

全美中文學校聯合總會  
線上講座

# AP 中文 課程與考試 簡介

本報告僅供參加講座  
的老師家長們參考用，  
為尊重資料及圖片來  
源，請勿自行轉發本報  
告，謝謝！

張相華

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AP Chinese Exam 閱卷組長





# **AP CHINESE LANGUAGE AND CULTURE: WHAT AND HOW**

**National Council of Association of  
Chinese Language Schools (NCACLS)**

National Professional Development  
Webinar Series, November 13, 2016

**Hsiang-Hua Melanie Chang**  
Oakland University



# GOAL OF THIS TALK

## 1. WHAT

- 1.1. 概述AP中文課程及考試的內容與重要性，公私立大學如何看待AP考試成績
- 1.2 介紹AP中文考試規則、考試題型、評分標準與方法

## 2. HOW

探討如何在平常教學之中，幫助學生提升中文能力及一些考試技巧



# 1.1 AP PROGRAM

## AP Course and Exam<sup>1</sup>

1. Enable students to pursue college-level studies while in high school
2. Earn college credits, Advance Placement
3. Demonstrate mastery of college-level course work
4. Develop and apply knowledge and skills
5. Students who receive a score of 3 or higher on AP exams are more successful academically in college and have higher graduation rates than non-AP students



# AP CHINESE LANGUAGE AND CULTURE

Comparable to completion of **2 years**  
(250 hours of **college-level instruction**)<sup>1</sup>

**Level:** Intermediate-High ~ Advanced-Low

**Intermediate-High**<sup>2</sup>: Auto Inspector, Aviation Personnel, Missionary, Tour guide

**Advanced Low:** Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist

**Exam:** 聽說讀寫(打)

~ 14,000 exam takers per year

**SAT II Chinese**<sup>3</sup>

About **3~4 years high school** classes

**Level:** Novice ~ Intermediate

**Exam:** 聽讀

~ 71,000 exam takers per year





# AP CHINESE LANGUAGE AND CULTURE

## Learning Objectives: 3 Communicative Modes

Interpersonal 沟通交流:  
Engage in spoken/written  
interpersonal communications

Interpretive 理解:  
Comprehend information from a  
variety of audio/visual,  
written/print resources

Presentational 表達:  
Plan and produce/present  
spoken/written presentational  
communications

### Interpersonal Mode

- \* Two-way communication
- \* Spontaneity
- \* Negotiation of meaning
- \* Oral and written communication

### Interpretive Mode

- \* One-way communication
- \* Authentic materials
- \* Reading and listening

### Presentational Mode

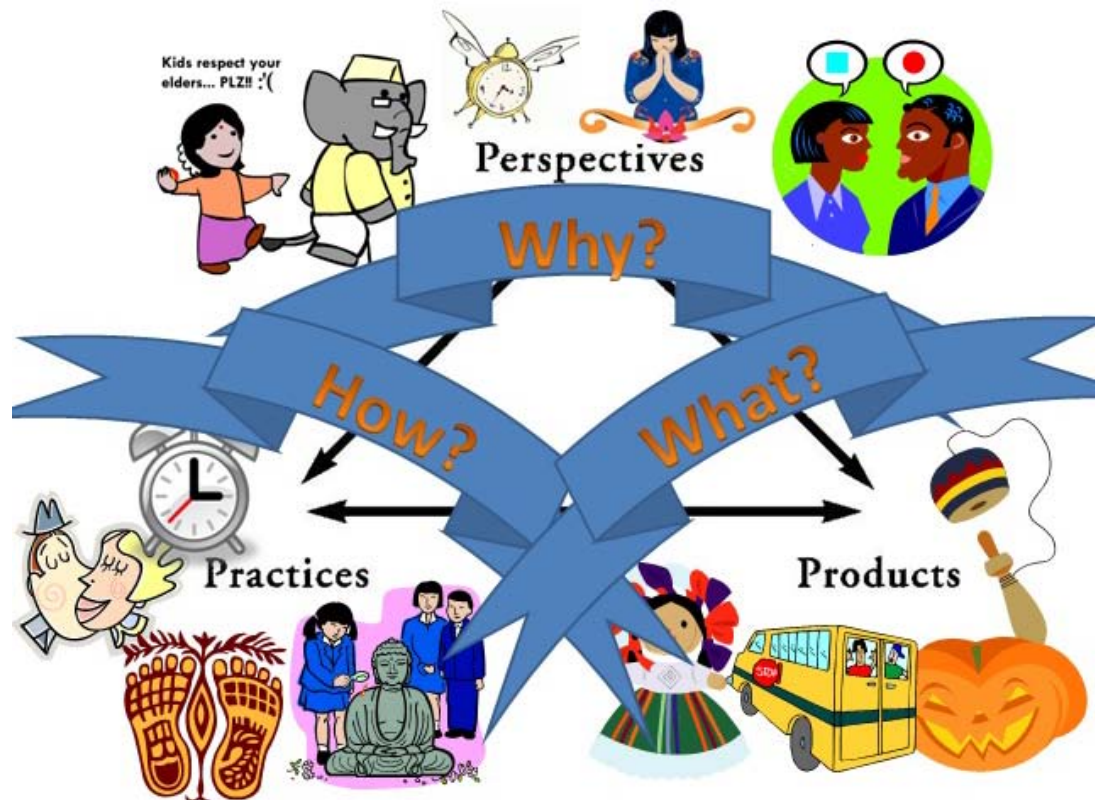
- \* One-way communication
- \* Rehearsed performance
- \* Focus on form
- \* Speaking and writing

