

Reference Guidelines for TBCL Application

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About the Guidelines

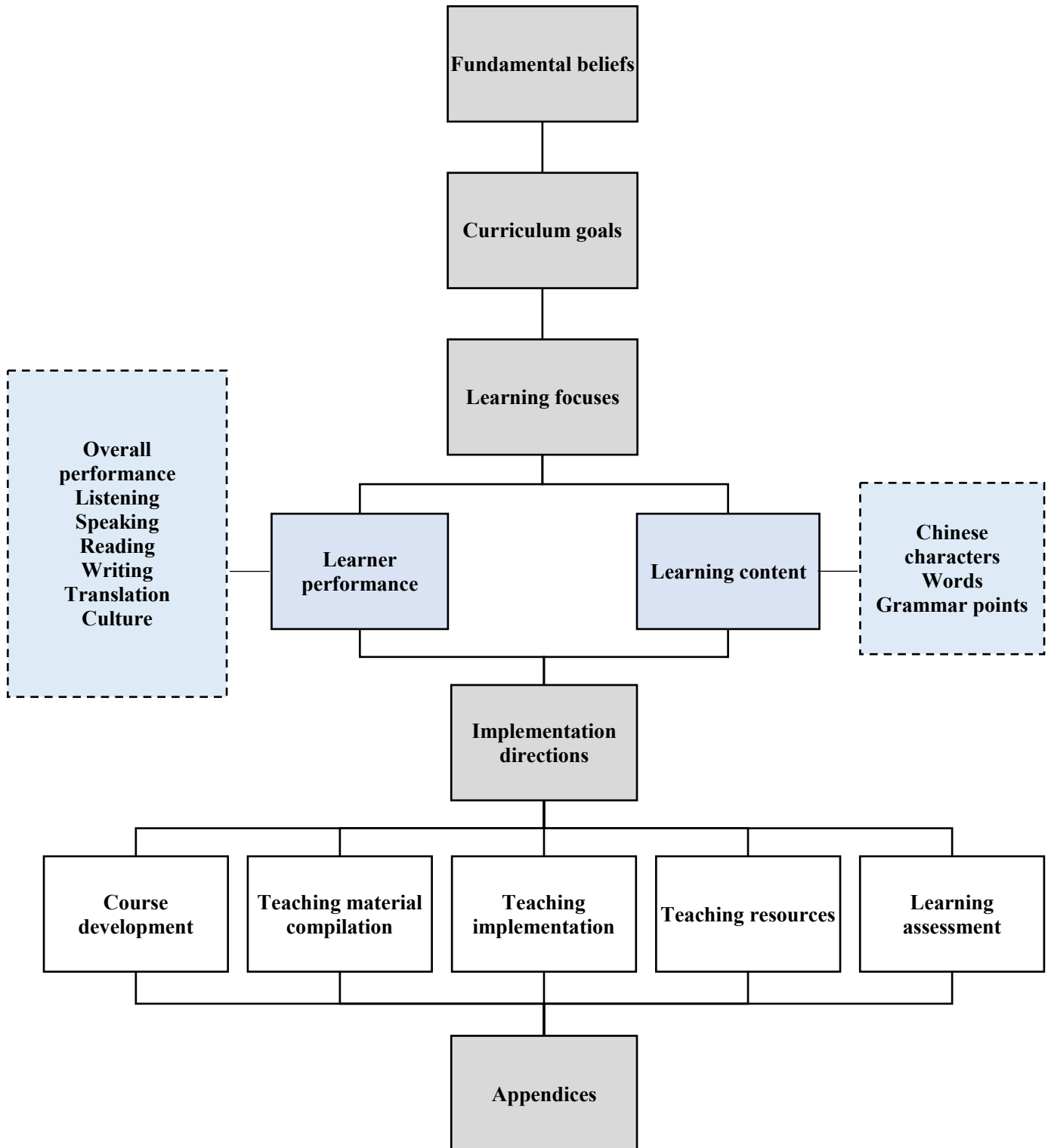
To help Chinese teaching as a second or foreign language become more empirically based and in line with the foreign language teaching trends of today, the National Academy for Educational Research (NAER) has for many years, been developing a language standards system that is evidence-based, objective, and capable of sustainable development with the help of experts, corpuses, and information technology. Following these efforts, in 2020, NAER established the Taiwan Benchmarks for the Chinese Language (TBCL), of which, the contents included language proficiency level descriptors, characters lists, wordlists, grammar points and other grading standards. Digital technology and artificial intelligence were further utilized to integrate the above content into query systems such as the Teaching Materials Editing Assistance System and Chinese Semantic Field Conjunctive Word Query. To facilitate applications including instructional design, teaching material compilation, and tests/evaluation.

Considering the need to develop a set of course guidelines that encompass concepts, objectives, learning focuses and implementation methods for Taiwan to share and exchange experiences on Chinese language teaching with other countries, in 2021 NAER referenced international benchmarks such as the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines 2012 and the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) etc. to expand TBCL to the “Reference Guidelines for TBCL Application” which includes fundamental beliefs, curriculum goals, learning focuses, and implementation directions, for the purpose of aligning to a learner-oriented mainstream perspective that conforms with language usage in actual scenarios.

As such, the content, process, and goals of Chinese language learning has been clarified further, while the five aspects of course development, teaching material compilation, teaching implementation, resource selection and tests/evaluation now have a consistent reference basis.

We hope that the Reference Guidelines for TBCL Application (henceforth, the Guidelines) can serve as a common foundation for the Chinese language teachers and learners around the world, as well as for all those who enjoy communication and interactions using the Chinese language. Since 2022, NAER has undertaken the compilation of the “User Manual of Reference Guidelines for TBCL Application” to offer illustrations and concrete examples, thus facilitating the application of the Guidelines in actual teaching practices. The manual is expected to be published in 2023.

The Framework and Interpretations of the Guidelines



Fundamental beliefs	The overall concept and vision of the Guidelines lead the development and implementation of other items.
Curriculum goals	The learning process of the Chinese language courses, we hope students will demonstrate the learning outcomes.
Learning focuses	Consisting of two dimensions of “learner performance” and “learning content,” these focuses steer the development of courses, teaching materials and tests/evaluation, which are put into practice in teaching activities.
Learner performance	Learner performance describes what learners know and can do at all learning stages, from beginner to proficient stages.
Learning content	Learning content renders the important and fundamental learning content of the Chinese language courses, as well as the necessary knowledge for achieving the various level descriptors in “learner performance.” The Chinese language teaching institutions and teachers may, according to students needs and goals, make appropriate conversions of the “learning content” to develop suitable teaching activities.
Implementation directions	Implementation directions include “course development,” “teaching material compilation,” “teaching implementation,” “teaching resources,” and “learning assessment,” which aim to serve as a basis of reference for the Chinese language teaching institutions, teachers, and textbook publishing units in carrying out the above five teaching activities.
Course development	Course development serve as a reference for application when schools and the Chinese language centers devise their Chinese language courses.
Teaching material compilation	Teaching material compilation serves as a reference for application in editing teaching materials or textbooks.
Teaching implementation	Teaching implementation provides teachers with concrete advice that can be adopted in actual teaching practices.
Teaching resources	Teaching resources describe teaching practices, teaching materials and independent self-learning resources for students pertaining to the implementation of “learner performance” and achievement of “learning content” of the Guidelines.

**Learning
assessment**

Learning assessment describes the implementation principles and matters to take note for tests/evaluation, as well as TOCFL test levels which are applicable to learners with various levels of “learner performance.” Lastly, it also provides “learner performance” descriptors that correspond to various levels of TOCFL, CEFR and ACTFL Proficiency Guidelines.

Appendices

Appendices include two documents: (I) List of communication topics; (II) Grading comparison charts for the “learner performance” descriptors in the Guidelines, ACTFL and CEFR.

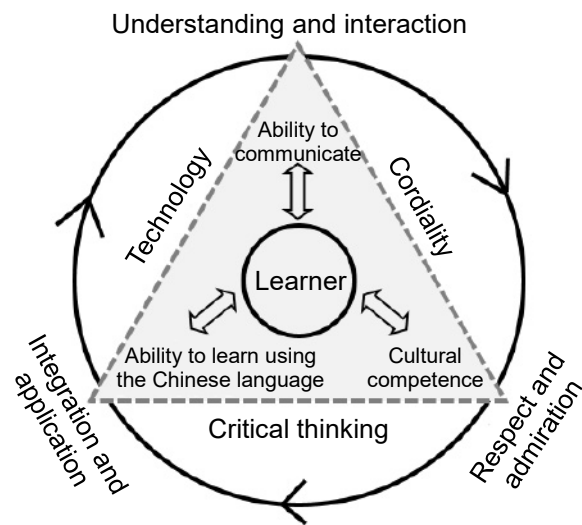
Chapter 1. Fundamental beliefs

Language is a medium for communication, interaction and learning, as well as a carrier of culture. The objective of language education is to cultivate learners' ability to engage in language communication and rational thinking, providing learners with a foundation for adaptive development and lifelong learning, and helping learners understand, respect and embrace different cultures and values. This is helpful in facilitating the interaction and mutual understanding of different ethnicities.

The advent of the 21st century marks the embarkment on the era of globalization and Internet prevalence. The development of information technology has driven frequent international exchanges, making foreign language abilities and diverse cultural perspectives prerequisites for international mobility. As one of the world languages, the Chinese language is an important medium for international communication. As such, apart from placing emphasis on cultivating the language communication abilities of learners where Chinese is taught as a second or foreign language, it is also crucial to highlight the importance of understanding and respecting diverse cultures, and to help learners build solid foundations for learning various knowledges using the Chinese language.

The Chinese language education should therefore be learner-oriented to help learners cultivate their ability to communicate, cultural competence and ability to learn using the Chinese language. The ability to communicate refers to skills such as listening, speaking, reading, writing and translating. Aside from learning language and cultivating skills, the Chinese language courses should focus even more on the application of language. Teachers should also enhance the learning interest of learners, foster in them a proactive attitude so that learners can engage in independent study, and be adept in utilizing technology to perform high efficiency learning. Cultural competence refers to the learners' understanding,

respect and admiration of cultural connotations of different countries and cultures. This competence will allow them to engage in cross-cultural reflections and exhibit appropriate and decent communicative behavior in scenarios of cross-border and cross-cultural exchanges. Lastly, learners should be able to learn various knowledges by using the Chinese language, and cultivate the ability to engage in logical thinking and discourse using the Chinese language.



