From Instruction to Assessment: Best Practices in Enhancing Test Performance for Free Response Questions of the AP Chinese Exam

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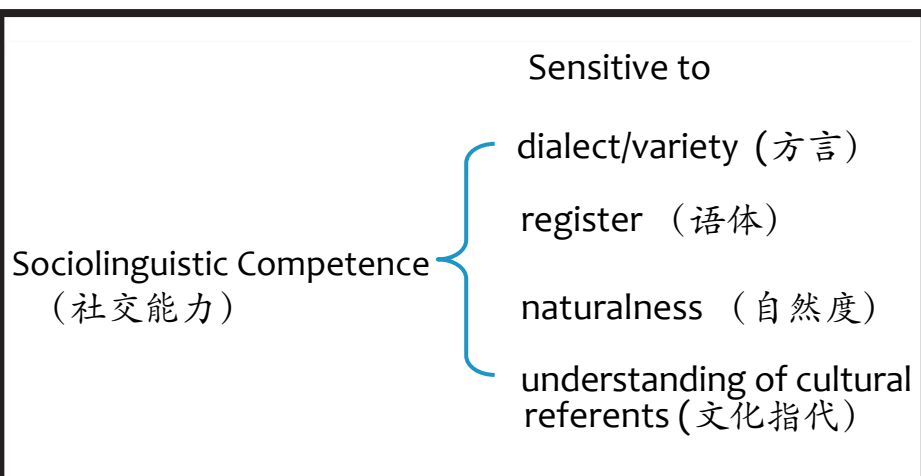NECLTA Teaching Workshop

Outline of the Presentation

- What does it mean to know a language?

- What kind of language ability is AP testing?

- What are the free response questions?

- How did students perform on the free response questions?

- What can we do to improve student performance?

你会某某语言吗?
What Does it Mean to "Know" a Language

Grammatical Competence
(语法能力）
vs.
Communicative Competence
（沟通能力）

Sensitive to

Sociolinguistic Competence
（社交能力）
- dialect/variety（方言）
- register （语体）
- naturalness （自然度）
- understanding of cultural referents（文化指代）

Grammatical | Textual | Illocutionary | Sociolinguistic

Linguistic Competence vs. Linguistic Performance

➢Linguistic competence

The knowledge you unconsciously know when you know a language, i.e. a person's unseen potential to speak the language

➢Linguistic performance

The way a language system is used in <u>communication</u>; the observable realization of the potential to speak the language

Free Response Questions

Writing
- Interpersonal – E-mail response
- Presentational – Story Narration

Speaking
- Interpersonal - Conversation
- Presentational – Cultural presentation

3/11/17

Directions: You will be asked to perform two writing tasks in Chinese. In each case, you will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

Read this e-mail from a friend and then type a response.

Cut | Paste | Undo | Redo   Hide Char. Count   0 Pinyin

发件人：　美华
邮件主题：　面试

今年夏天我想去打工赚点钱。上个星期，我申请了日新百货商店的暑期工作。昨天收到了他们的电邮，让我周末去面试。你以前在那儿打过工，面试的时候，他们问了你什么样的问题？除了准备回答面试的问题以外，我还应该注意些什么，为什么？希望很快收到你的回信。

Directions: You will be asked to perform two writing tasks in Chinese. In each case, you will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.

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AP Chinese Language & Culture - Speaking

CollegeBoard

VOLUME

Question 1 of 7

Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You are a foreign tourist having a conversation with your taxi driver in Beijing on your way to the Forbidden City.

RESPONSE TIME

00 : 00 : 07

2016 AP® CHINESE LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

The following text is the simplified-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

N: You are a foreign tourist having a conversation with your taxi driver in Beijing on your way to the Forbidden City.

Speaking Question 1 of 7
MA: 你的汉语说得真好！你是怎么学的？

[TONE]

(20 seconds)

Speaking Question 2 of 7
MA: 现在学中文的外国人越来越多，这是为什么呢？

[TONE]

(20 seconds)

Speaking Question 3 of 7
MA: 你这次来中国除了参观故宫，还打算做些什么？

[TONE]

(20 seconds)

Speaking Question 4 of 7
MA: 你对北京的印象怎么样？

[TONE]

(20 seconds)

Speaking Question 5 of 7
MA: 你觉得北京跟你居住的城市有什么不同？

[TONE]

(20 seconds)

Speaking Question 6 of 7
MA: 如果我有机会去你的国家旅行，我应该到什么地方去玩儿？为什么？

[TONE]

(20 seconds)

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Speaking Part Directions: Cultural Presentation

You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

You will now begin this part.

