresponding tone or by saying the tone and hearing the students gesture

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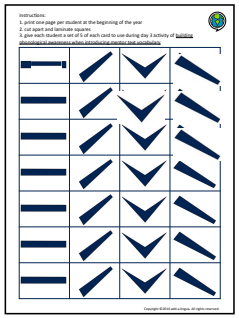

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building phonological awareness when introducing mentor text vocabulary

mentor text vocabulary cards (please see my slideshow for vocabulary cards per unit and week)

day 1

- announce to students that in order to understand a text, they will have to learn new vocabulary words
- designate an area of the classroom that you will entitle "vocabulary words of the week"
- use this space to hang vocabulary cards after they have been introduced
- plan to take (some/all) of these words down at the end of each week in order to make room for new words the following week's vocabulary (you may wish to have some vocabulary cards posted if they will be used in more than one lesson or week)
- place designated vocabulary cards into a key basket, on sibling and build student excitement about word learning by:
  - thinking aloud, saying "Hmmmmm…. I wonder what words we'll find in the "word hoarding, etc." today!" (note: if one of the words describes an action such as "jump," act as if it might be difficult to hold onto the bag because it keeps "jumping." If one of the words describes a sound such as "ding," ring a bell or make a similar, short lasting sound; quickly that it again and repeat. Ask students to imagine what animal word they will learn that might make that sound; repeat this type of "play acting" with other words).
- pull out the first word and hold it up for the students to see
- display the card on the whiteboard or by leaning it against a white board or wall) and point to each character as you say it aloud
- say the word aloud again and clap each syllable (chanson) as it is said
- ask the students to say the word as you point to each character
- ask the students to say the word as you clap each syllable
- ask the students how many syllables the word has and write the response on the back of the vocabulary card. Have the number to all students
- say the word again and point to each syllable per character/ (by pointing to each part of the word and saying "hmmmm… first syllable, second syllable, third syllable, etc…"
- say the word again and use an appropriate gesture to indicate/emphasize the tone of each syllable
- ask the students to gesture the tone of each syllable as you say the word and point to each syllable
- have students say and gesture the one word
- help students realize that each syllable has its own tone
- repeat this process with each new vocabulary word and then hang the cards on the "new vocabulary words of the week" area

day 2

- revisit new vocabulary words prior to entering into the activity to which they are associated
- say them aloud clearly as you point to each character and students clap the syllables
- repeat the process but have students stand and say each word while gesturing the correct tone for each syllable

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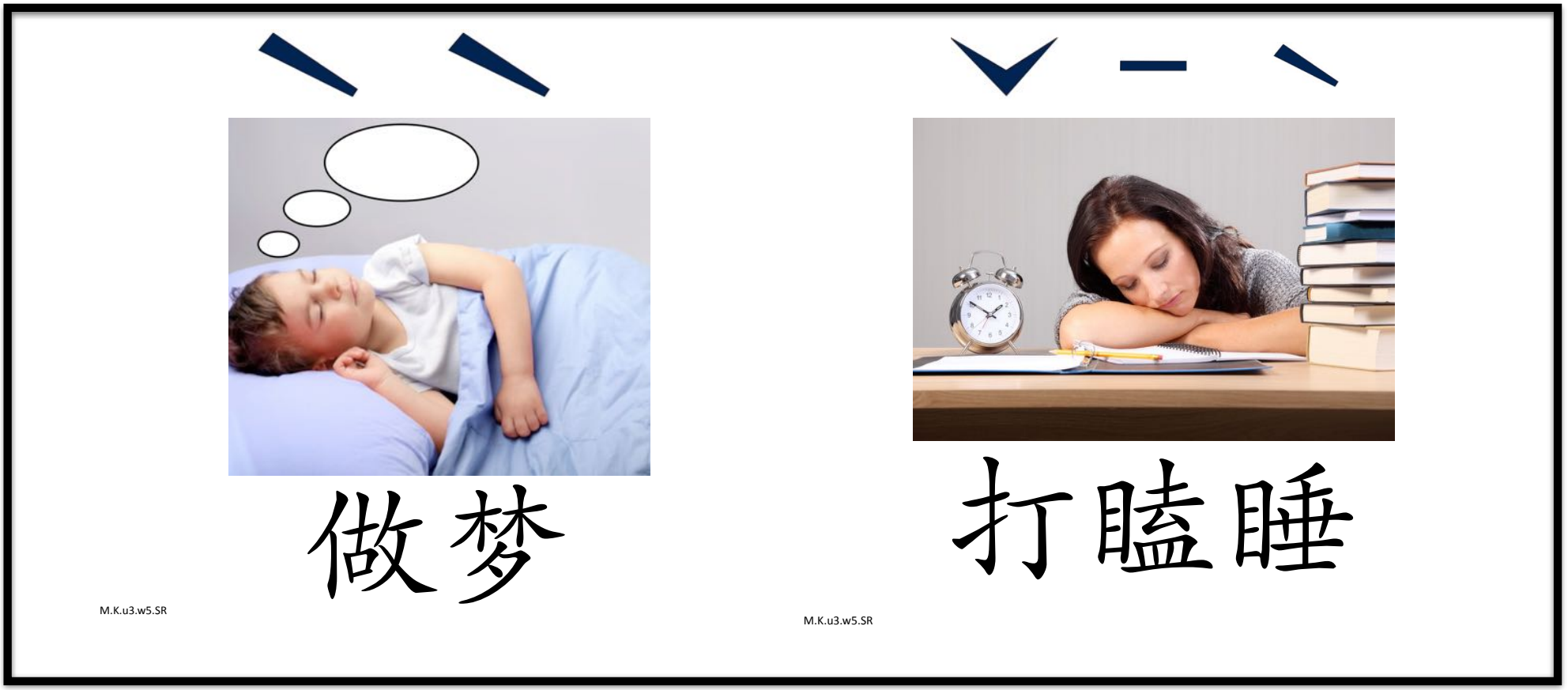
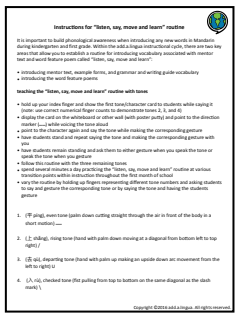
integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)