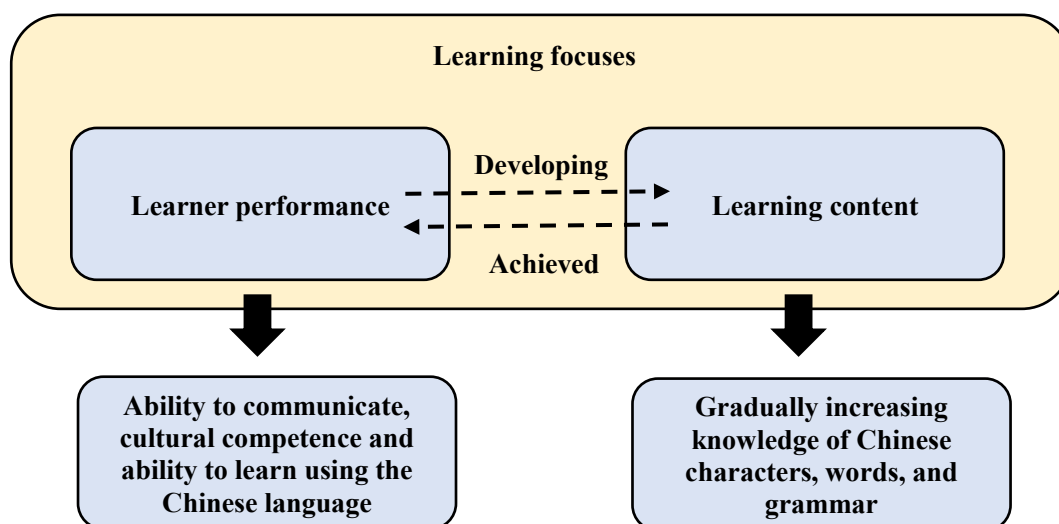
Chapter 2. Curriculum goals

Based on the above fundamental beliefs, the Chinese language courses will encompass the following objectives:

- I. Cultivating the abilities to listen, speak, read, write and translate using the Chinese language and applying these abilities in daily communication.
- II. Enhancing the interest in learning the Chinese language and nurturing a positive learning attitude.
- III. Utilizing highly efficient learning methods to reinforce self-learning abilities and build a solid foundation for lifelong learning.
- IV. Understanding, respecting and embracing diverse cultures.
- V. Using the Chinese language to gain various knowledges.
- VI. Cultivating the ability to engage in logical thinking and discourse using the Chinese language.

Chapter 3. Learning focuses

The “learning focuses” of the Guidelines include two dimensions: “learner performance” and “learning content.” “Learner performance” describes what learners know and can do at all learning stages, from beginner to proficient stages, thus cultivating their ability to communicate, cultural competence and ability to learn using the Chinese language. “Learning content” renders the language content in which learners must master for achieving the “learner performance” at different levels.



“Learner performance” and “learning content” are two sides of the same coin and can both serve as learning objectives. As opposed to the abovementioned “curriculum goals,” first-line Chinese language teachers or teaching material editors often require practical, concrete learning objectives that can be implemented in actual teaching practices, and both the “learner performance” and “learning content” included in the Guidelines can serve as learning objectives. For instance, the “learner performance” renders “L1-1-1 students are able to comprehend simple numbers” or the “learning content” renders Level 1 words as “students are able to learn numbers from one to ten.” Based on “learning focuses,” teachers can engage in detailed planning of

teaching focuses, activities, and steps, as well as methods and focuses of evaluation.

The “learning focuses” of the Guidelines are derived from the abovementioned “fundamental beliefs” and “curriculum goals.” They render the concrete contents of the Guidelines such that, they guide the course development, teaching material compilation, teaching implementation, resource utilization, and tests/evaluation. All of which can be put into practice through actual teaching activities. Both the learning and evaluation of learners are based on these focuses.

I. Learner performance

Learner performance is learner-oriented and describes what learners know and can do at all learning stages, from beginner to highly proficient stages. In the Guidelines, the learner performance in Chinese language listening, speaking, reading, writing, translation and cultural performance are divided into three grades and seven levels. The three grades are “Basic,” “Advanced,” and “Proficient” while the levels range from “Level 1” to “Level 7.” The “Basic” grade includes levels 1 to 3, “Advanced” includes levels 4 and 5, while “Proficient” includes levels 6 and 7. Considering that translation requires a combination of skills, it is deemed to be a skill for levels ranging from 3 to 7 is shown in the chart below.

Grade	Level	Listening, speaking, reading, writing	Translation	Culture
Basic	Level 1	✓		✓
	Level 2	✓		
	Level 3	✓	✓	
Advanced	Level 4	✓	✓	✓
	Level 5	✓	✓	
Proficient	Level 6	✓	✓	✓
	Level 7	✓	✓	

We will next provide comprehensive descriptions from “Level 1” to “Level 7” in **1. Overall Performance**, as well as the Chinese characters, words and grammar points that learners should master at each level. Followed by performance descriptors for **listening, speaking, reading, writing, translating, and cultural performance**, respectively, as detailed in items **2 to 7**.

1. Overall performance

Basic	Level 1	Able to understand and use simple words and phrases relating to one's daily life.
		Approximately 250 Chinese characters, 400 words, and 20 grammar points.
	Level 2	Able to understand simple words, phrases and short sentences relating to one's daily life. Able to converse with others using simple words, phrases and sentences.
		Approximately 250 Chinese characters (approximately 500 cumulatively), 400 words (approximately 800 cumulatively), and 90 grammar points (approximately 110 cumulatively).
	Level 3	Able to understand short conversations, discussions and instructions, in public settings, schools, and the workplace. Able to use short and complete sentence to describe experiences and engage in conversations and simple discussions with others.
		Approximately 300 Chinese characters (approximately 800 cumulatively), 500 words (approximately 1,300 cumulatively), and 130 grammar points (approximately 240 cumulatively).
Advanced	Level 4	In various situations, able to understand lengthy discourses on familiar topics, whether the discourse is in the form of a conversation, speech, discussion, or audiovisual media content. Able to express one's feelings, state one's viewpoint, engage in discussions, and give speeches, using connected sentence clusters.
		Approximately 500 Chinese characters (approximately 1,300 cumulatively), 1,500 words (approximately 2,800 cumulatively), and 150 grammar points (approximately 390 cumulatively).
	Level 5	Regardless of the situation, able to understand the viewpoint expressed in chapters on a wide variety of themes. Able to present viewpoints, summaries, observations, or creative writing in fluent paragraphs and organized chapters.
		Approximately 600 Chinese characters (approximately 1,900 cumulatively), 2,600 words (approximately 5,400 cumulatively), and 110 grammar points (approximately 500 cumulatively).
Proficient	Level 6	Regardless of the situation, able to understand the viewpoints and connotations of chapters that take many different forms and cover a wide variety of topics. Able to present viewpoints, summaries, observations or creative

		writing with precision in written language and in well-structured chapters.
		Approximately 600 Chinese characters (approximately 2,500 cumulatively) and 4000 words (approximately 9,400 cumulatively).
	Level 7	Able to understand the content of complex subject matter and the viewpoint of professional fields. Able to present viewpoints, summaries, observations or creative writing with precision.
		Approximately 600 Chinese characters (approximately 3,100 cumulatively) and 5,000 words (approximately 14,400 cumulatively).

Description

☒ You may find the Chinese characters, words and grammar points for various levels in (I). Overall performance on the previous page using the [https://coct.naer.edu.tw/standsys/ query](https://coct.naer.edu.tw/standsys/query) system.



☒ The Chinese characters, words, and grammar points for various levels (I) on the previous page are determined through a rigorous process combining various methodologies including expert consultation, corpus analysis and statistics and consulting with highly experienced Chinese language teachers. For details on the research and development process, please see <https://reurl.cc/kLvR2K>. P. 21 of this report describes the Chinese character R&D process, while p. 29 and p. 91 describe wordlist and grammar R&D, respectively.



2. Listening

Level 1	Able to understand information conveyed through the use of simple words and phrases and having to do with one's personal life.	
	L-1-1	Able to understand simple numbers and quantities (numbers, prices, time).
	L-1-2	Able to understand information conveyed through the use of simple words and phrases and having to do with one's personal life (nationality, address, education, work experience, family situation).
	L-1-3	Able to understand simple words and short phrases often used in everyday life (greetings, thanks, apologies).
Level 2	Provided that the pace of speaking is slow and the content is clear, able to understand simple words/phrases and brief sentences often found in conversations, instructions and the audiovisual media.	
	L-2-1	Provided that the pace of speaking is slow and the content is clear, able to understand descriptions of personal matters consisting of short words/phrases and sentences.
	L-2-2	Provided that the pace of speaking is slow and the content is clear, able to understand announcements and directions consisting of short phrases and sentences.
	L-2-3	Provided that the pace of speaking is slow and the content is clear, able to understand information having to do with daily life, consisting of short phrases and sentences.
	L-2-4	Provided that the pace of speaking is slow and the content is clear, able to understand simple words/phrases and short sentences found in the audiovisual media.
Level 3	Provided that the pace of speaking is slow and the content is clear, able to understand conversations, directions, informal discussions and audiovisual media content.	
	L-3-1	Provided that the pace of speaking is slow and the content is clear, able to understand conversations expressed in sentences and short paragraphs, on topics that one is familiar with.
	L-3-2	Provided that the pace of speaking is slow and the content is clear, able to understand the meaning of descriptions and of directions expressed in sentences and short paragraphs.
	L-3-3	Provided that the pace of speaking is slow and the content is clear, able to have an overall understanding of the description of an incident given by the audiovisual media.
	L-3-4	Provided that the pace of speaking is slow and the content is clear, able to understand informal discussions made up of sentences and short paragraphs, on topics that one is familiar with.

Level 4	In various situations, able to understand lengthy spoken discourse, whether the discourse is in the form of a conversation, speech, discussion, or audiovisual media content.	
	L-4-1	Able to understand the main information and specific details of a rather lengthy conversation.
	L-4-2	Able to fully understand rather lengthy explanations and/or instructions, and the main points of a discourse on a familiar topic.
	L-4-3	Able to fully understand the main content of rather lengthy audiovisual programs that one finds interesting.
	L-4-4	During an informal discussion, able to understand the main points of a familiar topic, conveyed using somewhat lengthy paragraphs.
L-4-5	During a formal discussion, able to understand the main points of a familiar topic, conveyed using somewhat lengthy paragraphs.	
Level 5	Able to understand the content, viewpoints, and emotions found in speeches, discussions, and audiovisual media, expressed in fluent discourse on a wide variety of topics.	
	L-5-1	Able to understand the content, viewpoints, and feelings of lengthy conversations on a wide variety of topics.
	L-5-2	Able to understand the information and main points of fluent discourse on a wide variety of topics.
	L-5-3	Able to understand news programs and interviews in fluent discourse.
	L-5-4	Able to understand the content, viewpoints, and feelings of informal discussions, expressed in fluent discourse, on a variety of topics.
L-5-5	Able to understand the content, viewpoints, and feelings of formal discussions, expressed in fluent discourse, on a variety of topics.	
Level 6	Able to understand the content, views, and emotions found in different sorts of discourse on all kinds of different topics.	
	L-6-1	Able to understand hidden meanings such as humour, irony, sarcasm, and so on, found in conversations on all sorts of topics.
	L-6-2	Able to understand the content of audiovisual programs having all sorts of themes, programs in which the pace of speaking is fast and where slang and idiomatic expressions are used.
L-6-3	Able to understand the main point of all sorts of narrations and of professional speeches, delivered in fluent speech.	

