The National Foreign Language Center:

2009 Project Update

ILR Meeting
September 18, 2009
2009 LangNet Project Update

- Arabic Variant Identification
  - Added Syrian dialect.
2009 LangNet Project Update

- Fundamentals of Translation
  - Added Chinese language.
• Thematic Units:
  - Added additional Korean and Chinese topical clusters.
2009 LangNet Project Update

- **Assessment Objects:**
  - Added 80 Assessment Objects at ILR Levels 2 and 2+. 10 AOs were developed for both the Reading and Listening portions in the following languages: Hebrew, Japanese, Turkish, and Modern Standard Arabic (MSA).

- **Learning Objects:**
  - Added additional objects as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic, Iraqi</td>
<td>6</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>Arabic, Levantine</td>
<td>*</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Arabic, MSA</td>
<td>*</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Chinese, Simplified</td>
<td>*</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>French, African</td>
<td>*</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Hausa</td>
<td>22</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>Igbo</td>
<td>18</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>Korean, South</td>
<td>*</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Korean, North</td>
<td>*</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Pashto</td>
<td>3</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>Persian</td>
<td>*</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Shona</td>
<td>23</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Uzbek (Cyrillic &amp; Latin)</td>
<td>*</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Yoruba</td>
<td>32</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>104</td>
<td>416</td>
<td>520</td>
</tr>
</tbody>
</table>
IANet Project Update

• Critical Thinking and Structured Analysis:
  - 17 learning objects completed.

<table>
<thead>
<tr>
<th>Intro to Critical Thinking</th>
<th>Intro to Probability Trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Point of View</td>
<td>Intro to Sorting, Chronologies, Timelines</td>
</tr>
<tr>
<td>Intro to Role of Questions</td>
<td>Intro to Inferences, and Assumptions</td>
</tr>
<tr>
<td>Intro to Problem Restatement</td>
<td>Intro to Adversary Intent Matrix</td>
</tr>
<tr>
<td>Intro to Divergent, Convergent Thinking</td>
<td>Intro to Devil's Advocacy</td>
</tr>
<tr>
<td>Intro to Pros/Cons/Fixes</td>
<td>Intro to Matrices</td>
</tr>
<tr>
<td>Intro to Bias &amp; Mindsets</td>
<td>Intro to Weighted Ranking</td>
</tr>
<tr>
<td>Intro to Hypothesis Generation</td>
<td>Intro to Hypotheses Testing (ACH)</td>
</tr>
<tr>
<td>Intro to Scenario Trees</td>
<td></td>
</tr>
</tbody>
</table>
• Critical Thinking and Structured Analysis:
IANet Project Update

- **Structured Analysis of Competing Hypothesis**
  - 6 learning objects completed.

<table>
<thead>
<tr>
<th>Intro to Defining Intelligence</th>
<th>Intro to SACH Ghana Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to ACH Automation</td>
<td>Intro to Presenting to a Decision Maker</td>
</tr>
<tr>
<td>Intro to SACH Hypotheses Testing</td>
<td>Intro to SACH Practice Exercise</td>
</tr>
</tbody>
</table>
IANet Project Update

- Maps and Geo-Coordinate Systems
  - 7 learning objects completed.

<table>
<thead>
<tr>
<th>MGCS-Fundamentals of Maps</th>
<th>MGCS-Geographic Coordinates</th>
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</thead>
<tbody>
<tr>
<td>MGCS-Map Features: Scales and Legends</td>
<td>MGCS-Universal Transverse Mercator</td>
</tr>
<tr>
<td>MGCS-Cultural and Natural Map Features</td>
<td>MGCS-Military Grid Reference System</td>
</tr>
<tr>
<td>MGCS-Map Features: Elevation Data and Landforms</td>
<td></td>
</tr>
</tbody>
</table>

- MGCS-Fundamentals of Maps
  - Types of Maps
    - 1:50,000 or 1:100,000 military topographic maps
Project Overview

READ CHINESE 閱讀中文!

U.S. Department of Education
Differences from Original LangNet

- Learners are in Grades 8-12
- Proficiency level is from 0+ to 1+
- Typical users are highly computer-literate
- Materials are available on a public website
- Materials are typically used for voluntary self-study
- Teachers also use materials in classes
Low-Level Reading Proficiency in Chinese (ACTFL)

ACTFL Scale: Intermediate-Mid

Chinese:

• Can read simple straightforward connected prose. Can understand and follow events of simple narration in specially-prepared material when sentence structure is simple and generally parallel to native language syntax.

• Can control certain small closed structural sets, such as:
  – interrogatives such as “誰” (who) and “什麼” (what)
  – specifiers such as “那” (that) and “這” (this)
  – personal pronouns
  – very common noun measures (measure words) such as “隻” (a measure word for pens, animals, etc.), “塊” (a measure word for lands, cookies, etc.), and “本” (a measure word for books, notebooks, etc.).
Low-Level Reading Proficiency in Chinese (ACTFL)

• *Read Chinese!* uses 3 text-level categories—
  • Novice (ILR 0/0+)
  • Intermediate (ILR 1/1+)
  • “Cultural” (ILR 2 and above)
Features of Read Chinese!

