What we can learn from the IB classroom

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The Project for Developing Chinese Language Teachers
& the New York Asian Languages Bilingual/ESL Technical Assistance Center

New York University

November 20, 2009

Funded by the Freeman Foundation
Overview

• Who is EF International Academy?
  – How is EF relevant to China?
• Who is the IB?
  – How is Chinese relevant to the IB?
• What is the IB diploma programme?
  IB mission statement & Philosophy
  Learner profile
  Diploma Programme curriculum
  Assessment
• What is the IB Chinese curriculum?
• What are the challenges?
Fast facts

• Established in 2008
• International IB World school
• 96 1st year IB students
• Over 20 countries/regions represented among students and faculty
• 26 Chinese speakers from Mainland China, Taiwan, HK, Malaysia, and Chile
• 4 beginning Chinese learners
• EF Education First was founded in Sweden in 1965

• EF’s mission: to break down the barriers of language, culture and geography that divide us

• EF Education First: the world’s largest private education company, with a group of fifteen subsidiaries and non-profit organizations centered around language learning, educational travel, cultural exchange, & academic programs.

• Over 29,000 employees, teachers and volunteers, with offices and schools in over 50 countries.
EF & China

• EF is recognized as a "Top 10 brand of foreign language training" in China 2009 by Sohu.com
• National Teacher’s Day 2009: Beijing Speaks Foreign Language Office (BSFLO)
  EF teachers standardize English and translate Chinese signage in major tourist areas around Beijing
• EF is the Language Training Service Supplier of the 16th Asian Games to be held in Guangzhou, China, providing English training for more than 60,000 volunteers and Guangzhou Asian Games Organizing Committee staff
• EF foreign teachers are supporting English training for SH Metro for 2010 World Expo
• EF — The Official Language Training Services Supplier of the Beijing 2008 Olympics
## The International Baccalaureate Organization

### What is the IB mission?

*The IB is a not-for-profit foundation, motivated by its educational mission, focused on the student.*

<table>
<thead>
<tr>
<th>Mission</th>
<th>Core values</th>
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| The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. | **Motivated by a mission**
We aim to create a better world through education |
| | **Partnerships**
We achieve our goals by working together |
| | **Quality**
We value our reputation for high standards |
| | **Participation**
We actively involve stakeholders |
| | **International mindedness**
We embrace diversity |

### Legal status

The IB is a non-profit making Swiss Foundation registered in 1968.

### Further resources:

- The *Annual Review* including accounts is available on www.ibo.org.
What does the IB offer?

Three programmes of international education for students aged 3 -19

Three programmes span the years of kindergarten to pre-university. The programmes can be offered individually or as a continuum.

The Primary Years Programme (PYP) for students aged 3 to 12.
The Middle Years Programme (MYP) for students aged 11 to 16.
The Diploma Programme (DP) for students aged 16 to 19.
How is the IB organized?
An elected council govern the IB and the director general along with more than 300 staff are located in 11 offices for a balance of global coverage and administrative efficiency/focus.

New York, United States
Regional office for North America and the Caribbean

Vancouver
Regional office for North America and the Caribbean

Cardiff, United Kingdom
Academic, assessment, HR & building services, finance and publications, ICT, strategic planning and communications

Geneva, Switzerland
Headquarters
Regional office for Africa, Europe and the Middle East

Buenos Aires, Argentina
Regional office for Latin America

Geneva, Switzerland
Headquarters
Regional office for Africa, Europe and the Middle East

Beijing, China
Regional representative for Mongolia and China

Yokohama, Japan
Regional representative for Japan

Singapore
Regional office for Asia Pacific

Mumbai, India
Regional representative for South Asia

Bath, United Kingdom
Research

Sydney, Australia
Regional representative for Australasia

Bath, United Kingdom
Research
IB World Schools by region in 2009 (to date)

IB AMERICAS
1,834 IB World Schools

IB AFRICA

IB EUROPE

IB MIDDLE EAST
910 IB World Schools

IB ASIA PACIFIC
530 IB World Schools

3,274 total IB World School worldwide in 2009 (to date)
IB programme growth

401 programmes authorized in 2008
IB programme growth

on target for 2020 growth
IB Americas growth 2000 to 2009
(compound annual growth rate: 11.46%)
Concentrations of IB world schools 2008

(in Canada & United States)
What is the Diploma Programme?