	L-6-4	Able to understand the viewpoints of all sorts of discussions, delivered in fluent speech.
	Able to understand the content, viewpoints, and feelings found in complex subject matter, even when the pace of speaking is fast and various accents are spoken.	
Level 7	L-7-1	Able to understand descriptions of complex topics and the main points of professional speeches, even when the delivery is fast and fluent.
	L-7-2	Able to understand the content of news broadcasts, reports, documentaries, and other types of audiovisual programs; when listening to such content, able to discern the different stances of different speakers.
	L-7-3	Able to figure out the main points of discussions on complex subjects, even when the delivery is fast and fluent, and when different accents are spoken.

3. Speaking

Able to convey information having to do with oneself, using simple words and phrases.	
Level 1	S-1-1 Able to say simple numerical terms (numbers, prices, time).
	S-1-2 Able to use simple words and phrases to describe one's own personal characteristics (facial features, body type, clothing) and convey basic personal information (nationality, address, education and work experience, family situation).
	S-1-3 Able to use simple words and phrases to say greetings and express thanks.
Able to discuss, or respond to, information having to do with one's self or with daily life, using simple words/phrases and sentences.	
Level 2	S-2-1 Using a limited vocabulary and simple sentences, able to say greetings and express thanks.
	S-2-2 Using a limited vocabulary and simple sentences, able to describe the personality and interests of oneself or one's friends, and to have a conversation with others.
	L-2-3 Using a limited vocabulary and simple sentences, able to describe one's living environment and one's actions.
Using simple and complete sentences, able to carry on a conversation, or to have a limited discussion, about experiences relating to one's personal surroundings.	
Level 3	S-3-1 Able to introduce people, places, things, and activities in one's immediate surroundings, using simple and complete sentences.
	S-3-2 Able to describe one's personal experiences, feelings, and responses, using simple and complete sentences.
	S-3-3 Able to explain content prepared in advance, using simple and complete sentences.
	S-3-4 Able to make personal requests in response to questions asked by others, using simple and complete sentences.
	S-3-5 Able to engage in a social conversation and to make responses, using simple and complete sentences.

	S-3-6	Able to comment on or to make suggestions regarding familiar everyday topics that one finds interesting, using simple and complete sentences.
Level 4	Through the use of connected sentence clusters, able to describe personal feelings, experiences, and points of view; and to have a conversation, describe a point of view, give a speech, and have a discussion.	
	S-4-1	Using connected sentence clusters, able to describe personal experiences, feelings, ideals and hopes.
	S-4-2	Using connected sentence clusters, able to state one's point of view on a familiar topic spontaneously, and to have a conversation with others.
	S-4-3	Using connected sentence clusters, able to state one's point of view to an audience, and to respond to simple questions.
	S-4-4	Using connected sentence clusters, able to clearly describe the plot of a book or movie.
	S-4-5	Using connected sentence clusters, able to state one's own viewpoint, plan, or expected course of action.
	S-4-6	Using connected sentence clusters, able to express agreement or disagreement concerning a familiar topic, and to state one's reasons.
	S-4-7	Using connected sentence clusters, able to participate in formal discussions, and to describe one's own viewpoints on professional subjects that one is familiar with.
Level 5	Able to state one's views, give a speech, interact with an audience, participate in discussions, and make comments, clearly and fluently, on a wide variety of topics, in many different situations.	
	S-5-1	Able to express oneself clearly, fluently, and fully, at length, on a wide variety of topics.
	S-5-2	Able to converse clearly, fluently, fully, continuously, at length, on a variety of topics.
	S-5-3	While taking part in informal discussions on a wide variety of topics, able to speak clearly and fluently, express one's point of view clearly, and offer suggestions.
	S-5-4	Able to give a complete speech clearly and fluently, state one's own viewpoint on a variety of topics, give reasons for and against, and respond appropriately to questions asked.
	S-5-5	Able to give complete, logical, and well-structured speeches, while speaking clearly and fluently on a wide variety of topics.

	S-5-6	Able to speak clearly, fluently, fully, and at length, while taking part in formal discussions on a wide variety of topics. Able to describe and defend one's own point of view, and to respond to the views of others.
Level 6	Able to state one's views, give a speech, interact with an audience, participate in discussions, and make comments, fluently and accurately, on every sort of topic.	
	S-6-1	Able to express feelings and emotions appropriately, on all sorts of topics, using clear and fluent speech, and by the employment of communicative techniques.
	S-6-2	Able to give a speech in its entirety, clearly and fluently, on all sorts of topics, using examples methodically and strictly to support one's description; able also to handle questions arising from the expression of different points of view.
	S-6-3	Able to convey an idea clearly and fluently, at length and fully, and to present well-structured, logical, and focused narratives on all sorts of topics.
	S-6-4	Able to participate clearly and fluently in discussions and debates covering all sorts of topics; to clearly state one's own stance and point of view; to offer comments that are to the point; and to respond appropriately to the comments of others.
Level 7	Able to state one's point of view, make speeches, discuss, and comment, clearly and fluently, on complex subjects.	
	S-7-1	Able to speak clearly and fluently while taking part in informal debates and discussions on complex subjects; able to state one's viewpoint accurately and to make comment.
	S-7-2	Able to give a full-length speech clearly and fluently; to state a point of view on a complex topic accurately; to adjust the content of one's speech depending on the special characteristics of the audience; and to answer complex and challenging questions.
	S-7-3	Able to give a well-structured, logical, and focused discourse on a complex subject, clearly and fluently.
	S-7-4	Able to speak clearly and fluently while participating in debates and discussions on all sorts of complex topics; to make a case persuasively for one's own point of view; and to respond to comments fluently and without deviating from the point at issue.

4. Reading

	Able to read simple words and instruction having to do with one's personal life.	
Level 1	R-1-1	Able to read simple numbers and quantities (numbers, prices, time).
	R-1-2	Able to read simple words and phrases having to do with personal information (nationality, address, education, work experience, family situation).
	R-1-3	Able to read social greetings and expressions of thanks (please, thank you, sorry).
	Able to read and understand information and instructions having to do with one's personal life, where the information and instructions are both conveyed in simple sentences.	
Level 2	R-2-1	Able to read and understand information and instructions having to do with one's personal life, written in short phrases and sentences.
	R-2-2	Able to read and understand signs and directions made up of short phrases and sentences, found in everyday situations (street signs, hotel names, and street guide boards and other direction boards found in train stations).
	R-2-3	Able to read and understand learning information conveyed in brief phrases and short sentences.
	Able to read and understand descriptions and directions found in one's personal surroundings, the descriptions consisting of sentences and short passages.	
Level 3	R-3-1	Able to read and understand personal correspondence written in complete sentences and short paragraphs.
	R-3-2	Able to read and understand operating directions found on public facilities, written in sentences and/or short paragraphs (for example, being able to operate ticket-vending machines).
	R-3-3	Able to understand the basic information contained in texts written in sentences and/or short paragraphs (information found, for instance, on flyers, menus, advertisements, and notice boards; or the time, place and contact information found on posters).
	R-3-4	Able to understand information relating to school or work, conveyed in complete sentences and/or short paragraphs.
Level 4	Able to understand the feelings and main points conveyed by articles written in paragraph form.	

	R-4-1	Able to read and understand descriptions of events and feelings presented in paragraph form (such as letters, public announcements, and notices).
	R-4-2	Able to read and understand relevant information found in common written texts (such as brochures and short documents).
	R-4-3	Able to read and understand the main points and conclusion of an article presented in paragraph form.
	Able to read and understand the main point of well-structured articles that deal with a variety of themes. Able to sort through such articles and to abstract their main points.	
Level 5	R-5-1	Able to sort through the information contained in the paragraphs of an article, or the various sorts of information found in different articles.
	R-5-2	Able to understand and sort through the main points of articles on a variety of topics, and to compare different points of view.
	R-5-3	When reading moderately difficult passages, able to use different reading strategies (such as drawing inferences, skimming, and looking things up).
	R-5-4	When reading articles on a wide variety of topics, able to understand, abstract, and make inferences regarding an article's main points and the author's stance.
	Able to read and understand the main point and hidden meaning of essays dealing with a wide variety of themes.	
Level 6	R-6-1	Able to understand articles on a variety of subjects, and to infer the attitudes and viewpoints of various persons mentioned in these articles.
	R-6-2	Able to understand the main view of articles on a variety of subjects, and the comments and implicit meanings contained in these articles.
	R-6-3	Able to read and understand difficult and lengthy articles, and to use various strategies to make sense out of passages that one does not understand.
	Able to understand the viewpoints, observations, and writing styles of articles that are found in professional fields and that deal with complex subject matter.	
Level 7	R-7-1	Able to understand essays that contain complex topics or wide-ranging themes; to notice details including the attitude of persons mentioned as well as their points of view, either stated or implied.
	R-7-2	Able to understand academic articles, essays on specialized, professional subjects, and all kinds of discourse involving complex topics; to appreciate minor differences in style; and to understand both the stated and implied meaning of a discourse.

