

**TEXTBOOK SCREENING INSTRUMENT**

**German Chinese**

Consensus Review

<b>Book Code:</b> BEC-2070-DCS	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Co-Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
**BETTER CHINESE LLC**

**Title:**  
DISCOVERING CHINESE Series

**Author:** Better Chinese

**Edition:** **Copyright:**

**Recommended:**  
☒ YES   ☐ NO

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### I. Tennessee Framework

##### Documentation

**STRENGTHS:** In general, this program meets the standards, goals, and SPIs (student performance indicators) that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in four fundamental skills of listening, speaking, reading, and writing. Most of these skills are incorporated in each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. Various cultural information and language-specific features such as Chinese idioms are included following each lesson in the series. It has a detailed standard correlation throughout the curriculum.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-DCS-1330-YES-Basal-----10/1/2009 @ 12:44:34 PM

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** National Standards are included in the state standards for Foreign Language Curriculum Standards. **Communication:** Thematic communicative activities in three modes are presented in all lessons of the entire program; **Culture:** Each lesson presents related cultural topic and idioms to expand students' understanding of the lesson content; **Connection:** Connections between words and phrases or sentences and connections to other disciplines and their personal experiences are reflected across the program through different activities; **Comparison:** activities are included to provide discussions about similarities and differences on various topics in the stories; **Communities:** various activities to connect with and expand to the communities are suggested according to the topic of the lesson.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-DCS-1331-YES-Basal-----9/14/2009 @ 3:48:14 PM

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## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** This program is designed for beginner level middle or high school students to develop their understanding of Chinese language and culture with themes and contents relevant to their lives. The texts are colorful and its visual presentation should be appealing to a generation so used to reading graphic stories and novels. One of the highlights of the program is to naturally combine culture and language in a thematic unit that provides students a rich and authentic linguistic & cultural environment for language use and cultural understanding. Culture is presented in short paragraphs which are usually accompanied by photographs or art. Based on spiral learning pedagogical belief, its lessons build vocabulary and structures upon each other to ensure constant reviews and systematic development of language competency.

This 4-volume series (12 lessons in each) provides Lesson Objectives, Themes & Idioms, and Grammar & Sentence Patterns as an overview in each volume. The featured components of the textbooks contain the following: **Full-color Illustrations, Lesson text, Grammar Explanations, Grammar practice, Culture Modules, Reading Challenges, Words and Phrases, Vocabulary with Pinyin, and Writing and Typing.** The teacher's Guide also provides **Vocabulary Tables** for each volume to identify the important radicals to be taught, writing vocabulary (characters to be memorized), and reading vocabulary (characters to be recognized). Supplementary materials contain: **Workbook, Worksheets, Character Writing Worksheets, Assessments, Online resources, and Multimedia Components.**

Each Discovering Chinese lesson is fully supported by interactive online modules. Online modules for each lesson include the following. **Lesson Story:** Animated lessons that allow interactive in-class and out-of-class learning and practice. **Interactive Exercises:** Interactive activities and games to review each Lesson Story, working exceptionally well in Smartboard-enabled classrooms.

**Magical Chinese Character Story:** Black and white, non-narrated flash stories for young learners to enjoy a story-based context for character learning. **Two Fun Stories:** Additional flash stories that provide extra entertaining listening practice. **Homework Questions:** Gradeable online homework questions that assess students' skills in listening, reading, logic, grammar and syntax. This option can be also used as an informal assessment tool.

A variety of supplementary resources such as downloadable podcasts, CD-ROMs, Audio CDs, Flash Cards, Classroom Posters, a tailored Dictionary, Pinyin Book, Online Story Libraries, and cultural products are also available to support the curriculum.

**MATTERS OF FACT:** Each lesson begins with full-color pictures (most of the pictures are cartoons) to introduce the lesson story in a smaller font size. The lesson repeats itself on the following page with a bigger font size. Textbook exercises only cover key grammar structures and a few practice examples. Workbook exercises for each lesson contain flash cards, yet only cover very basic practice in vocabulary, character writing, listening, and simple reading (no paragraph-length passage reading and writing).

**CONCERNS:** Textbooks offer limited practice with key phrases and structures. In-depth activities

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and suggestions (such as situational dialogue or writing prompts) for developing interpersonal, interpretive, and presentational skills are not systematically presented in the textbooks and the workbooks. They contain lots of graphics but not enough details of the linguistic / language contents. The teacher who uses this program may have to make a lot of adjustments in terms of the language content and exercises, etc. The content level appears to be more appropriate for middle school students than high school students.

BEC-2070-DCS-1332-YES-Basal-----9/14/2009 @ 3:48:14 PM

#### IV. Assessment

##### Documentation

**STRENGTHS:** The Discovering Chinese program provides various opportunities for assessment. These tailored assessment tools, both formal and informal, are mostly aligned with its objectives and the program content. Formal testing options include **unit tests** for every three lessons, **mid-term tests** for the first 6 lessons, and a **final examination** that covers all 12 lessons. They are designed to assess students' communicative competence in interpretive modes: listening & reading comprehension, interpersonal & presentational: speaking, and character writing and grammar. Informal testing options offer a wide range of assessments throughout the program. Used in conjunction with other assessment tools such as textbook reading challenges, **workbook or worksheet exercises, suggested activities and online homework**, etc. can serve as ready-made assessment resources. These assessment options use a variety of formats to evaluate students' skills to perform communicative tasks in speaking, listening, making connections and comparisons, and understanding culture (performance-based, free-response, and single-response questions).

**MATTERS OF FACT:** The formal testing does not contain writing assessments. The format of formal testing is not specified nor submitted for review.

