

Component 2 includes language samples to provide examples of student language at the different performance levels.



CLOCK *Classroom Language Observation Checklist Kit*

Component 2 - Chinese

CHINESE LANGUAGE SAMPLES

CENTER FOR APPLIED LINGUISTICS

2015

COMPONENT 2 - LANGUAGE SAMPLES

This section includes language samples for the Novice and Intermediate levels, which were either collected while the project staff observed classroom interactions in selected STARTALK summer programs in 2014 or transcribed from performance tasks previously collected in connection with other assessment projects. Completed checklists and student activity performance record forms for some of the language samples are in Component 3. Video and audio samples of language at the Novice and Intermediate levels can be found on ACTFL's website <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> and CLASS's website: <http://classk12.org/showcase.html>.

Language Sample 1

Context: This sample was collected during the last week of a four-week STARTALK summer program. The students, who will be in grade 6 in the fall, had also participated in the same four-week Chinese program the year before.

Instructional/Assessment Activity: The teacher used an activity called “Picture Cues or Story Retelling” (See Component 1 for a description of this activity). In this activity, the teacher showed students pictures of dolphins, whales, sports, and activities. She instructed the students to describe each picture she showed using the language they learned in class.

Performance Level: The language transcribed below is a Novice Mid to High performance and consists of mostly memorized phrases and sentences performed by a student, named Natalie*.

海豚有眼睛，尾巴。海豚没有手，海豚没有头发，海豚没有毛。

鲸鱼有眼睛，鲸鱼有尾巴，鲸鱼没有手。

我喜欢潜水，我喜欢划船。我喜欢冲浪。我喜欢吃东西。我喜欢买东西。我喜欢玩电子游戏，我喜欢骑自行车。我喜欢游泳。

*All names, and locations have been fictionalized.

Language Sample 2

Context: This sample is from the last week of a four-week STARTALK summer program. The students who will be in grade 5 in the fall, also participated in the same summer program the year before.

Instructional/Assessment Activity: The language below was transcribed from a “Paired Conversation” activity that two students participated in (see Component 1 for a description of this activity). The teacher divided her students into pairs, provided a list of topics on the board, and instructed students to exchange information on those topics. The teacher signaled the start and stop time of the activity.

Performance Level: The language sample is a Novice High to Intermediate Low performance, with two students asking each other questions and responding with full or incomplete sentences.

Linda*: 春天你喜欢什么运动? Mary*: 春天我喜欢游泳。

Linda: 夏天你喜欢什么运动? Mary: 夏天我喜欢骑自行车。

Linda: 冬天你喜欢什么运动? Mary: 冬天我喜欢玩电子游戏。

Linda: 秋天你喜欢什么运动? Mary: 秋天我喜欢买东西。

Linda: 你好。Mary: 你好。你好吗? Linda: 我很好, 谢谢。

Mary: 今天天气怎么样? Linda: 今天是晴天。Mary: 今天几月几日? Linda: 今天 7 月 7 日。

Linda: 你是哪国人? Mary: 我是美国人。

Linda: 你家有几口人? Mary: 我家有 5 口人, 我家有爸爸, 妈妈, 弟弟, 妹妹和我。

Linda: 你喜欢什么颜色? Mary: 我喜欢红色, 我喜欢金色, 粉红色, 灰色, 绿色, 蓝色, 和黑色, 和白色。

Linda: 你几岁? Mary: 我十一岁, 你几岁? Linda: 我十一岁。

Linda: 你属什么? Mary: 我属马。

Linda: 你喜欢什么运动? Mary: 我喜欢骑自行车, 冲浪, 和玩电子游戏。

Linda: 你喜欢吃什么? Mary: 我喜欢牛肉, 猪肉, 牛肉, 鱼, 海鲜。

Mary: 海鸥是什么颜色? Linda: 海鸥是蓝色和灰色。

Linda: 中心城市*在哪里? Mary: 中心城市在这里。这里有水族馆, 购物中心, 市中心, 海豚。

Linda: 雨天你喜欢什么运动? Mary: 雨天我喜欢玩电子游戏。

*All names, and locations have been fictionalized.

Language Sample 3

Context: This sample is from a four-week STARTALK summer program. The students, who will be in grade 5 in the fall, had been in the summer program for almost four weeks. This activity was conducted two days before the end of the program.

Instructional/Assessment Activity: In this activity, the student, Mandy* was asked to do an “Oral Report” (see Component 1 for a description of this activity). The teacher instructed the student to prepare a brief introduction about herself and a baby panda, including name, age, nationality, family, favorite colors and food before the activity. The student could take some cue cards with her as reminders.