	<p>R-7-3 Able to understand special, abstract texts with complex structures, and to infer the point of view of an author, their writing style, and their implied meaning.</p>
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5. Writing

	Able to use simple words and phrases to write descriptions and explanations relating to one's personal life.	
Level 1	W-1-1	Able to copy out simple words and phrases.
	W-1-2	Able to write out simple numbers and quantities (numbers, prices, time), one's name, nationality and other information needed to fill out common forms.
	Able to use a limited vocabulary and short sentences to write information and leave notes about one's self.	
Level 2	W-2-1	Able to use simple words/phrases and short sentences to write out basic information relating to oneself.
	W-2-2	Able to use simple words/phrases and short sentences to write about personal interests and preferences.
	W-2-3	Able to use simple words/phrases and sentences to write about one's own family.
	Able to write out information relating to one's personal surroundings, using simple and complete sentences. Able to answer questions relating to one's personal surroundings, using short and complete sentences.	
Level 3	W-3-1	Able to use simple and complete sentences to write out short letters (thank-you letters, apology letters, congratulatory letters, farewell letters).
	W-3-2	Able to use simple and complete sentences to record short telephone messages.
	W-3-3	Able to use simple and complete sentences to ask and answer questions regarding one's personal surroundings
	Able to use connected sentence clusters to convey the content of a topic that one finds interesting.	
Level 4	W-4-1	Able to clearly convey one's personal feelings and experiences, using connected sentence clusters.
	W-4-2	Able to clearly state the main idea of an audiovisual program or of an article, using connected sentence clusters.
	W-4-3	Able to clearly state one's own viewpoints on familiar topics relating to the public, academic, and educational domains, using

		connected sentence clusters.
Level 5		Able to express a point of view, summarize important points, write commentaries, or write creatively, in a wide range of fields, on complex subjects, in fluent paragraphs and well-structured essays.
	W-5-1	Able to write fluent and well-structured essays on a wide variety of topics, essays that convey a specific point of view or summarize important points.
	W-5-2	Able to write fluent and well-structured essays on a wide variety of topics, essays that make comments in an organized way and without deviating from the main point.
	W-5-3	Able to write fluent and well-structured creative essays that are coherent and to the point, on topics that one is familiar with.
Level 6		Able to use written Chinese to compose essays having a complete structure, essays on a wide variety of themes, and that state a point of view, offer commentary, or are a form of creative writing.
	W-6-1	Able to write commentaries and/or creative pieces, on all sorts of topics, through the use of discourse that is composed in written Chinese and whose structure is complete.
	W-6-2	Able to write essays and/or reports that are clearly supported by evidence and reason, through the use of discourse that is composed in written Chinese and whose structure is complete.
	W-6-3	Able to use evidence and reason to clearly state one’s reasons for or against various propositions, through the use of discourse that is composed in written Chinese and whose structure is complete.
Level 7		When dealing with complex subject matter, able to use set phrases with precision, and to accurately express a viewpoint, provide commentary, make commentary, and write creative pieces whose structure is complete.
	W-7-1	Able to use set phrases accurately, and to write essays containing precise and accurate observations and having a complete structure.
	W-7-2	Able to use set phrases accurately, and to write theses, reports, and creative pieces having a complete structure and dealing with complex themes of an academic or professional nature.
	W-7-3	Able to use set phrases accurately; and, in response to the complexity of the topic and the special requirements of the reader, to make adjustments to the style of presentation, so as to write creative pieces that are methodical and orderly, and whose structure is complete.

Note: Writing refers to expression in written form, which includes both handwriting and typing.

6. Translation

Level 3	Able to translate information relating to oneself, using words and short sentences.	
	T-3-1	Able to use phrases and short sentences to translate basic social expressions (such as greetings and expressions of thanks.)
	T-3-2	Able to use phrases and short sentences to translate content having to do with self-introductions (such as descriptions of someone else's personality and interests).
	T-3-3	Able to use phrases and short sentences to translate content describing someone else's views on life or work.
Level 4	Able to translate personal information and information relating to one's daily life, using simple and complete sentences. The translated text is generally clear and conveys information pretty close to that of the original.	
	T-4-1	Able to translate content relating to social events in one's surroundings, using simple and complete sentences.
	T-4-2	Able to translate short messages found in letters (such as thank-you, apology, congratulatory, and farewell letters), using simple and complete sentences.
	T-4-3	Able to translate short telephone messages and/or announcements, using simple and complete sentences.
Level 5	Able to translate familiar topics using sentence clusters, where the translation is extremely close to the original, and where the sentences are clear and fluent.	
	T-5-1	Able to translate information on familiar topics into sentence clusters.
	T-5-2	Able to succinctly translate written texts or audiovisual content into sentence clusters.
	T-5-3	Able to translate the content of other people's points of view, activities, or plans, into sentence clusters.
Level 6	Able to translate into coherent passages information on a wide range of topics. The translated sentences are fluent and the information is complete; oral translations are clear and fluent.	
	T-6-1	Able to provide coherent translations of material dealing with a variety of themes.

	T-6-2	能 Able to translate succinctly and coherently the content of written and/or multi-media texts.
	T-6-3	Able to translate coherently the views, activities, and action plans of other people.
	Able to produce translations of material on all sorts of subjects. The translated text is smooth and the information is complete.	
Level 7	T-7-1	Able to produce translations of material on all sorts of subjects.
	T-7-2	Able to produce translations of written texts or of multi-media content.
	T-7-3	Able to produce translations of the reports and observations of others.

Description

☒ In many regions, translation is one of the common teaching methods that teachers use to encourage Chinese language learning. It is also one of the ways for evaluating the learner performance of students. The Guidelines offer relevant descriptors on the translation performance of students to help teachers design suitable learning content that in turn, facilitates the assessment of students' learning progress and objectives.

7. Cultural performance

Grade (Level)	Descriptors
<p style="text-align: center;">Basic (Levels 1-3)</p>	<p>In day-to-day and common living environments, learners are able to express themselves or respond to others using appropriate forms or body language that conform to the norms of Chinese culture. Learners may be able to detect distinctive cultural differences or taboos, but their language abilities are not yet sufficient for them to express themselves or respond in diverse language forms. For example, when complimented, learners are able to reply with the highly contextualized phrase, “Not at all.”</p>
<p style="text-align: center;">Advanced (Levels 4-5)</p>	<p>In public domains, at school and work, learners can detect differences in behaviors and ways of thinking between their mother-tongue culture and Chinese culture. They can also consciously use forms or body language with cultural connotations to express themselves or respond to others and exhibit an understanding of Chinese culture. For example, when complimented, learners are able to reply, “You flatter me.”</p>
<p style="text-align: center;">Proficient (Levels 6-7)</p>	<p>Learners can express themselves or respond to others in ways that conform to Chinese culture using language and behaviors in all types of domains. They are able to correctly, appropriately and flexibly demonstrate their understanding of cultural differences and make corresponding adjustments to their language and behaviors after further contemplation of social factors such as level of affinities and social status. For example, when complimented by an unfamiliar person of higher status, learners are able to reply, “You are too kind.”</p>

Description

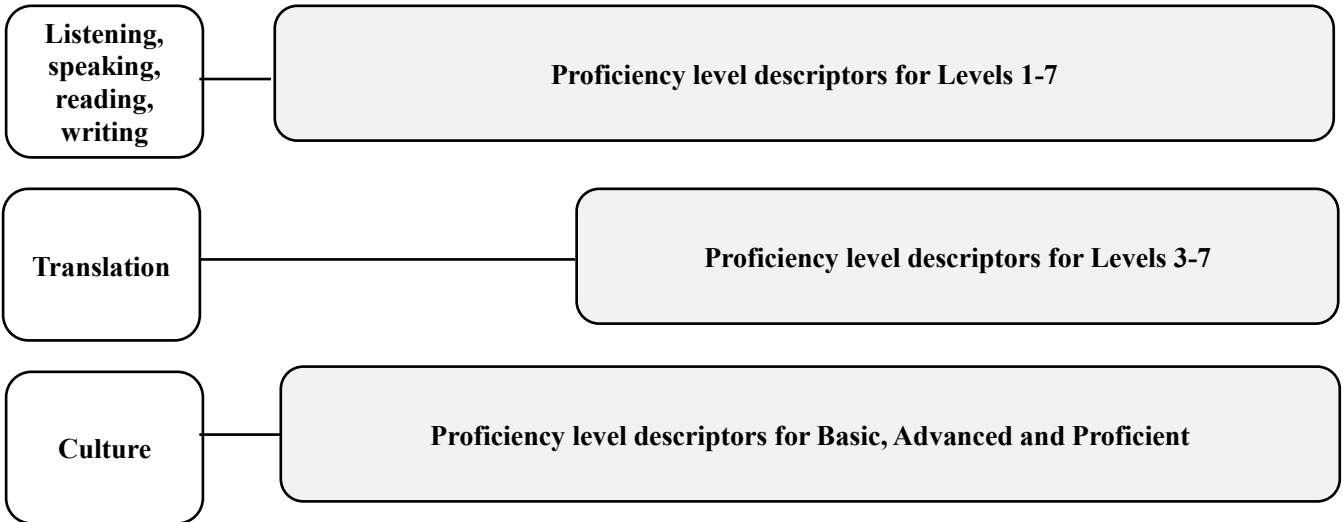
☒ Language is a carrier of culture; both factors are interdependent and inseparable. The Guidelines are prepared by referencing related literature on culture teaching (e.g. The Performed Culture Approach, ACTFL Performance Descriptors for Language Learners, and ACTFL 2015). From the perspective of communication (sociability) culture, the Guidelines describe different levels of cultural performance based on “the cultural competence a learner demonstrates/achieves using the Chinese language.” The fundamental viewpoint is that the culture of language behavior does not render independently within specific levels, but spirally pervades various levels and is being manifested in different ways.

II. Learning content

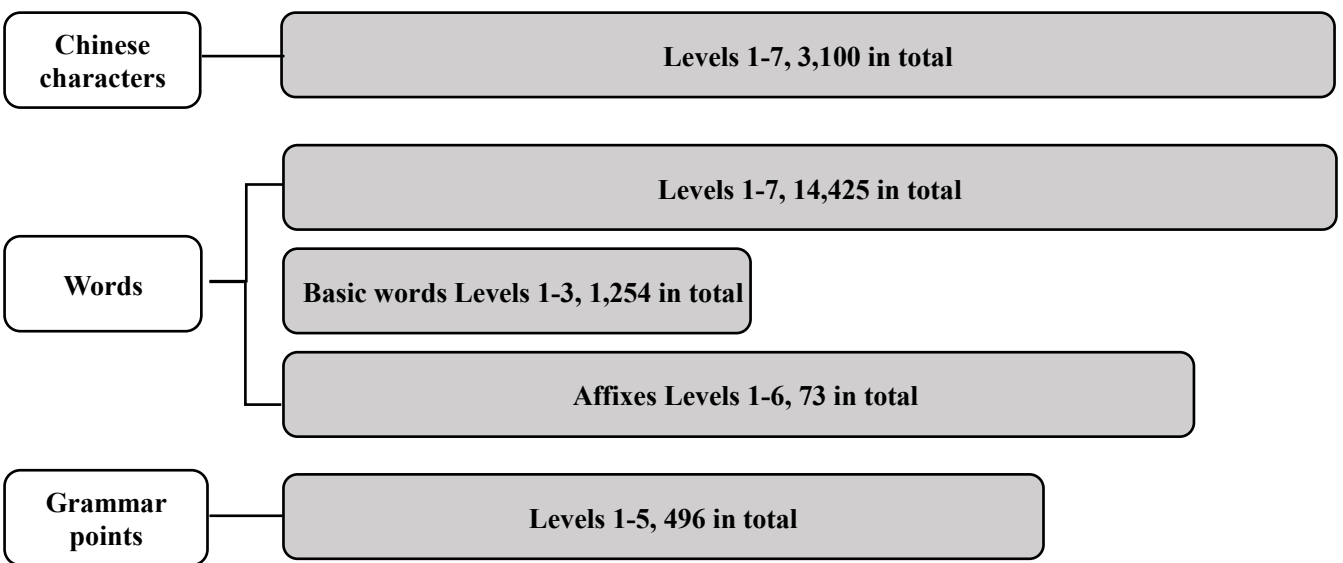
The “learning content” renders important and fundamental content of the Chinese language courses, as well as the prerequisite learning content which learners must master so as to achieve the “learner performance” indicated by the descriptors of various level in the aforementioned section. The Chinese language teaching institutions may, according to students needs and objectives, make appropriate conversions of the “learning content” to develop suitable teaching activities and materials. The language learning content included in the Guidelines are divided into three major categories: Chinese characters, words, and grammar points. Of which, apart from dividing into Levels 1-7, words also include two subcategories—Levels 1-3 basic vocabulary and Levels 1-6 affixes. Please see the figure below.