**CONCERNS:** No writing assessment is mentioned in the program.

BEC-2070-DCS-1333-YES-Basal-----9/14/2009 @ 3:48:14 PM

**TEXTBOOK SCREENING INSTRUMENT****German Chinese****Consensus Review****V. Other Comments****Documentation**

**STRENGTHS:** This is an interactive program that focuses on developing students' understanding of Chinese language and culture with themes and contents that are relevant to their daily lives. it emphasizes the importance of communicative tasks and the target culture by incorporating the other 3cs through an interactive and spiral-up approach. The textbooks are lightweight, durable, and colorful. Photographs and historical notes are sprinkled throughout the book. The cartoon stories available online are funny and quite charming. The technology aspect of the program makes it very appealing to students.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-DCS-1334-YES-Basal-----9/14/2009 @ 3:48:14 PM

**VI. List of Components Reviewed****Documentation**

All materials bid were received and reviewed, except for Worksheets, Assessment Options and Integrated Internet lessons and activities (1-4) which are not submitted for review.

BEC-2070-DCS-1335-YES-Basal-----9/14/2009 @ 3:48:14 PM

**VII. State Textbook Commission Members Comments****Documentation**

**STRENGTHS:**

**MATTERS OF FACT:**

**CONCERNS:**

BEC-2070-DCS-1336-YES-Basal-----9/14/2009 @ 3:48:14 PM

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<b>Book Code:</b> BEC-2070-MFCRS	<b>Reviewer Level:</b> CoBasal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Co-Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
**BETTER CHINESE LLC**

**Title:**  
MY FIRST CHINESE READER Series

**Author:** Better Chinese

**Edition:** **Copyright:**

**Recommended:**  
☒ YES   ☐ NO

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### I. Tennessee Framework

##### Documentation

**STRENGTHS:** This program adequately reflects its curriculum alignment with the 5 Cs of the National Standards for Foreign Language Learning and Tennessee Foreign Language Curriculum Standards throughout the curriculum. It presents a dynamic layout of its curriculum for the beginners at the primary K-2 grades. Communication and Culture are the core elements of its instructions and expanded activities, with the engagement of the other three Cs: Connection, Comparison, and Community, in its instructional pedagogical approach. It aims to help students develop their communicative competence in four fundamental skills in three modes (interpersonal, interpretive, and presentational). All these skills are systematically emphasized, intertwined, and enhanced in each lesson to reflect its primary focus on the communication.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-MFCRS-1341-YES-CoBasal-----9/14/2009 @ 2:43:33 PM

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** This program emphasizes the adequate integration of “5c” principles of National Standards for Foreign Languages. National Standards are included in the state standards for Foreign Language Curriculum Standards. **Communication:** Thematic communicative activities in three modes are ample in all lessons of the entire program; **Culture:** Some cultural highlights are presented in the stories that are related to the core lesson topics; **Connection:** Connections to other disciplines or their personal experiences are slightly reflected in the stories through different activities; **Comparison:** activities are included to provide discussions about similarities and differences on various topics in the stories; **Communities:** various activities to connect with and expand to the communities are suggested according to the topic of the lesson.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-MFCRS-1342-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** This program presents a colorful engaging layout of its curriculum for beginner level elementary or even middle school students. All of the materials are age appropriate and all communication skills come into play repeatedly. The following are a few highlights of this series. First of all, the program design and organization are engaging and student-centered. Starting with Lesson 3 in Volume 1, each lesson begins with a colorful illustration that depicts the theme of the lesson for warm-ups discussions, predicting or building the prior knowledge, and making connections and comparisons. Secondly, beginning with Lesson 5, each lesson incorporates a Challenge & Read-aloud section for a spiraling review practice by using “the comprehensible input + 1” approach. In addition, this program uses a spiral-up approach to help students make connections of words, sentences, and structures. Lastly, its bright, colorful, dynamic multimedia and online resources motivate students to learn the language beyond the classroom and provide meaningful interactive practice exercises. This series offers both simplified and traditional versions, covers 650+ vocabulary words, and builds to SAT 2 Level readiness.

Teacher’s Guide offers a comprehensive support and guidance in lesson planning. Activities are largely focused on interactive presentational communicative tasks to allow students to practice the language and teachers to observe and assess students’ progress. For the convenience in lesson planning, the resources for each I Love Chinese book are broken down to the following **13** categories: **Lesson Content, Vocabulary, Sentence Structures, Teaching Objectives, Points of Inquiry, Socio-Emotional Development, Language Objectives, Online Resources, Songs and Rhymes, Games & Activities, Arts & Crafts, Homework, and Extended Learning** in which connections and comparisons are included to engage students’ discussions and projects.

This program is also fully supported by interactive online modules and other audio materials such as animated lesson CD-ROMs and CDs. Its online modules contain the following **7** components:

**Animated Lesson Stories, Interactive Exercises** with games to review the lesson, **Magical Chinese Character Story** to learn character formation, **Fun Story** to utilize an appropriate level to allow for additional listening practice, **Songs & Rhymes** with animated flash illustrations for TPR activities, **Homework Questions** offering gradable online homework that assesses skills in listening, reading, logic, and grammar & structures, **Educators’ Resources** for activity templates, worksheets, etc.

**MATTERS OF FACT:** Each lesson begins with full-color pictures to introduce the lesson story. Textbook exercises cover key grammar structures and a few practice examples. There are 2 sets of workbooks: one focuses the character writing practice exercises and it contains flash cards for each lesson; another provides basic practice in vocabulary, character writing, and reading (very few paragraph-length passage reading and writing prompts). Pinyin is used for all new lesson vocabulary words but removed from the texts after its first appearance in the following texts, sentence structure practice exercises, and the Challenge & Read-aloud paragraphs. Listening practice exercises are mostly online but worksheets for listening and speaking are available in the program. Assessments

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sheets are also included in the program.

**CONCERNS:** The amount of character recognition in the text progresses at a fast pace, especially for the targeted age group of students. There are no companion Pinyin transliteration & English version of the text after each lesson. In addition, the books consists almost entirely of illustrations. They are virtually devoid of authentic pictures of people, signs, cultural presentations of any sorts, and cultural notes. Another setback is that this curriculum design and its heavy content loads in the program seem to require the teacher to be a native or near-native speaker of Chinese, who is also well trained in early childhood education. However, it may be difficult to find someone who can fill both requirements.