# AP CHINESE LANGUAGE AND CULTURE

Develop students' awareness and appreciate of contemporary and historical Chinese culture<sup>1</sup>

**Cultures Framework<sup>5</sup> = 3Ps**

**Perspectives**  
(Meanings, attitudes, values, ideas)



**Practices**  
(Patterns of social interactions)

**Products**  
(Books, tools, foods, laws, music, games)



# AP CHINESE EXAM

## Objectives and focus

**Test knowledge of Chinese language and culture (contemporary and historical)**

**Test ability to communicate in Chinese in linguistically, culturally and socially appropriate ways.**

**Test ability to interact with authentic materials**

**Focus on interpersonal, interpretive and presentational communication using the four skills**



# AP SCORES AND COLLEGE CREDITS

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

	Princeton U.	Stanford U.	U. of Michigan (Ann Arbor, MI)	Oakland U. (Rochester, MI)
	Private, Research	Private, Research	Public, Research	Public, Research
<b>Ranking<sup>6</sup></b>	1	3	27	200~300 (Tier 2)
<b>High School GPA<sup>7</sup></b>	3.87	3.95	3.87	3.4
<b>Score 5<sup>8</sup></b>	2 units	10 credits	4 credits	8 credits
<b>Score 4</b>	.	.	4 credits	4 credits
<b>Score 3</b>	.	.	4 credits	2 credits

# 1.2 AP CHINESE EXAM PRACTICE

<https://apstudent.collegeboard.org/apcourse/ap-chinese-language-and-culture/exam-practice>

The screenshot shows the AP Student Central website for the AP Chinese Language and Culture Exam Practice section. The page features a navigation bar with options like 'Explore AP', 'AP Courses', 'Taking the Exam', 'AP Scores', and 'Credit & Placement'. Below this, there are sub-navigators for 'Course Overview', 'Course Details', 'About the Exam', and 'Exam Practice'. The main heading is 'AP Chinese Language and Culture'. The page content includes a breadcrumb trail, a title 'Exam Practice', and a paragraph stating that resources are provided for exam preparation. A list of resources is shown with red arrows pointing to them: 'Sample Questions', 'Sample Responses', 'Exam Practice Tips', 'Practice with a Released Exam', and 'Free Response Questions and Scoring Guidelines'. A blue box highlights the 'Exam Day 2017' as Thursday, May 04 at 12:00 PM. A 'Next steps' section lists 'Enrolling in the course', 'Understanding exam fees and reductions', and 'View Exam Practice Tips'. An advertisement for 'Why Take AP?' is also visible.

- 1. Exam Format
- 2. Sample Questions
- 3. Sample Response
- 4. Exam Practice Tips
- 5. Practice with a Released Exam
- 6. Free Response Questions and Scoring Guidelines



# FORMAT

**Around early May every year**

**2 hours and 15 minutes** computerized exam: read text on the screen, listen through a headset, type using the keyboard, and speak into a microphone.

**Display — Traditional, Simplified, or toggle between the two**

**Input — Microsoft Pinyin IME (MSPY), or Microsoft New Phonetic IME (Zhuyin Fuhao = Bopomofo)**

# FORMAT

Section I: Multiple Choice				80 minutes
Part A	聽 <b>Listening</b> (Interpretive)	30-35 questions	50% Exam Score	20 minutes
Part B	讀 <b>Reading</b> (Interpretive)	35-40 questions		60 minutes
Section II: Free Response				45 minutes
Part A	寫 <b>Writing</b> (Presentational) Narrate a story suggested by a series of pictures	1 prompt	50% Exam Score	15 minutes
	寫 <b>Writing</b> (Interpersonal) Read and answer an email message	1 prompt		15 minutes
Part B	說 <b>Speaking</b> (Interpersonal) Respond to a series of thematically linked questions as part of a simulated conversation	6 prompts		20 seconds for each response
	說 <b>Speaking</b> (Presentational) Deliver a 2-minute presentation on a given aspect of Chinese culture	1 prompt		2 minutes to respond





# MULTIPLE CHOICE - LISTENING

## *Rejoinders*

*Directions:* You will hear several short conversations or parts of conversations followed by four choices, designated (A), (B), (C), and (D). Choose the one that continues or completes the conversation in a logical and culturally appropriate manner. You will have 5 seconds to answer each question.