Basic			Advanced		Proficient	
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7

Learner performance



Learning content



1. Chinese character levels

The number of Chinese characters from Level 1 to 7, in which learners are recommended to study, are listed below. For the detailed contents of each level, please see:



<https://coct.naer.edu.tw/standsys/>.

To facilitate practical applications such as teaching material compilation and tests/evaluation, the Guidelines categorize the level of difficulty for each level, from Level 1 to 4, marking characters of comparatively higher difficulty with an *.

Learner performance		Chinese character levels	Quantity	Level of difficulty within each level		Accumulative
Basic	Level 1	Level 1	246	1	163	246
				1*	83	
	Level 2	Level 2	258	2	186	504
				2*	72	
	Level 3	Level 3	297	3	189	801
				3*	108	
Advanced	Level 4	Level 4	499	4	305	1,300
				4*	194	
	Level 5	Level 5	600	N/A		1,900
Proficient	Level 6	Level 6	600	N/A		2,500
	Level 7	Level 7	600	N/A		3,100

2. Word levels

The number of words from Level 1 to 7, in which learners are recommended to study is listed as below. For the detailed contents of each level, please see:



<https://coct.naer.edu.tw/standsys/>.

To facilitate practical applications such as teaching material compilation and tests/evaluation, the Guidelines categorize the level of difficulty for each level, from Level 1 to 4, marking words of comparatively higher difficulty with an *.

Learner performance		Word levels	Quantity	Level of difficulty within each level		Accumulative
Basic	Level 1	Level 1	396	1	182	396
				1*	214	
	Level 2	Level 2	402	2	200	798
				2*	202	
	Level 3	Level 3	456	3	224	1,254
				3*	232	
Advanced	Level 4	Level 4	1,415	4	681	2,669
				4*	734	
	Level 5	Level 5	2,619	N/A		5,288
Proficient	Level 6	Level 6	4,144	N/A		9,432
	Level 7	Level 7	4,993	N/A		14,425

Basic vocabulary

Apart from wordlists for Levels 1 to 7, the Guidelines also provide teaching information for 1,254 words for Basic learners in Levels 1 to 3. It includes phonetic, Hanyu Pinyin, level, part of speech/word class, English translation, semantics/meaning, use/collocation, and sentence examples, which can facilitate the use in teaching material compilation, instructional design, and tests/evaluation. The above information can be found on the NAER COCT website (<https://coct.naer.edu.tw/standsys/>). For detailed basic vocabulary research and formulation processes and outcomes, please see <https://reurl.cc/V5qzzn>.



For example, a system query on the word “flower” will render two results, “Flower 1” and “Flower 2,” as shown in the figure below.

漢字分級標準檢索系統 詞語分級標準檢索系統 語法點分級標準檢索系統 基礎詞彙檢索系統											
等級: 不限等級 詞語: 花 Search											
查詢結果 檢索策略: 花 結果共 2 筆											
筆數 10 跳至 1 / 1 頁											
序號	詞語	級別	注音	漢拼	詞類/性質	詞彙英譯	語義/義項	圖示	情境	用法-常用搭配詞	例句
1	花1/花兒	第1級	ㄏㄨㄚˊ / ㄏㄨㄚˊ 兒	huā / huār	N	flower			核心詞	...	公園裡有很多花。...
2	花2	第3級	ㄏㄨㄚˊ	huā	V	to spend, to cost	用。		核心詞	花錢, 花時間, 花精神	這份報告的題目很難, 我花了不少時間跟精神。
筆數 10 跳至 1 / 1 頁											

Affixes

The number of affixes from Levels 1 to 6, in which learners are recommended to study (for example, “bookshop,” “branch store” and “coffee shop” can be derived from “-shop”; “baseball park,” “parking lot,” and “wet market” can be derived from “-lot”), is listed in the chart below. For details on the contents of each level, please see: <https://coct.naer.edu.tw/standsys/>.



To facilitate practical applications such as teaching material compilation and tests/evaluation, the Guidelines categorize the level of difficulty for each level, from Level 1 to 4, marking affixes of comparatively higher difficulty with an *.

Learner performance		Affix levels	Quantity	Level of difficulty within each level		Accumulative
Basic	Level 1	Level 1	6	1	3	6
				1*	3	
	Level 2	Level 2	7	2	3	13
				2*	4	
	Level 3	Level 3	12	3	6	25
				3*	6	
Advanced	Level 4	Level 4	15	4	7	40
				4*	8	
	Level 5	Level 5	29	N/A		69
Proficient	Level 6	Level 6	4	N/A		73

3. Grammar levels

The number of grammar points from Level 1 to Level 5, in which learners are recommended to study is listed as below. For the detailed contents of each level, please see: <https://coct.naer.edu.tw/standsys/>.



To facilitate practical applications such as teaching material compilation and tests/evaluation, the Guidelines categorize the level of difficulty for each level, from Level 1 to 5, marking grammar points of comparatively higher difficulty with an *.

Learner performance		Chinese character levels	Quantity	Level of difficulty within each level		Accumulative
Basic	Level 1	Level 1	15	1	7	15
				1*	8	
	Level 2	Level 2	92	2	46	107
				2*	46	
	Level 3	Level 3	134	3	58	241
				3*	76	
Advanced	Level 4	Level 4	149	4	67	390
				4*	82	
	Level 5	Level 5	106	N/A		496

Chapter 4. Implementation directions

These implementation directions include the five aspects of “course development,” “teaching material compilation,” “teaching implementation,” “teaching resources,” and “learning assessment,” which serve as a reference basis for the Chinese language teaching institutions, teachers, and textbook publishers, or for carrying out relevant teaching activities.

I. Course development

The planning and development of the Chinese language courses are based on the curriculum goals delineated in the Guidelines. The emphasis is on cultivating the learners’ language communication abilities in various scenarios, and to elevate learning motivation and confidence on a learner-oriented basis while giving due consideration to the needs, interests, abilities, cognitive traits and learning styles of each learner, thus achieving the goal of aptitude-based teaching. The Chinese language courses should also feature feedback mechanisms so that the learners can offer feedback on learning content, activities, materials, and processes. Continuous feedback from the learners will help them understand their own learning outcomes and enable teachers to make adjustments to their instruction. Lastly, for those learning Chinese as a second or foreign language, there are differences in their environment, the time they are able to invest, and the amount of Chinese language learning resources they have access to. As such, due consideration must be given to learners’ interests, age and other factors when planning courses so as to make flexible use of the Guidelines. This will enable teaching personnel to, based on the aforementioned curriculum goals, develop Chinese language education courses that are highly differentiated in level of difficulty, flexibility, and diversity. The section below lists a few principles of Chinese language course development:

1. Integrated curriculum goals: The Chinese language curriculum goals should be established based on and in primary consideration of the

learners' needs. The characteristics of Chinese language disciplinary knowledge should also be considered so that the Chinese language, as a tool, can elevate learners' social and economic efficacy. Apart from increasing the learners' language communication skills, the curriculum goals should also enhance their understanding, respect and reflection of diverse cultures and perspectives. At the right time and in the right places, the learners may also use Chinese as a tool to further innovate their way of thinking. In other words, the Chinese language courses are an integrated course planning model that, during the process of course development, should maintain diversity and flexibility to the greatest extent without overly relying on any single doctrine.

2. Practical course content: The planning of Chinese language course content should place equal emphasis on both the nature and function of language and encompass the two primary dimensions of language knowledge and communication skills. Importance should also be placed on the use of language in actual scenarios while fulfilling the design principles of meaningfulness, practicality, daily-life orientation, and enjoyment. The courses can also adequately incorporate all types of topics or be integrated with or connected to others fields of knowledge to enrich language learning and broaden usage scenarios. This will magnify the daily life orientation and spontaneity of Chinese language teaching, while also introducing critical thinking skills and fostering diverse viewpoints.
3. Flexible course structure: The Chinese language courses should be structured based on premises such as the learners' learning needs, cultural traits and differences, and implementation of equal and just learning opportunities. Teachers can flexibly and adaptively choose to use any of the following syllabi to structure their course content: grammar-based syllabus, vocabulary-based syllabus, function-based syllabus, scenario-based syllabus (discourse-based syllabus), task-oriented syllabus, topic-

based syllabus, competency-based syllabus, and skill-based syllabus. Alternatively, a combination of the above syllabi may be utilized to formulate teaching objectives, order, content, and methods.

4. **Diverse teaching tools:** In an era of highly advanced information technology, teaching tools should become increasingly abundant and diverse. Teachers are recommended to use corpuses, application systems, media audio-visual teaching tools, digital teaching materials, as well as other digital tools to engage in teaching preparation and learning management. Incorporating technology into teaching activities will give learners stronger motivation and in turn, enhance their listening, speaking, reading, writing and translating learning outcomes. Furthermore, teachers can introduce tools for independent study to cultivate learners' self-learning capabilities, thus helping them establish a solid foundation for lifelong learning.
5. **Collaborative teacher empowerment:** The planning and implementation of the Chinese language courses rely on accumulation of experience over a long time of the Chinese language teachers, as well as positive interaction between the departments of any given institution. Therefore, the Chinese language teachers should focus on continuous personal learning in their professional fields and adopt positive attitudes toward their teaching and advanced studies. This will enable them to enhance their professional competence and maintain a high-quality collaborative model with their peers and administrative personnel. Through continuous conversations in professional groups, partnerships and innovation, teachers will be able to enhance their course design quality and teaching efficacy.
6. **Regular course feedback:** Relevant units can regularly implement official or non-official course evaluations to help teachers adjust their teaching plans. Apart from teaching outcomes, course evaluations should focus even more on the teaching process, as the purpose of evaluations is to

provide teachers with feedback on their teaching and learners on their learning. This is accomplished with the aim to improve course content, enhance teaching efficacy, and ensure that the ultimate teaching objectives are realized.

