

Student Learning Outcomes for MAND 61A

Mandarin - Intermediate Conversation (First Quarter)

Team Members:

Team Leader:

[HuaFu Liu](#) (5324) in MAND

Other members:

1. [Laura Karst](#) (x8592) FREN

Additional team members/notes about team:

Carmen Lizardi-Folley, Laura Karst,
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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: ••••

Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 35

Changes:**Methods:**

Mid-Term: Group Oral Presentation
A. Three or four students working as a group take turns to generate dialogues. B. Write down the content first so it's easier to generate dialogues.

You have to give the written skit to your instructor. C. The dialogues from each topic should be no longer than two minutes. There should be two topics in total. Your group should choose one topic from 1 and 2. Choose one topic from 3, 4, and 5 as following to present:

1. A, B, C and D meet. They are international students at Peking (Beijing) University. A and B are from U.S. C and D are from other countries. They introduce themselves to each other and then talk about the classrooms and compare their teachers, classmates, the subjects they choose to study, the fees, their learning experiences in China as well as in their own countries, etc.
2. A and B are senior teachers. C and D are new teachers. They meet at a conference. They talk about their different teaching styles. Give as much information as you can, such as name, age, subject, level, time you teach, tools you use, how well you teach and your students' performance.
3. A, B and C are customers and D is a vendor at either a morning market, a traditional market or a farmer's market. Dialogue using the following topics: take turns to bargain on the price of different food that you would like to buy/sell, ask the vegetable vendor for fresher fruit, etc.
4. Your group compares and contrasts what you can buy in a supermarket, a farmer's market, a morning market or a traditional market in the United States or any other countries.
5. Your group is going to have a potluck dinner today. You each come up with a shopping list for your own dish. Make sure the potluck dinner includes vegetables, fruit, meat, beverages and seasonings. Also someone has to buy household items for cleaning up afterward. Everyone pick a place to shop for their items and argue why they choose those places.

Findings and Conclusions:

There are 9 groups of students to present from which 8 groups performed quite well (average received 23 and above points out of 25 points in total); two groups of students even made a video clip which was presented in the class. 95% of the students demonstrated of deriving meaning from oral discourse in an expanding range of topics in daily life common situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse. They also apply Chinese language structures necessary to spontaneously and accurately request and provide information, orally and in writing on the assigned topics. 8 students' pronunciation on some of the words was not clear when they made the presentations. The written skits were clear and met the language level. Three groups of students made a few mistakes on character writings. The common issue was during typing; the students selected the wrong characters with the same pronunciation. Basically my students met my "expectations of student proficiency". This group presentation stimulated creativity and critical thinking skills on language learning and practice.

Enhancement (Planned Actions)

Part I:

Different assessment tools can be used in the future. The differentiated teaching methodology and the assignments should be more emphasized in order to meet the individual student needs. Each lesson from the textbook covered around 40 to 50 new words and it's a challenge for students to recognize all of them over a short period of time; students should practice more in recognizing the characters. More activities should be assigned in order to build up students' speaking.

Part II:

An advanced course may be offered in the future to fulfill the needs of the students. A smart classroom with multimedia capabilities is needed in order to get students more

involved. Activities leading up to and or supporting assignment/activities should be more included in the class. A language lab is needed. More frequent feedback on student progress need to be conducted because the course only meets up once a week.

Outcome 2 Phase I: Statement

Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: ••••

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 35

Changes:

Methods:

Mid-Term: Group Oral Presentation

A. Three or four students working as a group take turns to generate dialogues. B. Write down the content first so it's easier to generate dialogues. You have to give the written skit to your instructor. C. The dialogues from each topic should be no longer than two minutes. There should be two topics in total. Your group should choose one topic from 1 and 2. Choose one topic from 3, 4, and 5 as following to present:

1. A, B, C and D meet. They are international students at Peking (Beijing) University. A and B are from U.S. C and D are from other countries. They introduce themselves to each other and then talk about the classrooms and compare their teachers, classmates, the subjects they choose to study, the fees, their learning experiences in China as well as in their own countries, etc.

2. A and B are senior teachers. C and D are new teachers. They meet at a conference. They talk about their different teaching styles. Give as much information as you can, such as name, age, subject, level, time you teach, tools you use, how well you teach and your students' performance.