Performance Level: The student’s language, which includes both memorized and attempts at original sentences, is representative of a Novice High performance. Note that this a prepared presentation so the student had memorized most of this speech. Therefore the student’s language may appear more fluent and fluid that would be expected at Novice High.

你好。我的名字叫曼蒂*。我十岁，我属羊，我是美国人。我家有四口人，爸爸妈妈弟弟和我。我喜欢绿色，黄色，和白色。我不喜欢蓝色，咖啡色，和紫色。我喜欢吃肉和面包和饭。我不喜欢猪肉和菜。我喜欢喝茶和可乐。我不喜欢喝咖啡和果汁。我家在美国中心城市*，我喜欢画画，跑步，看书，唱歌，和跳舞。

熊猫叫宝宝，熊猫 3 岁。熊猫家有 3 口人，爸爸，妈妈和宝宝。熊猫黑色和白色。熊猫喜欢吃竹子，熊猫家在中国。

*All names, and locations have been fictionalized.

Language Sample 4

Context: This is an example transcribed from a performance task previously collected in connection with another assessment project. These students had been in an immersion program for two years. The task is a “Picture Cues or Story Retelling” activity (See Component 1 for a description of this activity). The story below was not explicitly taught in class before, but draws on vocabulary familiar to students in the areas of clothing, animals and habitats.

Assessment Task: In this task, the facilitator prepared a story book of *Little Red Riding Hood* in the target language. She asked two students to take turns retelling the story. The facilitator asked them some questions during the storytelling as well. This task is a combination of interpersonal and presentational speaking. The students are able to make sentences and sometimes several sentences at a time as they try to retell the story.

Performance Level: John’s* language ranges from Intermediate Mid to High. Mark’s language ranges from Intermediate Low to Mid.

Teacher: 现在，我们有一本书让你们轮流给我们讲故事啊，一人说一页的故事。来，John，你先说这一页的故事，这一页在说什么？

John: 有一天，um，从前有一个小孩，她的名字是小红.....

Teacher: 小什么？

John: 小红.....

Teacher: 嗯，小红，她戴的这个是什么？戴在头上的。

John: 小红帽。

Teacher: 对。

John: 小红帽，她的名字是小红帽。有一天她的，有一天，她和妈妈一起在洗衣服。小，小，小红帽看见有一个，那个...（指着图片）这是什么？

Teacher: 没关系。

John: 看见 um 很多动物在，在外面。她说“你好，动物”，她和.....（没有听清）

Teacher: 没关系。John。

Mark: 有一天，然后，um，妈妈要 um 小红帽 um 帮她送一个.....

Teacher: 这是什么东西？

Mark: Fruit basket.