II. Teaching material compilation

1. Selection of teaching materials and content

The compilation of the Chinese language teaching materials can be aligned with the “fundamental beliefs” and “curriculum goals” as delineated in the Guidelines. Appropriate conversions of the aforementioned “learning content” can be devised based on students’ prior knowledge and actual teaching scenarios, while also taking into consideration the practicality, pertinence, humor, contemporariness and prescience of the teaching content. The following is a brief description of aspects that must be taken into consideration when compiling teaching materials and important points in material selection from three dimensions. Namely, language, function, and culture.

- a.** Language: The aforementioned “learning content” lists in detail the quantity and content of Chinese characters, words, affixes and grammar points for each proficiency level. Editors may make use of this information according to their actual needs. In addition, the number of new vocabulary and grammar points introduced in each chapter of a textbook should not vary too substantially. In terms of grammar points, in addition to introducing structure and usage, teaching materials should also include a rich selection of language usage for day-to-day scenarios and practical exercises for learners to learn how to use specific formulas or grammar naturally while solving problems or completing tasks.
- b.** Function: Teaching materials should, as far as possible, incorporate teaching and tasks on language usage to exemplify the functionality of language. For example, Basic Levels (Levels 1-3) should focus on daily conversational communication. Common functions include greetings, expressing gratitude, apologies, asking questions, and introducing things or oneself. Moving on to the Advanced Levels (Levels 4-5), the logical cohesion and interactive function of language components should be given due emphasis on top of

general functions. Examples of such functions include “addition” or “contrast” indicating cohesion, or “inducing curiosity” and “establishing relationships” indicating interaction. At the Proficient Levels (Levels 6-7), functions of even higher difficulty such as mediation, negotiation and evaluation can be introduced.

- c. Culture: Teaching materials should naturally incorporate the way of life, behaviors, inherent communication norms and values of the Chinese people instead of only introducing Chinese festivals and folk activities. Teaching activities should also feature sections that encourage students to engage in cross-cultural comparisons and reflect on cross-cultural similarities and differences. The Guidelines has also divided 5,288 words from Levels 1 to 5 into 18 different themes for reference and application of editors, as shown on the following page. Topics of communication derived from these themes can be found in Appendix 1. Editors can incorporate cultural connotations in the teaching of these themes and words, and adjust the proportion of language and cultural content within the courses based on student needs and objectives. Lastly, editors can refer to the aforementioned “cultural performance” to design the corresponding learning content for students at different proficiency levels. To introduce the theme of travel, for example, students at the basic level can learn to ask for directions; while advanced students can ask for destination recommendations; and proficient students can learn to respond in an emergency situation.

Theme	Subtheme (18 categories in total)	Words
Core words	Words that beginners must learn first and words derived therefrom across the four word classes.	2,512 words
(1) Personal	A. Personal information	176 words
	B. Emotions and attitude	110 words
(2) Life	C. Daily activities and everyday living	217 words
	D. Leisure and entertainment	227 words
	E. Transportation and travel	198 words
	F. Education and learning	344 words
	G. Shopping and stores	151 words
	H. Food and beverage, and cooking	214 words
	I. Technology	32 words
	J. Body and medical care	269 words
(3) Interpersonal relations	K. Social activities and interpersonal relations	127 words
	L. Occupations	204 words
(4) Social	M. Public services	53 words
	N. Safety	142 words
(5) Nature	O. Natural environment	90 words
(6) Humanities	P. Art, history and culture	86 words
(7) International	Q. International and social	136 words

Description

1. The “subthemes” in the middle column of the chart above can be extended into many topics. Appendix 1 contains 67 topics, which serve as a reference for teaching material editors and teaching personnel.

2. For words used in the above scenarios, please see <https://reurl.cc/Mk4L1k>.



2. Principles of teaching material compilation

The Chinese language teaching materials are the primary tool for conveying language knowledge and training skills, which take many different forms to address learners' learning needs and objectives. Apart from conventional teaching materials, we should also fully utilize modern technology to develop multimedia digital materials and digital teaching materials that supplement the “learning content” to reinforce learners' learning motivation and enhance learning outcomes. The following is a brief description of the principles of teaching material compilation.

- a. Student centricity: Teaching materials should be compiled to align with the learners' learning interests and needs and should appeal to the learner. Teaching material content should be real, practical, fun, novel, and lively, and should target specific audiences and classroom types.
- b. Compilation of teaching materials using regular script: Regular script is graceful and rigorously structured, which is an invaluable asset of Chinese culture. It also facilitates student recognition, reading, memory and learning, and is therefore the proper written script for compiling teaching materials.
- c. Utilization of technology to develop diverse teaching models: Digital technology has revolutionized both language teaching and learning, and editors should take advantage of technology to develop diverse teaching models when compiling teaching materials. The feedback, query and interactive functions provided by digital technology, for instance, or online connections to integrated systems and AI smart learning platforms can enable digital teaching materials and textbooks to better help teachers realize their curriculum goals.

- d. Greater emphasis on cultivating the ability to communicate than conveying language knowledge: While language knowledge is a necessary foundation, the teaching materials should offer scenarios of everyday life and cross-cultural understanding. Diverse tasks and activities of different themes, sentence structures and communication functions should be incorporated to enhance student interest and cultivate their ability to communicate.
- e. Gradual advancement of learning content: The compilation of “learning content” should adhere to the principles of gradual advancement from simple to complex with adequate reminders to refresh one’s memory, or to broaden or deepen one’s knowledge (some courses focus on immediate application and are excluded from this scope). It is not necessary to reveal all aspects of the same material in one single instance. For example, the most frequently used meaning of a word can be presented first before other meanings are introduced; or, the simplest core sentence structure can be presented before other structures or usages that are derived or of higher complexity are introduced. Vocabulary and sentence structures that have been previously taught should appear frequently and repeatedly in subsequent chapters to encourage extensive practices in articles or conversations featuring different scenarios.
- f. Material selection based on the principle of communicative teaching: Editors compiling teaching materials should be aware of basic language teaching principles and should select texts with communicative functions, such as task-oriented or content-oriented teaching materials. The compilation of teaching materials should also focus on the authenticity of content and sentences, and conform to the norms of expression in the Chinese language. Texts should not be overly long to help the learners become familiar with the content for flexible use and application.

III. Teaching implementation

Regardless of the learners' proficiency level, teachers should teach in the Chinese language as much as possible and encourage exchanges in the Chinese language to increase interaction or create opportunities to use the language. Classroom teaching activities should adhere to curriculum goals, in which clear, concrete, viable learning objectives should be established. Based on the "learning focuses" of the Guidelines, teachers can develop learning objectives and engage in detailed planning of teaching focuses, activities, and steps. In terms of teaching methods and strategies, all teaching activities and approaches can be flexibly adopted to help student achieve their learning objectives. Teachers should utilize scenario-based, meaningful tasks and activities to create opportunities for peer practice and student-teacher interaction, so that the learners can fully comprehend the Chinese language usage and communication norms through interaction. Based on the aforementioned "learner performance," teaching principles can be briefly described as follows:

1. Basic stage: Listening comprehension should focus on the relation between change in phonetic and the corresponding meaning, as well as overall understanding of the semantics. Speaking should focus on the place and manner of articulation of consonants, vowels, and tones. Furthermore, visual supporting materials such as graphics and body movements can also be used extensively to enhance the learners' grasp of articulation and meaning. In terms of reading and writing, teachers should, as much as possible, help the learners learn to read in a meaningful context using scenarios that are easy to comprehend, interesting, practical, and daily-life-oriented.
2. Advanced stage: Materials of different themes and genres should be incorporated and the texts should increase in length, difficulty and complexity. For instance, listening comprehension should be of a higher

speech rate and include a range of different accents. Teachers should pay attention to the relation and logic of sentences learners construct and strengthen the learners' discourse awareness. Learners should also be taught to express their views using correct, fluent, organized, logical writing in both formal and informal writing styles, to express a point of view, summarize, critique, or even engage in creative writing.

3. Proficient stage: A diverse range of materials should be incorporated, exposing learners to texts that are unfamiliar or professional, or have a complex theme. Teachers should explain the cultural meanings inherent within the language form, including humor and irony. In terms of listening, dialogues featuring irregular articulation, higher speech rate, and different accents should be incorporated. Reading materials can consist of lengthy literature with abstract concepts, unique wording, complex structure, and of historical and cultural meaning. In terms of writing and speaking practice, teachers should enable the learners to express their opinions on a multitude of issues so they can organize their viewpoints using clear, succinct language that is formal, structurally complete, and conforming to the Chinese language mindset. Oral communication can include a greater number of impromptu and real-time tasks that enable the learners to choose the most suitable method and content of expression both culturally appropriate and suited to the cultural background of the audience.

IV. Teaching resources

Taiwan's Chinese language educational field has the advantage of a strong connection between digital technology and actual teaching practices. Apart from print-based textbooks and teaching tools, greater effort should be placed on the use, development and promotion of emerging digital teaching resources such as social media, applications, digital platforms, teaching technology (such as AI and AR). By integrating offline and online resources and capitalizing on the advantages of innovative teaching technologies, we will be able to effectively enhance both teaching efficiency and learning efficacy.

1. Teaching resources

Apart from textbooks, the following resources should be fully utilized to enrich Chinese language learning:

- a. Various digital teaching and learning tools and resources: For teaching, course preparation and independent study learning resources related to the aforementioned “learner performance” and “learning content” in the Guidelines, please see <https://coct.naer.edu.tw/>. This website includes access to 14 systems, the functions of which are listed in the chart on the following page. We recommend utilizing these systems whenever possible to fully implement the “learning content” of the Guidelines and achieve the “learner performance.” When planning teaching activities, teachers can consider integrating technological tools such as notebook computers, tablets, and smartphones, as well as digital tools including corpuses, online programs, digital platforms, AI learning, and AR learning resources, etc.
- b. Supplementary teaching materials: In addition to conventional supplementary teaching materials such as the teacher's handbook (teaching guide) and students practice sheets, teachers can also utilize cloud-based online storage spaces or resources from social media to enrich learning

content.

