



## Student Learning Outcomes for CANT 2

*Elementary Cantonese (Second Quarter)*

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### 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:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as shopping and prices, commuting, what are they doing, do me a favor and where is it.

**Outcome 1 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Michael Mok

Assessment Tools:

Sections being assessed: 61

**Outcome 1 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 21

**Changes:**

**Methods:**

Speaking exercise 1 01/05: purchasing shoes. , Afterwards, you feel that the merchant is not quite right, and go back to exchange or request for a refund. Students are grouped into a team of 4 or 5 students. 20 minutes for preparation of the dialogue.

**Findings and Conclusions:**

14 students fulfill basic requirement: prices and colors of shoes, how to exchange it with another one. 7 students have a bit more twists and turns on the dialogues: new style of shoes, comparing prices, surcharge fee, and the use of conditional sentence of yuh gwo. The assignment and the method of assessment is satisfactory. Reasons: (1) the theme is money value and a practical task of purchasing and handling unexpected outcomes (not satisfactory of the purchase and return the goods).

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

Adding one more requirement: time phrases can be added to the conversation (such as when did you buy it? when did you do the exchange?)

**Part II:**

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**Outcome 2 Phase I: Statement**

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

**Outcome 2 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Michael Mok

Assessment Tools: •

Sections being assessed: 61

**Outcome 2 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 21

**Changes:**

**Methods:**

Listening. Methods of assessment: students are asked to listen to several short dialogues and/or monologues. Afterward, they are tested by multiple choice questions or true/false question. The intent is to evaluate students' understanding of prices, discounting, and receiving changes back.

**Findings and Conclusions:**

Reflection: when listening to numbers, dates, or money amounts, Students whose first language is English have a bit difficulty to get the numbers right. On the other hand, students with Mandarin or Cantonese background have less difficulty to grasping money amounts, dates, and numbers. Results: 13 students make 0-2 mistakes; 5 students are among 3-5. 2 students are more than 5. if a student showing more than 5 mistakes, it

indicates that he/she has some portion of the listening not understanding.

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

Emphasis on the difference of counting in the languages. English is 4 digit increment; while Cantonese and/or Mandarin is three digit increment.

**Part II:**

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**Outcome 3 Phase I: Statement**

Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

**Outcome 3 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Michael Mok

Assessment Tools: • •

Sections being assessed: 61

**Outcome 3 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 21

**Changes:****Methods:**

Writing and speaking exercises: 01/26: give directions using a map. Students are given a campus map, and teamed up by the instructor (more advanced students are paired with less advanced students)

**Findings and Conclusions:**

This assignment is a bit more than students at this level can handle. Phrases about directions are not familiar. Students show inconsistent sentences of how to ask and answer questions about where it is and how to get there. Also the word order of how to use time and place phrases in a sentence is confused. Review and revisit later on lesson 10.

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

May be to use the Question and Answer method to drill students of how to give simple directions. (1) Write about 10 questions about directions in English. (2) Ask students to ask and to provide answers to the questions in Cantonese.

**Part II:**

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**Outcome 4 Phase I: Statement**

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

#### **Outcome 4 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Michael Mok

Assessment Tools: • •

Sections being assessed: 61

#### **Outcome 4 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 21

**Changes:**

**Methods:**

speaking exercise: produce a travel itinerary w/visual aid. Students are asked to verbally present a travel itinerary with pictures and/or price listings. Students are planning to travel to any Cantonese-speaking communities and be able to compare Cantonese culture to their own cultures.

**Findings and Conclusions:**

Oral presentation w/visual means that one has to be fluent at the level that you can talk while using pictures as visual aid. Most students can produce his or her itinerary while showing some pictures on the screen. But they cannot do two separate assignments at the same time (that is, telling the itinerary and relating what is said to the picture or pictures shown). If the format is a dialogue, it still faces the same difficulty. Dialogue is communication between two persons. The linguistic fluency level has to be able to talk while looking at visual aids. All teams try to do too much.

**Enhancement (Planned Actions)**

**Part I:**

Solutions: (1) ask students to produce a few sentences to go with one picture at a time. Or, design a few conversation exchanges for one picture. (2) need to make the task specific enough so that students can follow.

**Part II:**

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