BEC-2070-MFCRS-1343-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

**IV. Assessment****Documentation**

**STRENGTHS:** The My First Chinese Readers program provides ample opportunities for formal and informal assessment and immediate communicative skill evaluation. These tailored assessment tools are directly aligned with its objectives and the program content. Formal testing options include unit test for every three lessons, mid-term test for the first 6 lessons, and final examination that covers all 12 lessons. They are designed to assess students' communicative competence in interpretive modes: listening & reading comprehension, interpersonal & presentational: speaking, and character writing and grammar. Informal testing options offer a wide range of assessments throughout the program. Used in conjunction with other assessment tools such as textbook reading challenges, workbook or worksheet exercises, suggested activities and online homework, etc. can serve as ready-made assessment resources. These assessment options use a variety of formats to evaluate students' skills to perform communicative tasks in speaking, listening, making connections and comparison, and understanding culture (performance-based, free-response, and single-response questions).

**MATTERS OF FACT:** The majority of the homework suggestions in the teacher's guide are for practice only. The assessment package is not included in the Teacher's Guide.

**CONCERNS:** The culture aspects of world language learning do not seem to be included in the assessment process.

BEC-2070-MFCRS-1344-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

**TEXTBOOK SCREENING INSTRUMENT****German Chinese****Consensus Review****V. Other Comments****Documentation**

**STRENGTHS:** This is an interactive program that incorporates all 5 cs in a systematic fashion. The animation, funny stories, rhymes, and songs should keep the students' interests. It focuses on developing students' understanding of Chinese language with themes and contents that are relevant to their daily lives. The program emphasizes the importance of communicative tasks and provides ample opportunities for real-life application of the language. The number of vocabulary words is manageable and builds upon the previously learned words which provides a natural link for reinforcement of the learned vocabulary and structures in the previous lessons. Additional songs, games, drama, activities, crafts projects, and rich technology resources also facilitate to form the foundation for interactive Chinese language acquisition. Its rich resources and online interactive activities present a very attractive program for upper elementary and lower middle school students.

**MATTERS OF FACT:** The workbook offers 2-4 pages of reviews on characters, Pinyin, structures, Cloze passage, reading, making sentences & translation. Workbook practice exercises do not cover cultural aspects presented in the lessons.

**CONCERNS:** The scope of this program is quite large. The understanding of young American children is not always apparent in the materials. Listening and writing practice exercises are not systematically presented in the workbook. If used for middle schools, the cover illustration and title may require some revisions.

BEC-2070-MFCRS-1345-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

**VI. List of Components Reviewed****Documentation**

All materials bid were received and reviewed, except for Assessment Options, Matched Thematic Posters, and Activity Sheets (activity sheets are offered online).

BEC-2070-MFCRS-1346-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### VII. State Textbook Commission Members Comments

##### Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

BEC-2070-MFCRS-1347-YES-CoBasal-----9/14/2009 @ 2:43:15 PM

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German Chinese

Consensus Review

<b>Book Code:</b> BEC-2070-MFCWLCS	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Co-Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
**BETTER CHINESE LLC**

**Title:**  
MY FIRST CHINESE WORDS&I LOVE CHINESE Series

**Author:** Better Chinese

**Edition:** **Copyright:**

**Recommended:**  
☒ YES   ☐ NO

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### I. Tennessee Framework

##### Documentation

**STRENGTHS:** This program adequately reflects its curriculum alignment with the 5 Cs of the National Standards for Foreign Language Learning and Tennessee Foreign Language Curriculum Standards throughout the curriculum. It presents a dynamic layout of its highly communicative curriculum for the beginners at the primary K-2 grades. Communication is the core element of its instruction and expanded activities in its instructional pedagogical approach. It aims to help students develop their communicative competence in four fundamental skills of listening, speaking, reading, and writing, while gradually gaining a basic understanding of Chinese culture. These skills are systematically emphasized, intertwined, and enhanced in each lesson to reflect three communicative modes, interpersonal, interpretive, and presentational, in the process of learning the language.

**MATTERS OF FACT:** Standards relating to cognates and “borrowed words” cannot be met, because the Chinese language has no cognates. The standard relating to idioms can not be met, neither because idioms are not taught to such early learners.

**CONCERNS:**

BEC-2070-MFCWLCS-1337-YES-Basal-----9/14/2009 @ 2:36:46 PM

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** National Standards are included in the Tennessee Foreign Language Curriculum Standards. **Communication:** Thematic communicative language patterns and activities in three modes are ample in all lessons of the entire program; **Culture:** Some cultural aspects related to the core lesson topic are reflected; **Connection:** Connections between words and phrases or sentences and to their personal experiences are apparent across the program ; **Comparison:** activities are included to provide discussions about similarities and differences on various topics in the stories; **Communities:** various activities to connect with and expand to the communities are suggested according to the topic of the lesson.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-MFCWLCS-1340-YES-Basal-----9/14/2009 @ 2:36:46 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** The entire series strongly reflects the authors' belief that learners respond and develop best when presented with materials that are meaningful, interesting, and related to their lives and age-appropriate learning styles. The following are a few highlights of this series. First of all, the program design and organization are story-based and student-centered. Communication is the heart of language learning throughout the program. Secondly, it focuses on an inquiry-based paradigm to provide ample opportunities for young learners to experience and then acquire the target language. This program also uses a spiral-up approach to help students make connections of words, sentences, and structures. Lastly, its bright, colorful, dynamic multimedia and online resources are a great addition to motivating students to learn the language beyond the classroom and provide meaningful interactive practice exercises.

This entire program uses overlapping contents and a predictable narrative structure to provide tools and scenarios for play-acting and allow children to quickly apply words they have learned to real-life situations. This set of story books have both simplified and traditional versions, cover 30+ basic sentence patterns and 350+ essential vocabulary words. This material lends itself to a positive non-threatening atmosphere. There are numerous worksheets and exercises for reinforcement.

The program is divided into 2 categories: **My First Chinese Words** and **I Love Chinese**. My First Chinese Words series contains 36 small storybooks. This series stresses repetition and patterns to teach vocabulary, pronunciation, and characters. I love Chinese series includes 12 storybooks with themes such as shapes, animals, occupations, etc. and patterns again play a big role in developing comprehension. It also offers audio CD sets of sing-along songs, animated lesson CD-ROMs for each lesson, 3 matching exercise books, parent/teacher's guide, and ample online games, activities, and activity sheets. All stories cover topics that directly relate to students' lives and interests.