The three IB programmes each contain four core elements

Curriculum, Student assessment, Professional development, School evaluation

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 – 19, for success at university and life beyond.
What does the Diploma Programme curriculum contain?
The curriculum contains six subject groups and a core of three parts.

Students study concurrently:

- three subjects at higher level (240 hours each).
- three subjects at standard level (150 hours each).
- all three parts of the core.

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.
What is the learner profile?

It’s the IB mission statement translated into a set of learning outcomes for the 21st century.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The attributes of the learner profile express the values inherent to the IB continuum of international education.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.
What subjects are offered within the six groups?

The Diploma Programme has a large range of subjects and many more options.

- **Group 1** - 46 languages are regularly available. Others (with a written literature) by arrangement.

- **Group 2** – 25 or more modern and classical languages for all abilities from complete beginner (ab initio), with some experience (language B) and competent (language A2).

Most, but not all subjects are available at both higher and standard levels.

- **Group 3** - business and management, economics, geography, history, information technology in a global society, philosophy, psychology, social and cultural anthropology, environmental systems & societies.

- **Group 4** - biology, chemistry, design technology, environmental systems & societies, physics.

- **Group 5** - mathematical studies standard level, mathematics standard level, higher level mathematics, further mathematics, computer science.

- **Group 6** - music, theatre, visual arts, film.
What does the Diploma Programme curriculum contain?

*There are three core requirements*

**The extended essay:**

- 4,000 words
- Offers the opportunity to investigate a research question of individual interest
- Familiarises students with the independent research and writing skills expected at university
What does the Diploma Programme curriculum contain?

Creativity, action and service (CAS):

Encourages students to be involved in artistic pursuits, sports and community service

Education outside the classroom

Development of the learner profile
What does the Diploma Programme curriculum contain?

Theory of knowledge:

• Interdisciplinary

• Explores the nature of knowledge across disciplines

• Encouraging an appreciation of other cultural perspectives
What is special about IB assessment?

**IB assessment is rigorous, criterion related, consistent and differentiating of student ability.**

- Diploma Programme assessment includes both final examinations & internal assessment undertaken by the teacher to IB criteria and then externally moderated by the IB.
- All 4,000 examiners are ‘quality checked’ through a process of moderation.
- The IB undertakes random inspections of schools during exams.
- Results are published in mid-July for May session and mid-January for the November session.
- The diploma is graded over 45 points giving ample scope to differentiate student ability
- Marks awarded for each course range from 1 (lowest) to 7 (highest).
- Diploma is awarded to students who gain at least 24 points.
- The overall diploma pass rate is broadly consistent year on year
Languages: Groups 1 & 2

Group 1:
• **Language A1**: Best language, including the study of selections from world literature

Group 2:
• **Language A2**: A language and literature course for fluent or bilingual students
• **Language B**: A foreign language course for students with two to four years previous experience with the language
• **Language ab initio**: A foreign language course for beginners
• **Classical languages**: classical Greek, Latin
IB中文课程的分类

• Group 1: 中文 A1 (Higher Level & Standard Level)

• Group 2: 中文 A2 (Higher Level & Standard Level)
  中文 B (Higher Level & Standard Level)
  中文 Ab Initio (SL)
Chinese A1课程（Group I）

- 课程性质：属纯文学的母语课程。
- 教学对象：主要对象是母语特强、中学曾修读中华文学课程的学生。
- 课程的综合性：作品选读 / 写作 / 文学理论 / 文学史等四种文学课程的融合。
- 阅读为基础：15本（High L）,11本（Standard L）作品，分成四个不同的部分，各适用不同的考核要求。
- 考核：由校内和校外两部分组成。
Recommended Entry Criteria for A1 HL

Target students:

- Is for a highly competent language user, who intends to pursue literature, or related studies at university (HL)
- Is for a highly competent language user, who may not intend continuing his/her studies beyond the Diploma (SL)
- Is a native or near native speaker
- Lives in the country where the target language is spoken
## Suggest Booklist for IB Chinese A-level

### High Level student

<table>
<thead>
<tr>
<th>Rank</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Iliad (Troy’s siege)</td>
<td>by Homer</td>
</tr>
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### Standard Level student

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### World Literature

1. **The Iliad (Troy’s siege)** by Homer
2. **Romeo and Juliet** by William Shakespeare
3. **Jane Eyre** by Charlotte Bronte

