



**STARTALK Student Program Curriculum
Beloit College
Center for Language Studies
Second-year Chinese**

Theme: The Olympics and Beyond

Target Proficiency Level:

Speaking: Intermediate Low to Intermediate Mid

Listening: Intermediate Low to Intermediate Mid

Writing: Intermediate Mid

Reading: Intermediate Mid to Intermediate High

Number of Hours

200 hours (a classroom hour is equal to 50 minutes of instruction with a 10 minute break)

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Brief Description of Program

Second-year Chinese: To provide talented high school students the opportunity to complete a year's worth of college-level, Chinese language training in eight weeks. To bring students to higher levels of proficiency in all "five" skills—speaking, listening, writing, reading, culture—in a short period of time, to help them to continue to develop and maintain these skills after the summer program concludes, and to teach them to value the study of language as a way not only to open up new worlds, but also to learn about themselves.

The STARTALK participants will be studying Chinese with a broad array of students—undergraduates, graduate students, and professionals—and will be expected to perform at the college level of language training. Students who complete this program should be able to enroll in third-year Chinese at institutions across the nation.

What Enduring Understandings are Desired:

Students will gain a deeper understanding of the relationship between Chinese language and culture. Building upon the core vocabulary and grammatical structures learned in first-year Chinese, students will use the Chinese language as a tool to learn about contemporary Chinese society, rather than relying on materials in their native language. Appreciating the value of language and the pivotal role it plays in cultural understanding is a lesson that will serve students well for the remainder of their lives.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

Why have I decided to continue my study of Chinese? What do I have to do to build successfully to a more advanced level? How will I achieve my goals and integrate the five aspects of language study? How do I balance my learning strengths (e.g., visual learning) with areas that might be weaker (e.g., aural comprehension)?

National Foreign Language Standards:

Communication: 1.1, 1.2, 1.3 (Intermediate Low to Intermediate Mid)

Cultures: 2.1, 2.2

Connections: 3.1, 3.2

Comparisons: 4.1, 4.2

Communities: 5.1, 5.2

NB: Students in second-year Chinese will be expected to expand their abilities in these areas.

Content: *A New China: Intermediate Reader of Modern Chinese* (text/vocabulary); *A New China* (grammar notes/exercises). Simulating the experience of an American student going to Beijing to study Chinese, students review grammar learned in first-year Chinese, while becoming more aware of and knowledgeable about life as lived in China as opposed to that in their own culture. Topics to be covered in chapters 1 – 30: for example, arriving in Beijing, calling home, daily habits, bargaining at the flea market, table manners, Chinese dishes and their names, domestic travel, hobbies and games, family relationships, Chinese parks, stores, business, and the changes in Chinese people's life after China's open-door policy.

Key Vocabulary: Chinese characters and compounds relevant to daily life in China as they appear in the textbook above.

Skills: Students should expect to be competent in all four skill areas in a *Chinese cultural* setting, mainly urban. The texts in each chapter have been specifically designed to help students make the transition from textbook Chinese to original materials—newspapers, advertisements, e-mail messages, letters, advertisements, etc. In addition, students are able to increase their speaking and listening skills through conversation and discussion based on the Chinese characters and compounds and grammar specific in the text in each lesson.

Connections to Other Disciplines:

- Literature: the evening of international poetry and song
- Performance: the Peking Opera Troupe
- Film: weekly movie afternoons
- Art: Beloit College's two major museums
- Popular Culture: Dragon Boat Festival in Chicago's Chinatown

Technology Integration: Moodle, Beloit College's course management system: multi-media capabilities--Power point, Internet access, audio-visual materials--in the classroom; and access to computers, printing, videos, music, and language CDs/DVDs in the College's library.

Assessments:**Performance tasks**

- Official ACTFL oral proficiency interviews at the end of the program for all STARTALK students (official ACTFL oral proficiency interviews will be given to all STARTALK students who are placed in second- or third-year Chinese at the beginning of the program)
- Recitation of poetry or singing of songs at the evening of international poetry and song
- Creation of flyers and posters (electronic and paper) to advertise the Chinese international dinner; creation of a menu and small cookbook for the dishes served in both Chinese and English

Quizzes, Tests, Prompts, Work Samples

- Daily quizzes on vocabulary, grammar, and characters
- Weekly written and oral tests based on the chapters covered
- Homework assignments of four to five hours per day
- Final projects associated with the 2008 Olympics in Beijing (posters, brochures, video production, Power point presentations) and based on the topics covered in class
- Official grades given by the senior instructor of the course at the end of each four-week session
- Official credit from Beloit College for each four-week session

Unprompted Evidence

- Classroom participation
- Participation outside of the classroom during tutorial sessions and in the residential halls with fellow students and instructors
- Participation at the Chinese language tables at lunch and dinner
- Participation at the weekly movie afternoons
- Participation in the visit and presentation by the Peking Opera troupe
- Participation on the trip to the Dragon Boat Festival in Chinatown in Chicago, Illinois

Can Do Statements From Linguafolio

- Interpersonal Speaking (Intermediate Mid)
- Interpretive Listening (Intermediate Mid)
- Interpretive Reading (Intermediate Low)
- Presentational Writing (Intermediate Low)
- Presentational Speaking (Intermediate Low)

Required Resources:

- *A New China: Intermediate Reader of Modern Chinese* (text/vocabulary)
- *A New China: Intermediate Reader of Modern Chinese* (grammar notes/exercises)
- Moodle, Beloit College's course management system
- Computers with internet access (available in the library)

Differentiation of Instruction:

- Two highly skilled instructors assigned to a course, each with different teaching strategies and expectations (e.g., grammar versus conversation)
- Variety of classroom instruction – Power point, group work, Web sites, videos, museums
- Variety of classroom activities emphasizing all five skills sets

Instructional Strategies:

- Teaching of grammar and vocabulary
- Questions and answers with instructors and peers
- Drill sessions on character combinations and grammatical patterns
- Conversation in pairs and groups
- Writing of short texts
- Tutorial sessions outside of class (individual or group activities)
- Conversation practice at lunch and dinner at the Chinese language table

What do they already know that will help them learn new information?

- Previous background studying foreign languages (e.g., Spanish)
- Previous background studying Chinese
- Knowledge of the topics covered in the text within their own cultural background, and some knowledge of Chinese culture
- Knowledge of Olympic sports

Links to relevant web sites:

<http://www.beloit.edu/~libhome/>

[http://www.beloit.edu/%7Elibhome/AV/Collections by Language.html](http://www.beloit.edu/%7Elibhome/AV/Collections%20by%20Language.html)

http://www.beloit.edu/~mll/lab/radio_chinese.htm

(various newspaper and radio links)

<http://www.chicago-chinatown.com/>

<http://peking-opera.org/index.html>

<http://www.beloit.edu/~museum/>