Teacher's Guide contains **Teaching Objectives, Pointers of Inquiry, Socio-Emotional Development Objectives, Language Objectives, and Suggested Activities** that offer a comprehensive support and guidance in lesson planning. Activities are largely focused on interactive presentational communicative tasks to allow students to practice the language and teachers to observe and assess students' progress.

For convenience in lesson planning, the resources for each I Love Chinese book are broken down to the following **10** categories: **Points of Inquiry, Teaching Objectives, Vocabulary, Sentence Structures, Songs and Rhymes, Games and Activities, Arts and Crafts, Online Resources, Homework Suggestions, and Review Suggestions.**

**MATTERS OF FACT:** Pinyin is included for all new words, but removed after its first appearance in the texts. Supplemental stories, Extended Learning ideas, and Additional Vocabulary are included in the Teacher's Guide. Activity Templates for arts and crafts are available online. Other online activities include songs, animation, and exercises. Audio supplements have all of the stories for extra listening practice.

**CONCERNS:** None

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BEC-2070-MFCWLCS-1325-YES-Basal-----9/14/2009 @ 2:36:46 PM

**IV. Assessment****Documentation**

**STRENGTHS:** While the I Love Chinese series does not provide a set of ready-made formal testing options, it does offer various methods and options for informal assessment. The Teacher's Guide suggests Assessment Check-in for communicative tasks such as listening, speaking, sentence pattern practice, short skits, character recognition, and role play. Workbooks and online supplementary components also contain a variety of formats of practice exercises which can be used as assessment tools such as reading comprehension, character writing, word puzzle, sentence patterns, reading aloud, Cloze passage. Audio CDs and animated online stories provide excellent accessible resources for listening and writing assessments.

**MATTERS OF FACT:** Each lesson has 4-5 Assessment Check-in opportunities to evaluate students' performance in communicative tasks. There is no formal assessment at this level. The teacher's guide includes assignments exclusively for practice, such as listening to the story again, reading the story to parents, or practicing writing a character. All 48 books in the series are well-designed, colorful, engaging, and sized for little hands.

**CONCERNS:** None

BEC-2070-MFCWLCS-1326-YES-Basal-----9/14/2009 @ 2:37:07 PM

**TEXTBOOK SCREENING INSTRUMENT****German Chinese****Consensus Review****V. Other Comments****Documentation**

**STRENGTHS:** This is a well-presented interactive program that incorporates all 5 cs in a systematic fashion. It focuses on developing students' understanding of Chinese language with themes and contents that are relevant to their daily lives. The program emphasizes the importance of communicative tasks and provides ample opportunities for real-life application of the language. Additional songs, games, drama, activities, crafts projects, and rich technology resources form the foundation for interactive Chinese language acquisition. It is a very good option for lower primary level students.

**MATTERS OF FACT:** This series includes one medium-sized book and a complete volume of My First Chinese Writing Exercise Book for character writing practice. Online resources are excellent to engage students and practice listening but not necessary for the implementation of the program. The "I Love Chinese" Series can be used as the thematic units, which also has medium-size books accompanying the series. However, these bigger size books are listed as "in traditional characters". Workbooks have to be purchased whereas one set of the worksheets for listening or writing will be provided at 1:25 ratio.

**CONCERNS:** A few of the Chinese translations may require some explanation. Most American students do not use the word "auntie" for "aunt", and most say "older brother", rather than "elder" brother. Many will be unfamiliar with the phrase "queue up", having grown up saying "to wait in line."

BEC-2070-MFCWLCS-1327-YES-Basal-----9/14/2009 @ 2:36:46 PM

**VI. List of Components Reviewed****Documentation**

All materials bid were received and reviewed, except for Card Games.

BEC-2070-MFCWLCS-1328-YES-Basal-----9/14/2009 @ 2:36:46 PM

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## German Chinese

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#### VII. State Textbook Commission Members Comments

##### Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

BEC-2070-MFCWLCS-1329-YES-Basal-----9/14/2009 @ 2:36:46 PM

TEXTBOOK SCREENING INSTRUMENT

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Consensus Review

<b>Book Code:</b> BEC-2070-MTOCS	<b>Reviewer Level:</b> CoBasal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Co-Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
**BETTER CHINESE LLC**

**Title:**  
MAGICAL TOUR OF CHINA Series

**Author:** Better Chinese

**Edition:** 1

**Copyright:**

**Recommended:**

☒ YES   ☐ NO

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

I. Tennessee Framework

Documentation

STRENGTHS: This program strongly emphasizes the adequate integration of “5c” principles of National Standards for Foreign Languages and Tennessee Foreign Language Curriculum Standards throughout the curriculum. It aims to help students develop their communicative competence in four fundamental skills of listening, speaking, reading, and writing. It places a strong emphasis on gaining an understanding of Chinese culture, learning to compare the target culture to their own through discussion or role-play activities, making connections to their daily life, and providing opportunities to make students’ Chinese learning more meaningful in their communities. Each lesson in this series has a tailored 5C outline that lists the key SPIs for the lesson in the Teacher’s Guide. In keeping with the communicative focus of the entire program, language and cultural aspects are directly related to communicative and task-oriented contents and activities. This program adequately reflects the principles of teaching and learning a language in a meaningful way and with authentic material. For example, authentic stunningly colorful pictures, cards, signs, bills, menus, etc. are consistently included throughout the texts in the entire program.

MATTERS OF FACT: None

CONCERNS: None

BEC-2070-MTOCS-1338-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** National Standards are included in the Tennessee Foreign Language Curriculum Standards. **Communication:** Thematic communicative activities in three modes are ample in all lessons of the entire program; **Culture:** Each lesson includes a cultural link that introduces a certain cultural aspect(s) related to the core lesson topic and student activities to assess their understanding and application of the concept; **Connection:** Connections to other disciplines and their personal experiences are emphasized and reflected across the program through different activities; **Comparison:** activities are included to compare and contrast a variety of topics such as architecture, customs, regions, holidays, art or literature works, etc. **Communities:** various activities to connect with and expand to the communities are suggested according to the topic of the lesson.