Teacher: 嗯，好。来，Mark。

John: 小红帽说：“再见妈妈，我就要去给奶奶，我，那个 um，吃的东西。”所以她和她的小狗一起去那个树林里。树林里有很多东西，小红帽看见了很多树和很多动物。

Mark: Eh，小红帽，um，走啊走啊，eh，她看见 eh，一个.....（停顿）狼。

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- Teacher: 好, 还有吗? (停顿) 好。
- John: 狼说: “Ah, 他, 啊, 小孩儿, 你, 你在, 你要去哪儿啊?” 小红帽说: “啊, 你好, 我要去我的奶奶, 她是生病, 所以我要给她吃的东西。” 小, 大灰狼说: “好, 哎呦, 那个很多花在那儿, 你可以给她很, 你可以给她花。” 小红帽, “啊那是美丽的花, 我就要拿。”
- Mark: Eh, 小红帽, eh, 拿了很多花, 和狼就, um, “加” (假) 的做小红帽和去 um 奶奶的家。
- Teacher: 很好。
- John: 它就, 它去到了奶奶的家以后, 他, 他, um, 他说: “奶奶, 我回来了, 我要给你很, 我要给你吃的东西”。奶奶说: “啊, 啊, 你可以进来小红帽。” 大灰狼就进来, 它看见奶奶就吃掉了。它, 它放那个奶奶的 um 衣服在它的身上。
- Mark: 和它, 和它, um, 坐在它的 uh 床等小红帽。
- John: 小红帽来到她奶奶的家, 她就说: “奶奶, 我来了, 我可以进来吗?” Um, um, 大灰狼说: “进来, 小红帽, 我很饿, 我不可以...um 可以, 可以看你在, 看你在...”
- Teacher: 好, 这里, Mark。
- Mark: 小红帽问, um: “奶奶为什么你有真大的耳朵?” “因, uh, 因为, 所以我可以听见好。” “奶奶, 你为什么有真大的鼻子?” “因为, 所以我可以闻得好。” Um, uh, “奶奶, 为什么你有真大的口?” “所以我可以吃你。”
- John: 所, 小红帽说: “啊, 你不是奶奶, 你是那个大灰狼, 我看见了。” 小红帽想就跑步, 可是她不可以, 因为她很害怕。
- Mark: Uh, uh, 狼吃掉了小红帽, uh, 和睡觉。
- John: Um, 有那个 um, 我, 有那个 um, 树, um 把那个树, 那个有一个人和他的狗, 他就看, 他就要, um 他就看那个奶奶的家, 他就那个 um 说: “啊, 你好。” 可是没, 可, 可是他看见一个大灰狼, 他就, 他就进去和, 他看见那个大灰狼在那里, 他那个, um, 很老的那个奶奶的 um 床。他说: “我要杀你大灰狼。”
- Mark: 所以, uh, uh, 那个人杀了大灰狼, 和小 uh 红帽和她的奶奶就 uh..... (停顿)
- John: 小红帽就谢谢那个人, 和那个奶奶就谢谢他。奶奶说: “小红帽, 谢谢你给我很多吃的东西。” 你, 你, 人, uh 你, 她奶奶说, 奶奶要问那个人, “你要和我们一起吃饭吗?” 他说“好”。那他们就吃饭, 和小红帽就 happy ever after。

Language Sample 5

Context: This is an example transcribed from a performance task previously collected in connection with another assessment project. The students had been in a Chinese immersion program for six years.

Assessment Task: The language sample below is from a “Debate” task in which the facilitator asked two students at a time to defend their opinions in the target language (see Component 1 for a description of this activity). The facilitator pretended to be the principal and he prepared three new rules that he was going to issue. He recounted the three rules and asked the students to choose one rule and defend why or why not that rule was a good one.

Performance Level: This is an interpersonal speaking activity and the students’ performance level is Intermediate High.

Interviewer: 学校决定制定一些新的规定。你们选一个规定，并说明为什么这是一个好的规定，或不好的规定。请至少说出两到三个理由。第一条规定是数学课上不允许使用计算器。第二条是所有学生夏天必须上课。第三条规定是所有学生必须学习阿拉伯语。

Belinda*: 啊，不允许使用计算器 [规定 1].

Amy*: 啊, 夏天上学的规定 [规定 2].

Interviewer: 好的，我来帮你开始。角色扮演：我听说你想找我谈谈最近我颁布的一些新规定。来跟我说说你的想法。

Belinda: 我认为计算器，哦，不允许我们在数学课上使用计算器是不好的，因为如果你不知道，你就得自己想办法做出来而不是通过简单的办法做出来。你就得用你自己的脑子来做乘法，加法，除法或者找别人帮忙而不是用简单的办法做出来。嗯，比如说，摁几个数字就能解决问题，那就是简单的办法。那样不公平因为你没有尽你最大的努力。我认为你来学校是尽你最大的努力学习取得好成绩。

Interviewer: 嗯。

Belinda: 这就是为什么我认为不允许使用计算器是不好的，不公平。

Interviewer: 好，很好。

Amy: 第二个规定，就是关于夏天上学的那个是什么？

Interviewer: 就是所有的学生夏天都必须上学。

Amy: 我觉得那样不公平，因为有时候，这有点儿公平，因为他们可以学到更多知识，但是不对，不是所有的学生都应该夏天上学因为有些同学要去别的地方或者他们不想上学。。。

Interviewer: 嗯。

Amy: ...夏天上学，这个，夏天上学，夏天他们应该，需要玩得高兴点。而且学校也放假了。

Interviewer: 恩，你觉得如果学校决定这必须成为一条规定的话会怎么样？

Amy: 我觉得那样真的很不公平。

Interviewer: 是吗？你呢，Belinda? 你觉得会怎么样？

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Belinda: 嗯，不公平。不公平因为我们一整学年都在学习，我们应该有一个休息的时间，好好玩一下，跟朋友玩玩因为他们有可能上别的学校。

Interviewer: 嗯。

Belinda: 就是这样。所以，如果那个时候你要上学，你就一直在上学。这样的话，春假就没有任何意义了，我是说暑假不没有意义了。