

Descriptions of Target Student Abilities: Second-Year Chinese

Chinese Language Objectives, 2017

In the second year of language study, students build on the interpersonal, interpretive and presentational abilities and intercultural competency developed during the first year.

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	CHINLANG 21 (Second-Year Modern Chinese, 1st quarter)	CHINLANG 22 (Second-Year Modern Chinese, 2nd quarter)	CHINLANG 23 (Second-Year Modern Chinese, 3rd quarter)
<p>Throughout the second year, students expand their ability in using Chinese to exchange information, concepts, and ideas in a culturally appropriate manner.</p> <p>They produce increasingly longer and more complex speech and written text in interactions with their classmates and instructors. They expand in their ability to create with the language, to describe, narrate, and make comparisons in a wider range of contexts.</p>	<p>Students develop insight into Chinese culture and societies through contact with Chinese materials (products) in various specific cultural practices. They will expand their intercultural competency in using socially and culturally appropriate forms to engage in communication in Chinese cultural contexts.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Introduce one's Chinese name using identification conventions (i.e. specifying the meaning or writing of characters in the name). • Inquire about personal information in a culturally appropriate manner according to age, social rules, position and title. • Introduce oneself and others with details. • Describe and compare school life: schedule, classes, dormitory, extracurricular activities. • Describe people (appearance, characteristics, personality and general background information). • Discuss cultural differences related to appropriate topics of conversation in the course of forming friendships. • Describe, narrate, and compare traditional festivals, legends, foods, dining experiences, leisure activities, hobbies, popular culture, and movies. • Greet, introduce, and take leave of people in both casual and formal settings in a culturally appropriate manner. • Describe and compare hometown. • Make more detailed comparisons among people, places, activities. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe, compare, and briefly express their position on cultural topics presented in course materials such as: Chinese marriage customs, generation gap, race relations, women's position in society, education, career choices, and cultural practices. • Describe and compare residential communities. • Describe and compare travel and study abroad preparations and experiences in more detail. • Begin to narrate memorable occasions and complications. • Participate in a mock travel expo. • Describe and discuss issues, e.g., environmental problems.. • Describe, compare and narrate Chinese culinary experience. • Assume roles and act out prepared dialogues in which they: <ul style="list-style-type: none"> ◦ Express surprise, concern, and disapproval. ◦ Express doubts and make complaints. ◦ Give consent and object to an idea. ◦ Urge someone to do something. ◦ Relate an event to a third party. ◦ Make and compare travel plans. ◦ Look for an apartment. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Compare, state one's position, and offer brief hypotheses on a wider array of cultural topics, e.g. social problems, modern Chinese society, emigration and immigration, the economy, activism and social reform, organized vs. folk religions, regional differences of language use, important literary works and cultural development, China-Taiwan relationships, etc. • Describe, narrate, and compare and contrast job-related topics such as previous experiences, the ideal job, cultural differences. • Participate in a mock job interview. • Ask for a favor and refuse requests and invitations in a culturally appropriate manner (i.e. <i>mianzi</i>, saving/giving face). • Describe and narrate an embarrassing situation and seek ways to resolve it. • Discuss and exchange information about their content area of focus with greater sophistication. • Clarify and restate information and use circumlocution strategies to resolve difficulties in communication more spontaneously. • Listen for tone of voice and react appropriately.

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INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	CHINLANG 21 (Second-Year Modern Chinese, 1st quarter)	CHINLANG 22 (Second-Year Modern Chinese, 2nd quarter)	CHINLANG 23 (Second-Year Modern Chinese, 3rd quarter)
<p>They create and adapt the language they know to their immediate needs and are understood by native speakers accustomed to dealing with language learners.</p> <p>By the end of the second year, students are typically able to produce full sentence-length utterances, strings of sentences, and some clusters of short paragraphs.</p>		<ul style="list-style-type: none"> • Participate in simulated encounters in a culturally appropriate manner, e.g. give and ask for directions, extend and accept invitations, exchange gifts, offer/respond to praise, make small talks, bargain, make complaints. • Begin to express opinions on class topics. • Discuss and exchange information with classmates about their content area of focus. • Develop skills to clarify and restate information. • Begin to use circumlocution strategies to resolve difficulties in communication. • Seek support and feedback from others. • Self monitor and evaluate language development. 	<ul style="list-style-type: none"> • Discuss and exchange information on their content area of focus using more functions and with growing complexity. • Clarify and restate information. • Use circumlocution strategies to resolve difficulties in communication on prepared material. • Decipher tone, e.g. humor, sarcasm. • Interview a native Chinese speaker on topics related to material covered thus far in second year. • Seek support and feedback from others. • Self monitor and evaluate language development. 	<ul style="list-style-type: none"> • Seek support and feedback from others. • Self monitor and evaluate language development.