1. [(Woman) 我帶你去參觀一下我新買的房子，好不好？]

- (Man)
- (A) 你想帶誰去找房子？
  - (B) 對不起，我對買新產品不感興趣。
  - (C) 好，我們一起去參加觀光團吧！
  - (D) 什麼時候買的？怎麼沒告訴我？]




2. [(Woman) 對不起，沒什麼好菜招待你們。]

- (Man)
- (A) 請問你今天想點些什麼菜？
  - (B) 不好意思，招待不周到。
  - (C) 您太客氣了，我們都吃得很飽。
  - (D) 別著急，我一吃完飯就來你家找你。]



# MULTIPLE CHOICE - LISTENING

 [(Narrator) Now you will listen twice to a voice message.]

(Woman) 喂，張建，我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤，走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷，但是醫生要她留在醫院裏觀察一夜，所以我得在這兒陪她。今天晚上不能跟你去看電影了。請明天早上打電話到我家，我跟你一起走路去上學。

(Narrator) Now listen again.

(Woman) 喂，張建，我是王華。我現在在急診室。我媽今天下午在家裏摔了一跤，走不了路。我剛把她帶到醫院來檢查。還好骨頭沒摔斷，但是醫生要她留在醫院裏觀察一夜，所以我得在這兒陪她。今天晚上不能跟你去看電影了。請明天早上打電話到我家，我跟你一起走路去上學。

(Narrator) Now answer the questions for this selection.]

6. What is the purpose of the message?
  - (A) To arrange a medical appointment
  - (B) To ask for directions to the hospital
  - (C) To cancel a previous engagement
  - (D) To recommend a movie
  
7. What is the speaker's relationship to Zhang Jian?
  - (A) His mother
  - (B) His doctor
  - (C) His teacher
  - (D) His schoolmate
  
8. Where is the speaker calling from?

- **Announcement**
- **Conversation**
- **Instructions**
- **Message**
- **Report**



# MULTIPLE CHOICE - READING

Read this email.

[Traditional-character version]

發件人： 李玉姍

收件人： 王晶晶

郵件主題： 我的新房子

發件日期： 2005年10月26日

晶晶表姐：

我們搬新家了，雖然離學校遠一點，但房子比從前大多了。最棒的是現在我有自己的房間，不像以前要跟妹妹合住一個房間。爸爸、媽媽跟妹妹都睡在樓上，我的臥房在樓下的書房對面。我的房間是這樣擺設的：進門的右邊靠牆角有一套小沙發，對著門是床，床頭的牆上掛著張全家福的照片，床的左邊有張書桌，書桌上放著電腦跟小書架。房間左邊靠牆放著一個衣櫃，櫃子上擺著花瓶、鏡子和你送給我的玩具熊。

放暑假時你跟阿姨來住，我們可以在後院的游泳池玩。

玉姍

13. What does Yushan like best about her new house?

- (A) It has a big backyard.
- (B) It has a swimming pool.
- (C) She doesn't have to share a room with her sister.
- (D) She can walk to school.

14. Where in her room did Yushan put her family photo?

- (A) On the wall facing the door
- (B) On top of the wardrobe
- (C) Next to the couch
- (D) On the desk

• **Advertisement**

• **Article**

• **Brochure**

• **Email**

• **Letter**

• **Note**

• **Poster**

• **Sign**

• **Story**

# FREE RESPONSE – WRITING 1 OF 2

## Story Narration

AP Chinese Language & Culture - Writing



Question 1 of 2

SHOW TIME



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.



Cut Paste Undo Redo Hide Char. Count Pinyin

Writing area for the response.



# FREE RESPONSE – WRITING

## Email Response

2 OF 2

AP Chinese Language & Culture - Writing

CollegeBoard

Question 2 of 2

SWITCH TO SIMPLIFIED

HELP ?

SHOW TIME

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.

發件人： 張玉蘭  
郵件主題： 該買什麼禮物？

下星期小芳就要離開我們學校回國了，同學們想送給她一份禮物。我們看好了兩樣東西，電子遊戲機跟運動衣。但是還不確定她到底會不會喜歡。你跟她從小是好朋友，一定比我們更了解她。你覺得她會喜歡什麼禮物？為什麼？另外我也很好奇，在你們那裏什麼樣的禮物最受高中生的歡迎，給我介紹一下，好嗎？盼望你的回信！

玉蘭

Cut Paste Undo Redo Hide Char. Count 0 Pinyin

Note: Students were able to view simplified- and traditional-character versions of the exam screen above. The simplified-character version of this screen is shown on the preceding page of this document.

# FREE RESPONSE – SPEAKING 1 of 2

## Conversation Six 20-second responses

[Audio] You will have a conversation with Li Tong, your new Chinese friend who recently moved to your hometown, about leisure activities.

1. [Audio] 你在這裏住了多久了？這兒的天氣怎麼樣？  
[Tone] (20 seconds)
2. [Audio] 夏天的時候，你最常做的活動是什麼？為什麼？  
[Tone] (20 seconds)
3. [Audio] 請你給我介紹一個附近最好玩的地方。  
[Tone] (20 seconds)
4. [Audio] 週末的時候你喜歡跟朋友還是跟家人出去玩兒？為什麼？  
[Tone] (20 seconds)
5. [Audio] 每個星期六，你從早到晚都做些什麼？  
[Tone] (20 seconds)
6. [Audio] 下個星期天請你來我家吃飯。你想吃什麼口味的中國菜？  
[Tone] (20 seconds)

AP Chinese Language & Culture - Speaking  
CollegeBoard 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 will have a conversation with Li Tong, your new Chinese friend who recently moved to your hometown, about leisure activities.



