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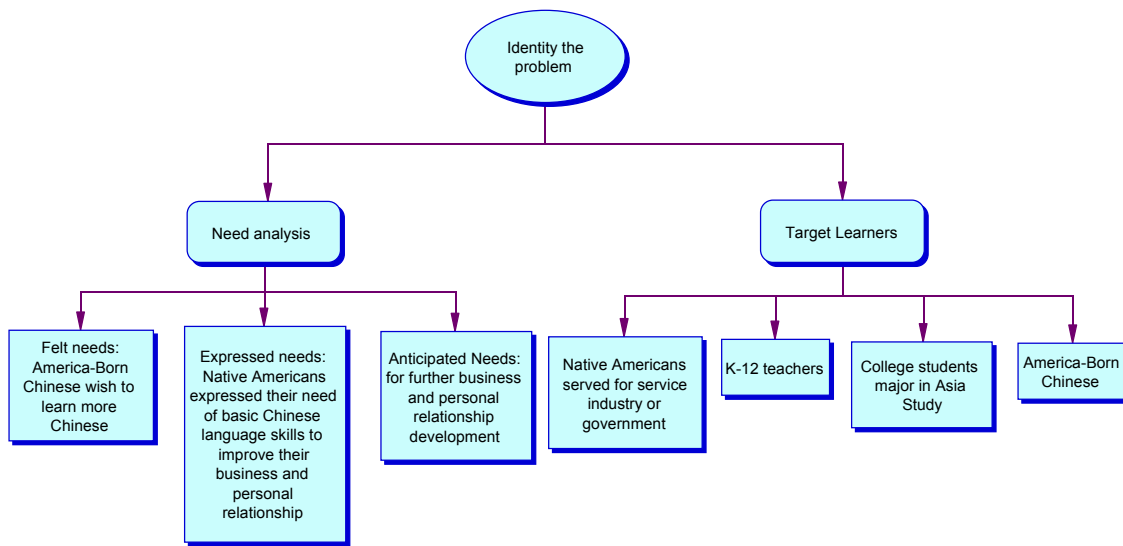
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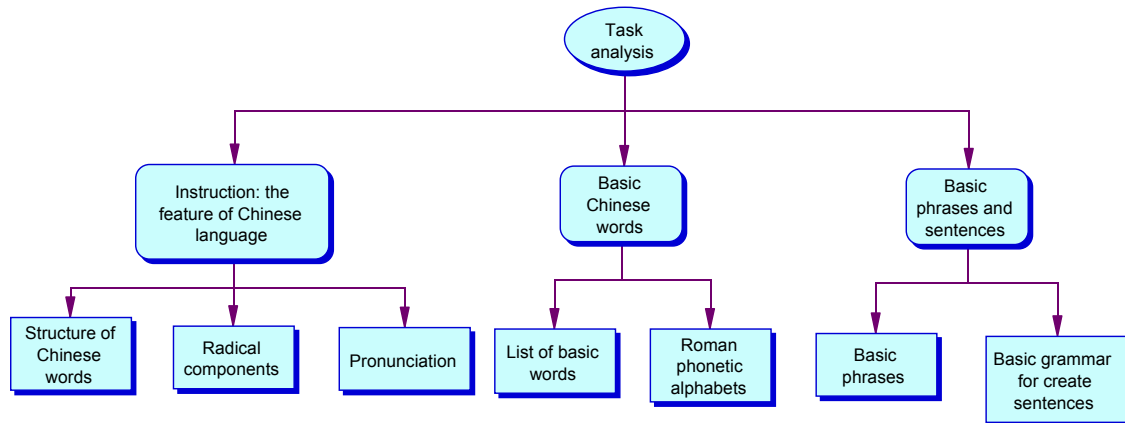
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Flowcharts