Descriptions of Target Student Abilities: Second-Year Chinese Chinese Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	CHINLANG 21 (Second-Year Modern Chinese, 1st quarter)	CHINLANG 22 (Second-Year Modern Chinese, 2nd quarter)	CHINLANG 23 (Second-Year Modern Chinese, 3rd quarter)
<p>During the second year of study, students develop the ability to interpret a variety of written and oral texts. They continue to develop a more culturally authentic frame of reference and use Mandarin Chinese with increasing sophistication in order to demonstrate their understanding. Students read progressively longer written texts (from 300 to 600 characters in length) that are closely linked in topic and vocabulary to class materials. By the end of the sequence, students will be able to recognize 1,500 compound phrases.</p>	<p>Students will demonstrate knowledge of a range of cultural products, practices and perspectives, and are able to restate in Chinese a variety of culturally related topics.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence. • Use context and cultural information to facilitate understanding of texts. • Begin to identify cultural differences in language use. • Understand the main ideas and significant details of conversations, of rehearsed oral presentations of classmates, and of written texts created for this level, answer fact-based questions and some analytical questions. • Use limited key phrases given to anticipate content. • Synthesize main ideas and supporting information in oral and written texts. • Identify the genre of very simple authentic written texts, such as maps, menus, advertisements, and pick out known vocabulary. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence. • Develop a broader linguistic and cultural understanding beyond main ideas and significant details. • Connect knowledge from texts with cultural knowledge and current events. • Identify the tone and stance of longer conversations and written texts created for this level. • Identify intent or purpose expressed in language by analyzing word choice in context. • Answer fact-based and most analytical questions with some elaboration. • Anticipate content by using given clues. • Get meaning from context. • Identify the genre of and pick out limited information in simple authentic texts such as personal ads, tables (e.g. economic or demographic information), and short selected newspaper segments. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence. • Identify more formal literary usage in oral and written texts. • Develop a more complete linguistic and cultural understanding beyond main ideas and significant details. • Identify the tone and stance of more complex conversations and written texts created for this level. • Connect knowledge from texts with cultural knowledge and current events. • Get meaning from context. • Answer fact-based and analytical questions with elaboration. • Understand the main idea and pick out specific information in short authentic texts carefully selected from newspapers or the Internet, such as official news releases. Topics of these readings are closely linked to materials studied in class.

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<p>With respect to oral texts, students work mainly with materials created specifically for learners (e.g. dialogues, written paragraphs, oral presentations, compositions related to class materials) but can distinguish categories of information in authentic oral texts such as television programming (e.g. weather reports, news, commercials, dramas, variety shows, etc.) and can track shifts in topic in those categories.</p>		<ul style="list-style-type: none"> • Begin to recognize both simplified and traditional characters in course materials, regardless of which system they themselves have chosen to write in. 	<ul style="list-style-type: none"> • Recognize and read aloud characters from both simplified and traditional writing systems, in paragraphs created for the class and closely related to textbook materials. 	<ul style="list-style-type: none"> • Read aloud both simplified and traditional characters in longer texts created for the class or in short authentic written materials.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	CHINLANG 21 (Second-Year Modern Chinese, 1st quarter)	CHINLANG 22 (Second-Year Modern Chinese, 2nd quarter)	CHINLANG 23 (Second-Year Modern Chinese, 3rd quarter)
<p>During the second year of study, students present their work in the form of written compositions, email exchanges with the teacher, formal oral presentations, guided small group or pair work, extemporaneous class discussion related to class topics, and presentations and one-on-one reports and discussion with the instructor.</p> <p>They continue to develop skill in description, narration, comparison, and summary, and begin to present and substantiate their views.</p>	<p>Students will be able to conduct oral and written presentations in a socially appropriate manner and format. At the end of the sequence, they will be able to compare and comment on some cultural products, practices, beliefs, and values in their oral and written presentation, using their own words in Chinese.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Become aware of and begin to employ appropriate presentational language. • Write compositions (230-250 characters) on topics primarily related to personal or daily environment. • Give rehearsed oral presentations (~3 minutes in duration), based on their written compositions with the aid of a slide show. • Write and perform skits based on group work with their classmates. • Answer spontaneous questions and discuss the content of their presentations and performances with classmates. • Ask questions of classroom speakers in order to clarify and/or elaborate on oral presentation and performance topics. • Begin to summarize (in oral and written form) the main ideas and supporting data of conversations and written texts learned in class. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Develop greater control of presentational abilities of the previous quarter. • Write compositions (250-280 characters) on topics of personal and general interest using a variety of different linguistic functions. • Write and perform dialogues/skits based on material learned in class. • Give rehearsed oral presentations (~3 minutes) based on their written compositions with the aid of a slide show. • Answer questions and discuss the content of their presentations with classmates. • Begin to use some prescribed phrasing or strategies to address oral presenters (e.g. summarize or refer to what the speaker has said as a prelude to asking a question). • Continue to summarize materials learned in class and begin to carry out spontaneous discussion based on class material. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease. • Combine a variety of linguistic functions in written compositions and rehearsed oral presentations (280 to 300 characters; 5 minutes in length), on a wider range of general interest topics. • Answer questions and discuss the content of their presentations in more detail with classmates. • Begin to use some formal (literary) language, forms of address, and register in more official settings. • Begin to summarize materials new to them and carry out spontaneous discussion based on new material. • Engage in less rehearsed discussion on more abstract subjects and begin to hypothesize in a limited manner.

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<i>continued</i>		<ul style="list-style-type: none"> • Give prepared oral and written responses to class material. • Present short extemporaneous oral summaries of oral or written texts discussed in class. • Report and hold spontaneous one-on-one discussion with the instructor based on prepared materials. 	<ul style="list-style-type: none"> • Give more detailed and lengthier (1-2 paragraphs) prepared oral and written responses to class material. • Elaborate extemporaneously on their own speech by giving follow-up summaries, reactions, comparisons, etc. • Report and hold spontaneous one-on-one discussion with the instructor based on an interview they conduct outside of class. 	<ul style="list-style-type: none"> • Give lengthier and more elaborate prepared oral and written responses (3 paragraphs in length) to class material. • Elaborate extemporaneously on their own speech by giving follow-up commentary and opinion. • Report and hold spontaneous one-on-one discussion with the instructor based on authentic materials they collected and analyzed outside of class.