

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 3 Student's Book	Publisher	WHHS Education/Sinolingua
SE ISBN	9787513804585	TE ISBN	
SW ISBN	9787513804615	Grade Level/Content	11-12--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
70%

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
67%

Materials take into account cultural perspectives.

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

Some mainstream Chinese and British-American cultural perspectives are taken into account.

Materials include a culturally responsive lens.

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

Textbook is designed for students in English-speaking countries. Example, illustration or photo focus largely on British, US or European cultures. Although there are photos of Chinese rivers, painting and different ethnic groups in the Culture Tip sections, for a Chinese language textbook there are not enough authentic Chinese materials to represent the people and culture. Except for one photo with African, Asian and European students, there is also not enough representation of diverse demographics of the global community. For the state of New Mexico, the majority of our student demographic might not find cultural aspects they can identify with.

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

Average Score

70%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Materials meet or partially meet all of the standards. More focus needs to be put on Interpersonal Communication, Comparisons (students investigate, explain and reflect on language and culture) and Communities (students find ways to use the language locally and globally). It is assumed in publisher citations that two students reading a dialogue is the equivalent of interpersonal communication, while in fact it is a form of presentational reading. Comparisons between the Chinese and English languages are insufficiently highlighted in the text--one place they could be emphasized is in the comprehension questions and activity prompts (but instead, all of these questions in both the Student Book and Workbook are presented in English). Comparisons between Chinese culture and British-American culture are integrated into texts, but are by and large surface-level. There are, however, opportunities for students to investigate these comparisons more deeply, in activities such as the speaking and writing tasks on p. 109, asking students to introduce a famous historical figure of their choice and the famous poet Qu Yuan, respectively. Finally, Communities need to be highlighted to empower students in their lifelong language learning journeys. Without personal experiences of negotiating meaning with people in the Chinese-speaking world, students may not achieve the goals of using Chinese for enjoyment, enrichment and advancement.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

Interpretive and Presentational modes of communication are well-represented. Interpersonal mode is addressed less frequently, in activities like "help a senior relative make a hotel reservation" on SB p. 140. It is not clear whether this is interpersonal or presentational, or what a completed student project would look like. On p. 181 the instructions read "You are going to go through a job interview. You will talk about..." The teacher will need to provide question-starters and examples, to assist all students in understanding and achieving the goals of the task (presumably to role-play a job interview in as realistic a manner as possible). If the books contained more question-starters and gap activities and the like for students to engage in the language interpersonally (which is, according to studies, what language students want), it would align more fully with the communication standards.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

Opportunities to relate practices to perspectives in the target language cultures standards can be found in activities such as, on p. 85, "organize a talent show." Images with the assignment include people engaged in Peking Opera, singing, and calligraphy. Taking part in some of these pictured activities means engaging in cultural practices, and possibly seeing from new cultural perspectives. Likewise, in activities such as creating a PPT about Qū Yuán on p. 109, students can examine the significance of cultural objects such as zòngzi (Chinese tamales) and lóngzhōu (dragon boats), and how they are connected to the practices of a Chinese festival: Duānwǔjié ("Dragon Boat Festival"). "Cultural Tips" in the Student Book can be informative, but do not offer scaffolding to the vocabulary contained within the Chinese text (tips are in both Chinese and English). Images and English text are in most of these "tips" at the end of each unit (eight units; eight Cultural Tips) help students picture key cultural concepts. Some effort has been made in Volume 3 to relate Cultural Tips to the theme of each unit.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

Although the Student Book and Workbook offer texts and assignments that allow learners to connect with other disciplines and use the language to function in career related situations, the strategies and tools for developing critical thinking skills are absent. On Making Connections, Lesson 19 "Homepage of the School" introduces new resources of school webpages, yet it's not clear how students can expand their knowledge of other disciplines, e.g. math, science, history, mentioned in text. On Acquiring Information and Diverse Perspectives, one task asks students to introduce a famous person's blog, and talk about what they like the most of the blog and what they hope to improve on the blog. Instruction should be more specific on researching Chinese sites, e.g. Weibo, Tencent, iQIYI or Youku, and talk about Chinese celebrities.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

Materials provide opportunities for learners to develop insight into language and culture, but rarely offer tools to compare with learners' own cultures. On Language Comparison, Lesson 14 text has a discussion of Chinese and English historical figures, Chinese poets and Shakespeare were mentioned; however, there was no discussion on how to compare the languages. One Exercise task asks learners to introduce English/American culture to their Chinese friends, including what's the most famous, what they like about the culture and more. Task should be modified to introduce "student's own" culture to Chinese friend to include diverse perspectives. On introducing Traditional Chinese Painting in Culture Tip, it would engage students more to compare and contrast differences between western/arts from around the world and Chinese shuǐ mò huà ink wash painting.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

