

1

AP 中文測驗 對華語教學的啟發

齊德立
Professor Emeritus, World Languages and Cultures, University of Utah
Chief Reader, AP Chinese Language and Culture Exam (2011-2016)
College Board AP Professional Development Consultant

2

AP 中文測驗與評估的對象 The “Standard Group” Test Takers

Students who

- generally receive most of their foreign language training *in U.S. schools*.
- did not indicate on their answer sheet that
 - they *regularly speak or hear* the foreign language of the examination,
 - or that they have not *lived for one month or more* in a country where the language is spoken.

3

AP 中文測驗評估的理念與指標

- **Performance and Evidence-Based Assessment:** What the student *Know* and Can *Do*
- **Performance Levels:** levels of development of language proficiency (Communication), as well as proficiency across the other goal areas of language instruction (Cultures, Comparisons, Comparison, Community)
- **Performance Expectations:** from Novice-Low to Pre-Advanced

Novice Intermediate Pre-Advanced

4

有標準可循的測驗與評估 (ACTFL Proficiency Guidelines)

Novice

- No real ability to communicate
- Use memorized words, phrases and other highly formulaic expressions

Intermediate

- Can create with language
- Can ask and answer simple questions
- Can handle simple everyday life situations
- Can communicate in sentences and strings of sentences

5

AP 中文課程與測驗期望學生達到的水平

Pre-Advanced (Intermediate High)

- Can describe (描述), narrate (敘述), explain (解釋), elaborate (闡述), compare (比較) **MUCH** of the time—but cannot sustain performance at the Advanced performance level.
- Can handle real life situations with complications **MUCH** of the time.
- Can communicate with paragraph-length discourse coherently and cohesively using discourse connectors (e.g., 先…再…然後; 由於…因此; 要不然…就; 原來…可是…卻, 那也不是, …就是…)

6

如何评估学生口语與書寫的能力?

- 发音不错啊, 声调也很好。
- 能听懂问的问题。
- 能说能寫一些东西。有不少句子。
- 语法结构还可以。
- 词汇量还行。
- 整体来说, 不错、还可以。

7

語言部件的測試

- 詞彙量有多少: 考單詞; 聽寫
- 認識多少漢字: 考漢字; 翻譯漢字
- 發音如何: 聽學生發音與聲調
- 語法知識的準確度: 各種語法點的測驗
- 口語流利程度如何: 憑直覺的評估
- 遣詞用語是否合宜: 怎麼評估用詞與說法的合宜性?

問題: 測驗「語言部件」的知識與用法是否能為語言應用能力作一個正確的評估?

8

下列考題評估的目的為何?

- 宿舍___圖書館很遠。
a. 從 b. 跟 c. 和 d. 離
- 姜英是女排選手, 她的意中人趙旭, 在球場上也是生龍活虎。他們兩人是什麼關係?
a. 兄妹 b. 同事 c. 同學 d. 戀人

(汉语水平考試例題)

口語與書寫能力評估的實例

這個學生的書寫能力怎麼樣?

我們在 Měi 國有很多的 tiān 天。我很
喜歡的時候我們有大 wǎn wèi, 我們是
在 Měi 國八月十號吃很多飯也吃很
多 qīshuǐ 的。八月十號我們很 gāoxìng 因為
我們的國生。我是我有五心在我的家
是我的姐姐 yānyān 的。
Měi 國 tiān 天比中國 tiān 天好因為
我可以 dōng Měi 國 tiān 天。

AP Chinese Exam Overview

Section I: Multiple Choice:

- Part A 聽
- Part B 讀

Section II: Free Response:

- Part A 寫
- Part B 說

Multiple Choice: Part A Listening

- 15-20 questions; 10 minutes
- Stimulus Types: Rejoinders; Announcement; Conversation; Instructions; Message; Report
- Tests interpretive communication
 - comprehension
 - Inference (推理; 舉一反三)
 - application of introductory cultural knowledge

13

Multiple Choice: Part B Reading

- 20 questions; 10 minutes
- Stimulus Types: Note, Email, Letter from a Pen Pal, Announcement on a Poster, Advertisement, Public Sign, Brochure, News Article, Short Story
- Tests interpretive communication
 - comprehension
 - inference
 - application of introductory cultural knowledge

14

2017 Free Response Questions Part A: Presentational Writing

STORY NARRATION

- 1 question; 15 minutes
- Tests written presentational communication
- Students narrate a story as depicted by a series of four pictures

15

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.