### Chinese Classic Literature Detailed Study

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Essay: The Analects by Confucius</td>
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<tr>
<td>2. Poem: Mount Skyland Ascended In A Dream by Li Bai</td>
</tr>
<tr>
<td>3. Drama: Romance of the Western Bower by Wang Shipu</td>
</tr>
<tr>
<td>4. Novel (full-length): A Dream of Red Mansions by Cao Xueqin</td>
</tr>
<tr>
<td>Novel (short story): Liao Zhai by Pu Songlin</td>
</tr>
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### World Literature

1. **The Iliad (Troy’s siege)** by Homer
2. **Romeo and Juliet** by William Shakespeare
3. **Jane Eyre** by Charlotte Bronte
Chinese Contemporary Literature and World Literature Groups of Works

1. The True Story of Ah Q  by Lu Xun
2. Sealed Off  by Eileen Chang
3. Sink Into  by Yu Dafu
4. The Cop and the Anthem  by O. Henry

School's Free Choice

1. Saying Good-bye to Cambridge Again  by Xu Zhimo
2. Motherland, my dear Motherland  by Shu Ting
3. Homesick  by Yu Guangzhong
4. Selected Poems  by Robert Frost  (World Literature)

all together 15

all together 11
Assessment

• 校外 external assessment - 写作为主（70%）:
  (1) 世界文学作品论文（20%）
  (2) 诗歌或散文作品评论（25%）
  (3) 专题论文（EE）25% (至少4800字)
• 校内 internal assessment - 口试为辅（30%）:
  (1) 作品评述（15%）
  (2) 作品片段评析录音口试（15%）
• 评核标准：学生对作品的思考、鉴赏和分析的能力。
Chinese A2课程（Group 2）

课程性质：为双语文凭者开设的课程。课程兼备文学和语言两类。
教学对象：主要对象是母语较好的学生。
课程的综合性：
(1) 选读文学作品：六本(HL)、三本(SL)。
(2) A2和B课程的交叉之处：文化课题的选择部分，与B课程所包含的文化和语言现象研讨的课程性质，有相通的地方。

考试：
◆ 校外 - 写作（75%）：
  (1) （试卷一）：两篇诗歌或散文作品的比较分析（25%）
  (2) （试卷二）：六选一的应题作文（25%）
  (3) 写作两篇，各占10%
◆ 校内 - 口试（30%）：
  (1) 选题研讨评述（15%）
  (2) 作品评析录音口试（15%）
Chinese B课程（Group 2）

- 课程性质：以语文教学为主。非常强调研讨中文所涵盖和体现的中国文化现象及实用性华语的学习，因而形成一般的华语中级课程不同的课程性质和要求。
- 教学对象：主要对象是有一般中学母语基础的学生。
- 课程的综合性：(1) B课程和A2课程的交叉之处：文化选题的研究部分性质相通。立足汉语, 看世界、看社会、看中华民族，掌握语言，了解中国文化。(2) Higher和Standard的区别：作文字数不同。(Higher课程 – 480字；Standard课程 – 300字。)
- 教学要求： 听、说、读、写并重。
- 考试：
  - ◆校外 - 写作，以阅读为基础（70%）：
    - (1)（试卷一）：四篇理解篇章，约57题（40%）
    - (2)（试卷二）：不同文体的选题作文（30%）
  - ◆校内 - 口试（30%）：
    - (1) 录音口试（15%） (2) 对话（15%）
Chinese AB课程（Group 2）

- 课程的性质：华语初级课程。
- 课程的综合性：掌握基本的词汇和语法，常见的应用短文的写作；对中国文化现象的了解。
- 教学对象：主要对象为非华族，从未学习过中文的学生。
- 教学要求：听、说、读、写并重。
- 考试：
  ◆ 校外 - 写作，以阅读为基础（70%）：
    (1) 试卷一：各式应用文、短文以及作品片段的阅读理解（40%）
    (2) 试卷二：不同文体的选题作文（30%）
  ◆ 校内 - 口试（30%）：
    (1) 录音口试（15%）
    (2) 对话（15%）
Recommended Entry Criteria for *Ab Initio* SL

• Is for a beginner who:
• Has little or no previous experience of the language (from Level 0)
• Is taught outside the country where the language is spoken (eg. learn Chinese in New York)
总结上述四类课的特点：