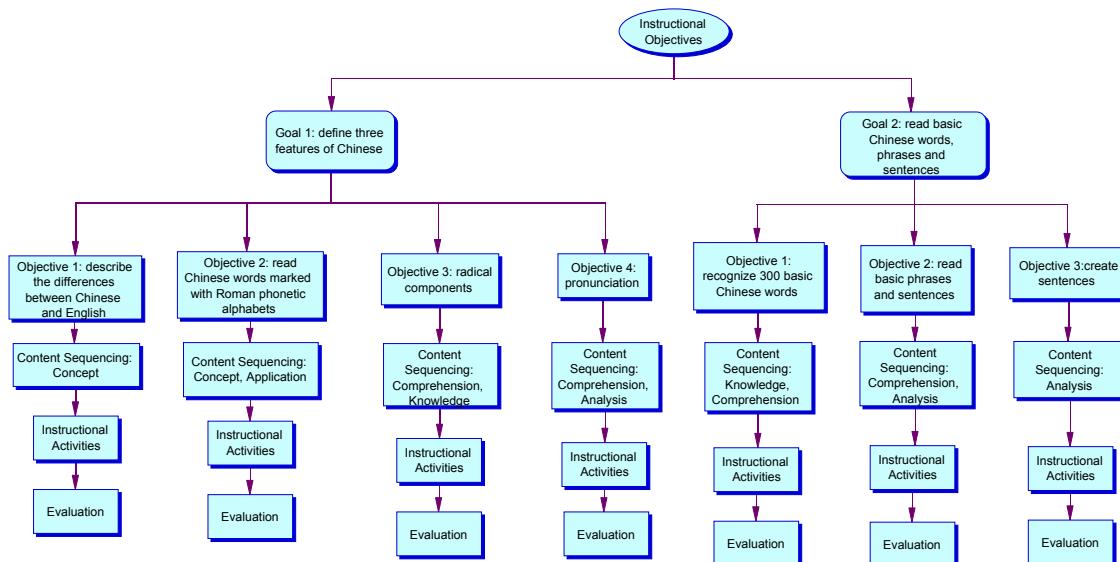
1. Identify the Problem



2. Task Analysis



3. Instructional Objectives



Identify the Problem

More and more native Americans of San Francisco Bay Area wish to learn a foreign language to serve the growing multi-lingual market. Since there are around 20% Asian population in Bay Area and the Chinese is the largest racial group of Asian Americans*, it is good for those Native Americans to learn basic Chinese to make the communication easier.

Simple needs analysis

- I. **Felt needs:** Many America-Born Chinese (“ABC”) wish to learn more Chinese to keep their bilingual advantage and to keep their traditional culture, but their parents may only teach them basic oral Chinese for daily use without reading and writing.
- II. **Expressed needs:** Many Americans especially for salespersons, government employees and for those who serve for service industry said that there is a gap between them and their Chinese customers. Although their Chinese customers can speak English, they still cannot communicate with them very well because of cultural differences. Learning basic Chinese writing and reading can help Americans know more Chinese culture and shorten the distance between them and their customers.
- III. **Anticipated needs:** As we mentioned before, the number of Chinese immigrants in Bay Area will keep growing, and the business opportunities between Americans of Silicon Valley and Mandarin Chinese speakers of China or Taiwan will also grow. Thus, a basic Chinese course for non-Chinese speakers of Bay Area is necessary.

*Including six counties: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara and Sonoma. The percentage of Asian population is 19.73%. Source: Census 2000, U. S. Census Bureau.

Target Learners

The target learners are adults of Bay Area who wish to learn basic oral Mandarin Chinese conversation, reading and writing skills for simply daily use and increasing the understanding of Chinese communities and culture, such as college students that major in Asia Study, elementary or high school teachers, sales persons, government employees, service persons of public utilities, etc.

On the other hand, the course is also good for Chinese American youths who can understand basic Mandarin Chinese conversation but cannot read or write any Chinese characters.

I. General Characteristics –

Age: 18-year or older is good for those non-Chinese learners. The reason is not only for their learning ability, but also for their needs. For those Chinese Americans who have basic concepts and listening skills, 12-year-olds are old enough.

Gender: Male and female.

Education: Education is not an important issue for this course, but it is better for learning if those non-Chinese learners have high school or higher degree.

Ethnicity: Our target learners are those who cannot speak, read and write Chinese, but Asian Americans such as Korean, Japanese may learn easier, since the characteristics of their mother languages are closer to Chinese than Western culture.