16

2017 Free Response Questions Part A: Interpersonal Writing

EMAIL RESPONSE

- 1 question; 15 minutes
- Students read an incoming interpersonal communication
- Student reads an incoming email and responds to the request

17

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

发件人: 国华
邮件主题: 欢迎新生

我和几个同学正在讨论下个学期怎么欢迎从国外来的学生。我们没有什么钱, 请你帮我想一个不用花很多钱的欢迎活动吧。另外, 你觉得是开学前一、两天还是开学那一天办活动比较好? 为什么呢? 先谢啦!

18

2017 Free Response Questions Part B: Interpersonal Speaking

CONVERSATION

- 6 question; 5 minutes
- Test spoken interpersonal communication

19

You will have a conversation with Li Wenqing, the director of a study-abroad program in Beijing, China, about your application to participate in the program.

1. 请你说一说你学中文的目的。
2. 中国有很多留学项目,你为什么选择我们在北京的这个项目?
3. 在中国的时候,除了在学校学习以外,你觉得还有什么方法可以帮助你提高中文水平?
4. 你希望住在中国人家里,还是住在学生宿舍?为什么?
5. 请你说一说,到了中国以后,你可能在哪些方面最难适应?为什么?
6. 为了多了解中国的文化,学校放假的时候你会去什么地方或者做什么事情?为什么?

20

Free Response Questions Part B: Presentational Speaking

CULTURAL PRESENTATION

- 1 question; 7 minutes
- Student describes and explains the significance of a Chinese cultural practice or product

Choose ONE traditional Chinese non-food-related celebratory activity (lion dancing, setting off firecrackers, giving red envelopes, etc.). In your presentation, describe this activity and explain its significance.

You have four minutes to prepare your presentation.
You have two minutes to deliver your presentation.

21

AP 中文評估項目

Task Completion 完成任務

- Response to the prompt
- Organization of Message
- Text Type

Delivery 信息傳送

- Pace
- Pronunciation
- Use of Register (語言使用得體性)

Language Control 詞彙語法

- Vocabulary
- Grammatical Structures

22

得分水平

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

Conversation: Task Completion				
Score	Address Prompt	Response to Prompt	Elaboration with detail	Organization
6	Directly	Thorough, appropriate	Yes	Smoothly connected sentences
5	Directly	Thorough, appropriate	May include elaboration	Connected sentences
4	Directly	Appropriate	No	Loosely connected sentences
3	Directly	Appropriate but basic	No	Disconnected sentences
2	Directly	Appropriate but incomplete	No	Fragmented sentences
1	Minimally or Marginally	Minimally related to prompt	No	Disjointed sentences
0	No	Clearly does not respond to prompt; not in Mandarin Chinese; restatement of prompt; "I don't know," "I don't understand," "Please repeat,;" blank		

Conversation: Delivery					
Score	Pace & Intonation	Hesitation & Repetition	Pronunciation errors		Use of register
			Number and Frequency	Listener Effort	
6	Natural	Minimal	Minimal	No	Consistently appropriate
5	Smooth	Occasional	Occasional	No	Appropriate with occasional lapses
4	Generally consistent	Intermittent	Several	No	Consistent with several lapses
3	Inconsistent	(Intermittent) Interferes with comprehension	(Frequent)	Special (Sometimes)	Inconsistent with many errors
2	Labored	Frequent (Interferes with comprehension)	Frequent	Constant	Frequently inappropriate
1	Very labored	Constant (Interferes with comprehension)	Frequent	Intense	Constantly inappropriate