1.  IB课程非常重视读写能力，读写占到测试的70%

2. 教师自主性强

3. 对学生主动学习的要求高
教师的自主性

- 书目的确定
- 文化部分的选题
- 课程的设计和准备

完全可以根据不同学校、不同教师各自的专长和不同学校学生的具体情况作出决定。

- IBO只提供原则性的指导、公布提交不同论文及试卷的限期、负责质量的监察和反馈、最后评分的审核、每年举办全球范围内的教师培训，此外并不予限制，而是对科目主考官以及任职教师专业型上的高要求。
学生自主性

• 闭卷测试中的多样选择（二选一或是六选一）
• 开卷测试中的自由选题（世界论文的选题, 写作选题以及口试选题）

• 考试方式的多样化：有很多师生, 小组甚而全班级合作的机会，讲究学习中相互的交流和互动。
• 考核能力的多样性：卷试和口试、书面和口头综合的方式。有利全面鉴定每一位考生不同方面的才能和技巧，避免了片面性和主观性。

• IB课程的设计宗旨，更多的体现出理解以及消化式地掌握知识的重要性，从而培养学生具备一种善于思考同题，发现同题和解决问题的眼光和能力。
张老师A1时间

- Literature approach
- 讲义是个宝.
都读些什么书？

• Sample Booklist

1. 世界文学作品1《咆哮山庄》爱米莉.勃朗特
2. 世界文学作品2《苔丝》托马斯.哈代
3. 世界文学作品3《包法利夫人》福楼拜
4. 世界文学作品4《局外人》阿尔贝.卡缪

5. 古典诗歌《杜甫诗选》
6. 古典长篇小说《水浒传》施耐庵
7. 古典戏剧《西厢记》王实甫
8. 古典短篇小说《喻世名言》冯梦龙

9. 现当代长篇小说《家》巴金
10. 现当代长篇小说《骆驼祥子》老舍
11. 《围城》钱钟书
12. 现代诗歌《徐志摩诗选》

13. 现代散文《冰心文集》
14. 现代短篇小说《彷徨》鲁迅
15. 台湾及海外作品《又见棕榈，又见棕榈》於梨华
A1 都做些什么作业？

• Sample Assignment

1. 世界文学评论 Would Literature Assignments
   读《苔丝》《咆哮山庄》，各写一篇文学评论

2. 讨论与写作 Discussion and Writing
   对阅读的作品进行思考讨论并比较
   《乡愁》，《乡愁四韵》，《民歌》在主旨，写作手法，意象和艺术性上的相同点和不同点

3. 文学作品评析与小论文 Critiques on Selected Literary Works
   《杜甫诗选》《水浒传》《徐志摩诗选》《冰心文集》《西厢记》各写一篇评析或小论文

4. 阅读 Reading
   除必读书之外，课外阅读《简爱》，李白诗歌，朱自清散文等补充书籍

5. 专题论文 Extended Essay
   确定论文题目，拟定大纲，搜集资料

6. 口语练习 Oral
   课堂讨论，角色扮演，口试练习，演讲，口头评述

7. 假期作业 Holiday Assignments
A1的两年时间怎么分割？

Semester 1: Part 4 school free choice
   Individual Oral Presentation  15%

Semester 2: Part 1 world literature
   WL paper 1– comparative  10%
   WL paper 2– creative  10%

Semester 3: Part 2 classical detail study
   Individual Oral Commentary  15%

Semester 4: Part 3 group study
   paper 1  commentary  2 hours 25%
   paper 2  essay  2 hours 25%
Challenges
“The ugly truth about A1”

- Mandarin, Taiwanese, Cantonese, Malaysian are all in the same class
- Various literature analysis and critical thinking abilities
- Literature is not the preference of every single native Chinese speaker
- Traditional Vs. Simplified Character
- Limited Resources:
  Book Ordering
  Colleagues
  Professional Development
张老师Ab Initio时间

- Language approach
- Flashcard 是个宝.
Ab Initio 课程都上些什么？

Sample Curriculum

A 讲授内容/Texts
1 语文基础（语音）
2 语文基础（语法）
3 语文基础（词汇）
4 课文：包括会话、短文、明信片、电子邮件、演讲稿、私函、便条、报告、传真等。
5 实用文：包括广告/传单等
6 新闻及热门话题
7 中华文化
8 成语/俗语/惯用语/歇后语

B 听力/口语：
包括观看新闻、纪录片、电影；听歌曲、访谈等；复述新闻、演讲、讨论社会问题、采访、报告专题作业等。

C 阅读/写作 Reading/Writing

D 专题作业 Project Work

E 户外活动 Outdoor Activities
Ab Initio的两年时间怎么分割？

1st year, 3 hours per week
• No IB-assessment, like a typical first year
• Build up language, accumulate vocabulary and expression
• Writing character instead of pinyin from Day 1