**MATTERS OF FACT:** None

**CONCERNS:** None

BEC-2070-MTOCS-1339-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** This program is designed for intermediate level middle or high school students to develop their understanding of Chinese language and culture with themes and contents relevant to their lives. The program correlates with the standards, goals, and SPIs, (the student performance indicators), specified in the Tennessee Foreign Language Curriculum Standards. The curricular contents and materials are inquiry-based and use stories as springboards to introduce language and culture. The curriculum presents a web of activities that thread language and culture together through a multi-channeled, multi-media learning environment. There is a great variety of ancillary materials offering practice in all aspects of language learning as well as an introduction to Chinese culture.

This 4-volume series (9 lessons in each) uses story-based episodes that depict 3 American families who are visiting China the first time to help students advance beyond language learning to be exposed to a wide range of Chinese culture, customs, and social interactions. The curriculum emphasizes language exposure through cultural, literacy, and historical comparisons to build interpersonal, interpretive, and presentational communication skills. The entire series contains a good coverage of interesting cultural topics.

One of the important features of this program is that the Teacher's Guide for each volume contains a very detailed lesson overview for every lesson in this series. In addition to basic explanations of Vocabulary, Grammar, Common Expressions, & Chinese Idioms, the overview also contains the following highlights (in every lesson of this series): **1. Essential Questions** of the lesson, **2.**

**Teaching Focus & Objectives** that outline key SPIs under the 5cs, **3. Chinese Culture** that offers a detailed summary of a selected cultural aspect, **4. Culture and Comparisons**, **5. Pointers and Suggestions** that enlist activities within three communicative modes (interpersonal, interpretive, & presentational) and assessment options, **6. Extended Learning** that provides additional information related to the lesson's cultural topic or language focus, **7. Teaching Resources** that offers suggested online or other supplementary materials to support the lesson activities.

Technology is largely incorporated into this program. Online components include interactive modules to support each lesson. These modules contain **Lesson Story:** Animated lessons that allow interactive in-class and out-of-class learning & practice, and additional flash stories that provide extra entertaining listening practice, **Cultural DVD:** Short video clips help students deepen their understanding of culture and idioms taught in the lesson, and **Additional Supplemental** containing downloadable Podcasts, CD-ROMs, Audio CDs, Online Story Libraries, and Cultural products.

Ample activities and exercises about the idioms and cultural aspects are offered in the workbook that cover vocabulary, grammar, listening, reading, speaking, writing/typing/composition, and extended activities. For the cultural section, exercises range from vocabulary, idiom usage and discussion, to translation.

**MATTERS OF FACT:** The textbook has very brief grammar notes and one page sample practice exercises. However, The Teacher's Guide provides more detailed explanations and practice examples in grammar and vocabulary. The cultural contents carry a heavier weight across the

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curriculum.

**CONCERNS:** This program is also designed as the AP curriculum. But it doesn't have a balanced layout of language activities for developing proficient communicative skills in writing. For example, the writing activities do not reflect e-mails, notes, story narration, etc. Authentic materials in the series are not fully representative of the following items such as ads, signs, notes, letters, and menus. The drawings in these texts have become too stereotypical (all appear to be Asian-like).

BEC-2070-MTOCS-1320-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

**IV. Assessment****Documentation**

**STRENGTHS:** While the Magical Tour of China series does not provide a set of ready-made formal testing options like the Discovering China series, it does offer various methods and options for informal assessment. The Teacher's Guide suggests Assessment Check-in for communicative tasks such as listening, sentence pattern practice, paired dialogues, role play, class discussions, and research projects. Workbooks and online supplementary components also contain a variety of of practice exercises which can be used as assessment tools such as Cloze passages, sequencing story events, reading authentic materials such as forms or charts, and open-ended questions about cultural aspects, etc. Audio CDs and animated online stories provide excellent accessible resources for listening and writing assessments.

**MATTERS OF FACT:** Each lesson has 3-4 Assessment Check-in opportunities to evaluate students' performance. Assessment sheets are available in the program.

**CONCERNS:** Writing practice exercises are not often reflected in other formats such as e-mails, notes, or story narration. If used for AP level, teachers will need to create their own writing assignments to provide students more opportunities to practice various styles of writing.

BEC-2070-MTOCS-1321-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### V. Other Comments

##### Documentation

**STRENGTHS:** Overall, this is an interactive program that incorporates all 5cs in a systematic fashion. It also focuses on developing students' understanding of Chinese language and culture with themes and contents that are interesting and meaningful to students. The technology aspect of the program offers additional resources for teachers and students which makes it more appealing to users. The stories available online are entertaining. It offers some good cultural references on a wide range of topics for cultural courses.

**MATTERS OF FACT:** The glossary ("Index") includes the Chinese characters, the English translation, and Pinyin transliteration of the words, but the list is not very extensive. Online resources are great but not necessary for the implementation of the program.

**CONCERNS:** Teachers who use this series will have to create their own tests & quizzes. The series focusses on 3 families, all of which have young children. The question is how teens will relate to them in the absence of people more their own age. Although this program presents a good range of cultural topics, the depth of the cultural aspects seems limited for an advanced level text and appears to deal only with mainland China, not inclusive of other Chinese-speaking regions such as Taiwan, or Hong Kong, etc.

BEC-2070-MTOCS-1322-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

#### VI. List of Components Reviewed

##### Documentation

All materials bid were received and reviewed, except for **Worksheets, Cultural Lesson Videos (1-4), Chinese Idioms Videos (1-4), and Internet Lessons and Activities (1-4)** which are not submitted for review. Volume 2 has 2 textbooks but was missing the workbook for review.