RESPONSE TIME  
00:00:20

Audio prompt and transcript available here:

<https://apstudent.collegeboard.org/apcourse/ap-chinese-language-and-culture/exam-practice>

# FREE RESPONSE – SPEAKING 2 of 2

## Cultural Presentation 2-minute presentation

[Audio] Choose ONE traditional Chinese concept or value (respect for elders and teachers, guanxi, saving face, modesty, social harmony, etc.). In your presentation, describe this traditional concept or value and explain its significance.

[Audio] You have four minutes to prepare your presentation. (4 minutes)

[Audio] You have two minutes to record your presentation.

[Tone] (2 minutes)

Audio prompt and transcript available here:

<https://apstudent.collegeboard.org/apcourse/ap-chinese-language-and-culture/exam-practice>

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 traditional Chinese concept or value (respect for elders and teachers, *guanxi*, saving face, modesty, social harmony, etc.). In your presentation, describe this traditional concept or value and explain its significance.

Preparation Time: 240 Seconds  
Response Time: 120 Seconds

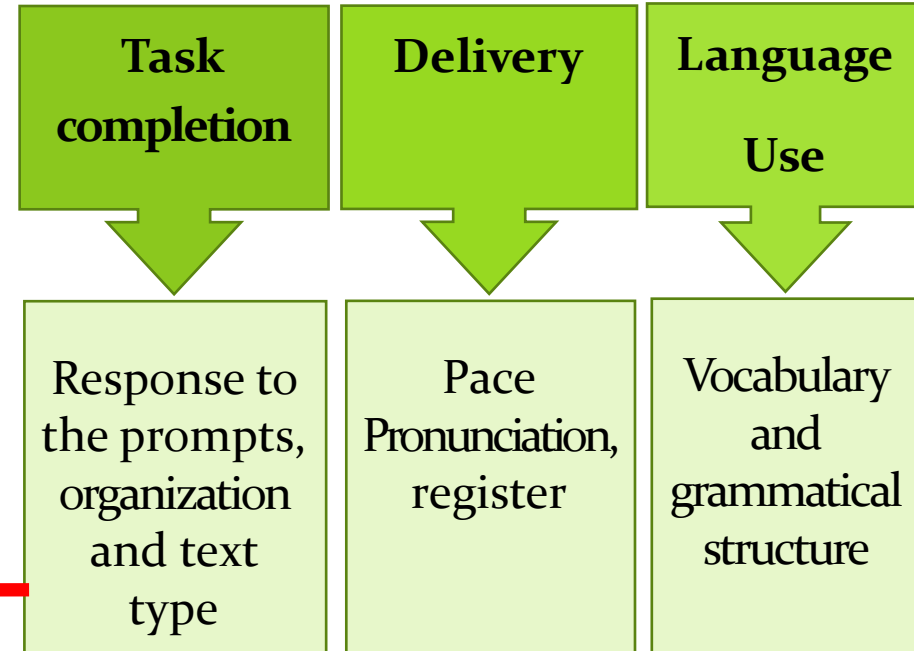
PREPARATION TIME

00 : 04 : 00

# FREE RESPONSE SCORING

Rubrics-based and holistic assessment of students' responses

Score		
6	Excellent	Demonstrates excellence
5	Very Good	Suggests excellence
4	Good	Demonstrates competence
3	Adequate	Suggests competence
2	Weak	Suggests lack of competence
1	Very Weak	Demonstrates lack of competence
0	Unacceptable	Contains nothing that earns credit





# FREE RESPONSE

## Conversation Scoring

### Guideline

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response, includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
4	<b>GOOD</b> Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
3	<b>ADEQUATE</b> Suggests competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>Use of register appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning, intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning, repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal speaking	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning, constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>"I don't know," "I don't understand," "Please repeat," or equivalent in Chinese</li> <li>Not in Mandarin Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

# FREE RESPONSE

## Conversation Scoring Guideline

### Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in interpersonal speaking	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>

For each response, Exam Readers assign scores: 6, 5, 4, 3, 2, 1, 0

AP Final Scores: 5, 4, 3, 2, 1



## 2. DEVELOPING OUR STUDENTS

### 對於華裔學生：

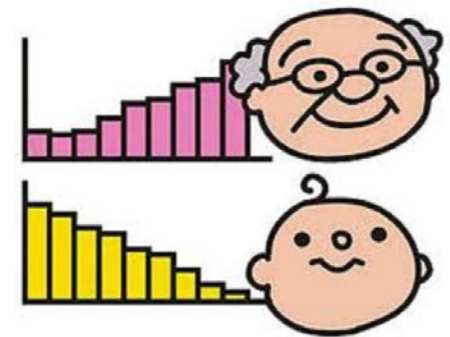
1. 聽說讀寫的能力從小開始就力求均衡發展，加強較弱部分
2. 華裔學生日常聽說會話問題不大，但段落長度的聽說讀寫就可能產生問題（字認得不多；記述文很好，論說文較弱；“話多”不一定“話好”...），對於一些傳統或現代相關的中國文化社會知識有時可能沒有非華裔學生懂得多，原因可能是非華裔學生自知沒有中文背景反而更主動學習，例  
華裔學生：知道花木蘭，毛澤東，孫中山；功夫熊貓  
非華裔學生：還知道周公，李白，杜甫，武則天；活著，一個不能少，十面埋伏，非誠勿擾



