Optimizing L2 curriculum for China State education.

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ABSTRACT

This paper outlines and details historical L2 curriculum development for segments of China's State education system over a ten-year period beginning with the start of the Sino – Foreign joint programs classes in 2011. A two-year post assessment from 2015~2017. Tracking students continuing test results for both the CET (College English Test) series examinations and the IELTS (International English Language Testing System). And includes a three-year look back period ending in 2021. Also included are institution summaries, skill level and ability gaps examples, diagnostics and assessment examples. Dual language Ministry of Education recommendations excerpts and support justification narrative.

Keywords*:* China state education system, Sino ~ foreign international joint program classes, Curriculum Research, Communication Research, Second Language Instruction, Verbal Communication, Vocabulary Development, Diagnostic Teaching

Common abbreviations

(CET   College English Test / IELTS   International English Language Testing System

TEFL   Teaching English as a Foreign Language)

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Optimizing L2 Curriculum for China State Education

Statement of the Problem

Beginning in 2011 at Ningbo College of Vocational Technology a substantial majority of students from a variety of course majors, such as English, art design, tourism, and investment and finance lacked the basic capacity to ask and answer questions in a manner that is consistent with L2 language skills that are associated with exchanging basic information, "wh" questions in general. This core ability allows dialogic pedagogy, Edwards-Groves (2018) to take place both inside and outside the classroom, a necessary element of inclusive teaching.

Informal interviews with students and local primary education institutes established that the English language programs focused on grammar and translation skills without emphasis on spoken language practice or building core vocabulary that support and facilitate information exchange.

This curriculum weakness produced a significant gap in critical and essential skills that college and university students must possess in order to meet testing, certification, advancement, and graduation requirement under CET 4 and 6 series and IELTS nonacademic testing.

As a compensatory measure, colleges and universities place vocabulary emphasis that target CET (college English test) vocabulary and which excludes foundation vocabulary and interrogative skills commonly used in information exchange.

Within a month of the start of the State sponsored Sino ~ US joint classes, modified testing of student L2 English skills commenced to establish baseline language functions. The rationale was to identify skills gaps and defects that incoming freshmen students had, that would preclude them from meeting a program graduation metric consisting of scoring a 5.5 band on the non-academic IELTS examination.

Given that the joint program classes were, "new" many deficiencies were noted in both the State curriculum and staff training presented a persistent barrier in the program utility and graduation outcome for the students. The curriculum in itself assumed student L2 proficiency at the time of enrollment would be at or near IELTS band 4.0, and that in the next two years of L2 language courses students would be able to achieve the required IELTS score of band 5.5.

These programs were further hampered by the fact that the "foreign experts"[1] whom were employed as native speakers were not teachers, but only degree holders. In addition, that some of the institutional staff were given their positions due to social relation status and that only one of the institutional staff had taken and passed the academic IELTS and possessed sufficient skill to present or teach this type of curriculum.

Literature Review

The nature and scope of this paper was to chronicle and establish guidelines for the new Sino – Foreign international joint programs classes beginning in 2011. Venkatraman (2007) Discusses at length TQM modes towards existing educational practices, for the Sino – Foreign programs classes the integration and reconciliation of western and eastern continuous improvement practice required the creation of a hybrid model that compromised between rigid metrics for review and improvements against return of investment applications. Kohoe (1995), Adaptation of TQM eight quality elements to better comport with State and institutional

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[1] State Administration of Foreign Experts Affairs (SAFEA; Chinese: 国家外国专家局 duties abosorbed by Ministry of Science and Technology of the People´s Republic of China in 2019.

2017 Budget of the Former State Administration of Foreign Experts Affairs. (n.d.). Center for Security and Emerging Technology. Retrieved January 14, 2022, from https://cset.georgetown.edu/publication/2017-budget-of-the-former-state-administration-of-foreign-experts-affairs/

paradigms concerning program improvement lead to streamlining to take advantage of available State testing data for mandated CET and IELTS standard testing that was as a requisite for advancement and graduation. Mohammed (2014), and Almazan (2017) Mention long periods of planning in order to implement and integrate TQM policies and practices into the higher education framework, however the focus of this paper is the continuous integration of TQM policies and practices dynamically and as an organic component of the Sino – Foreigner joint project classes.[2] Thus establishing some basic foundation guidelines "a how to", that could be modified on the State and institutional levels to fit programs and offer some tools to help craft better curriculum and outcomes for students.

As such the general literature review for this type of project relies on hybrid pedagogical methods to fill the "void" that existed for the joint programs classes. Then quantifies the results and takes a look back to form a comparative basis for continuous improvements in State L2 curriculum programs moving forward.

Limitations of Study

The limitations of study focuses on specific core communication skills and does not use complex language diagnostics testing to pinpoint specific regional causatives. As noted in the body of the paper IELTS and CET vocabulary arrays along with "wh" descriptors used to establish the minimal number of vocabulary words necessary to ask, answer and convey basic information within the context of the questions. Furthermore the study was limited to (6) institutions, (primary schools, vocational college, and university) with c. 2,000 students over eight noncontiguous academic years, 2011 – 2020.[3]

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[2] Appendix A   TQM matrix
[3] Appendix B   Institution summaries

Assessment Methods and Methodologies

All classes 2011 ~ 2015 were administered written and oral examinations to establish a language function baseline. The written examinations specifically tested for vocabulary grade level and oral examination tested for basic comprehension of listening and speaking core skills to assess the ability respond correctly and accurately to basic information exchange prompts.

The most critical being "wh" framed questions, which are crucial for accurate information exchange.

Two Stage Primary Vocabulary Testing

A.) The first stage was an unaided test (no dictionaries or other aids) with a range of grade level vocabulary starting at the US grade level 3 and ending at grade level 8. [4]

B.) The second stage vocabulary test consisted of an aided test (paper dictionary only.) and required students to choose appropriate definitions for words based on context related to course major vocabulary in art design, business and finance, English, tourism and teaching.

