

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title  
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Voyages in Chinese 2 Student's Book	Publisher	WHHS Education/Sinolingua
SE ISBN	9787513813327	TE ISBN	9787513811606
SW ISBN	9787513813334	Grade Level/Content	10--Chinese

**Core Instructional Material Designation** (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended  
(90% and above)

Recommended with Reservations  
(80-89%)

Not Recommended and  
Not Adopted  
(below 80%)

**Total Score** - Below is the final score for the materials averaged between the team of reviewers.

Average Score
61%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score
73%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Materials provide a series of Culture Tips for enrichment: Chinese printing, Quadrangle, Tai Chi Chuan, Confucius, Peking Opera Masks, Spring Festival, Lantern and Dragon Boat Festivals, Arts & Crafts. These tips provide students cultural perspectives, practices and products, but do not offer the opportunities to use Chinese language to reflect on students' own culture and perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Through Suggested Classroom Activities in the Teacher Book, and with checklists and graphic organizers in the Student Book, as well as questions that prompt students to consider their own thoughts and perspectives on the topics at hand, students do have opportunities to express themselves in this course of study. However, the representations in both texts and imagery of culture, race, religion and socio-economic status are limited to British and Chinese middle-class experiences.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

53%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The student textbook *Voyages in Chinese*, Volume 2, does not align with grade level standards overall, as it is deficient in areas of interpersonal communication (though suggested activities in Teacher's Book do contain interpersonal activities not connected to the student textbook), connections, comparisons and communities. The content on culture is richer and more comprehensive than in Vol. 1 of the *Voyages* series, but consists of mostly surface-level information, some of which is only available to students in English, with no practice activities with vocabulary in the target language (particularly the Culture Tips and Classic Poems). The Chinese texts in each lesson are at grade level, but illustrations are geared toward younger middle school-age students.

Materials align with communication standards.

*Statements of appraisal and supporting evidence:*

Majority of communication activities are interpretive (though interpretation of authentic texts is not incorporated), with presentational writing and speaking in the forms of character practice and fill-in-the-blanks, and "answer the questions in Chinese" regarding texts, or "talk about the pictures" regarding images on the page. In the Teacher's Book, activities such as surveys and interviews and discussions, for example "discuss what daily necessities their families need each week" (SB p. 57) provide interpersonal communication opportunities, but these are not correlated with activities in the Student Book. There are also more presentational communicative activities suggested in the Teacher Book, such as introducing a friend, or the environment around one's house.

Materials align with cultures standards.

*Statements of appraisal and supporting evidence:*

Cultural content informs students of key products and practices in Chinese culture, but does not always do so in the target language. For example, in the Culture Tips, there are captions in both Chinese and English, but the Chinese is mostly inaccessible to students at this level, and no scaffolding or practice is provided to enable students to understand or practice the target language within these captions. Classical poems and a Confucius quote are presented in pinyin and Chinese characters, with no translation or discussion in English of the meaning to assist students in unpacking the cultural content. In texts such as the dialogues directed at students in each lesson, there is some reference to cultural products and practices, but no in-depth inquiries into meaning and perspective.

Materials align with connections standards.

*Statements of appraisal and supporting evidence:*

On making connections to other disciplines: lesson on shopping provides opportunity for students to use Chinese for counting/math; however, Student Book rarely offers tasks for critical thinking skills. The Cultural Tip on Chinese Quadrangle provides opportunities for students to analyze Chinese view of ideal environment/architecture/housing design; but no task or discussion can be found in Student Book. On acquiring information and diverse perspectives: Teacher Book provides warm up activities for students to describe or discuss their family life and personal interests; while in Student Book, some questions in exercise tasks offer students opportunities to express their perspectives.

Materials align with comparisons standards.

*Statements of appraisal and supporting evidence:*

On Language comparison: Student Book provides Unit Summary and English-Chinese Vocabulary List, however, there is no Grammar section to give students more comparison on syntax or convention between Chinese and English. There are sentence/pattern analysis in Teacher Book; however, students benefit more if they have the resources in Student Book. On Cultural comparison: although there are abundant Cultural Tip or illustrations throughout the Student Book, comparison of Chinese culture vs western/other cultures is hard to find. Take Tai Chi exercise for example, students can benefit from comparing the similarity or differences between this ancient sport and other forms of exercise (e.g. yoga) around the world.