3. A, B and C are customers and D is a vendor at either a morning market, a traditional market or a farmer's market. Dialogue using the following topics: take turns to bargain on the price of different food that you would like to buy/sell, ask the vegetable vendor for fresher fruit, etc.

4. Your group compares and contrasts what you can buy in a supermarket, a farmer's market, a morning market or a traditional market in the United States or any other countries.

5. Your group is going to have a potluck dinner today. You each come up with a shopping list for your own dish. Make sure the potluck dinner includes vegetables, fruit, meat, beverages and seasonings. Also someone has to buy household items for cleaning up afterward. Everyone pick a place to shop for their items and argue why they choose those places.

Findings and Conclusions:

There are 9 groups of students to present from which 8 groups performed quite well (average received 23 and above points out of 25 points in total); two groups of students

even made a video clip which was presented in the class. 90% of the students are able to produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures. They also apply Chinese language structures necessary to spontaneously and accurately request and provide information, orally and in writing on the assigned topics. 8 students' pronunciation on some of the words was not clear when they made the presentations. The written skits were clear and met the language level. Three groups of students made a few mistakes on character writings. The common issue was during typing; the students selected the wrong characters with the same pronunciation. Basically my students met my "expectations of student proficiency". This group presentation stimulated creativity and critical thinking skills on language learning and practice.

Enhancement (Planned Actions)

Part I:

Different assessment tools can be used in the future. The differentiated teaching methodology and the assignments should be more emphasized in order to meet the individual student needs because MAND 61 A are combined with MAND 61 B and MAND 61 C with students who have various of years in learning Mandarin. Each lesson from the textbook covered around 40 to 50 new words and it's a challenge for students to recognize all of them over a short period of time; students should practice more in recognizing the characters. More activities should be assigned in order to build up students' speaking.

Part II:

An advanced course may be offered in the future to fulfill the needs of the students. A smart classroom with multimedia capabilities is needed in order to get students more involved. Activities leading up to and supporting assignment/activities should be more included in the class. More frequent feedback on student progress need to be conducted because the course only meets up once a week.

Outcome 3 Phase I: Statement

Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: ••••

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 35

Changes:

Methods:

Mid-Term: Group Oral PresentationA. Three or four students working as a group take turns

to generate dialogues. B. Write down the content first so it's easier to generate dialogues. You have to give the written skit to your instructor. C. The dialogues from each topic should be no longer than two minutes. There should be two topics in total. Your group should choose one topic from 1 and 2. Choose one topic from 3, 4, and 5 as following to present: 1. A, B, C and D meet. They are international students at Peking (Beijing) University. A and B are from U.S. C and D are from other countries. They introduce themselves to each other and then talk about the classrooms and compare their teachers, classmates, the subjects they choose to study, the fees, their learning experiences in China as well as in their own countries, etc. 2. A and B are senior teachers. C and D are new teachers. They meet at a conference. They talk about their different teaching styles. Give as much information as you can, such as name, age, subject, level, time you teach, tools you use, how well you teach and your students' performance. 3. A, B and C are customers and D is a vendor at either a morning market, a traditional market or a farmer's market. Dialogue using the following topics: take turns to bargain on the price of different food that you would like to buy/sell, ask the vegetable vendor for fresher fruit, etc. 4. Your group compares and contrasts what you can buy in a supermarket, a farmer's market, a morning market or a traditional market in the United States or any other countries. 5. Your group is going to have a potluck dinner today. You each come up with a shopping list for your own dish. Make sure the potluck dinner includes vegetables, fruit, meat, beverages and seasonings. Also someone has to buy household items for cleaning up afterward. Everyone pick a place to shop for their items and argue why they choose those places.

Findings and Conclusions:

Basically my students met my "expectations of student proficiency". This group presentation stimulated creativity and critical thinking skills on language learning and practice. The students are able to make comparison regarding their own cultures as well as the Chinese cultures when they presented their topics on the comparison of the school systems in different countries and shopping in the traditional supermarket or supermarket in different countries. Students show demonstration on an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Enhancement (Planned Actions)**Part I:**

An advanced course may be offered in the future to fulfill the needs of the students. Activities leading up to and or supporting assignment/activities should be more included in the class. More frequent feedback on student progress need to be conducted because the course only meets up once a week.

Part II:

A smart classroom with multimedia capabilities is needed in order to get students more involved.

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