The following is noted in the complied results that the freshmen classes had an average grade vocabulary (US standard) of 3.4, sophomore classes 4.5 and junior classes 5.3.

Course Major Vocabulary

Specific core vocabulary associated with course majors in English, tourism, writing, art design, investment and finance, business and teaching comparisons with non-participating accounting and information technology classes. The foundation vocabulary for all of these disciplines were noted as being absent, anemic or minimal and that critical vocabulary necessary

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[4] Language Assessment Battery - English. (n.d.). Ericae.net. Retrieved January 14, 2022, from http://ericae.net/eac/eac0127.htm

for basic communication and support of course majors were superseded by institutionally - mandated vocabulary booklets that focused on CET series vocabulary which is / was neither course major related nor used in everyday spoken language.

This lead to the development of optimized vocabulary components. The Vocabulary modifications sought synonym and antonym bridges that would logically lead from simplified foundation vocabulary to course major specific vocabulary and links to both CET and IELTS component vocabulary.

Oral testing and examination to gauge information exchange ability

The examination consisted of randomly selected questions, (from a question pool) and given under a timed element and covered a wide range of basic information questions, "wh" framed questions, object questions, opinions (comparative value response) , personal and demographic information. Student were also required to ask ad hoc questions during the exam, (within a set written guidelines) to evaluate spoken form and structure.

Oral examination assessments indicators

Using CET / IELTS test definitions and standards indexed against real time classroom performance results generated the baselines and provided a comparative benchmark of college / university freshman grade level English language skills and abilities in the following categories, listening, speaking, reading and writing.

The database compiled over a period of four years includes comparative components from first, second and third year students. (**f**reshmen, **s**ophomore, **j**unior) [5]

Identification of Missing /Absent Communication Skills

1.) Prepositional time components / AM / PM associations / seasonal information. (96% failure rate) The causative is time reckoning by lunar calendar as part of the cultural norms and mandated under State curriculum.

2.) Color identification was severely limited to five colors, and 99% of all students could not identify the seven color names associated with a rainbow, indigo and violet being absent. Nor could students identify the three basic metallic colors (copper, silver and gold (commonly - reported as red, white and yellow)) this also extended to transparent, clear, and translucent. This vocabulary deficit directly affects a student's ability to describe and communication a wide variety of information during exchange tasks.

3.) Sequencing events is a critical skill in communication / information exchange, including the ability to give directions. Wide gaps in prepositional and descriptive skills (object and event) associated with sequencing information and events were evident in both written and oral based examinations. 92% of students lacked the functional vocabulary and skill to sequence information sets greater than five events in length / depth, with the average being three.

4.) Appropriate place preposition usage is a necessary foundation skill when conveying information for events, directions, and locations. 84% of students misidentified or omitted situational place prepositions in both written and oral examinations.

5.) Identification by description of objects is a crucial skill for information exchange, and must encompass the ability to accurately describe objects when the common name is not known. Students were orally examined with common room objects and with portable common objects. All students demonstrated gaps and deficiencies in vocabulary and language operation associated

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[5] Tables page 21

with object descriptors. [length, size, color, name, material and usage] Smithsonian Institute

learning labs[6]. (2017). Hattie, Yates. (2013).

Photo one. Common portable objects.[7]

6.) Oral examinations identified gaps in information exchange oriented vocabulary,

("wh" questions) and appropriate application of both inquiry and answer modes. 84% of

students could not identify or remember which "wh" questions are typically used in daily

conversation and information exchange. [who, what, when, where, why, how…]

7.) A number of critical academic / language oriented skills were absent from the students

toolbox of foundation skills when entering post-secondary educational institutions. Including

research skills, (library and internet) contextual connection skills, abstract connection skills and

logical connection skills were all conspicuously absent.

Assessment of Institutionally Provided / Available Textbooks, Methods and Materials

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[6] https://learninglab.si.edu/collections/the-use-of-objects-in-teaching-language-communications-and-information-exchange/MTouyYeGJmVpkTdu#r/97875

The typical work / textbooks, [foreign / locally published, (Pearson, Longman English et.al)] that institutions purchase for classes rely on a number of assumptions which do not take into account students actual operational L2 function levels. This includes assumptions in cultural context, operating vocabulary, (idiom and slang variants...), and situational appropriacy, which renders much of the lesson content inert in both dialogic pedagogical utility and for teaching basic information exchange skills to students.

These types of textbooks are generally more appropriate for students who attend "training schools" which are nonacademic throughput business oriented environments and are by virtue of their business model embrace, casual, non-time critical, non- metricized settings.

The State book selections, including those developed in country and published under State business concerns often suffer from translation defects, mismatched vocabulary, and / or poor / incorrect word choice and grammar construction. [In the vernacular "chinglish" (reconciled Chinese/English)].

This often muddies students understanding of correct forms and content / context paradigms and leads to source conflicts between State education staff and foreigner language experts, as students will often poll both sources in an attempt to reconcile conflicting information. Guadagni (2017)

Many of the textbooks vocabulary falls outside of the necessary core vocabulary needed to effectively communicate basic information and ideas. This extends to reading class materials, which have some utility for reading practice, however as noted previously without providing cultural context and clarification to literary / period vocabulary that in some instances draws

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[7] Appendix E   Visual learning environments

upon old English and other predecessor forms including those from other languages, any

provable utility and value towards L2 acquisition is very limited.

L2 Bridge Curriculum Package

After identification of the missing foundation skills, curriculum development based on

the concept of "in a country cold" (without any native language skill) began and formed the

framework for the curriculum package. The development phase for the base package relied on

TQM (Aminbeidokhti et al. 2016) continuous improvement models with applied testing,

feedback, and corrections.