Texts of Student Book describe how students interact with cultural competence and participate in the multilingual communities; however, not all activities provide students opportunities to participate in local Chinese communities. On School and Global Communities, in Lesson 21 “Chinese Day” activities, text describes students in a British school performing Chinese songs and arts. However, tasks of the lesson do not provide learners with opportunities to build community by using Chinese language, e.g. students can try using Chinese to order food in Chinese restaurant or participate in local Chinese New Year celebration. On Lifelong Learning, Lesson 24 task asks students to talk about their favorite university; although this is setting goals for the future, no connections on how to use Chinese language for lifelong learning and enrichment are made. Students at this level can take Chinese proficiency tests to earn college credits, scholarship opportunities, or bilingual seal, to benefit their college or job prospects. Tasks that could meet communities standards may include: students or former students sharing Chinese language learning/test-taking experiences, community participation/volunteer service experiences, and interviewing members from the local Chinese community on invitation by the teacher.

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

90%

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:

Each lesson (Student Book has a total of 24 lessons, spread throughout 8 thematic units) contains a text in two parts: a conversation, and an expository text. These texts contain all of the new vocabulary and sentence structures introduced in the lesson, plus recycled vocabulary from previous lessons. Although they are contrived, pedagogical texts, and not authentic texts from the Chinese-speaking world, they present high-quality language worthy of students' time and attention. Craft and thought put into the texts is evident, and information is useful (and necessary, as no further examples or sentence structures are given) as models for the practice exercises that follow. In addition, each lesson contains a further paragraph of reading practice with comprehension questions, also containing the lesson's new words with some enrichment vocabulary as well.

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 in the materials are text-dependent and text-specific, drawing student's attention to the particulars in the text. They are all in English, however, so they do not encourage a classroom that maintains communication in the target language, or the drawing of comparisons between languages (were they dual language), particularly between the word order of questioning in Chinese versus in English. Quality of questions is average, focusing on recall and understanding rather than higher-order questioning to elicit higher-order thinking among students.

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

Statements of appraisal and supporting evidence:

Student Books from Volume 1 to 3 provide scaffolding and supports by introducing new words/patterns within the same thematic units; therefore, students learn the language expression from simple to in-depth; general to specific. In addition to Student Book exercises: 3 reading comprehension, 1 listening, 1 writing, 1 speaking and 1 analytical tasks, the Workbook provides 7 more tasks: 2 listening, 1 reading comprehension, 1 speaking, 1 writing, and 2 translating (Chinese into English, then English into Chinese). Although these tasks support students' learning and acquisition of the language, at this proficiency level, more authentic visual aids should be provided for reading tasks. Both Student Book and Workbook should have authentic materials to engage students, e.g. real Chinese traffic signs, train tickets when the topic is Travel/Transportation, real Chinese business card, resume, want-ad on the topic of Job Application. Students at this level of proficiency should also learn Traditional Chinese Characters. A simple solution is to include Traditional Characters side by side with Simplified Characters in Vocabulary Index for comparison.

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

61%

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, consistent and meet high school standards in order to be college and career ready. Among the 8 Units of the Student Book, Unit 1: Job Application and Recommendation, focuses on the theme of research and preparation before applying for jobs. Unit 8: Job and the Future, contents provide Experiences of a Part-time Job, a mock job interview and setting goals for an Ideal University. Assignments and tasks contain: writing CV and job application letter, sharing experiences of a part-time job, and practicing what to say in a job interview.

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

Statements of appraisal and supporting evidence:

Materials are well designed to teach 8 Units of 24 lessons in a school year, average two hours per week for each lesson. The topics of each Unit are consistent throughout Volumes 1, 2 and 3.

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

Statements of appraisal and supporting evidence:

Volume 3 of *Voyages* does not provide a Teacher Book, as did Vol.s 1 & 2. Therefore, beyond the sequence of activities in the Student Book and Workbook, there is no support of teacher planning. No suggested lesson plans and activities to support planning, or additional language and culture tips to support teacher learning is present in the Student Book or Workbook. There is no written reference to any of the standards (unless you count the four skills--each exercise is labeled "Read," "Write," "Speak," or "Listen." These four skills are now incorporated into the three modes of Communication: Interpretive, Presentational and Interpersonal).

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

Statements of appraisal and supporting evidence:

Due to Volume 3 of *Voyages* not having a Teacher Book, answer keys for activities in both Student Book and Workbook are not provided. Nor are there any types of rubrics for assessing interpersonal and presentational work (or models to show students, such as videos). Therefore, even the straightforward collection of student data on correct answers--not to mention levels of performance according to the standards--requires time and effort on the part of the teacher.