Directions: You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Choose ONE Chinese myth or legend (The Cowherd and the Weaver Girl, The Story of Nian, Butterfly Lovers, Hua Mulan, etc.). In your presentation, describe this myth or legend and explain its significance.

Preparation Time: 240 Seconds
Response Time: 120 Seconds

PREPARATION TIME

00 : 04 : 00

AP® Chinese Language and Culture
Scoring Statistics
2016 Free-Response Questions

Question	Mean	Standard Deviation	Number of Points Possible
Total Group			
Writing			
Presentational (Story Narration)	3.87	1.07	6
Interpersonal (Email Response)	4.26	1.50	6
Speaking			
Interpersonal (Conversation)	27.11	6.30	36
Presentational (Cultural Presentation)	3.77	1.44	6
Standard Group*			
Writing			
Presentational (Story Narration)	3.30	0.91	6
Interpersonal (Email Response)	3.20	1.42	6
Speaking			
Interpersonal (Conversation)	20.98	7.85	36
Presentational (Cultural Presentation)	2.70	1.46	6

* The Standard Group does not include students who hear or speak Chinese at home or who have lived for more than one month in a country where Chinese is the native language.

Resources on AP Central

AP Chinese Exam Information

AP Chinese Scoring Guidelines

Scoring Guidelines
(Email response: Score of 3)

Task Completion	Delivery	Language Use
Addresses topic directly, but not all aspects. Disconnected sentences; lack organization and use of cohesive devices.	Use of register appropriate to situation is inconsistent or includes many errors.	Limited vocab and idioms; frequent errors that obscure meaning; L1 interference; simple grammatical structures, may contain errors.

Interpersonal Writing: Email Response

Sample: B

你好!
我觉得那个工作很好.他们问你,"你去大学在哪里?为什么你要这个工作?"你需要很好性格.你还应该穿质量的衣服.今天晚上给我打电话!

谢谢
孔唯如

Score and Commentary

Sample: B
Score: 3

The response addresses the topic directly but did not address all aspects of stimulus. Only limited appropriate vocabulary and simple grammatical structures are used.

Scoring Guidelines
(Story narration: Score of 4)

Task Completion	Delivery	Language Use
Tells complete story; lack of details or is inconsistent in logical progression; coherent with loosely connected sentences.	May include lapses in otherwise consistent use of register appropriate to situation.	Mostly appropriate vocab & idioms; simple grammatical structures; errors do not obscure meaning.

Presentational Writing: Story Narration

Sample: B

有一天，小鎮陪她的爸爸去菜市場買菜。他們正在走到停車場時，看見了一張紙貼在樹上。上面寫著有一隻咖啡色和白色的狗不見了。兩個人都覺得那隻狗很可憐，還有家人一定很擔心。

沒想到，爸爸在開車會家的時候，小鎮看見了那隻不小心弄不見的狗。小鎮用手指著那隻狗，給爸爸看。

爸爸馬上停車去追那隻狗。把那隻狗抓住了，爸爸就打點話給那隻狗的主人。

那個主人正好有在家，接了電話，請了那個爸爸帶狗回去他們的家。 爸爸就開車去那家去送狗回家。

一會家，那個家人，有媽媽和孩子，就很高心，媽媽也放心了。媽媽感謝了爸爸，小 nan

Presentational Writing: Story Narration

Score and Commentary

Sample: B
Score: 4

The response tells a complete story consistent with stimulus, but lacks detail and elaboration and has several minor inconsistencies in its logical progression. For example, the narration does not mention the interaction between the girl and the dog, or the girl relating the phone number on the dog tag to her father in picture 3. And the specifics of the activities of the two groups of people (for example, the two adults shaking hands, and the little boy hugging the dog beside the girl watching happily) in picture 4 are ignored.