Establishing classroom hierarchy and teacher / student familiarity with the freshmen

students in mainland China, required proactive introduction prior to or concurrent with the

students military indoctrination training[8] which occurs a few weeks before the beginning of the

formal school class schedule, (Guadagni, 2017) this provided / provides a window of

opportunity to conduct informal oral examinations and gauge general language function.

Furthermore, this provides western educational psychology for Chinese students in both

the cognitive and behavioral perspectives used to frame hybridized classroom management

methods. Guadagni (2017)

Another specialized feature incorporated into the 2011 ~ 2015 curriculum entailed group

field trips to course major specific businesses, areas, migrant schools and museums (Dysthe,

2021) to enhance and place course major specific vocabulary and communications into context

for work related environments.

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[8] Appendix F   Establishing rapport / dialogic pedagogy

This added feature along with attendance of student programs and "shows" creates and encourages communication engagement beyond the classroom, Cox (2010) and affords informal dialogic communication exchanges without the formal pressure of the classroom environment.

Finally and perhaps, most interesting is that the classroom and communications environments utilized "inclusive teaching" principals that were later framed by the Columbia Center for Teaching and Learning and used in "Inclusive Teaching: Supporting All Students in the College Classroom". (2020)

The L2 bridge curriculum core elements.

Phase one   2011/12 freshmen/sophomore

A.) Enhanced testing schedules that include mid-term examinations.

B.) Adjusting working vocabulary levels to comport with student's upper grade level range and including basic specialized vocabulary for course major studies.

C.) Realignment of classroom into an active participation environment.

D.) Focusing on information exchange skills. "wh".

E.) Introduction of and utilization of room and common portable "objects".

Phase two   2012/13 freshmen/sophomore/junior

A.) Requirement to take written lecture notes / paper dictionaries requirement.

B.) Deemphasizing PowerPoint presentations in favor of live blackboard supported lectures.

C.) Realignment of foundation vocabulary with emphasis on information exchange ability. Intermediate specialized vocabulary for second year course major studies.

D.) Realignment of lecture practices to include L2 interdisciplinary skills in classes.

Phase three   2013/14 freshmen/sophomore/junior

A.) Integration of academic topics within the lesson framework. (topic / cultural context)

B.) Synchronizing lesson objectives with other L2 interdisciplinary language classes.

C.) Extracting appropriate lesson content from course assigned language textbooks.

Academic Environmental Variables

Limitations on this section include general information summaries without expansive investigative caveats that would change the overall nature of the study. The statements were verified as part of an international academic investigation and should not be construed to reflect on the integrity of institutions as this was part of the newly formed Sino – U.S. / Australian joint programs classes.

Continuous assessment of incoming freshman classes revealed systemic shortcomings with admission standards and general language function performance failures in the academic post-secondary environment.

What was found was that the admissions testing for the institution had set their acceptance threshold too high as many of the prospective students did not rise above an IELTS band 1.5 for language function and scored poorly on a CET equivalent vocabulary battery tests that were part of the admission criteria.

Students' progress suffered from persistent language deficits indicative of inadequate staff proficiency levels at the institutional level. This bifurcated into subgroups, local staff and foreign staff, and was quantified as hiring non-proficient, non-educational aligned instructors, lecturers, and teachers. In general, local staff shortcomings included inability to pass the CET and pass either regular or academic IELTS exams at a band level sufficiently high to assist students in achieving L2 language fluency necessary to meet the graduation standards for the institution.

This was further compounded by the assumption that "foreign experts" equipped with a qualifying 60 hour TEFL[9] certification automatically had the language facility or L1 fluency necessary to assist to the student properly to achieve graduation standards for the institution. This assumption also embraced the misconception that any foreign degree holder was a de-facto L1 language expert capable of teaching post-secondary education classes.

Some of the compensatory measures taken to overcome these deficits included inviting off campus language tutoring programs that specialized in IELTS preparation and attempts to mandate enrolled student to subscribe and pay for the additional specialized services.

This lead to the liberalization of program standards and test metrics used for the joint country portion of the programs. Resulting in spurious and diluted qualification certifications and results which neither helped the students or prepared them for graduation.

The combination of admissions dilutions and teaching deficiencies nurtured the butterfly effect, which made the institution programs appear very successful on the surface but ultimately

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[9] SAFEA State Administration of Foreign Experts Affairs / rule change to 120 hour TEFL certificate for foreign experts in 2017

produced successive graduating classes were only a few of most talented students could actually

pass a standard IETLS test and meet the graduation requirements.

On March 6th 2014 a set of recommendations and guidelines were submitted to China's

Ministry of Education.[10] Which included enhanced vetting for local institute staff as qualified to

teach programs containing IELTS L2 English course elements and secondarily the realignment of

both admissions and graduation standards to assure that qualified students meet base standards

set to IELTS band requirements for core elements to Band 2.5 and 4 respectively. Restructuring

course content to provide necessary bridge components to ensure those with the weakest set of

skills had an opportunity to meet graduation metrics without having "training school" course -

augmentation and cost added to the already enhanced tuition fees already associated with

specialized programs such Sino ~ US, Sino ~ foreign, TAFE NSW. (Technical and Further

Education, New South Wales) et al.

At the end of the 2014 school year, the curriculum templates and core materials were

delivered to the International School at Ningbo City College of Vocational Technology.

Initial Deployment

Deploying the developed framework commenced at Taizhou University[11] at the start of

the 2014 ~ 2105 school year for English, teaching, and business course majors. Student progress

was continuously assessed against classes given by other "foreign experts" (without education /

teaching credentials) and local staff which afforded a real-time opportunity to gauge the

effectiveness when compared to traditional institution modes and approaches.

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[10] MOEPRC recommendations. Excerpts for testing and qualifying teachers. Page
[11].Appendix G   Taizhou University program recommendations.