# DEVELOPING OUR STUDENTS

對於華裔學生：

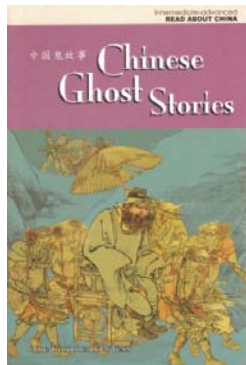
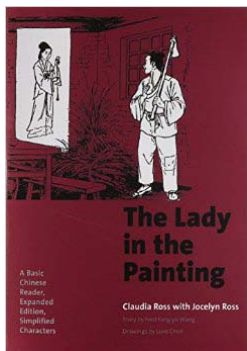
3. **在家：**父母可以陪孩子看中文電影電視，討論其內容，在日常生活中以輕鬆心情討論時事，如美國台灣總統選舉，大陸高鐵，一胎化，世界人口老化少子化，台中美教育生活環境食物文化比較，等等，有助學習運用中高級語言詞彙，培養觀察思考能力。  
例：“你覺得...怎麼樣？”“為什麼？”“如果是你，你會...？”  
目的不是辯出對錯或正確答案，是以開放的心多聽多表達。



# DEVELOPING OUR STUDENTS

對於華裔學生：

4. 在中文學校：老師運用既有資源，規劃可行有效的課程及教案
- 一般中文學校到十年級畢業
  - 從十年級開始，作文及其他書寫作業可改用打字
  - 可規劃十一年級進深課程幫助掌握AP (中高)程度的語言 文化能力，例：一學期  
聽10篇文章/報導  
讀1本書(例：中級聊齋，成語故事)  
10篇短講(2-30個題目供選，只准兩三個人挑同一題目，全班可聽到不同題目內容)  
寫/打5篇看圖說話，5篇電郵(不要全班同一題目，這樣全班可學到不同題目內容)



中級讀本：例

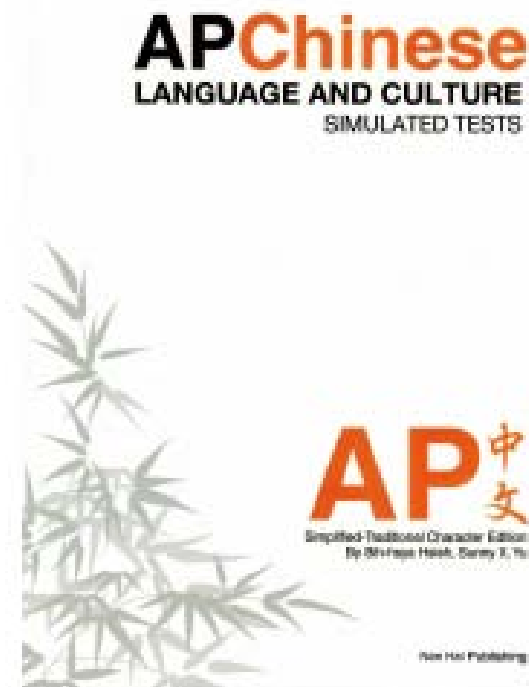
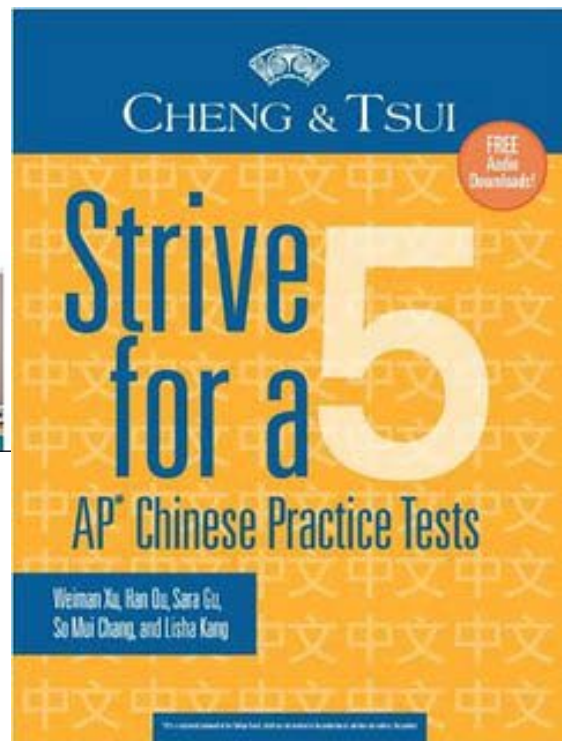
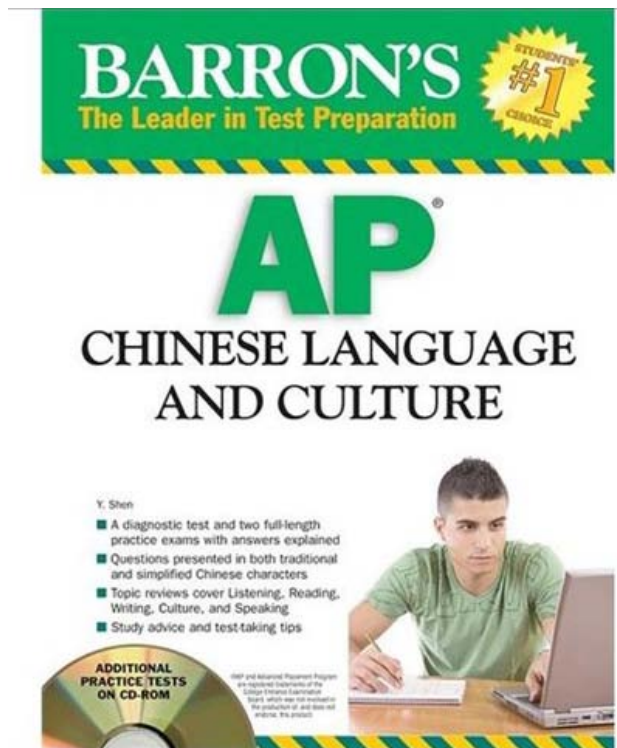
畫兒上的美人 The Lady in the Painting , ISBN-13: 978-0300125160