The narration is generally organized and coherent with some use of transitional elements and cohesive devices, such as 正在...時, 沒想到, 馬上, 正好, 就, 一...就..., etc. The vocabulary and grammatical structures used are mostly appropriate, with a few errors and awkward expressions (弄不見的狗, 打點話, 有在家, 去那家去送狗回家, 會家, 那個家人，有媽媽和孩子) that do not obscure meaning.

Scoring Guidelines
(Conversation: Score of 2)

Task Completion	Delivery	Language Use
Directly address prompt and provides an appropriate but incomplete answer; fragmented sentences.	Labored pace and intonation; repetition and hesitation obscure comprehension; errors in pronunciation and register; needs listener effort.	Minimal appropriate vocab & idioms; limited grammatical structures; frequent hesitation & repetition that obscure meeting; L1 interference

Scoring Guidelines
(Cultural presentation: Score of 5)

Task Completion	Delivery	Language Use
Address all aspects of prompt; well organized and coherent; generally clear idea progression; some use of cohesive devises; cultural information is accurate/detailed	Smooth pace and intonation; occasional hesitation and repetition; occasional errors in pronunciation; generally consistent use of register	Appropriate use of vocab and idioms with sporadic errors; variety of grammatical structures with sporadic errors

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Email response – common mistakes

- Not assuming the role of the email recipient and therefore failing to respond with the right perspective

- Not addressing all questions

- Spending too much time on nonessential elements, such as salutation, greetings, and signature, etc.

Story narration – common mistakes

- Not fully addressing all parts of the picture sequence

- Ignoring essential details (e.g. girl getting contact info from dog tag - lacking logical progression

- Trying to describe the pictures, instead of narrating a story – spending too much time in describing nonessential elements or one particular frame

Conversation – common mistakes

- Not assuming the role as described in the conversation scenario – may result in giving wrong information and using inappropriate register (e.g. Q: How did you learn Chinese? A: I am Chinese. But the role is a foreign tourist.)

- Giving too brief or too hurried an answer and lacking elaboration

Cultural presentation – common mistakes

- Providing an off-topic answer to the prompt (e.g. talking about the city Shanghai when asked to describe a regional cuisine and the significance of food in Chinese culture.)

- Spending too much time on one topic and no mentioning of the other.

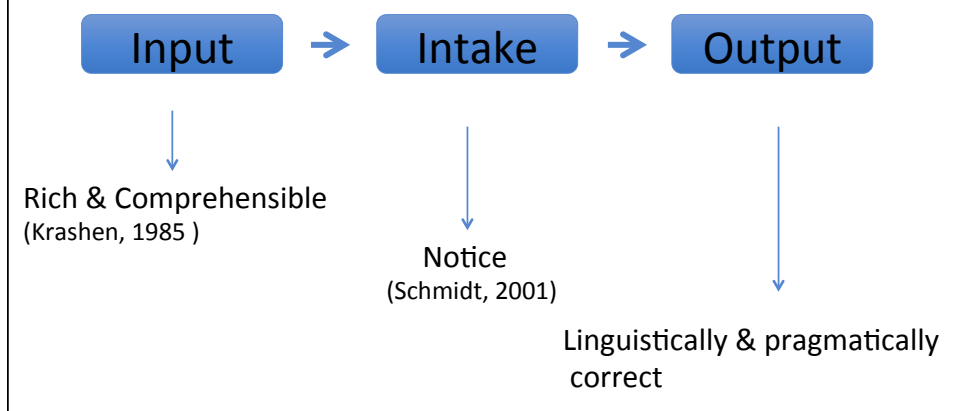- Forgot to or unable to discuss the significance part of the prompt.

Cognitive Constraints

Capacity Hypothesis (Just and Carpenter, 1992)

Everyone has a limited supply of cognitive capacity, and that different cognitive activities compete for that limited supply.

