



Student Learning Outcomes for MAND 3

Elementary Mandarin (Third Quarter)

Team Members:

Team Leader:

HuaFu Liu (5324) in MAND

Other members:

1. Laura Karst (x8592) FREN

Additional team members/notes about team:

Shirley Juan, Frances Lai, Helen Fan,
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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 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 talking about weather, dining, asking directions, birthday party and seeing a doctor.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Frances Lai

Assessment Tools: *No tools assigned.*

Sections being assessed: 04

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

A written test was given after finishing learning Lesson 13, Asking and Giving Directions.

Findings and Conclusions:

That two-third of participants scored "B" or above would be defined as successful in terms of learning outcomes and fairness of the test. (# participants: 33) The results were very impressive: 28 students, or 85% of participants, hit the " B " or above, with just 5 students missed. The lowest was C+. I was very pleased with the results. Taking a close look at the distribution of scores, I found that non-Chinese-heritage students did as well as those who are; and those who scored lower than B have bad attendance records.

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

I attribute this success to a shift in focus on key words in a complex language structure. In retrospect, I have taught this lesson for many times and had an impression that this lesson was quite difficult since giving directions is not a simple task even in a native speaker's ability. This time I have adopted an approach stressing on the differences in word order of the key words between Chinese and English. With this change, students finally got a handle on what is expected to perform. I also found that enforcing students' attendance will improve the success rate.

Part II:

Smart classrooms will be a necessary tool to promote students' achievements.

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: HuaFu Liu

Assessment Tools: •

Sections being assessed: 02

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

The students make an individual presentation as a quiz on Lesson 11. Each presentation should be 1 minute long. 1. The content is as follows: a. Describe yesterday and today's weather and make a comparison b. Talk about the climate of your hometown and compare the weather of your hometown with the weather of another place or the place you currently live c. Tell what kind of weather you like and dislike and why 2. Bring the items to help when the students make the presentation, such as pictures/photos related to the weather. 3. NO NOTES when students make the presentation. 4. Grading criteria (25 points): a.

Pronunciation 20% (Rubic 1-5 scale)b. Use Sentences Correctly 20% (Rubic 1-5 scale)c. Volume 20% (Rubic 1-5 scale)d. Performance and Creativity 20% (Rubic 1-5 scale)e. Visual Aids (students have to bring the items that they would like to mention) 20% (Rubic 1-5 scale)

Findings and Conclusions:

The presentation regarding the weather 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 marker-gen, yiyang, and bi". All the students brought the visual aids when they made the presentation. However, almost all the students made mistakes on some of the pronunciation such as "r, z, yu, z, sh" sounds and on the differences between the second and the third tones.

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

Students need to be given more online listening comprehension practices and individual attentions on their pronunciations.

Part II:

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

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: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 02

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

The students (# participants: 26) should reply the instructor's letter by writing at least 200 characters regarding the topics of the directions and locations.

Findings and Conclusions:

Regarding the e-mail reply, almost all the students made more than two or three mistakes in selecting characters (the wrong characters with the same pronunciation) while only one

student made no mistakes. It is common to select the wrong characters when typing. However, 20% of the students made the grammatical errors when they wrote the letter. 80 % of the students did well in replying the letter. Basically my students meet my expectations of student proficiency and success.

Enhancement (Planned Actions)

Part I:

The assignments should be included more on reading comprehension. Character recognition should be reinforced. More typing practices should be provided. More frequent feedback on student progress need to be conducted.

Part II:

Outcome 4 Phase I: Statement

Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-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: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 02

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

One exam is given to the students in class for 50 minutes. The content includes listening comprehension, translation, multiple choices questions, grammar testing, reading comprehension and cultural responses.

Findings and Conclusions:

90% of the students (# participants in total: 26) past the cultural responses with cultural responses on Chinese dishes, American restaurants, Chinese languages, Internet Bars in China and Taiwan, and Chinese and American people's eating style. Students' performance was outstanding or maybe the questions did not reflect the students' level. Next time, a different measurement tool such as a presentation should be provided.

Enhancement (Planned Actions)

Part I:

Level 3 classroom is usually a mixture of Mandarin speaking students, heritage students, and non-heritage continuing students from the very beginning (Mandarin 1 and 2). Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures: Mandarin, English and

other cultures.

Part II:

"Smart classroom" is vital for this level of learning in order to show rich online cultural resources in class for discussions and comparisons.

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