BEC-2070-MTOCS-1323-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### **VII. State Textbook Commission Members Comments**

##### **Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

BEC-2070-MTOCS-1324-YES-CoBasal-----9/14/2009 @ 3:50:58 PM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

<b>Book Code:</b> EMC-2070-EC	<b>Reviewer Level:</b> CoBasal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
EMC Publishing, LLC

**Title:**  
Exploring Chinese

**Author:** Joan Sheeran

**Edition:** 3rd

**Copyright:** 2008

**Recommended:**

☒ YES   ☐ NO

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### I. Tennessee Framework

##### Documentation

**STRENGTHS:** This program briefly reflects the standards, goals, and SPIs that are specified in the Tennessee Foreign Language Curriculum Standards. It presents a stronger emphasis on Communication, and Culture throughout the entire curriculum, compared to its overall emphasis and correlation to 5Cs. The incorporation of Connection, Comparison, and Community are basically reflected when learning the new language and the target culture in various units, such as numbers, geography, weather, music, and literature etc.

**MATTERS OF FACT:** This is not intended to be used as a first -year textbook, according to the author. Therefore it does not appear to be a standard-based curriculum. However, it offers some opportunities for basic communicative tasks and cultural understanding.

**CONCERNS:** The depth of the contents and the scope of unit activities do not provide ample learning activities to foster a solid foundation for language acquisition. Therefore, it does not support a language program to implement its standard-based curriculum well.

EMC-2070-EC-1348-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** National Standards are included in the Tennessee Foreign Language Curriculum Standards. **Communication:** Some unit communicative activities are shown in the program; **Culture:** Each lesson includes a related Chinese idiom and some cultural presentations of authentic pictures related to the unit; **Connection:** Connections to other disciplines and their personal experiences are reflected in some units; **Comparison:** some activities are included to compare and contrast a variety of topics such as music, geography, literature works, etc. **Communities:** a few activities to connect with communities are suggested according to the topic of the lesson.

**MATTERS OF FACT:** None

**CONCERNS:** None

EMC-2070-EC-1349-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** The Exploring Chinese program reflects its focus on communication via listening, speaking, reading, and some writing. The textbook and the workbook cover both Levels I & II that contain topics ranging from simple greetings & numbers to geography, housing, animals, and literature etc. The textbook contains 20 units each beginning with colored photos or pictures that depict the theme of the lesson for warm-up discussions, building up the prior knowledge, and making connections and comparisons. Out of 20 units, 4 are culture-oriented topics: Geography, Music, Calligraphy, and Literature, while the other 16 cover practical and functional topics. The primary design and presentation are in Pinyin format. Characters are introduced, but not emphasized, for recognition, reading, and writing. All lesson activities, written responses, and reading passages are in Pinyin throughout the entire program. Appropriate authentic materials are incorporated in the units to foster a better understanding of the topics. One of the approaches used in the book is Symtalk, which is a method to teach the basic vocabulary and structures of a language through a set of visual symbols representing various parts of speech. Students learn to communicate in the target language by using symbols and the related, learned vocabulary and structures to form sentences and dialogue in communicative tasks, including speaking, reading, & writing. Each unit contains a simple paired speaking activity, progressing to situation dialogues and some review activities in reading or writing. There are suggestions of units to be taught depending on the length of the program. The author has introduced a great deal of culture in a very understandable way. The Teacher's Guide offers a summary of unit objectives, lesson plans & suggestions, and a suggested timeline. Textbook answer key, Audio CD Program manager, Audio Script, and Checkup Written Activities are also included in the Teacher's Guide.

**MATTERS OF FACT:** Lessons with practical and functional topics in this series contain very controlled vocabulary presented in Pinyin, characters, and English definitions with colored illustrations as in a picture dictionary, whereas in lessons that focus on the target culture (lessons 4, 10, 14, 17), new vocabulary words are not presented in a vocabulary list or chart. There are no grammar explanations or grammar charts in the program. Sentence structures and vocabulary are not organized and introduced in a recycling and spiraling way to reinforce the mastery of the contents. "Symtalk" pictures often seem to be culturally neutral and do not reflect Asian culture.

**CONCERNS:** The program tends to focus heavily on catering to English-speaking learners' linguistic needs, easy transition from letters to the Pinyin Romanization writing system. But it does not represent an accurate framework of the multi facets of Chinese language learning. The unit sequence of the textbook does not seem to present a natural order of increasing difficulty of the contents. The teacher must train him/herself in "Symtalk" so that he/she is comfortable using this technique.

**TEXTBOOK SCREENING INSTRUMENT****German Chinese**

## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** This series does not provide a set of ready-made formal testing options, but it does offer options for informal assessment. The Teacher's Guide provides various activities that can be used as assessment check-in for communicative tasks such as listening, sentence pattern practice, paired dialogues, and role play. Audio CDs also provide accessible resources for listening assessments.

**MATTERS OF FACT:** None

**CONCERNS:** None

EMC-2070-EC-1351-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

**V. Other Comments****Documentation**

**STRENGTHS:** As it is explained by the author, "this program is designed to be an introductory and not first-year textbook." It appears that basic communication about certain topics and the initial cultural awareness are the primary goals of this program.

**MATTERS OF FACT:** This series needs to be supplemented with other materials if used for middle and high school Chinese language programs.

**CONCERNS:** There is no grammar explanation in the textbook and no vocabulary list at the end of the text. These deficiencies may be frustrating to some students, especially those in middle schools. The proverbs included in the chapters are English proverbs, rather than Chinese. Also, this book is labeled for levels I & II, but it is unlikely the short 20 units are sufficient for two years of the language program.

EMC-2070-EC-1352-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### VI. List of Components Reviewed

##### Documentation

All materials bid were received and reviewed, except for EXPLORING CHINESE TRANSPAR AND EXPLORING CHINESE DWNLD PKG which is online.