Comparatives used classes taught by three "foreign experts" and two university staff members observed both in parallel and contiguous course modes. (same content, and intra / inter disciplinary content)

Post Assessment

Beginning in the fall semester of 2015 (September 2015 and continuing through the end of the fall semester of 2016 (February 2017) student progress was evaluated through a number of mechanisms, which included.

A.) Open assistance with continuing studies, either in person or via social chat clients QQ international / WeChat, typical assistance included.

        i.) Oral dialogue

        ii.) Written dialogue exchanges

        iii.) Assistance with school writing, research assignments, and thesis papers.

B.) Attending student and school functions such as sports meets and talent

    shows, student volunteer activities, and basic military indoctrination sessions.

C.) Attending outside social functions.

D.) Follow-up on subsequent CET 4 & 6 and IELTS examination tests and scores.

2017 – 2020 Look Back Evaluation of Initial Program Construction and Curriculum

The viability of the initial program and curriculum construction underwent re-evaluation and assessment using State primary school L2 programs to compare initial observations from 2011, and whether changes to the State institutions L2 English languages programs had occurred. And if changes occurred did those changes impact the original curriculum construction and structures from 2011.

General comparatives included language programs and academic content functions for reading, writing, spoken components.

Additional Institutional Assessments

(Look back)

This revaluation process occurred 2017 – 2020 at the following State School institutions. And Includes pandemic online classes March – June 2020.

(2019 - 2020)   Chaoyang Middle School Affiliated with Beijing Normal University, Chaoyang District, Beijing, China PRC (7th, 8th, 10th, grades)[12] 华中师范大学第一附属中学

(2018 - 2019)   The High School Affiliated to University of International Business and Economics HS 94, Wangjing, Beijing PRC (10th, 11th, grades)[13] 北京明远教育书院实验小学

(2017 - 2018)   Beijing Institute of Education Chaoyang Branch. Primary & Middle School Schools, Beijing, China PRC (3rd – 7th, grades)[14]   北京教育学院（朝阳分院附属学校）

Look Back Recommendation for Program Curriculum Inclusion

After reviewing classroom environments and changes in technologies, most notably handheld communications devices, cellphones, iPad, electronic dictionaries and other portable devices. And the paramount necessity to establish a common vocabulary definition base, it is recommend for all L2 language classes to mandate students regardless of grade level to use an institutionally chosen grade level appropriate dual language paper translation dictionary. (L1 > L2 / L2 > L1). This is viewed as necessary to ensure that all students use the same definition for

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[12] Appendix B   Institution summaries
[13] Appendix C   Assessment examples
[14] Appendix D   Diagnostic error result examples

the same word to accurately place language lessons into proper context.[15] This method is cost

effective and controls accurate language outcomes and context understandings.[16]

Results

General core vocabulary, both operable (useful) and accumulated (pool) components

reflected increases over other classes not participating in the optimized curriculum courses.

Operable vocabulary increased on average 90 ~ 180 words per semester and accumulated

vocabulary on average 40 ~ 110 words per semester for first year students. Second year students

averaged 230 and 180 respectively.

When applied to CET standards the realized total vocabulary increased of up 12% of the

standard requirement for the CET 4 (2nd year students) and nearly 16% for the CET 6 (3rd +

year students) on the average 540 words and 1040 words respectively.

Writing and translation "on the fly "accuracy and speed improved by an average of 8%.

General listening abilities for the active environment improved by 23% and information

extraction rates as measured in cloze / error correction performance improved by 17%.

Oral communication and information exchange ability nearly double as gauged by

student's ability to ask and answer questions requiring information exchange skills. When

applied to IELTS band standards for speaking this reflected a general improvement of three

quarters of band for first year students and over one-band for second year students. Third year

students averaged one-third to one-half band level improvements.

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[15] Appendix G   Taizhou University program recommendations
[16] Paper dictionary requirement for classes 2017-2020.   (6th – 12th grades all)
    (4th, 5th grade advanced classes) MOE PRC recommendation submission.

For minimal skill students entering college / university this translates from IELTS band 3.5 at admission to band 5 (± .3) at graduation.

This compares with minimal to one-half band improvements for other non-participating classes for first, second and third year students. Including those from TAFE NSW programs.

Response time and information accuracy improved for all students following the first semester of curriculum. General response times decreased on the average of 30% for freshman - and nearly 55% for sophomore classes over the course of school year. Keeping in mind that midterm and final oral exams have a 3-minute time limit.

Over a four-year period 2011 ~ 2015 only eight students failed to pass the L2 course curriculum and three of those students were absent without leave during their scheduled test date.

General results averages 2011 – 2014

IELTS band improvement averages	Program students	Alt programs students
Admission	3.5	3.5
First year - second year	4.2	3.8
Second year - third year	4.8	4.2
Third year	5.3 / 5.5	4.6 / 5
Testing (oral exam) average response time		
Three minute allotment	180	180
First year -> second year	140	165
Second year -> third year	120	145
Third year	100	130
Vocabulary Span averages	Opearable / Accumlated	Operable / Accumuated
First year - second year	40 /180	30 / 120
Second year - third year	180 / 230	160 / 185
Third year	340 / 840	260 / 640

Discussion

Historically the defects in the L2 language programs for primary school students lead to the proliferation of "training schools" in China to take advantage of greater disposable wealth generated during the second half of the first decade of the twenty-first century. This also allowed foreign programs access to the language program markets to fill the gaps left by the State mandated curriculums and the emphasis on English language proficiency needed to be successful in post-secondary education employment.

The affluent / non-affluent gaps generally begin at the 3rd grade level as parents seek to enroll their children in after school hours "training school" programs. Beijing recently recognized that these programs were overused by parents and that the extra hours being allocated to attending "training school" classes and sessions was counter-productive and having a negative impact on students' performance in State mandated school programs. [17]

This placed the majority of non-affluent students at a distinct disadvantage when entering post-secondary education programs and caused a catastrophic failure rate for mandated State sponsored CET 6 series exanimation and IELTS examinations to academically advance, meet graduation criteria and employment requirements.