Conversation: Language Control							
Score	Vocabulary and Idioms				Grammatical Structures		
	Appropriateness	Errors	Errors obscure Meaning	Language Interference	Range and Variety	Errors	Errors obscure meaning
6	Yes, with rich vocabulary	Minimal	No	No	Wide	Minimal	No
5	Yes	Sporadic	No	No	A Variety of	Sporadic	No
4	Mostly	(Sporadic)	Not Generally	NO	Mostly appropriate	(Sporadic)	Not Generally
3	Limited	Frequent	Sometimes	intermittent	Mostly simple	Frequent	Sometimes
2	Minimal	Frequent	Yes	Repeated	Limited	Frequent	Frequent
1	No, with insufficient vocabulary	Frequent	Yes, Significantly	Constant	Little or no control	Frequent	Significantly

2007 - 2017 AP 中文測驗平均分數 (Mean Scores) 分佈								
Year	Story Narration 6 points		Email Response 6 points		Conversation 36 Points		Cultural Presentation 6 points	
	Total Group	Standard Group	Total Group	Standard Group	Total Group	Standard Group	Total Group	Standard Group
2017	4.33	3.47	4.80	3.54	26.29	18.25	4.02	3.14
2016	3.87	3.30	4.26	3.20	27.11	20.98	3.77	2.70
2015	4.57	3.57	4.35	3.39	22.18	14.71	3.69	2.86
2014	4.40	3.61	4.32	3.28	23.78	14.99	3.69	2.52
2013	4.03	3.18	4.24	2.97	23.93	16.35	3.76	3.22
2012	4.50	3.62	4.72	3.48	28.45	21.58	4.46	3.32
2011	4.08	3.35	4.58	3.45	26.41	19.17	4.78	3.91
2010	5.06	3.39	5.06	4.28	27.92	21.84	4.75	3.87
2009	4.40	3.52	5.32	4.45	29.58	23.06	4.60	3.65
2008	4.15	3.57	5.37	4.62	27.60	20.54	4.51	3.58
2007	4.41	3.62	4.81	3.86	27.51	27.51	4.23	3.34

27

觀察與疑點

- Standard Group 的考生成績不及 Total Group 中有使用中文背景考生的成績。
- 整體來說，有背景與沒有背景 (Standard Group) 學生的表現都不夠好。
- 口語能力成績偏低。
- 2013 年以後 Total Group 成績落後是否因為 Standard Group 考生增加所造成的結果?
- 從 2013 年以後 AP 中文考試的難度增加?
- AP 中文學生的訓練需要加強?

28

口語考題越來越難?

- 考題不離開 AP 中文課程指引 (AP Chinese Course Description) 的範圍。
- 命題委員會按照明確的命題標準出題。
- 命題委員會每年開會兩次，在仔細謹慎地研討每一道考題後定案。
- 2016 年閱卷老師認為但年題目難易度適中。

Standard Group 考生增加造成成績下降?

Year	# of Test Takers Total Group	# of Test Takers Standard Group	% of Standard Group Test Takers	% of Variation
2017	13,472			
2016	12,542	2,753	21.98%	+0.73%
2015	10,029	2,132	21.25%	+ 4.01%
2014	10,728	1,850	17.24%	- 2.14%
2013	10,121	1,961	19.38%	+ 0.75%
2012	9,357	1,743	18.63%	+ 1.74%
2011	7,970	1,346	16.89%	- 1.16%
2010	6,388	1,153	18.05%	+ 3.17%
2009	5,100	759	14.88%	+ 1.70%
2008	4,311	568	13.18%	+ 2.05%
2007	3,261	363	11.13%	

2017 AP Score Distribution

AP Score	Standard Group % At		Total Group % At	
	2016	2017	2016	2017
5	20.4	21.3	61.7	68.4
4	17.6	15.5	16.4	11.3
3	36.1	32.7	15.1	12.5
2	10.3	12.5	2.8	3.3
1	15.5	18.0	3.9	4.5
Percentage at 3+	74.1%	69.5%	93.2%	92.2%

31

AP中文學生的訓練需要加強?