Materials align with communities standards.

*Statements of appraisal and supporting evidence:*

On school and global communities: Lesson 1, 19 and 21 texts mention people from England, US and France, with description of friends visiting each other to enjoy Spring Festival Gala. However, no emphasis on how students can use Chinese language to participate in communities. On Lifelong learning, Lesson 10 text describe one student enjoys Chinese class, the other student German class, but no indication on setting goals or reflect on their progress. Although Teacher Book provides many suggested activities to build the community, more tips or practices can be included in Student Book to meet standards.

**WL Content Review** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

88%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

*Statements of appraisal and supporting evidence:*

The selection and range of texts is consistent throughout, exhibiting considerable thought and craft, and providing useful information within the language learning sequence. However, lack of authentic materials results in a purely pedagogical textbook, offering little by way of useful context and meaningful connection to the culture.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

*Statements of appraisal and supporting evidence:*

Questions for reading comprehension, like Task 5 "Read" of each lesson, are all text-specific, requiring specific answers from the reading material provided. The questions in the speaking exercises, Task 8 "Talk," of each lesson (where students are prompted to "Answer the following questions in Chinese") sometimes start out factual and text-based, then move toward the personal and abstract, in an approximation of Costa's Levels of Questioning (gathering - processing - applying). For example in Lesson 18 (p. 139) the first question is "What is Xiaoyu doing?" The last of the six questions read "What kind of extracurricular activities are you interested in?" Questions are simple and easily understood by native English speakers, but they are provided only in English, and not in the target language.

Materials provide scaffolding and supports to enable students' learning of World Languages.

*Statements of appraisal and supporting evidence:*

In addition to the ten exercise tasks in the Student Book, the Workbook provides students the opportunity to review the lesson content through eleven additional tasks: two listening, three matching for reading comprehension, two translation (Chinese into English, English into Chinese), one speaking, one fill-in-the-blanks/multiple choice, one paragraph writing and character writing practice. These tasks provide scaffolding and supports to ensure students' acquisition of Chinese language.

**All Content Review** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

71%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

*Statements of appraisal and supporting evidence:*

Materials are coherent and consistent; however, the materials only partially meet high school standards that all students need to be college and career ready. Most tasks are pattern drills for improving language skills and proficiency, but there are no tasks or opportunities for students to present 21st century skills e.g. (present a multimedia project to connect other disciplines, to compare language or culture or to encourage students to participate in communities).

Materials are well designed and take into account effective lesson structure and pacing.

*Statements of appraisal and supporting evidence:*

Extensive planning went into the design and contents of this Student Book and its accompanying Workbook and Teacher Book. The consistent structure throughout allows students and teachers to anticipate and quickly locate the content. The teacher book demonstrates effective lesson structure, with appropriate sequence, type, and length of activities. The student book and workbook provide ample practice for each lesson, most of which can be completed autonomously.

Materials support teacher planning, learning, and understanding of the standards.

*Statements of appraisal and supporting evidence:*

The Teacher Book includes Learning Objectives with: I. Suggested Teaching Steps and Main Points II. Suggested Classroom Activities III. Language Tips and IV. Cultural Tips. These resources support teacher planning and learning; however, alignment of standards and lesson objectives is absent throughout the series.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

*Statements of appraisal and supporting evidence:*

World Language standards are not referenced in these materials, nor are there any specific tools or resources provided to collect data about students' progress on the standards.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

*Statements of appraisal and supporting evidence:*

PPT slideshows and audio recordings are available for each lesson. Use of these technology resources enhances student learning to a degree, but digital materials do not appear to be available for Volume 2.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The Teacher Book contains many customizable Suggested Classroom Activities. The Student Book and Workbook are both expendable (containing many exercises intended to be completed by student on the page), assignments can be selected for students based on their individual needs.

Materials give all students extensive opportunities and support to explore key concepts.