The construction of the L2 curriculum accurately targets defects and skill gaps allowing those students with the lower tiered skill sets to acquire sufficient skill advancement to align - more closely with institutional standards necessary for academic advancement and meeting graduation criteria and employment requirements.

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[17] China issues guidelines to ease burden of young students - Ministry of Education of the People's Republic of China. (n.d.). En.moe.gov.cn. http://en.moe.gov.cn/news/media_highlights/202107/t20210727_547230.html

Deficiency assessments and diagnostics made during the (look back) conducted between 2017 – 2020 supports the original observations that the information and curriculum gaps experienced by post-secondary students are endemic to the persistent features gaps of the States basic L2 language programs and magnified by outside training school programs. Which afforded affluent students some L2 language advantages in the both the 高考 National College Entrance Examination (NCEE) and general post-secondary admissions testing therein.

Conclusion

The overall utility of the this type of curriculum when used in hybridized classroom settings, Guadagni (2017) is better able to take advantage of the hierarchical collective learning environments, Elmore (2014) and dialogic pedagogy strategies, Alexander (2018) to provide a significant advantage and utility over conventional institutional and State L2 programs. This allows the majority of students to build language skills and communication abilities in manner that is more consistent with necessary post-secondary needs and functional levels.

This in turn reduces the necessity for "training schools", which can constitute an additional expense beyond institutional tuition and ameliorates some institution programs that may demand concurrent student enrollment into "training school" programs in order to meet advancement / graduation testing and examination criteria and requirements.

With the addition of grade level specific dual language translation dictionaries the L2 language content functions as context equalizer for all students and offers a low cost, high impact means to present L2 curriculum uniformly through the teaching lens.

Furthermore, this type of curriculum offers a flexible framework and ease of integration into State L2 course curriculum programs and models. Moreover, requires minimal additional training of State educational staff,   "foreign experts" and teachers / educators coming to or already teaching in mainland China to provide better skill acquisition and learning environments for their students and greater added value to institution programs and course major outcomes.

Given the current Governmental paradigms and policy changes that are affecting "training schools" in China at this time. It is conceivable that a more global subscription to this type of L2 curriculum modification and deployment when applied at the primary school level, could in fact ameliorate, narrow or eliminate affluent / non-affluent gaps and provide all students with greater language leverage and success opportunities in post-secondary educational environments.

Tables

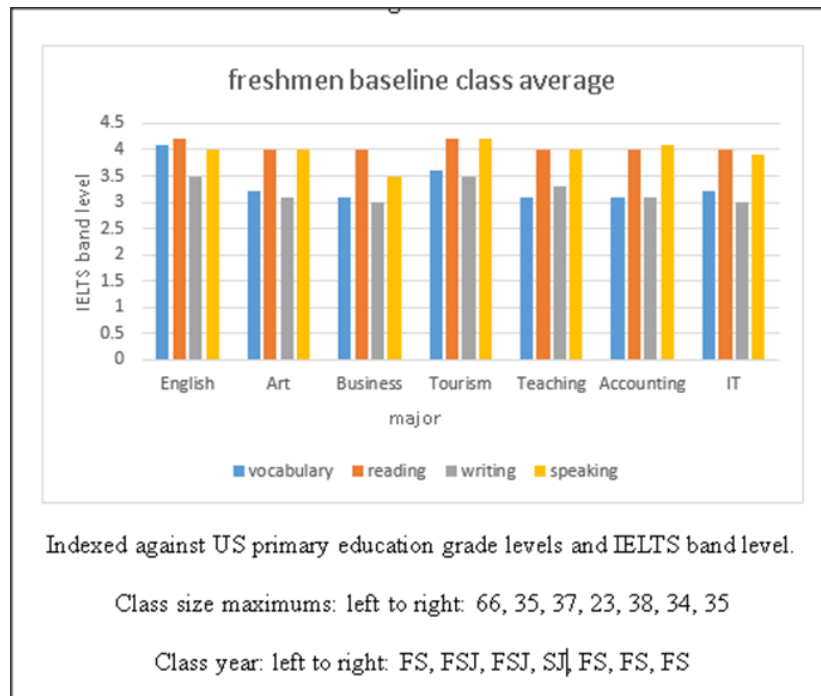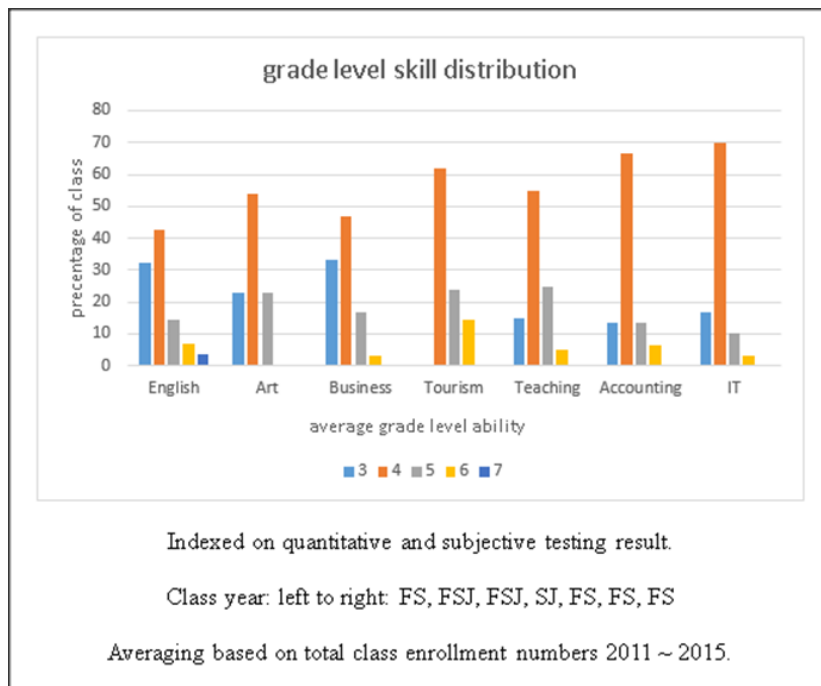Table one. Vocabulary / IELTS baseline class averages.

freshmen baseline class average

Indexed against US primary education grade levels and IELTS band level.