Automaticity in any aspect of processing will consume less cognitive resources and allow for more resources for other aspects of the task.
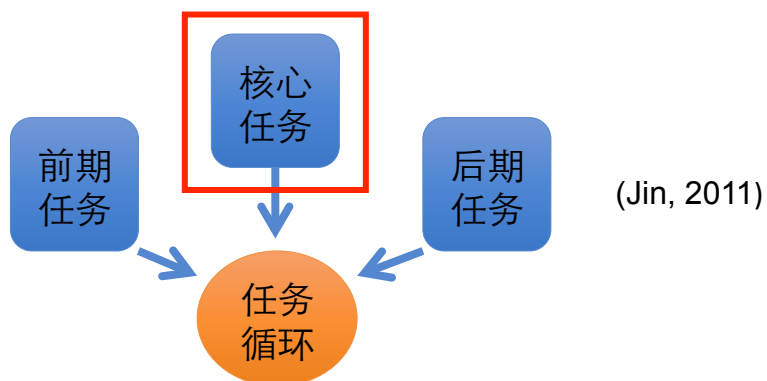
Process of Language Acquisition

Input $\rightarrow$ Intake $\rightarrow$ Output

Rich & Comprehensible
(Krashen, 1985)

Notice
(Schmidt, 2001)

Linguistically & pragmatically
correct

Pushed Output/有效输出

➢ 语言教学的目的不单单只是语言知识的吸取，更是在帮助学生掌握语言的应用。

➢ 仅仅有可理解输入还不够 (Krashen, 1980, 1982)，还得有效地促进语言输出才行 (Swain 1998, 2005)。
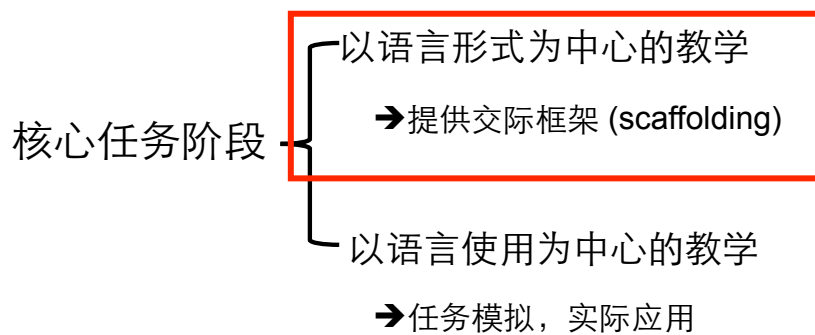
➢ 语言输出应具有三方面的正确性：

▪ 语音的正确性
▪ 语言形式的正确性
▪ 语用功能的正确性

如何促进有效输出

以任务教学（task-based)为主的课程设计

前期任务 → 核心任务 → 任务循环 ← 后期任务

(Jin, 2011)

如何促进有效输出

任务教学 (Jin, 2011)

核心任务阶段
- 以语言形式为中心的教学
  ➔ 提供交际框架 (scaffolding)
- 以语言使用为中心的教学
  ➔ 任务模拟，实际应用

威廉口语课的教学步骤

- 领读课文，纠正发音
- 学生背诵对话，进一步个别纠错
- 语言点操练
- 交际活动（角色扮演，任务，其他交际活动）
- Q & A

如何保证语言输出的正确性

语音的正确性 ⎰ 声调教学

发音教学

语法及语用的正确性 ⎰ 注重语言形式的教学

注重纠错反馈

提高教师提问技巧
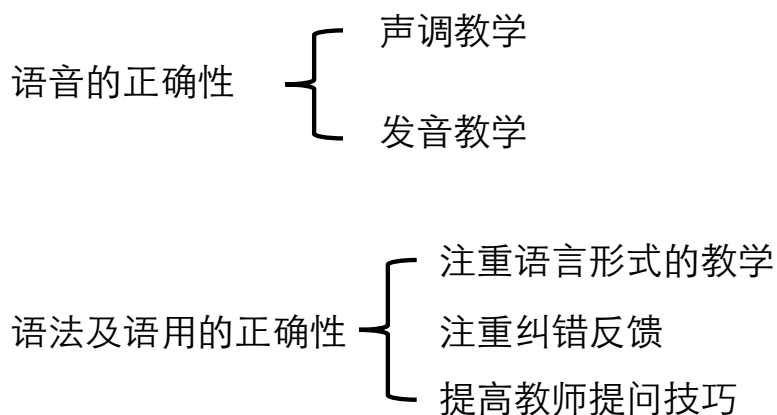
关键教学原则

- Push output – push the students to produce with language；tasked-based instruction

- Accuracy before fluency– increase form-focused instruction, pronunciation and structure

- Chunking – chunk phrases to increase accuracy and fluency

Thank you!