中國鬼故事 Chinese Ghost Stories, ISBN-10: 978-9620718885

(我讓我的美國學生自行閱讀+網上小考。對一些華裔學生可能難度不夠。)



# USEFUL BOOKS AND PRACTICE TESTS



# AP CHINESE TEACHER COMMUNITY

<https://apcommunity.collegeboard.org/web/apchinese>

Create a free account

Join the AP Chinese  
Teacher Community

How to become an AP  
Reader

Apply online:

[http://apcentral.collegeboard.com/apc/public/professional\\_development/232447.html?excm\\_pid=MTG2-ED-11-ewo](http://apcentral.collegeboard.com/apc/public/professional_development/232447.html?excm_pid=MTG2-ED-11-ewo)



## What You Can Do Here

The new community provides easy online tools for educators to:

- Engage in lively discussions organized by topic.
- Find post and rate AP classroom-ready materials and related resources.
- Browse the curriculum framework and share strategies.
- Connect with colleagues and grow your personal network.

## Getting Started

Need help joining or participating in the community? [Take a tour](#) of the Community or see our [Getting Started](#) page to help

The screenshot shows the top navigation bar with links for AP Community, Advances in AP, AP Central, AP Course Audit, AP Online Reports, and More. The CollegeBoard logo is on the right. Below the navigation is the AP Teacher Community logo and a green 'Home' button. The main heading reads 'Welcome to the AP Chinese Language and Culture Teacher Community'. A photo shows four students in a library setting. A yellow callout box says 'Hello AP Teachers! You are already a member. Simply sign in with your College Board Education Professional username and password.' Below this is a sign-in form with fields for Username and Password, a 'Sign in' button, and links for 'Forgot username?' and 'Forgot password?'. A section titled 'Your Community' explains that the network connects AP Chinese Language and Culture teachers worldwide. A section titled 'What You Can Do Here' lists four benefits: engaging in discussions, finding resources, browsing curriculum, and connecting with colleagues. A 'Getting Started' section offers a tour or a 'Getting Started' page for help. On the right, a 'Meet the Moderators' section introduces Dr. Scott McGinnis as a member and chair of the College Board Chinese.