- 幫助學生培養 Pre-Advanced 層次的語用能力
- 告訴學生AP課程要求達到的學習目標
- 多做分組活動，盡量給學生使用語言的機會
- 設計Advanced層次的教學活動，要求學生：
 - 完整而與詳細地描述 (describe) , 敘述 (narrate), 闡述 (elaborate), 解釋 (explain) 具體的人、事、物、景、情節等。
 - 使用段落連接詞來組織前後通暢邏輯的段落語言。
 - 討論與個人有關及一般性的話題：社區，時事，人口，生活。。。
 - 增加詞彙量並練習使用適於各種情況的詞彙、成語
 - 練習使用高頻率的語法結構
 - 增加有關當代及歷史的文化知識，並在文化的情境中使用語言
 - 討論具體的題目及與這些題目有關的思想、價值觀、與理念。

32

如何幫助學生提高使用口語 對話與報告的能力

2016年84位閱老師問卷調查結果

1. Inform students of the learning goals—before engaging them in doing speaking activities
在做口語活動以前，先告訴學生學習的目標為何

Always	Most of the time	Sometimes	Not generally	Not at All
49.38	43.21	6.17	1.23	0.00

2. Explain and model successful speaking performance
解釋與示範成功完成任務的口語表現

Always	Most of the time	Sometimes	Not at All
48.75	26.25	22.50	2.50

3. When designing speaking activities, place emphasis on the learning goals listed below
設計活動時，側重下列學習目標

Classroom Activities	A great deal	Some	Not so much	Not at all
Addressing all aspects of the stimulus—conversation and presentation questions and topics	73.17	24.39	2.44	0.00
Providing a thorough and detailed response with elaboration	70.73	21.95	7.32	0.00
Using well-organized sentences and paragraphs	60.98	34.15	4.88	0.00
Using transitional words (先...然後, 只好...要不然, etc.) to connect sentences into paragraphs	61.73	33.33	4.94	0.00
Using appropriate register consistently—i.e., addressing your interlocutor and audience in culturally and socio-linguistically appropriate ways	55.56	30.86	13.58	0.00
Avoiding interference from native language	51.22	36.59	10.98	1.22
Using a rich variety of appropriate vocabulary and idioms	47.56	37.80	14.63	0.00

Classroom Activities	A great deal	Some	Not so much	Not at all
Using a wide variety of appropriate grammatical structures.	48.75	35.37	15.85	0.00
Delivering a coherent response at natural pace	50.62	37.04	11.11	1.23
Demonstrating understanding of the target culture	54.88	40.24	4.88	0.00
Using accurate pronunciation	42.68	39.02	17.07	1.22
Producing a coherent and logical conversation response in 20 seconds	50.62	37.04	9.88	2.47
Producing a coherent and logical oral presentation on a cultural topic in 2 minutes.	54.32	39.51	6.17	0.00

4. Give students “input activities” – such as asking them to mark the tones they hear on words, phrases and sentences they see in writing, and “output activities” on the same text they say
讓學生先做“輸入活動”，然後做“輸出活動”

Always	Most of the time	Sometimes	Not generally	Not at All
12.50	20.00	22.50	20.00	8.75

5. Practice Interpretive Listening: “What”, “Why”, “How”, “Who” and “Where” 練習聽的理解能力

What: 什麼? 介紹一下 Why: 為什麼? 解釋一下; 什麼理由 How: 怎麼
Who: Interlocutor (Register) Where: 什麼地方

Year	What	Why	How	Who	Where
2017	4	4	1		1
2016	3	2	1		1
2015	3	3	1	2	1
2014	5	4		1	
2013	3	1	2		
2012	5	2	1	1	1
2011	4	4	1	1	1
2010	5	2		1	1
2009	3	2	1		
2008	4	1	2	1	
2007	2		1	4	
TOTAL	41	25	11	11	6