EMC-2070-EC-1353-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

#### VII. State Textbook Commission Members Comments

##### Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2070-EC-1354-YES-CoBasal-----8/17/2009 @ 10:00:52 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

<b>Book Code:</b> PEPH-2070-CLL1SCE	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**

Pearson Education, Inc., PA Prentice Hall

**Title:**

Chinese Link, Level 1, Simplified Character Edition

**Author:** Wu et al.

**Edition:** 1st

**Copyright:** 2006

**Recommended:**

☐ YES   ☒ NO

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

#### II. National Standards or Industry Standards

##### Documentation

**STRENGTHS:** National Standards are included in the Tennessee Foreign Language Curriculum Standards. **Communication:** Thematic communicative activities in three modes are ample in all lessons of the entire program; **Culture:** Each lesson includes a cultural link that introduces a certain cultural aspect(s) related to the core lesson topic and student activities to assess their understanding and application of the concept; **Connection:** Connections between words and phrases or sentences and connections to other disciplines and their personal experiences are emphasized and reflected across the program through different activities; **Comparison:** Students are constantly challenged to make comparisons between the Chinese language / culture and their own. Simplified and traditional characters are compared in each lesson text and exercises; **Communities:** maps and pictures of Chinese-speaking countries and regions are included to share photos depicting cities, schools, homes, families, people, celebrations, places, costumes, daily life, etc.

**MATTERS OF FACT:** None

**CONCERNS:** None

PEPH-2070-CLL1SCE-1313-NO-Basal-----8/17/2009 @ 10:00:51 AM

**TEXTBOOK SCREENING INSTRUMENT****German Chinese**

## Consensus Review

**II. National Standards or Industry Standards****Documentation**

**STRENGTHS:** This program emphasizes the adequate integration of “5c” principles of National Standards for Foreign Languages and Tennessee Foreign Language Curriculum Standards throughout the curriculum. It aims to help students develop their communicative competence in four fundamental skills of listening, speaking, reading, and writing, while gaining an understanding of Chinese culture, exercising their ability to compare certain aspects of the target culture to their own through discussion or role-play activities, making connections to their daily life, and building links among communities. All these skills are systematically emphasized, intertwined, and enhanced in each lesson that reflect three communicative modes: interpersonal, interpretive, and presentational. This program adequately reflects the principle of teaching and learning a language in a meaningful way and with authentic material. For example, authentic pictures, cards, signs, bills, menus, etc. are blended consistently throughout the texts and exercises in the entire program. In the meantime, wide use of written forms such as essays, letters, notes, e-mails, diaries, and regional linguistic differences in Mainland China, Taiwan, and Hong Kong are included to provide rich linguistic & semantic resources for students to experience the target language.

**MATTERS OF FACT:** None

**CONCERNS:** None

PEPH-2070-CLL1SCE-1319-NO-Basal-----8/17/2009 @ 10:00:51 AM

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** The entire program strongly focuses on the communicative competence in Interpersonal, Interpretive, and Presentational Modes that encompass the four basic skills of listening, speaking, reading, and writing. It also places a consistent emphasis on introducing culture through theme-based topics, poems, and idioms. One of the highlights of the program is to naturally combine culture and language in a thematic unit that provides students a rich and authentic linguistic and cultural environment for language use and cultural understanding. The content of the entire program begins with individual, family, and school activities, then gradually expands to include a wider range of social occasions and issues through a constant recycling and spiraling of authentic language materials. Each lesson presents both simplified and traditional versions of Chinese characters to help students see the two forms side by side and to make an association between the two. The Level 1 textbooks are presented in characters with phonetic transliteration, while level II texts are presented only in characters. But the texts with Pinyin are placed in an appendix for reference.

A sequential and clearly organized Scope and Sequence of the textbook is presented to provide an overview of the textbook's objectives, topics, grammar points, and cultural aspects for both levels.

Level 1 textbooks are divided into **3** main parts: **Foundation, Core Lessons, and Appendices.**

1. **Foundation** unit covers 5 major sections: *Introduction to Chinese, Pinyin Foundation and Exercises, The Chinese writing system, Classroom Expressions and Exercises, and Abbreviations of Parts of Speech.* 2. **Core Lessons** present **6** major sections: **Core vocabulary, Language Link** that serves as a model of the correct usage of the vocabulary and grammar points introduced in the lesson, **Grammar** that adopts a pedagogical grammar approach to better facilitate the communicative approach to language learning, **Supplementary Practice** with its pedagogical purpose to help students use the learned vocabulary and grammar structures in varying forms of communication, **Activities** that include listening, character, grammar, and communicative exercises to provide a systematic extension from vocabulary level to sentence level and on to discourse-level narration and description, and finally **Culture Link** to demonstrate how language reflects culture as well as to provide students opportunities to interact with Chinese in an authentic context. 3.

**Appendices** serves as a learning resource for both students and teachers. It includes the following **5** sections: *Vocabulary List, Character Table* in both forms, *Chinese / English versions of the texts, Vocabulary Index in Pinyin & English*, and a *List of Key Characters* to be memorized in order to know read and write.

Pinyin practices not only are presented as in-class exercises, but are spiraled and reviewed in the workbook as an individual practice in the level 1 textbook. Homework activities cover listening, character recognition and usage, grammar exercises, and communicative tasks in 4 pages for Level 1. An open-access companion web site and audio CD also provide useful tools that contain all the lesson texts, vocabulary, listening exercises, tongue twisters, and poems in the textbook and the workbook. The online resources provide even more useful tools for students further review and practice for their learning of the Chinese language and culture.

