

**SLO ARCHIVE**

Student Learning Outcomes for CANT 3

Elementary Cantonese (Third Quarter)

Team Members:

Team Leader:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Michael Mok

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Method: A listening comprehension. Students listen a short dialogue about weather forecast. They are given 5 T/F questions in English to answer. The objective is to assess students' understanding weather related vocabulary and how to use the verb of "wuih".

Findings and Conclusions:

The finding is that 22 students with perfect answers. 6 students with 1 wrong answer (# participants: 28). The result demonstrates that students understand weather forecast report and are able to comprehend advices about weather contingency. The students with 1 wrong answer still demonstrate basic grasp of weather vocabulary.

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

The dialogue is 5 exchanges between 2 speakers. If the dialogue is extended to 7 exchanges, students will be required to grasp more information from the dialogue and thus requires them to get a deeper understanding of weather related situations.

Part II:

In order for students to listen more materials related to weather conditions (radio broadcast, video clips, etc). The classroom must be equipped with internet access and "smart classroom" equipments. De Anza College has very limited "smart classrooms". We need projector, computer, audio equipment, and internet access to enhance learning environment for students.

Outcome 2 Phase I: Statement

Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Michael Mok

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Method: Test (# participants: 28). Students listen to a story of inviting friends for dinner. They are given 5 multiple choice questions and 4 T/F questions to answer. The objective is to assess students' ability to understand a short story and being able to retrieve essential information from the story.

Findings and Conclusions:

The result is mixed. There are two multiple questions that half of the students get the right answer while the other half choose the other seemingly correct answer. Also there is a T/F question that allows different interpretation. I am not satisfied with the result and decide not to use this test to assess students' ability to extract the gist and details of the information given.

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

I would like to redo those ambiguous questions to reduce the confusion. While the oral story is interesting and culture appropriate, the cultural elements in the story should be explained to students in advance. Another alternative is to arrange a debate on the etiquette of inviting friends to dinner: what to say and what not to say for the occasion.

Part II:

Internet access will help me to find level appropriate materials for students to understand the etiquette of inviting friends. The "smart classroom" certainly enhance teaching environment greatly.

Outcome 3 Phase I: Statement

Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 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: 1

Changes:

Methods:

A monologue to comprehend (# participants: 28). The topic is Taiwan's weather. Students are given a short paragraph of 4 sentences about Taiwan's weather in summer. Key vocabulary is weather related phrases in the formal style. Students are given 3 multiple choice questions to answer. The objective is to assess students' comprehension of weather related vocabulary in the formal style.

Findings and Conclusions:

The result is that 6 students with perfect scores; 16 students with one wrong answer; 3 students with two wrong answers; and 1 student with all answers wrong. I am very satisfied with the results of this test. The objective is to assess students' comprehension of weather related vocabulary in the formal style. In Cantonese, the colloquial and the formal style of

expressions are distinctively different and yet intimately intertwined. At level 3 students begin to learn the formal style of Chinese expressions. The result shows that some students find it challenged to comprehend the formal style of Chinese expressions.

Enhancement (Planned Actions)

Part I:

Students should be given more practices of comprehending the formal style of Chinese expressions, both in the oral and the written situation.

Part II:

In this particular case of assessment, no specific technological improvement is required.

Outcome 4 Phase I: Statement

Demonstrate an increasingly accurate 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: Spring 2010

Assessors: Michael Mok

Assessment Tools:

Sections being assessed: 61

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Oral presentation with visual aids (# participants 16). There are two topics to choose: (1) A story of immigrant, (2) Introduce Hong Kong: a place where everybody speaks Cantonese.

Findings and Conclusions:

Students are required to give an oral presentation about 2 minutes to talk about the topics. Most of the students have prepared good visual aids (photos, pictures). The result of the verbal delivery is interesting. When speaking long and complex sentences, students with Mandarin background show frequent mixture of Mandarin and Cantonese pronunciation. Also this group of students prepares their writing text and thus read out what to say. Students whose first language is Cantonese speak while using visual aids to demonstrate the content. The third group I classified them as heritage students. Students have Cantonese speaking background at home but themselves speaks very little Cantonese. Their Cantonese pronunciation is markedly improved. But they show occasional sentence structures mistakes. I also have two students with neither Cantonese nor Mandarin background. They start Cantonese from Level 1. Through great effort, they can handle familiar topics and organize simple paragraphs to present the content with visual aids.

Enhancement (Planned Actions)

Part I:

Level 3 classroom is usually a mixture of Mandarin speaking students, heritage students, and continuing students from the very beginning (Cantonese 1). Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures: Cantonese, Mandarin, and English.

Part II:

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