# BACKWARD DESIGN

## 一般教學慣用的程序：

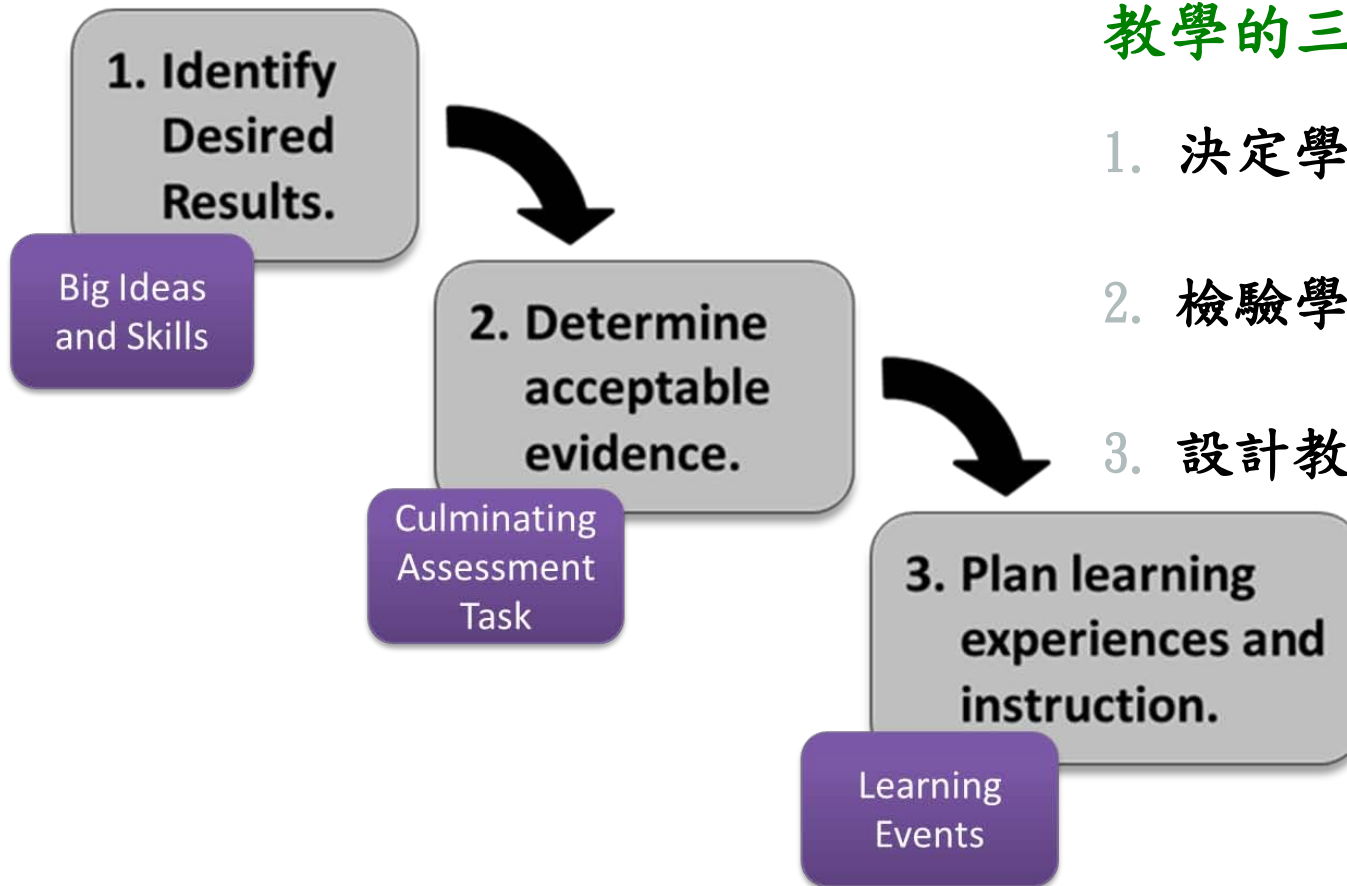
1. 課本內容
2. 與課文有關的練習活動  
(常是一句話, 幾句話, 少練習段落長度內容(需有內容有組織/連結))
3. 作業練習
4. 測驗考試

## “反向教學設計”的迷思：

1. 測驗考試, 作業練習
2. 與課文有關的練習活動
3. 授課內容???

考試導向教學?  
當然不是!!

# BACKWARD DESIGN



## 教學的三個順序：

1. 決定學習目標
2. 檢驗學習結果
3. 設計教學內容

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.



# DESIRED RESULT

*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.

## *Presentational Writing: Story Narration*

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.







# DESIRED RESULT

## First Step: Identify desired goals

1. Students will “**narrate**” the story to a “**friend**”.
2. Students will give **a beginning, a middle and an end** in the story.
3. Students will use at least three “**transition words**” in the story.
4. Students will use “**connection words**”.

# FREE RESPONSE – WRITING

## Student Sample #1



對不起, 大家, 我遲到了. 今天早上, 我晚醒了. 然後, 我急急忙忙地準備, 以便在火車走以前可以叫計程車去火車站. 可是, 一輛計程車來以前, 我在第三街等了好久.

計程車來了, 我就去了火車站. 可是, 我快搭車的時候, 就發現我忘了帶我的車票, 我忽然記得把車票留在計程車裡. 車幸虧還在.

儘管我很快進火車站, 可是我發現火車已經走了. 所以我遲到是因為我必須等到下個火車來. 我很抱歉.



# BACKWARD DESIGN - PURPOSE

1. What is your end **goal** for each unit?
2. What do they need to **know**?
3. What do you want your students to **DO** with the language?



# BACKWARD DESIGN – PURPOSE

## Classroom Strategies: Reading & Listening

### Reading with a purpose

Think about when you read something...there is a purpose or reason behind it; why you are going to read it:

1. Text message; Email
2. News
3. Novel
4. Magazine

Think about your classroom...  
What are your pre-reading and post-reading strategies ?

### Listening with a purpose

Same thing about listening...there is usually a purpose or reason behind it:

1. Voice message
2. Transportation announcement
3. Radio broadcast
4. School intercom announcement

What are your pre-listening and post-listening strategies?