Technology components are designed to support its instructional activities. Level 1 online resources

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

include *Audio Resources, Vocabulary Review, Flash Cards, Grammar Review, Listening Comprehension Activities, Reading Comprehension Activities, Web Activities, and Web Resources*. Ample opportunities are provided for speaking, listening to, and understanding the target language. Level 2 textbooks are divided into **2** major sections: **Core Lessons and Appendices**. 1. Core lessons include **6** major parts: **Lesson opener** with lesson objectives photos, **Vocabulary, Language link** containing sentence patterns, **Language in use, Language notes, Supplementary practices, Idiom story, and Media literacy, Grammar, Activities, and Culture Link**. 2. Appendices serve as a learning resource for both students and teachers. It includes the following **5** sections: **Vocabulary List, Character Table in both forms, Chinese / English versions of the texts, Vocabulary Index in Pinyin & English, and a List of Key Characters** to be memorized in order to know how to read and write. Another feature in the Level 2 textbooks is the inclusion of a wider range of authentic literary works such as lyric poems, Song Ci of the Song dynasty, and the songs, Yuan Qu of the Yuan dynasty. **Media Literacy** is incorporated in the Level 2 textbooks via various written forms such as idiom stories and articles in the style of newspapers, magazines, and the WWW. Like the Level 1 textbook, the Level 2 textbooks contain in-class practice activities as well as a workbook that combines homework and character consolidation exercises. These exercises are divided into the following 4 sections in the textbook and the workbook: **Listening exercises, Character consolidation, Grammar exercises, Media literacy for Lessons 11-20, and Communicative Activities**. Homework activities cover listening, character recognition and usage, grammar exercises, communicative tasks in 5-6 pages. An open-access companion web site and audio CD / DVD also provide useful tools that contain all the lesson texts, vocabulary, listening exercises, tongue twisters, and poems in the textbook and the workbook. The online resources provide even more useful tools for students to further review and practice their learning of the Chinese language and culture. For Level 2 Parts I & II, some practice tests are provided online for self or in-class assessment. Technology components are designed to support its instructional activities. The Level 2 (intermediate level) web site offers **Practice Exercises, Self-Tests, Web Resources, and Audio Resources**.

**MATTERS OF FACT:** **Level 1** contains two textbooks Parts I & II, which are categorized as Elementary Chinese. The Elementary Level covers 22 lessons (Level 1 Part I & II has an overlapping Lesson 11). A brief review page follows every 2-3 lessons in the elementary level textbooks. The Language Link section does not have a summary on top of the sentence patterns. Poems included in all lessons have the Pinyin transliteration and English translation, but no further in-depth discussion is provided. One DVD (Level 1) is included for review.

**Level 2** contains two textbooks Parts I & II, which are categorized as Intermediate Chinese. The Intermediate Level covers 20 lessons, with a total 42 lessons in these 4 textbooks. A complete review lesson follows every 5 lessons in the intermediate level textbooks.

**CONCERNS:** Although there seems to be a great amount of information, this text does not seem appropriate for the vast majority of secondary students. The format consists of one exercise after another with very few visuals. Neither the textbook nor the workbook has any color to it. Even the

# TEXTBOOK SCREENING INSTRUMENT

## German Chinese

### Consensus Review

pictures that are in the text are old and many are blurry. The student textbook is soft bound and the copy of Teacher's Manual is not included with the textbooks but it is available online. This may not be convenient for teachers to use.

The video is not specifically labeled for which level and the explanation of the contents are not provided on the DVD cover. Also, the people in the video look more like college students, which makes it harder for secondary students to relate to. The format of Grammar Section is plain without efficient visual cues to highlight key grammar points. Some grammar exercise prompts lack guided examples. A few comparisons made in the Pinyin section are not accurate enough for students to correctly master the pronunciation (Level 1 Part I P. F-7 Examples: zh, ch, sh, & r). Directions for practice activities such as situational dialogues and grammar practice lack clarity in some lessons. Although the designed activities and contents are rich and naturally built up, the actual in-class contact hours may not be enough to cover all components included. It is not easily feasible for high school Chinese programs. It requires a tremendous amount of adjustments if it is to be used for high school Chinese programs.

PEPH-2070-CLLISCE-1314-NO-Basal-----8/17/2009 @ 10:00:51 AM

#### IV. Assessment

##### Documentation

**STRENGTHS:** This program provides informal assessment tools and options through the textbook and workbook practices & exercises. These tools offer immediate feedback regarding students' progress and mastery of the language and cultural aspects related to the topic. Some online assessment tools are available for in-class or at-home review or quizzes. These exercises are immediately scored and reported to the student electronically. DVD and CD listening sections and clips can be used as authentic assessment tools.

**MATTERS OF FACT:** Level 2 Parts I & II contain online self-tests, while Level 1 Parts I & II do not. Brief vocabulary quizzes are provided online as a self progress monitoring tool. The online exercises are electronically scored and immediately reported to the student.

**CONCERNS:** Lesson by lesson vocabulary quizzes and tests are not suggested and included in these textbooks. No formal chapter tests or other holistic assessment options are provided such as portfolio assessment, project containing all three modes in communicative tasks, and rubrics. The lack of these assessment options and tools can present a great challenge to teachers, and beginning teachers in particular. There are no actual tests as such, nor alternative assessments such as portfolios and rubrics.

PEPH-2070-CLLISCE-1315-NO-Basal-----8/17/2009 @ 10:00:51 AM

**TEXTBOOK SCREENING INSTRUMENT****German Chinese****Consensus Review****V. Other Comments****Documentation**

**STRENGTHS:** Overall, this is a decent and comprehensive program that incorporates all 5 cs in a systematic fashion, despite its lack of more comprehensive assessment options. If used appropriately and effectively, it will help both teachers and students achieve the common goal set by the authors: to help beginners develop their communicative competency in the four basic skills of listening, speaking, reading, and writing, while gaining an understanding of Chinese culture, exercising their ability to compare certain aspects of the target culture to their own through discussion or role-play activities, making connections to their daily life, and building links among communities.

**MATTERS OF FACT:** The beginning of the first volume is laden with linguistic terms that may cause a bit of confusion if the teacher wishes to teach sounds in that manner.

**CONCERNS:** Only a bright, very mature student with excellent study skills could do well with this text. The layout and the look of the textbooks seem more suited to a college level course. It may require a very effervescent teacher to keep students interested in the book.

PEPH-2070-CLLISCE-1316-NO-Basal-----8/17/2009 @ 10:00:51 AM

**VI. List of Components Reviewed****Documentation**

All materials bid were received and reviewed.

PEPH-2070-CLLISCE-1317-NO-Basal-----8/17/2009 @ 10:00:51 AM

**VII. State Textbook Commission Members Comments****Documentation**

**STRENGTHS:**

**MATTERS OF FACT:**

**CONCERNS:**

PEPH-2070-CLLISCE-1318-NO-Basal-----8/17/2009 @ 10:00:51 AM