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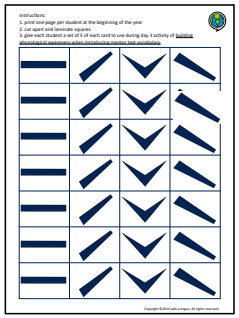
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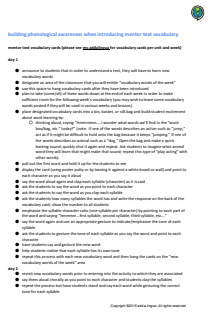
building phonological awareness when introducing mentor text vocabulary

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- ask the students to gesture the tone of each syllable as you say the word and point to each syllable
- have students say and gesture the new word
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- repeat this process with each new vocabulary word and then hang the cards on the "new vocabulary words of the week" area

day 2

- revisit new vocabulary words prior to entering into the activity to which they are associated
- say them aloud clearly as you point to each character and students clap the syllables
- repeat the process but have students stand and say each word while gesturing the correct tone for each syllable

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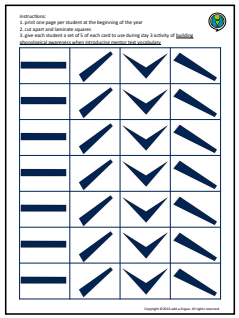
integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (k-1)

做梦

打瞌睡

M.K.u3.w5.SR

w5.SR



integrating Chinese specific linguistic features within a balanced literacy context - word features - phonological awareness (2-5)

语言知识重点

语法结构	
新高频字词 采访 房车 妨碍 放	高频字词复习

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sound clue board

integrating Chinese specific linguistic features within a balanced literacy context - word features - morphological awareness (2-5)

语言知识重点

语法结构	
新高频字词 着急 着迷 着想	高频字词复习

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着急

急躁;心中不安

着

急

接触

心情

接触到紧张的心情

在什么情况下，你会很着急？

这个宝宝为什么着急呢?

word wall organization

integrating Chinese specific linguistic features within a balanced literacy context - word features - orthographical awareness (2-5)

语言知识重点

语法结构	
新高频字词 住 往　　此 比	高频字词复习 肩 眉　　土 士

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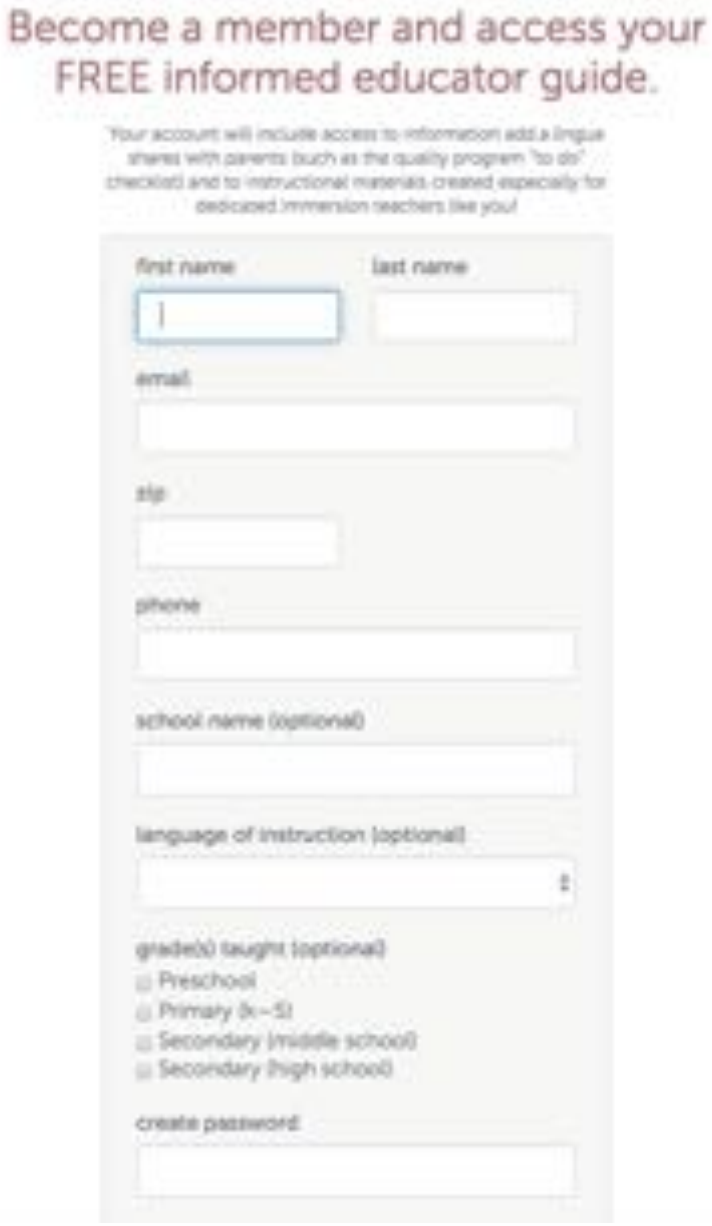

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