TEXTS:

- Topics are selected to interest HS learners
- Many are adapted from authentic texts
- Some recent texts are composed for instructional purposes
- English translation and recording of text provided with pinyin transcription
Selecting materials

- Lists alphabetically by material title
- Each module has a title, level, and brief content description
Chinese Dynasties in Historical Chronology, Part 1

1. Chinese Dynasties

In the long and turbulent history of China, each dynasty had its own unique characteristics, which makes Chinese history and culture very interesting to study. This source text is the first part of two lessons that providing a Chinese Historical Chronology Chart, which includes names in Chinese with pinyin and the time period that the dynasty reigned in history.

The idea of a "dynasty" is important to the Chinese, as it has traditionally symbolized an historical cycle whereby the ruling house could lay claim to the "mandate of heaven," or their divine right to rule China.

3. 周（前1122年至前256年）
3.1 西周（前1122年至前771年）
3.2 東周（前771年至前221年）
3.2.1 春秋世代（前771年至前481年）
3.2.2 戰國世代（前403年至前221年）

4. 秦（藏帝國）（前221年至前206年）

5. 漢（前206年至公元220年）
Chūnqiū: This dynasty is named after the famous Spring and Autumn Annals compiled by Confucius.
不對。No, that’s not right. This period was named after the famous historical chronicle of the time, "Spring and Autumn," compiled by Confucius.
### USED Read Chinese Learning Objects User Survey

Questions marked with an asterisk (*) are mandatory.

1. *I am a:
   - Student
   - Teacher
   - Other, please specify

2. *How did you use the materials?
   - Homework assignment
   - Classroom activity
   - Independent practice
   - Other, please specify

3. *How long have you been learning Chinese?
   - One year or less
   - 2-3 years
   - More than 3 years
   - Never formally studied Chinese
   - Chinese is my native language

4. *The materials were used:
   - As an individual lesson
   - In conjunction with a text lesson
   - Other, please specify
Latest User Feedback

User Info:

- 60% are students, 26% teachers, 15% “other”
- 66% say they use materials for independent practice, 32% for classroom work or assigned homework
- 18% “never formally studied Chinese;” 39% one year or less; 25% 2-5 years
- 7% say Chinese is their native language
Latest User Feedback

Positive points:

- 87% say materials “enhanced learning”
- 88% indicated they found the materials interesting and 86% said activities were interesting.
- Parts that users found “most helpful”:
  Readings with pinyin (71%)  Activities (64%)
  Activity feedback (45%)      Translations (54%)
  Recordings of texts (39%)   Info in Notes (39%)

Points to improve:

- A few content corrections
- Desire for
  - more very basic texts
  - more visuals
  - podcasting!
Confucius Institute Student Program at the University of Kansas - Chinese
• STARTALK Mission and Program Goals

- **Mission:**
  
  – “to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.”

- **Goals:**
  
  – To be a national program operating in all 50 states by 2011, with programs in up to 10 languages
  – To increase the quality and supply of teachers of critical languages throughout the nation
  – To stimulate significant increases in the number of students enrolled in the study of critical languages
  – To improve the quality and effectiveness of critical language curriculum
Program Execution

• Research on Effective Instruction, Capacity Issues

• Summer Program Implementation
  - Infrastructure to support programs
    – Conferences and Professional Development
    – Site Visits
    – Constructive Feedback

• Materials Development and Collection
  - Instructional strategies to support goals
  - Online tutorials and templates

• Conference Planning
Program Initiatives for 2009

• Blended Learning: explore alternate modes of language activities and support at least one program that includes a virtual classroom component

• Assessment: begin development of an assessment capability for novice-level speaking in at least one language for use as a demonstration pilot

• Teacher Certification: support programs leading to certification in STARTALK languages in at least one state

• Databases: develop and populate a database of information related to program design, outcomes, and management
  - Provide grants for databases: collaborate on information for STARTALK stakeholders
Additional Tasks for 2009

• Certification Summit

• Enhancement of LinguaFolio Online

• Materials Development
  - Collection of staged videos of best practices from STARTALK programs
  - 10 workshops for STARTALK teachers developed by 2009 Program Directors

• Enhanced database on critical language offerings
Participant Growth 2007 - 2009
## 2009 STARTALK Program Data

<table>
<thead>
<tr>
<th>Language</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>Chinese</td>
<td>45</td>
<td>33</td>
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<tr>
<td>Hindi</td>
<td>11</td>
<td>5</td>
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<tr>
<td>Persian</td>
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<tr>
<td>Swahili</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Turkish</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>68</strong></td>
</tr>
<tr>
<td>Language</td>
<td>Students</td>
<td>Teachers</td>
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<tr>
<td>-----------</td>
<td>----------</td>
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</tr>
<tr>
<td>Arabic</td>
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<td>Chinese</td>
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<td>Swahili</td>
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<td>Turkish</td>
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<td>Urdu</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5054</strong></td>
<td><strong>1454</strong></td>
</tr>
</tbody>
</table>
Near-term Future Development

• Supporting Quality Programs
  - Professional Development Opportunities
  - Curriculum Design and Planning Tools

• Longer Sequence Instruction Opportunities

• Collaborations with NSLI Partners

• Continued Integration of Technology
  - LinguaFolio Online
  - “Before You Know It” and “Learn Language Now!”