

Student Learning Outcomes for MAND 60A

Mandarin - Introductory Conversation (First Quarter)

Team Members:

Team Leader:

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

Other members:

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Additional team members/notes about team:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 27

Changes:

Methods:

Pinyin pronunciation quiz

Findings and Conclusions:

The majority of the students correctly selected the dictated pinyin, while 7 students still could not distinguish the pronunciation on some sounds such as “r”, “z”, “yu”, “zh” and “shi” sounds and on the differences between the second and the third tones. 8 students cannot correctly pronounced “r”, “yu”, “zh” and “shi” sounds and have problems pronouncing the second and the third tones.

Enhancement (Planned Actions)

Part I:

Students need to practice on their pronunciation and use the online resources more. The instructor should add more pronunciation exercises activities in class. The assignment should be included more on listening comprehension at the beginning level. The pre-test and post-test can be used in order to make a comparison.

Part II:

It will be great if De Anza could allocate a language lab for Mandarin Language teaching. We could design and supervise the listening/speaking lab for student to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student learning outcome will definitely improve.

Outcome 2 Phase I: Statement

Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: HuaFu Liu

Assessment Tools: •••

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 27

Changes:

Methods:

Mid-term group presentation/project/form dialogues regarding exchanging money • Two or three students work as a group to generate dialogues. • Write down the content first so it's easier to generate dialogues. You have to give the written skit to your instructor. • The dialogues should be based on the following scenarios: 1. A wants to buy things, and B is a salesperson. A asks the price of each item, and B tells the price (A has to ask four items). A wants to buy one of the items and asks B where he or she can exchange for RMB because B tells A that he or she doesn't accept U.S. dollars (or other foreign currency). B tells A where to exchange, then A thanks B. Please bring at least four items with the price tag on each when you make the presentation. (C should also be the customer and generate the dialogue similar to above). 2. A wants to exchange for RMB and B is a bank teller. A and B

greet first. A asks B to exchange for RMB and B asks how much that he or she would like to exchange. A tells the amount. B gives A the exchange. A asks how much is this in RMB. B says the amount of RMB. A thanks B for this and B replies. Please bring the amount of money that you would like to exchange and the exchanged money when you make the presentation. Please use pieces of paper as money and write the amounts on each for the presentation.(C wants to exchange for different currency and generate the dialogue similar to above.)

Findings and Conclusions:

The presentation regarding shopping/exchanging money went well. The majority of the students prepared well, 95% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. Almost all the students made a common mistake on a specific grammar called the “comparison—gen..yiyang and bi”. All the students brought the visual aids when they made the presentation. However, almost all the students made mistakes confusing the pronunciation of sounds such as “r”, “z”, “yu”, “zh” and “sh” and on the differences between the second and the third tones.

Enhancement (Planned Actions)

Part I:

The instructor should add more pronunciation exercises activities in class.The assignment should be included more on listening comprehension.The pre-test and post-test can be used in order to make a comparison.

Part II:

A course focused on teaching pronunciation will be a possible course to be offered. Online listening practice should be offered.A smart classroom is needed in order to do more online activities in class for character recognition, online pronunciation exercises and interaction activities.

Outcome 3 Phase I: Statement

Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: HuaFu Liu

Assessment Tools: • •

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 27

Changes:

Methods:

Students should find a suitable Chinese name for him/herself and compare it with their

English names. Assignment: Get a Chinese Name: Visit www.mandarintools.com/chinesename.html or www.nciku.com (online dictionary) to get your Chinese name. Write down characters, pinyin and meanings of your name on a piece of paper and say your name in next class. Instruction: You have to greet everyone and say your name using “Wo3 shi4_____” (Chinese Name). Then explain each character meaning of your name. After that, you have to say, “Qing3 duo1 zhi3jiao4”. Please write down your answers on papers.

Findings and Conclusions:

Students presented their Chinese names in class with showing their names in characters, pinyin and meaning of their names to compare with their own names. They are able to know that the Chinese names always put their last names first. Students can demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one’s own culture(s).

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

No enhancement at this point.

Part II:

No enhancement at this point.

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