Class size maximums: left to right: 66, 35, 37, 23, 38, 34, 35

Class year: left to right: FS, FSJ, FSJ, SJ, FS, FS, FS

Table two. Student / course major grade level skill distribution.

grade level skill distribution

Indexed on quantitative and subjective testing result.

Class year: left to right: FS, FSJ, FSJ, SJ, FS, FS, FS

Averaging based on total class enrollment numbers 2011 ~ 2015.

MOE PRC Recommendations

Excerpt from recommendation submission to State Ministry of Education. Chinese

language translation provided by Ningbo Education Bureau, Department of International

Cooperation and Exchange.

3

TEACHING STAFF STANDARDS:

In addition to local education requirements, all teachers that are retained (full time, part time or substitute) and / or teach enhanced tuition programs in which English language proficiency is either a requisite, requirement or foundation. And who give instruction for any skill or academic discipline that requires any level of English language proficiency. e.g. listening, reading writing, oral   et al.

Shall be required to meet the following minimal standards to be eligible to give instruction and / or teach in these classes.

Freshmen class requirement: Instructor, teachers, administrators shall have a minimum of the one-year prior experience teaching entry level and / or advanced English skills, and be certified / trained to exceed the freshman class skill level by one or more IELTS bands.

e.g. Freshman student admission standards of an IELTS 4.5 should require the teaching / instructor to be certified at an IELTS 5.5 or above for the discipline being taught. (General IELTS)

Sophomore class requirement: Instructors, teachers, administrators should have a minimum of two years prior experience teaching entry level and / or advanced English skills, and be certified / trained to exceed the graduation standard for a two year certificate / degree / diploma program.

e.g. Sophomore requirement of an IELTS 5.5 to graduate, should require the teaching / instructor to be certified at a minimum IELTS 7.0 in each discipline being taught. (Academic IELTS)

If the Joint program extends to a third / fourth year, without raising the graduation standard. Then the second year qualifications are sufficient to teach / instruct third / fourth year students.

如：新生入学标准雅思 4.5 要求教学内容达到雅思 5.5 及其以上的难度。（普通雅思）

二年级师资要求：教员、教师、行政人员应具备至少两年的入门级授课经验或者高级英语技能，具有通过为期两年的证书/学位/学历课程项目的毕业标准的能力。

如：二年级要求雅思 5.5 才可毕业，所有科目的教材难度都应设置为雅思 7.0。（学术雅思）

如果课程项目有第三、四年，毕业标准不予提高。二年级的教学资质要求可满足三、四年级授课。

教师/教员/行政人员仅允许在至少满足最低要求的专业领域授课。雅思综合分数不予统一认证。

学生技能标准	教师/教员最低要求
一年级学生 4.5	教学 6（普通雅思）
二年级学生 5.5	教学 7.5（学术雅思）
三年级学生 6.0 及以上	教学 8 及以上（学术雅思）

9 精 通 分 英语	成绩极佳，能将英语运用自如，精确、流利并能完全理解.

7

ACADEMIC STANDARDS:

Freshmen students: Test score and performance equal to 70% of the semester grade. Two testing sessions, mid-term and semester / yearly final. Weighted at 50 and 50 respectively. Attendance and participation scores equal 30% of the total grade.

Sophomore students: Test score and performance equal to 80% of the Semester grade. Two testing sessions, mid-term and semester / yearly Final exam. Weighted at 40 and 60 respectively. Attendance and participation scores equal 20% of the total grade.

Third and fourth year students 85% and 90% respectively.

e.g.   Midterm (MT) 87   Semester final (SF) 80   freshman standard
87 * .5 + 80 * .5   (42 + 40 = 83.5)   Fraction .5 or below rounded down.
Final performance score 83. Weighted total score 83 * .7 = 58.1 PS 58 points.

Attendance and participation score (0 to 30 points) e.g. AP 24 points.
PS 58 + AP 24 = Final grade 82

Rationale: Typically, grading scores and scales are ad hoc without a foundation towards academic or pedagogical goals. Typically, the lowest possible standard is applied to grade calculations so that AP (love/hate) factors can raise an academically challenged student's score into the passing range without reflecting or supporting the necessary skills or ability to successfully graduate. Typically seen is the 50 / 50 standard of grading. This effect is grounded in performance based monies (for teachers) for having a high grade score average for a class. This particular pecuniary benefit is counterproductive in a teaching environment.