*Statements of appraisal and supporting evidence:*

Student Book, Workbook, Audio CD and digital version give all students extensive opportunities and support to explore key concepts. Student Book exercise includes 10 tasks: 1. Read phrases and match with proper pictures; 2. Listen to recording and choose correct answers; 3. Listen to recording and tick the correct box to match person and activity; 4. Complete sentence according to pictures; 5. Read a paragraph and answer questions in Chinese; 6. Talk about 2 pictures in Chinese; 7. Complete sentences with Chinese characters (pinyin provided); 8. Answer 6 questions in Chinese based on two pictures; 9. Write six Chinese Characters; 10. Phonetics practice by a rhyme or poem.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Materials provide a series of Culture Tips for enrichment: Chinese printing, Quadrangle, Tai Chi Chuan, Confucius, Peking Opera Masks, Spring Festival, Lantern and Dragon Boat Festivals, Arts & Crafts. These tips provide students cultural perspectives, practices and products, but do not offer the opportunities to use Chinese language to reflect on students' own culture and perspectives.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Through Suggested Classroom Activities in the Teacher Book, and with checklists and graphic organizers in the Student Book, as well as questions that prompt students to consider their own thoughts and perspectives on the topics at hand, students do have opportunities to express themselves in this course of study. However, the representations in both texts and imagery of culture, race, religion and socio-economic status are limited to British and Chinese middle-class experiences.

**Reviewers' Professional Summation** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 34

*Background and experience:*

Level III licensure, with endorsement in Modern and Classical Languages (Chinese). Master's degree in Journalism earned in Taiwan, Republic of China; master's degree in Public Relations from Boston University. Worked for World Journal (Chinese Daily News) as correspondent and freelance writer of Sunday Magazine from 1993-2007. Teach 9-12 grade Chinese language and culture, from beginning to AP Chinese, at Career Enrichment Center of Albuquerque Public Schools (APS) since 2006. Certified AP Chinese teacher, APS online teacher, University of New Mexico/APS Chinese dual credit enrollment program adjunct lecturer since 2013. Active member of local Chinese and professional communities: New Mexico Chinese Association, Albuquerque Sister Cities Foundation (Co-chair of Hualien committee), NMOLE and CLAT-NM.

*Professional summary of material:*

The Volume 2 materials provide contents that coordinate well with Volume 1. Teacher Book offers many classroom activities that engage students to achieve learning goals. One possible reason for the Student Book to not meet World Language standards in Connection, Comparison and Community could be that it is the publisher's intention for students to have immersive learning experiences in Chinese language. The result is a textbook that contains many pictures and illustrations for younger students, but no content-based knowledge to promote higher order thinking skills for high school students. Reviewer also could not find assignments or rubrics that provide teachers with tools to assess students' progress beyond Chinese language proficiency. The series also neglects the comparison of cultures and diverse perspectives. Although there are 56 ethnic groups in China, over 90% is Han ethnic group. In a mono ethnic society, educators may not be mindful when it comes to teaching and listening to all cultures and perspectives. To me, it's a learning process. In the global community, we hope to see instructional materials that teach students to have an open mind, be more objective, and use Chinese language to connect, build communities and enrich their lives.

Reviewer #: 35

*Background and experience:*

Level III licensure, with endorsements in Modern and Classical Languages (Chinese), Social Studies, and English Language Arts. Classroom teacher since 2007. Master's degree from UNM in Organizational Learning and Instructional Technology. Studied in China in the late 1990s and early 2000s. Rated "fluent" in Mandarin by the Test of Chinese as a Foreign Language (TOCFL). Active in regional professional organizations for language educators, SWCOLT, NMOLE, and CLTA-NM. Certified AP Chinese teacher.

*Professional summary of material:*

The design and layout of Voyages in Chinese Volume 2 is consistent with that of the first volume, providing the same structures and practice exercises in the same sequence. Each unit contains three lessons and a unit summary. Units mirror the themes and topics in Volume 1, providing a spiraled curriculum with increasingly complex vocabulary along with the recycled terms from previous lessons. But activities in the Student Book Volume 2 do not evolve in complexity to reflect the increasing maturity levels of students. The imagery in Volume 2 continues in the same brightly-colored vein as in the first volume, and features the same eight characters (four British, four Chinese) as in Volume 1. These eight characters from Volume 1 are exactly the same in Volume 2--they haven't aged or changed in any way. Overall, illustrations and photos appear mostly to be of students in the younger middle school age bracket (ages 10-14), rather than of high school students. Opportunities to differentiate lessons and draw out student opinions and perspectives on different topics do appear in the Teacher's Book (as they did in Volume 1). Improvements to cultural content, in terms of quantity, are made in Volume 2. However, the depth of inquiry and comparisons to other cultures remain superficial. Opportunities and activities to use the language in the outside community (through homework assignments and projects, for example) are nonexistent.