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:

Based on Volume 1 access, the digital version offers Assignments and Classroom Tabs; however, reviewers have no access to Volume 3 to find the evidence for resources and tools provided for students.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

This pair of books--both of them single-use volumes--can be customized in several ways: 1) students can be assigned customized sets of the 14 available activities from each lesson (7 in Student Book, 7 in the Workbook), allowing individual pacing; 2) certain activities (some of the speaking and writing) can be customized for students through the creation of rubrics; 3) instructors can employ Volumes 1 & 2, which follow the exact same sequence of topics, to explain and expand for individual learners.

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

Statements of appraisal and supporting evidence:

Student Book provides 7 practice tasks after each lesson text (parts I & II): three reading comprehension tasks based on texts and an additional paragraph provided; one listening comprehension; one speaking and one writing task on the topic of the lesson; finally one analytical task of rearranging 6 Chinese sentences into the correct sequence.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Some mainstream Chinese and British-American cultural perspectives are taken into account.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Textbook is designed for students in English-speaking countries. Example, illustration or photo focus largely on British, US or European cultures. Although there are photos of Chinese rivers, painting and different ethnic groups in the Culture Tip sections, for a Chinese language textbook there are not enough authentic Chinese materials to represent the people and culture. Except for one photo with African, Asian and European students, there is also not enough representation of diverse demographics of the global community. For the state of New Mexico, the majority of our student demographic might not find cultural aspects they can identify with.

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:

It is encouraging to find The Voyages in Chinese Vol. 3 Student Book and Workbook provide resources for students to apply and practice Chinese language in real life contexts. Tasks assign students to complete a resume, job application letter, and practice job interview conversation skills. There are also Units on Community that allow students to describe and evaluate their neighborhoods and learn how to build communities on the internet. Cultural Tip offers more in-depth knowledge compared to Vol 1 & 2. However, without a Teacher Book, reviewer could not find evidence on teaching strategies or activities that allow students to have more interpersonal communication and community participation. Without access to digital version/online resources, reviewer could not find evidence that students can monitor their own learning progress. In order to meet New Mexico standards of textbook adoption, publisher may try the following: 1. Provide alignment of World Language Standards in every learning Unit/Task, either in Publisher's Note/Series Structure or Student Book Table of Contents. Through this process, editors may modify or add contents to meet standards that are not yet present. 2. Integrating pedagogy and authenticity. Add more authentic materials, not illustration, that match students' age/proficiency level to the text content, e.g. more Chinese websites, realia, photos of Chinese celebrities, instead of US or UK only. 3. Provide multimedia delivery format of text contents: use video with actors or amateurs/students to perform the text conversation and to demonstrate diversity of the global community. 4. Update contents upon new printing/edition. The first edition was published in 2014, second printing in 2018; however, reviewer found no updates on photo or content. China has significant transformation in electronic communication, commerce and media in recent years. The Chinese language textbooks should keep pace with all the new developments, as well as meeting World Language standards and pedagogy.

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:

One of the core practices of standards-based language instruction (<https://www.actfl.org/guiding-principles>) is to present interpretive tasks using authentic cultural texts. Another is to facilitate language comprehensibility by conducting class in the target language (including questioning). In addition, interpersonal tasks should be designed for the whole class, small groups, and pairs, and backward design should give instructors a clear view of the intended results and final products and how to assess them before engaging in the activities. Grammar should only be taught after student understanding of the meaning of the language in context is achieved. These guiding principles are not part of the design of *Voyages in Chinese*. Instead, students are given pedagogical texts designed to provide all they need in terms of examples and models of language use; comprehension questions that are all in English; presentational and interpersonal activities that are lacking assessment guidelines or examples; and sentence patterns (grammar points) as a main focus of each lesson. Opportunities to reach out into the Chinese-speaking world should be central to a 21st century curriculum, yet these materials present very few such opportunities. Overall, *Voyages in Chinese* may represent more of a Comprehensible Input (CI) approach to language learning, focusing on building vocabulary through stories involving familiar characters (the same eight fictional students are featured in all three volumes of *Voyages*). But CI and the standards both call for meaningful communication in the target language. Questions in audio recordings and in the Student Book and Workbook should be presented in Chinese as well as in English, to facilitate student acquisition of word order and vocabulary used in questioning, and to provide more comprehensible input and output opportunities. In addition, customizable narratives should be worked into the materials (such as open-ended questions and stories which instructors can "ask" rather than "tell"), to encourage high levels of student engagement.