6

b.)课程需具备学术性，可采用面授或远程教学方式进行。

c.)课程不应来自于雇用机构或其附属、分支单位。

d.)需要翻译员或由讲座构成的课程不算作合格课程。

e.)按规定，课程时长需至少一个月，并颁发印有相关等级成绩的证书。

跨文化培训与教育要求。按规定，所有教员每年都要参加跨文化教育培训。该培训需经过认证并包括当前跨文化信息。培训内容也要与时俱进，让所有教工都能一直意识到国际学校环境的变化。

学业要求：

一年级学生：考试成绩与平时表现占学期成绩的 70%。考试共两次，期中考试和期末/学年考试，各占考试成绩的 50%。课堂出席率和活动参与分数共占总成绩的 30%。

二年级学生：考试成绩与平时表现占学期成绩的 80%。考试共两次，期中考试和期末/学年考试，各占考试成绩的 40%和 60%。课堂出席率和活动参与分数共占总成绩的 30%。

三、四年级学生的考试成绩各占总成绩的 85%和 90%。例如，期中成绩（MT）87 分，期末成绩(SF)80 分，按大一标准，就是 87×0.5+80×0.5 （42+40=83.5）小数点四舍五入。

学期平时表现分数 83 分，占总成绩的 83×0.7=58.1,小数点四舍五入后就是 58 分。
课堂出席率和活动参与分数为 0-30 分不等。例如课堂出席率和活动参与分数（AP）为 24 分，那期末总分就是 58+24=82。

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Appendix A

TQM Matrix

Business   Educational   Primary / secondary, trinary

Business	Mode	Educational	Mode	Mode
Senior management commitment	M A	State / institutional / dedicated department	M P R	
Improvement orientation	M A C	Dedicated Department	Ab	P R
Customer focus	M A C	Dedicated Department / institution	A M R	
Company-Wide improvement	M A C	State / institutional	Ab	P R
Commitment to training and education	M A C	Institutional / Dedicated Department	M R	
Ownership of the process	M	Dedicated Department	Ab	M
Emphasis on measurement and review	M A C	Dedicated Department / institution	Ab	P R
Teamwork	M A	Dedicated Department / Apportioned task workloads (non-management)	M A R	

Modes: A active / P passive / M mandatory / C continuous / R reactive   Ab / absent

There are reconciliations across the spectrum of TQM core tasks to align the models with State education mandated and policies. Absent TQM elements are integrated into the existing institutional hierarchy.

Generally, TQM is an active mode programs that seeks to achieve continuous improvement as part of a business model. The Integration into the State education model deemphasizes most active core components in favor of passive and reactive modes in order to achieve measures of both quality and class / course improvements.

These limitations are associated with apportionment of resources and time for ownership and training for items deemed publically visible and necessary to support throughput goals in standard educational models and settings. Adoption and deployment of TQM elements are typically applied to State post-secondary education programs that offer joint programs classes. And to a lesser degree in training schools and other non-State educational schools and programs mainly as a talking point for enrollment purposes.

Appendix B

Institution Summaries

Zhejiang

Ningbo City College of Vocational Technology. Ningbo, Zhejiang

宁波城市职业技术学院 浙江省宁波市高教园区学府路 9 号

2011 / 2014

English Major EM / Art Design AD /Investment and Finance IF / Tour TG / Descriptive Writing

group DWG. (Sino-US Project Classes start 2011   AD / IF)

(two Russian students 2013/2014 not included)

2011   EM2 60   EM3 56   AD   27   IF 38   181

2012   AD1 44   AD2 32   / IF1 47   IF2 44   SWG 8   175

2013   AD1 38   AD2 36   / IF1 36   IF2 38   TG3 8   156

 (AD 177) (IF 203) (EM 116) (DWG 8) (TG 8)

Total 512

Taizhou University. Linhai, Zhejiang

浙江省临海市经济开发区东方大道 605 号

2014 / 2015

English Major EM / Teaching Major TM

13th   TM 32 EM 35 TM 29   96

14th   TM 32 EM 30 EM 34 EM 35 EM 34   165

Total   261

Ancillary Presentation Location. Linhai, Zhejiang

2015

临海人子学校新阳校区．Linhai Renzi School Xinyang Campus. Linhai 小学/中学英语课程

基础口语英语课程　Primary / Middle school basic oral English courses.

义工教学 / Volunteer teaching.

Beijing 2017 – 2020

Chaoyang middle school (北京教育学院(朝阳分院附属学校)

Beijing Institute of Education (Affiliated School of Chaoyang Branch)

(北京市朝阳区慈云寺甲 1 号)

2017 /2018

7th (24, 22) (22, 22) (24, 22)   136

Total 136

Chaoyang primary school (北京教育学院朝阳分院附属学校(小学部))

Beijing Institute of Education (Affiliated School of Chaoyang Branch)

(北京市朝阳区慈云寺 2 号楼和 8 号楼)

2017 / 2018

3rd   (30, 28)   58

4th   (32, 35)   67

5th   (32, 34)   66

6th   (25)   25

6th advanced   (14)   14

Total 230

Wangjing No. 94   The affiliated high school to UIBE

北京明远教育书院实验小学(知语城校区)(北京市朝阳区望京南湖中园 309 号)

2018 / 2019

10th   128   8-split classes   upper/lower level

11th   149   10-split classes   upper/lower level

Total 277

HSY Chaoyang School. 1st affiliated middle school of Central China Normal University

华中师范大学第一附属中学(朝阳学校) (北京市朝阳区华章路 6 号院 1 号楼 2 号)

2019 / 2020

7th   31, 30, 30, 29, 30, 30   180

8th   21, 20, 21, 20   82

10th   32, 32, 32, 32   128

Total   390

Appendix C

Assessment Example

HSY Chaoyang School 1st affiliated middle school of Central China Normal University.

2019-10-15

GENERAL PROFICIENCY FOR 7TH, 8TH, & 10TH, GRADE

LISTENING AND SPOKEN ENGLISH SKILLS[1]

Student were verbally polled with the following questions

1.) Who are you?

2.) What are you hobbies?

3.) What did you do during the holidays?

4.) Where are we?

Listening evaluation methods.

Students listening verbally tested by roll call method.

A.) Calling the students English name

B.) Following simply verbal instructions when hearing their English name.

    i.) Raise you right arm.

    ii.) Say "here".

Skill evaluation method

C.) Classes were tested for two metrics of English function skills and usage.

    i.) General location prepositions (on, in, along, etc)

    ii.) Ability to recognize 6 "wh" question functions. where, when, why, who, how, what.