- c. Teachers may compile both print or digital teaching materials according to traits of different countries or regions.
- d. Chinese language extracurricular reading materials for different grades, such as books recommended by the Ministry of Culture, the National Central Library, and various city or municipal libraries may be incorporated.
- e. Community and private resources, such as cultural exchanges, exhibitions, performances, and other events.








2. Application of information technology and the Internet








The Internet provides both teachers and students with access to the latest learning materials, especially for learners living in non-Chinese-speaking regions. The Internet also allows the learners to remain in continuous contact or use of the language they are learning outside of the classroom. Teachers can provide reliable learning resources, encourage learners to make good use of technology, and help the learners to utilize research institutions, community and private resources, as well as social media or blogs to engage in independent study. The learners should also be prompted to share their experiences and practice with peers to expand the scope of their learning experience and increase their opportunities of understanding diverse cultures.

3. Links and introductions to the 14 sets of teaching resources



Portal website: <https://coct.naer.edu.tw/>

1. Chinese Character Grading Scales Query	https://coct.naer.edu.tw/standsys/	
Look up Chinese character levels and written and spoken word frequency. Hyperlinks to the “Learning Program for Stroke Order of Chinese Characters” to look up stroke order, pronunciation, and radicals are available.		
2. Word Grading Scales Query	https://coct.naer.edu.tw/standsys/	
Look up word levels, contexts, written and spoken word frequency. Hyperlinks to the “Concise Mandarin Chinese Dictionary” to look up information such as word meaning, pronunciation, radicals, and stroke count are available.		
3. Basic Word Query	https://coct.naer.edu.tw/standsys/	
Look up information such as the phonetic, Hanyu Pinyin, level, part of speech, English translation, semantics/meaning, use/collocation and sentence examples of basic vocabulary.		
1. Affixes Scales Query	https://coct.naer.edu.tw/standsys/	
Look up affix levels, explanations, and relevant derivations.		
2. Grammar Grading Scales Query	https://coct.naer.edu.tw/standsys/	
Look up grammar levels and sentence examples.		
3. NAER Thesaurus	https://coct.naer.edu.tw/cqpweb/	
Look up the frequency of use, possible meanings, and collocations of words and grammar points.		
4. Teaching Materials Editing Assistance System	https://coct.naer.edu.tw/sentedit/	
The system will automatically mark the level of the vocabulary within the text, calculate the distribution of vocabulary level within the article, and generate a wordlist for the particular text (including word frequency). The system also features the conjunctive word replacement function, where a word can be replaced with another word of similar meaning, which may be easier or harder.		

5. Chinese Semantic Field Conjunctive Word Query	https://coct.naer.edu.tw/word2vec/	
Look up the synonyms, antonyms and difficulty level of words.		
9. NAER Participle System	https://coct.naer.edu.tw/Segmentor/	
Identify participles and parts of speech in the text,		
10. Calculation System of Word Coverage Rate in Corpus	https://coct.naer.edu.tw/tools/	
Obtain statistics on certain words (you may input a list of words). A higher corpus coverage represents higher word use frequency. Teachers and researchers may also estimate the teaching efficacy of the wordlist based on the information.		
11. Comparative Tools for Word List	https://coct.naer.edu.tw/CompareWordList/	
Compare wordlist side by side to observe the differences between wordlists, including overlapping words and words that appear only on one list.		
12. Chinese Interlanguage Thesaurus	https://coct.naer.edu.tw/standsys/	
Look up possible errors in the use of words, grammar points and collocations of words by non-native speakers of Chinese.		
13. Chinese-English Bilingual Thesaurus	https://coct.naer.edu.tw/bc/	
Look up Chinese-English two-way translations, frequency of use, possible meanings, and collocations.		
14. Automatic Correction for Typos in Chinese Compositions	https://coct.naer.edu.tw/spcheck/	
Look up typos in compositions and suggestions for correct word usage.		

Note: For the operating methods and related applications of the 14 systems, please see: <https://reurl.cc/LmVOVy>. These videos on the URL include detailed operating instructions and practice sessions.



V. Learning assessment

Evaluation is an integral part of teaching that forms a cycle of feedback along with the coursework, teaching materials, and teaching methods. The purpose of evaluation is to enable the learners to understand their learning efficacy so they may adjust their learning approaches and focuses, thus enhancing learning effectiveness, while teachers are also able to find out about their teaching outcomes and adjust their methods accordingly.

1. Implementation of evaluation

Apart from adhering to the relevant regulations on learning assessment established by teaching units and teachers themselves, learning assessment in Chinese language teaching should be regarded as an integral part of learning and course development. Teachers should, based on learning assessment results, make appropriate adjustments to teaching materials, teaching methods and teaching activity design, while the learners should utilize the opportunity of evaluation to enhance their learning. Evaluations must be implemented in consideration of their diverse significance to fully exert their functions as a method of diagnosis and a source of feedback. The principles are as follows:

- a. Basis of evaluation: Teachers should design evaluation content according to learning content and learner performance, and inform the learners in advance of the related content and methods.
- b. Scope of evaluation: The scope encompasses multiple dimensions including cognition, skills, cordiality, and critical thinking. The categories include classroom participation, assignment performance, learning attitude, and progress.
- c. Method of evaluation: The method should be learner-oriented, which also facilitates assessment of learning, assessment for learning, and assessment as learning. The evaluation methods should be diverse and

encompass a range of different approaches including teacher assessments, paper-based tests, oral tests, listening tests, written reports, portfolio assessments, online tests, and participation in the MOE's Test of Chinese as a Foreign Language (TOCFL) etc. Portfolio assessments can include a review of text files, audio-visual files, and portfolio folders.

- d. **Content of evaluation:** The content should encompass language learner performance (listening, speaking, reading, writing, translating) and language learning content (phonetics, Chinese characters, words, grammar, and discourse) with greater emphasis placed on the former. When evaluations are conducted, equal attention should be paid to the accuracy and fluency of language. The level of difficulty should conform to the adaptability principle, while differentiated evaluations should be administered in consideration of the individual differences and cultural differences of each learner. Test questions should not include obscure content that is difficult to comprehend to enhance the learning interest and confidence of learners.
- e. **Presentation of results:** Learning outcomes may take the form of scores or grades, but qualitative descriptive evaluations should also be presented. Qualitative descriptions include the learner's achievement of learning objectives, learning advantages, level of participation in curricular and extracurricular Chinese language activities, learning motivation, and attitude etc.
- f. **Feedback application:** Teachers can establish personal test questions files and engage in simple analysis after each evaluation to assess the quality of the test questions and the learners' learning efficacy. This will enable them to identify the learners' learning difficulties and provide the learners with in-depth, extensive or supplementary instruction adapted to individual needs.

2. Test of Chinese as a Foreign Language

Learners can assess their personal learner performance using the Test of Chinese as a Foreign Language (TOCFL), and practice for the test using the resources provided on the TOCFL website: <https://tocfl.edu.tw/index.php/home/index>.



The TOCFL test levels that learners at various levels are recommended to take part in are as follows.

The Three grades/seven levels of “learner performance” in the Guidelines		Test of Chinese as a Foreign Language (TOCFL)
Basic	Level 1	Prep
	Level 2	Prep, Band A
	Level 3	Band A
Advanced	Level 4	Band B
	Level 5	Band B
Proficient	Level 6	Band C
	Level 7	Band C

Please see Appendix 2 for a comparison between the “learner performance descriptors” used in these Guidelines, CEFR levels, ACTFL levels, and TOCFL levels.

Chapter 5. Appendices

Appendix 1: List of communication topics

Theme	Subtheme	Topic example
(1) Personal	A. Personal information	1. Name, nationality, time and location of birth, age and mailing address
		2. Personal education and work experience, and language
		3. Kinship terminology
		4. Personal habits and preferences
		5. Personal characters and traits
	B. Emotions and attitude	6. Emotions, attitude and reaction
(2) Life	C. Daily activities and everyday living	7. Daily life
		8. Living environment and location
		9. Sharing of household chores
		10. Moving
	D. Leisure and entertainment	11. Film, television and internet entertainment
		12. Sports
		13. Attending performances
		14. Cultural visits
	E. Transportation and travel	15. Public transportation tools
		16. Private transportation tools
		17. Travel
		18. Travel information
	F. Education and learning	19. School attendance
		20. School environment
		21. Student life
		22. Learning activities and experience

