



Student Learning Outcomes for CANT 1

Elementary Cantonese (First Quarter)

Team Members:

Team Leader:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Develop the native sense of the tone usage of Cantonese pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, interests and leisure activities, family, time and physical appearances.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: Michael Mok

Assessment Tools: •

Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 36

Changes:

Methods:

Create a realistic skit of buying and selling fruits. Write out the name of fruits; how to sell them (quantities and measures) 3 to 4 students a team. This is the 4th week of Level 1. The things to be assessed are: fruit names; quantity and measurement; measure words; realistic scenario or nor; visual aid; and pronunciation.

Findings and Conclusions:

Most students are able to correctly recognize the fruits. A few students used incorrect measure words. All teams made realistic scenario. Pronunciation are fair.

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

No change is needed. All teams worked out the skit at home and were able to finish the project within 5 minutes.

Part II:

The existing classroom is adequate.

Outcome 2 Phase I: Statement

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

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: Michael Mok

Assessment Tools: • •

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 36

Changes:**Methods:**

Assignment: an oral presentation. Use of 10 minimum sentences to introduce yourself to the class that (1) why you love Cantonese (2) what are your hobbies (3) Must to use time and date phrases in your monologue. This is a 10th week project. Methods used for assessment: correctness of phrases/sentences used; length of the presentation; correctness of using time/date vocabulary/phrases in the sentences.

Findings and Conclusions:

On a scale of 5, 5 = no mistakes; 4 = a few pronunciation and/or sentence errors; 3 = Overall, the students are able to fulfill the basic requirements; 2 = not able to fulfill the basic requirement; sentences are most of all incorrect. 1-0 = cannot be evaluated. Findings: 15% are 5 (they have ample opportunities of speaking Cantonese; 25-35 percent of students are 4; 20-30% fulfill the basic requirements; the rest need to improve.

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

More practice on the use of time/date phrases and where to put time/date phrases.

Part II:

The existing classroom facility is adequate.

Outcome 3 Phase I: Statement

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

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: Michael Mok

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 36

Changes:**Methods:**

A listening comprehension and a written reflection on it. Students listen 4 short dialogues and 2 monologues about physical appearance. They are tested on understanding the phrases/sentences describing one's physical appearance. Use of multiple choice and True/False questions as well as students will be able to summarize the dialogue in a written format.

Findings and Conclusions:

Out of 25 questions, most students are 0-2 errors; 4 students are 3-6 errors. 2 students are above 6 errors. The majority of students can comprehend the dialogues; Monologues are a bit difficult. Overall, students are able to comprehend a dialogue of 6-8 exchanges; and a monologue of 10 simple sentences. Some of the minor errors occurred in the writing reflection part but overall, the students were able to write their own words to reflect what they have listened to.

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

Lesson 4 and Lesson 5 start to introduce connective words/phrases of sentences. The level moves from simple sentences to compound sentences. The monologue format is introduced to help students to use a few connected sentences to state or describe an item or event.

Part II:

The existing classroom facility is adequate.

Outcome 4 Phase I: Statement

Demonstrate a cursory 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: Fall 2010

Assessors: Michael Mok

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 36

Changes:

Methods:

Speak exercise: introduce leisure activities w/visual aid. Students are asked to verbally present leisure activities with pictures. Students are comparing any leisure activities in Cantonese-speaking communities and be able to compare to their own leisure activities.

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 talk about leisure activities while showing some pictures on the screen. But they cannot do two separate assignments at the same time (that is, telling the leisure activities 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 s 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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