Results:

A.) 78% success rate

B.) 47% success rate

C.) 34% success rate

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[1] Verbal, written, and visual instruction (arm positions) were used.

1

All student were directly tested and 120 students were given the "wh" quiz"

"Wh" definitions 120 students
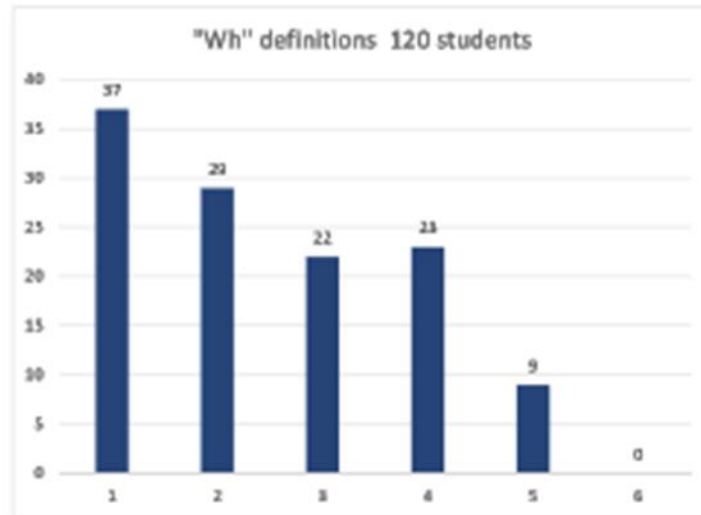
No student tested was able to define all 6 "wh" questions.

The test is a "one word answer" e.g. where = place   etc.

As noted in the table nearly 30% (37) of students could not identify any "wh" questions. General function gaps, "what", "why", "when", "how"

Given the functional lack of foundation skills grade level class leaders should identify skill and function goals for the semester.

I am respectfully,

Donald Guadagni

ESL / acquisition / curriculum

2

Appendix D

Diagnostic Error Result Examples

(Chaoyang primary school (北京教育学院朝阳分院附属学校(小学部))

5th grade class example.

2017-09-04					
Class 5 -1	incorrect	correct	pass / fail 24.4 = 70%	correct answer	common incorrect answer
necklace	24	8	失败 fail	jewerly	clothing
glasses	23	9	fail	help you see	help you talk
flower	11	21	fail	a plant	type of food
English	8	24	过关 pass	language or country	ia a food
agree	26	6	fail	to say yes	to be unsure
center	20	12	fail	the middle	the start
equal	19	13	fail	the same amount	a small amount
aid	15	17	fail	to help	to see
coffee	12	20	fail	a warm drink	a candy
bind	19	13	fail	to tie up	to cook
	177	143		正确答案	常见的错误答案
42%	不正确	正确	过关/失败		

6th grade class examples

2017-09-05 grade 2					
Class 6 -1	incorrect	correct	pass / fail 21 = 70%	correct answer	common incorrect answer
theater	22	8	失败 fail	watch movies	a place to read
vanilla	25	5	fail	flavor	a drink
toss	22	8	fail	to throw	to drive
sour	13	17	fail	a taste	a food
December	9	21	过关 pass	a month	a week
street	6	24	pass	where you drive	where you teach
above	23	7	fail	higher place	in the middle
below	22	8	fail	lower place	higher place
barn	26	4	fail	where animals live	where people live
stick	20	10	fail	a piece of a tree	a piece of food
37.30%	188	112		正确答案	常见的错误答案
	不正确	正确	过关/失败		

2017-09-05 grade 1					
Class 6 -2	incorrect	correct	pass / fail 16.8 = 70%	correct answer	common incorrect answer
apple	3	21	过关 pass	fruit	vegetable
book	6	18	pass	something you read	something you watch
cup	10	14	失败 fail	used to drink	used to sleep
red	6	18	pass	a color	a food
wet	10	14	fail	not dry	not strong
dog	3	21	pass	type of pet	type of food
big	11	13	fail	something large	something small
fast	16	8	fail	moving quick	moving straight
lunch	14	10	fail	midday meal	evening meal
five	6	18	pass	a number	a color
64.50%	85	155		正确答案	常见的错误答案
	不正确	正确	过关/失败		

Appendix E

Visual Learning Environments

Ningbo City Vocational and Technical College Art Design Class, field trip April 26, 2012,

Ningbo Museum, Ningbo, Zhejiang

(Acquiring career specific vocabulary and language by visual examinations and examples)

Dialogic pedagogy in the learning environment.

Appendix F

NBCC / TZU Establishing Rapport / Dialogic Pedagogy Foundations. (军训)

Appendix G

(6.) Taizhou University Post Program Recommendations. [18]

As appearing on page 3 of 17.

Typical students are required to have a paper dictionary for each class. The use of cell phone dictionaries is prohibited as electronic dictionaries vary in applications of definitions. In order to keep each class lesson in context all student should operate using the same definition for the same word in the same situation.

Mandating a paper dictionary also facilitates proper IPA usage and new vocabulary acquisition, improves reading skills, and proper language assimilation skills.

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Class session are generally divided between lecture (theory and background) and practical application. (Usage in context.)

Typically, student are required to keep lecture notes in a notebook and these notebooks are checked and signed at both the midterm and final exams.

Tests use randomly selected questions from all class sessions and lectures. Student are required to listen carefully and respond to each question. Responses must conform to set standards and use proper grammar, context and sequences. For each test session, students are given a study guide that covers the content the students are responsible to know.

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[18] As submitted to the Director of the International Exchange Department Andrew Shi, Taizhou University. July 15th, 2015

Andrew Shi, Former Director of the International Exchange Department, Taizhou University.

Linhai Zhejiang, China PRC

The Hon. Adrian PICCOLI, BEc, LLB MP

Former Member of the NSW Legislative Assembly

Dr. Joseph Shepard, President Western New Mexico University.

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