2nd year, 4 hours per week
• IB assessment year
• Focus on the internal and external assessment skills
Challenges
“The ugly truth about Ab Initio”

• 3 hours per week

• Students are true beginners, no heritage learners

• Far too much emphases on reading & writing

• Students who start from Level 0 need to write a 300 character essay after two years which is “Good Luck for every IB teacher”

• Socio-linguistic competence, limited cultural input

• Stress from demands of IB program requirements
Our approach

• No Pinyin, read & write character from Day 1
• Flashcard Tray (as our routine Chinese food)
• Two sets of books, one for college-level beginner, one for high school beginner
• Almost no activity for fun; just get work done
• Being warm and fuzzy
• For H.W:
  1. textbook, workbook, character book 三书在手,打遍天下无敌手
  2. 写汉字海报
  3. 背课文
  4. 唱歌,念绕口令给中国同学听
Alternative approaches at IB schools

- Flashcard
- One unit per class
- Dictation exam syllabus
  (词汇考纲)
词汇考纲

词汇Vocabulary
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</tr>
<tr>
<td>其他</td>
<td>48</td>
</tr>
</tbody>
</table>

1. 姐姐 n. jiějiě  older sister, older sister.
2. 弟弟 n. dìdi  younger brother
3. 妹妹 n. mèimèi  younger sister.
4. 兄弟姐妹 n. xiōngdì jiěmèi  siblings.
5. 爷爷 n. yéyé  grandpa, respectfully address for an elderly man.
6. 奶奶 n. nǎimā  grandma, respectfully address for an elderly woman.
7. 伯伯 n. bóbo  uncle, father's older brother.
8. 叔叔 n. shūshū  father's younger brother, uncle.
9. 姑姑 n. gūgū  father's sister, aunt.
10. 堂哥 n. tánggē  older male cousin of a same surname.
11. 堂姐 n. tángjiě  older female cousin of a same surname.
12. 外公 n. wài gōng  maternal grandfather.
13. 媳爷 n. hāi yé  maternal grandpa.
14. 外婆 n. wài pó  maternal grandmother.
15. 媳媳 n. hāi xì  maternal grandaughter.
16. 舅舅 n. jiùjiù  mother's brother, maternal uncle.
17. 姨 n. yí  mother's sister, aunt.
18. 表弟 n. biǎodi  younger male cousin of a different surname.
19. 表妹 n. biǎoméi  younger female cousin with a different surname.
20. 孩子 n. háizi  child.
21. 儿子 n. érzi  son.
22. 女儿 n. nǚér  daughter.
23. 丈夫 n. zhàngfu  husband.
24. 妻子 n. qīzǐ  wife.
25. 先生 n. xiānsheng  one's husband, Mr.
26. 太太 n. tài tài  wife, Mrs., Madame.
27. 生日 n. shēngrì  birthday.
28. 结婚 v.o. jiéhūn  marry, get married.
29. 离婚 v.o. líhūn  divorce.
An Indication of How the Chinese Department Can Contribute to ToK

• Offering the TOK Course in Chinese language. The main focus would be the Chinese scholars.

• Provide good background and help in different areas of studies and research, particularly for those who choose the following:
  1) Studies of the ethnic Chinese people
  2) Chinese Language
  3) Studies on Minority peoples group in China
  4) Chinese history, Literature, Culture and Religious Studies
  5) Chinese drama, Music, and Sport
  6) Business and Investment in China
  7) The Future of China
  8) Overseas Chinese and Chinese Language
  9) Chinese Religions and Culture practiced by Overseas Chinese
  10) Research on the history of Chinese emigrants
How the IB Chinese program can introduces inter-cultural and global issues into the classroom

The IB Best Language Practices support three approaches to introduce inter-cultural and global issues into the classroom. They are:

1. **Authentic contemporary texts**
   ex. Global warming issues made local, birth rates, bird flu in South East Asia This will help in the understanding of global issues.

2. **Listening and Oral**
   Students are encouraged to engage frequently in interactive oral and listening activities. For instance, a discussion of Tsunami disaster or topics that interest most students: films and songs from the east and west or lifestyles, cultures, beliefs, and livelihood of Chinese.

3. **Overseas School Activities**
   The school could conduct annual overseas study trips for cultural and language immersion.
Questions?
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