6. Engage students in doing the student-centered activities listed below 做以學生為中心的活動

Student-centered Activities	Always	Most of the time	Sometimes	Not generally	Not at all
Work in small groups (in pairs or triads, etc.) to identify the tones they hear in a recorded conversation or presentation.	30.12	16.87	26.51	16.87	9.64
Work in small groups (in pairs or triads, etc.) to practice interpersonal and presentational communication.	56.63	31.33	9.64	2.41	0.00
Work in small groups (in pairs or triads, etc.) to produce conversation or oral presentation prompts on topics you give them.	54.22	27.71	15.66	1.20	1.20
Assess each other's performance using rubrics based on the learning goals listed in Question 2 above.	34.94	27.71	20.48	12.05	4.82
Compare and discuss their performance evaluations with yours.	31.71	37.80	20.73	7.32	2.44

7. Place a great deal of emphasis on contemporary and historical cultural topics 側重學習與當代及歷史中有關的文化主題

Contemporary Cultural Topics	A great deal of emphasis	Some emphasis	Not so much emphasis	No emphasis
Holidays and food	77.78	20.99	0.00	1.23
Games and Sports	20.99	50.62	27.16	1.23
Geography	23.46	53.09	20.99	2.47
Climate and Weather	21.25	57.50	20.00	1.25
Travel and Transportation	51.85	40.74	6.17	1.23
Population	13.58	51.85	30.86	3.70
Social Relations	25.00	55.00	17.50	2.50
Ethnic and Regional diversity	19.75	53.09	20.99	6.17
Environment	22.78	55.70	16.46	5.06
Current Affairs	30.00	47.50	16.25	6.25
China's Impact on the Global Community and Vice Versa (economics, geopolitics, etc.)	20.99	51.85	22.22	4.94

Historical Cultural Topics	A great deal of emphasis	Some emphasis	Not so much emphasis	No emphasis
Historical Events	30.49	47.56	21.95	0.00
Historical Figures	31.33	55.42	13.25	0.00
Philosophical thoughts	28.92	55.42	12.05	3.61
Artistic Products (stories, drama, music, painting, calligraphy, etc.)	38.55	49.40	10.84	1.20

AP Annual 2016 Conference CollegeBoard

8. Identify challenging learning goals for Cultural Presentation
指認出在做文化陳述時所要達到挑戰性高的學習目標

Learning Goals	Most challenging	Somewhat challenging	Not very challenging	Not challenging
Obtaining a sufficient amount of cultural knowledge--facts and concepts--appropriate at the AP Chinese level	44.58	44.58	9.64	1.20
Telling a story with a beginning, middle and end	10.84	43.47	37.35	8.43
Explaining conceptually the significance of a cultural product or practice	40.96	44.58	12.05	2.41
Using appropriate transitional connectors to produce paragraph-length discourse	20.48	51.81	22.89	4.82

9. Practice using discourse connectors
練習使用段落語言所需用的連接詞

那当然啦! “But of course?”—conveying a sense of “It goes without saying; absolutely”

- A: 你觉得学中文很有用吗?
B: 那当然啦! 要不然我就不学了。
- A: 你想他很有钱吗?
B:
- A: 这个字你会写吗?
B:
- A: 你会做饭吗?
B:

AP Annual 2016 Conference CollegeBoard

不过, 好像...也 are used to politely disagree with someone's statement after first giving general agreement.

- A: 这次考试就是我考试得最坏。
B: 我知道有几个人考得不错。不过, 好像很多人都考得不好。
- A: 我看这几个人当中, 他的车子最贵。
B:
- A: 这些食物中, 我觉得水饺最好吃。
B:
- A: 这儿的天气整个夏天都很热。
B:
- A: 这个百货大楼里的东西都不便宜。
B:

AP Annual 2016 Conference CollegeBoard

那倒也沒有/不是, …只是… are used to indicate unambiguous disagreement with an explanation to soften the disagreement

1. A: 我覺得你好像天天都很忙。
B: 那倒也沒有。只是最近事情比較多一點。
2. A: 我覺得學寫漢字真的很難。
B:
3. A: 你是不是每天都很累?
B:
4. A: 他好像很不喜歡吃中國飯。
B:
5. A: 波士頓冬天的天氣好像很不好。
B:

Use 不過, 好像…也, 那倒也不是…只是, 那當然啦 in the following dialogue, agreeing and disagreeing with each other.