- ✓ Connect new information with prior knowledge
- ✓ Provide guided questions

# BACKWARD DESIGN – PURPOSE

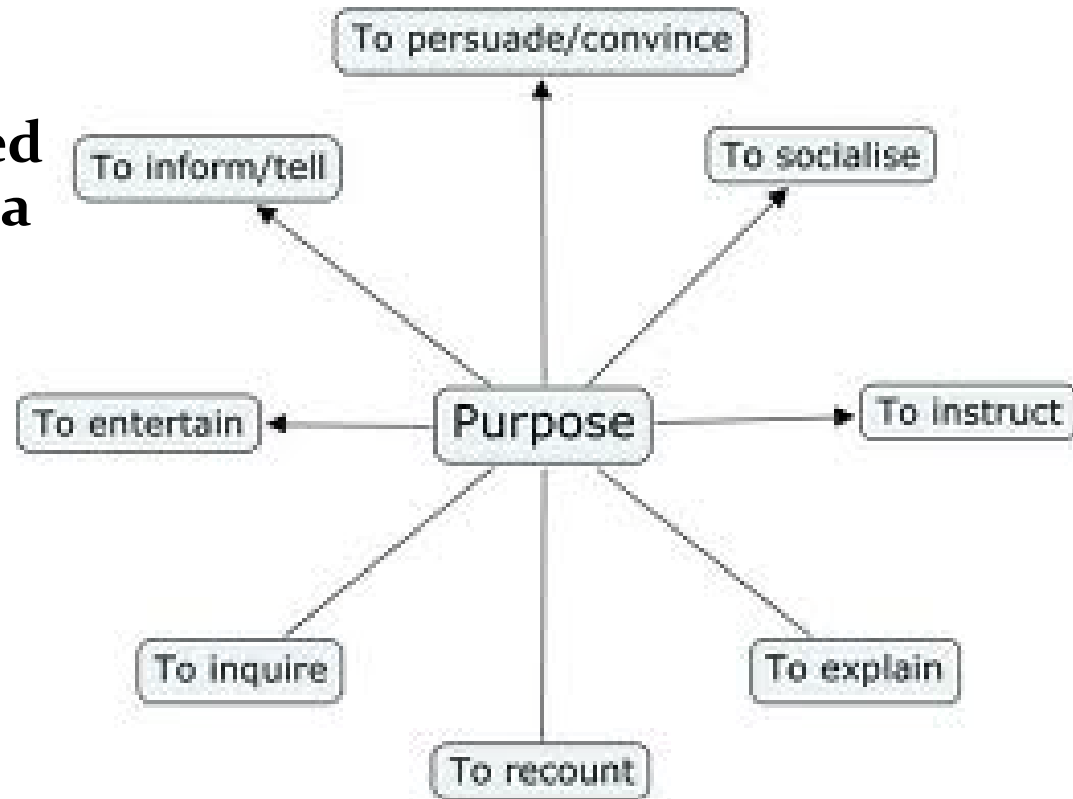
## Classroom Strategies: Writing

### Writing with a purpose

See the trend... students need a reason to do something; a purpose:

1. Text message reply
2. Email reply
3. Letter
4. Invitation

At the beginning of the semester, give them a template to follow- model for them so the students know what to do.







# BACKWARD DESIGN – PURPOSE

## Classroom Strategies: Speaking

### Speaking with a purpose

1. Conversation with peers
2. Introductions
3. Directions
4. Ordering food
5. Making plans
6. Descriptions

Get students speaking in Chinese, even if it is not 100% correct!  
(Non-Chinese words don't earn any credits in exams.) Make them feel comfortable expressing themselves in class.

Use authentic visuals (photos, props, menu, books, videos) to get students speaking!



# CONCLUDING REMARKS

最重要的目標：

To **develop** Chinese Language and Culture **proficiency**,  
including knowledge and skills

- Connect students to college success
- Contribute to college credits
- Contribute to career opportunities and success
- Contribute to the overall enrichment of life

語言最重要的功能：

To complete a certain **task** (with adequate content) in  
limited **time**

課堂：教材 vs “教師” (活)



# CONCLUDING REMARKS

## My experience as an AP Exam Reader & Scoring Leader **Tips** for Free Responses questions (speaking and writing)

### - 切題

切忌答非所問或跑題。語言是工具,使用語言需達到溝通表達的目的。問“哪裡”“怎麼樣”“為甚麼”一開始就要回答問題,有地點,有描述,有原因(例,說出“因為”)。

### - 儘量回答,多說一點

兩三句話切題了得分了(adequate),但只能看出懂題目能作答,無法看出語言能力好(good or excellent response)。老師只能根據學生所說所寫給分,沒說出沒寫出的沒辦法給分。

### - 通順,言之有物

一段話,一篇短文短講需有多個句子組成,除了能切題,能認真回答,有內容,也要儘量善用連接詞使文句通順“因為所以”“但是”“而且”“有人說,但我覺得,他也...”“總而言之”。若有能力使用高年級詞彙,成語等更好。

### - 回答完整(≠完美)



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# 附錄 Appendix

## 3 Communicative Modes - Examples

Discuss with your friend about your weekend plans.	Interpersonal
Communicate with your friends via text or email.	Interpersonal
Watch a travel video and jot down places of interest.	Interpretive
Read advertisements on walls, in buses, on trains.	Interpretive
Prepare a poster about your favorite sport.	Presentational
Promote a candidate, product, or a point of view on a controversial issue.	Presentational



謝謝！  
請多指教！

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chang23@oakland.edu