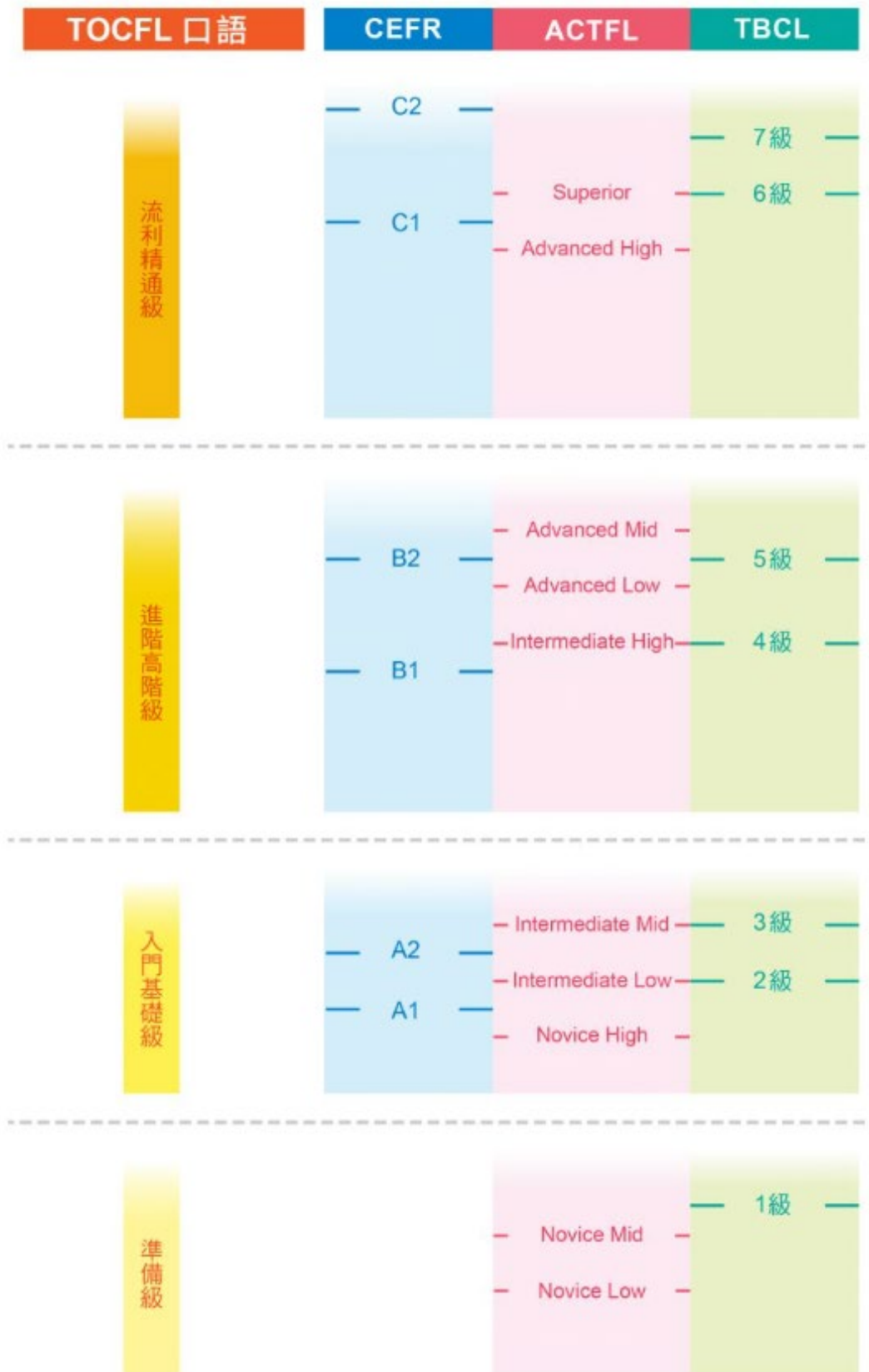
Theme	Subtheme	Topic example
		23. Stationery
		24. Peer interaction
	G. Shopping and stores	25. Shopping behavior at brick-and-mortar stores
		26. Online shopping
	H. Food and beverage, and cooking	27. Food, ingredients
		28. Dining hours and locations
		29. Dining etiquette
		30. Food cookery and cooking
		31. Eating habits and culture
	I. Technology	32. Technology products
		33. Digital media
		34. The Internet
	J. Body and medical care	35. Parts of the body
		36. Expression of physical state
37. Medical activities and behaviors		
(3) Interpersonal relations	K. Social activities and interpersonal relations	38. Greetings
		39. Daily living skills and social skills
		40. Expression of opinions and emotions
		41. Sharing of emotions and experience
		42. Communications
	L. Occupations	43. Workplace titles
		44. Job-seeking
		45. Remuneration
		46. Workplace culture
	(4) Social	M. Public services

Theme	Subtheme	Topic example
		maintenance)
		48. Administrative culture
		49. Consulate affairs, immigration and residence
	N. Safety	50. Safety and public order
		51. Police and fire rescue
		52. Crime
		53. Conflict
(5) Nature	O. Natural environment	54. Time and space
		55. Flora, fauna, scenery and landscapes
		56. Weather, climate and climate change
		57. Environmental conservation
		58. Taiwan's geographical environment and global landscapes
		59. The 24 solar terms
(6) Humanities	P. Art, history and culture	60. History, heritage and localization
		61. Traditional festivals, seasonal customs, ancestor worship and religious faith
		62. Art and artistic philosophy
		63. Literature, writing and dialects
(7) International	Q. International and social	64. Global distribution and migration of the Chinese people, and Chinese diasporas
		65. International situation and major issues
		66. Current affairs and social activities
		67. Legal and economic activities

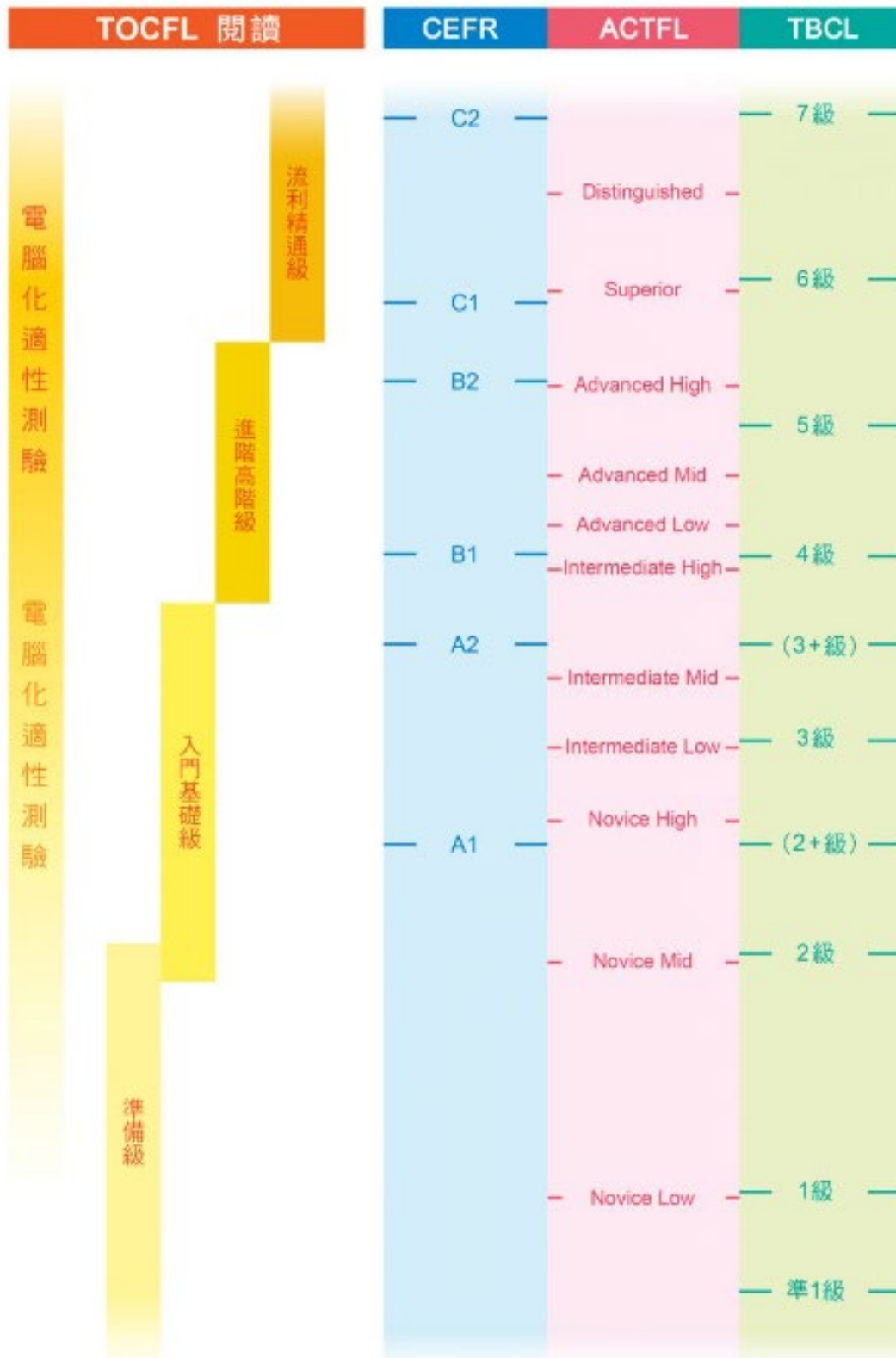
Appendix 2: Grading comparison charts for learner performance descriptors, TOCFL and international language proficiency levels

TOCFL 聽力	CEFR	ACTFL	TBCL
電腦化適性測驗	C2	Distinguished	7級
		Superior	
電腦化適性測驗	C1	Advanced High	6級
		Advanced Mid	
	B2	Advanced Low	5級
		Intermediate High	
	B1	Intermediate Mid	4級
		Intermediate Low	
	A2	Novice High	(3+級)
		Novice Mid	
	A1	Novice Low	3級
			(2+級)
			2級
			1級
			準1級

1. Source: TOCFL website <https://toefl.edu.tw/index.php/test/listening/list/7>. (Date of download: 2022.06)



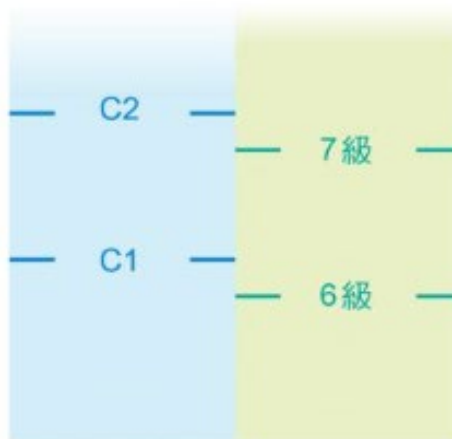
2. Source: TOCFL website <https://tocfl.edu.tw/index.php/test/speaking/list/8>. (Date of download: 2022.06)



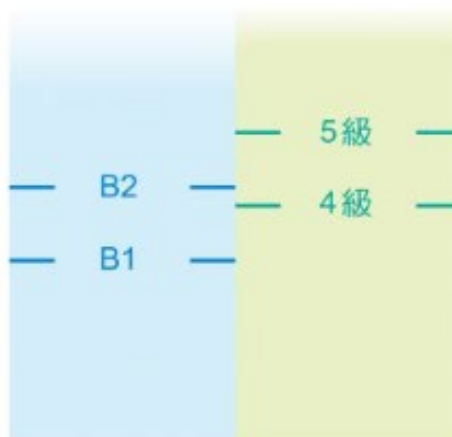
3. Source: TOCFL website <https://tocfl.edu.tw/index.php/test/reading/list/8>. (Date of download: 2022.06)

TOCFL 寫作	CEFR	TBCL
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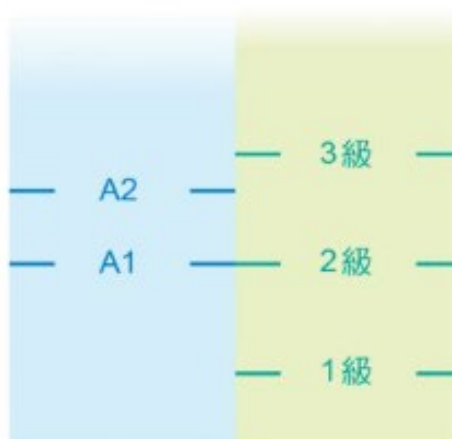
流利精通級



進階高階級



入門基礎級



4. Source: TOCFL website <https://tocfl.edu.tw/index.php/test/writing/list/9>. (Date of download: 2022.06)