- Xiao Fang: “For me, reading and writing Chinese characters has been really hard. How about you?”
Xiao Yun: “Everyone is having a rough time with Chinese characters.”
Xiao Fang: “Yeah. Everyone says it’s hard. However, there seems to be a few students who feel that it isn’t all that difficult.”
Xiao Yun: “Do you really hate studying Chinese characters?”
Xiao Fang: “Well, that’s not necessarily the case. It’s just that learning to write Chinese characters is a big challenge.”
Xiao Yun: “So you will continue studying Chinese?”
Xiao Fang: “Of course! Although learning to write Chinese characters is not easy; however, learning to speak Chinese isn’t difficult.”

昨天小芳跟小雲談到他們學漢字的經驗。对小芳來說, 讀漢字跟寫漢字真的很難。那小雲呢? 小雲說: “每一個人學漢字都學得很辛苦。” “是啊。” 小芳說, “大家都說難。不過, 好像也有幾個學生覺得沒有那麼難。” 小雲問小芳: “你真的那麼不喜歡學漢字嗎?” 小雲回答說: “那倒也不是, 只是學寫漢字是一個很大的挑戰。” 小雲說: “那你還要繼續學嗎?” “那當然啦!” 小芳說, “雖然學寫漢字不容易, 不過, 學說中國話並不难。”

10. Conduct performance-based and evidence-based assessment using rubrics adapted from the AP Chinese Scoring Guideline.
使用基於AP中文評估的標準來評定學生語言應用的表現

- 老師分析與評估學生語言應用的表現
- 學生分析與評估自己語言應用的表現
- 老師與學生比較與討論各自評估的結果其相同與差異之處

49

Sample Assessment Rubric: Conversation

Rubric	Evidence	Yes	No
1. Address all aspects thorough with detail	a. Described the cultural product/practice b. Explained the cultural significance c. Thorough and detailed	___	___
2. Coherence and progression of ideas	a. Elaboration with detail b. Interference with comprehension	___	___
3. Cultural Information	a. Accuracy b. Ample	___	___
3. Pronunciation	a. Minimal errors b. Errors do not obscure meaning	___	___
4. Text Type	a. Paragraph-length discourse b. Use of cohesive connectors	___	___
6. Vocabulary	a. Rich b. Appropriate c. Minimal errors that do not obscure meaning	___	___
7. Grammatical structures	a. Wide range b. Minimal Errors that do not obscure meaning	___	___
8. Delivery	a. Smooth b. Minimal hesitation and repetition	___	___

50

11. Practice giving a full answer in 20 Seconds for Each Conversation Prompt and 2 minutes for Cultural Presentation.
練習用20秒鐘完整的回答每一個對話的問題；在兩分鐘內做出完整的文化陳述

- 學生練習做過去AP中文測驗中文化陳述的考題。
- 老師與學生選擇AP中文教學指引中列出的文化主題，設計文化陳述的活動。
- 學生兩人一組回答自己設計的文化陳述活動。
- 老師對學生設計的活動給予回答給予反饋。
- 學生使用基於AP中文測驗的評估標準自我監測 (self-monitor)、自我評估 (self-assess)、自我評定 (self-evaluate) 自己的回答，以達到自我學習 (self-learn) 的最終目標。

51

12. Use Student-Centered Teaching and Learning
達成以學生為中心的教與學

- 要求學生在學習過程中成為積極而主動的參與者，而非消極與被動的接受者。
- 老師必須給學生內化 (Internalize) 語言與文化的機會。
- 老師應當為學生設計有意義的學習活動、培養有效的學習策略來達到溝通的目的。