Learning Styles:

Audio-based learning – oral pronunciation

Visual-based learning – reading

II. Personal Characteristics –

Learners come to this course voluntarily because they know that to have bilingual skill is good for them to know more about those Chinese Americans or immigrants; in addition, it is also good for the development of their career and personal relationship.

Detailed Needs Analysis

I. Planning

Since the target audiences are Native Americans and American Chinese youths, we have to get more information about persons below:

- A. Government employees and service industry workers who do not know Chinese.
- B. Supervisors of the above: to know that whether they think it is helpful for their employees to learn basic Chinese or not.
- C. America-Born Chinese youths.
- D. Parents of America-Born Chinese youths: to know the Chinese level of their kids and the level they wish their kids to reach.
- E. College or graduate students major in Asia or Chinese related field.

II. Collecting Data

We select 30 people as our interviewees:

- ♦ One employee of the Immigrant and Neutralization Services and her supervisor,
- ♦ One employee of the United State Postal Service, four salespersons of four different marketing/PR companies and their supervisors;
- ♦ Two salespersons of two car dealers and their managers;
- ♦ Three college students;
- ♦ Six Chinese-American youths and their parents.

As to professional interviewees, we interview them by phone; as to students, youths and parents, we have a short interview on campus.

III. Analyzing the Data

- ♦ All 30 interviewees are interested in Chinese culture and would like to have Chinese names.
- ♦ 27 interviewees wish to learn Chinese language.
- ♦ 18 interviewees would like to learn how to speak and listen very basic Chinese phrases and short sentences.
- ♦ 16 of them wish to know the structure of Chinese words and wish to have the ability of reading for very basic Chinese words.
- ♦ Only 4 interviewees wish to learn the writing of basic Chinese words.

According to the results of the survey, the course will focus on basic concept of Chinese, basic pronunciation and reading (recognition of basic words) and will not ask students to write Chinese words.

IV. Prioritization of the needs

1. Basic concept of Chinese
 - a. Single characters
 - b. Four tones
 - c. Phrases and sentences are combined by characters
 - d. One character, different pronounces and meanings
2. Phonetic notation system
3. Common characters, phrases and sentences

Contextual Analysis

I. Orienting Context

All of our target students know that it is good for their job or learning to get the basic Chinese language skills, and they also do not have any other way to learn basic Chinese except courses like this.

II. Instructional Context

Since this course is about language learning, the classroom will have language-learning related equipment such as tape recorders, headsets and computers. In the beginning, the instructor will use PowerPoint slides to give students a picture about Chinese language, and then teach them basic Chinese characters and pronunciation by using whiteboard, PowerPoint and projector. Students also may record their pronunciation on tape for their own practice.

Task Analysis

There are four parts in most languages: listening, speaking, reading and writing. Since this course is a basic class, it will focus entry-level speaking, listening and reading.

I. Introduce the features of Chinese language

1. Describe the structure of Chinese words
 - a. Write down a Chinese word on the board and explain the concept: “a single Chinese word is combined by one or more characters.”
 - b. Describe the concept “one character/word may have different meanings” and give at least two examples.
2. Explain the meaning of radical components.
 - a. Define the meaning of radical components.
 - b. Give examples of basic radical components and explain that represent different categories of meaning or writing strokes.
3. Introduce the specific of the pronunciation:
 - a. Compare with English: all Chinese words are one- syllable words.
 - b. Describe the concept “one character/word may have different pronunciations” and give at least two examples.
 - c. Describe the concept “there are many different Chinese dialects in Great China but use same characters.” and use Mandarin and Cantonese as examples.

II. List basic characters and words.

1. Introduce basic Chinese words and their Roman phonetic alphabets.
 - a. Write the word on the whiteboard.
 - b. Write its main phonetic alphabet on the whiteboard.

- c. Demonstrate its pronunciation.
 - (1) Read the word slowly by teacher.
 - (2) Ask students to repeat after the teacher.
 - (3) Correct mistakes of each student.
 - (4) Repeat the right pronunciation at least five times.
 - d. Explain the writing.
 - (1) Point out the radical component of the word.
 - (2) Explain the meanings of the word and the radical component.
 - (3) Ask students to try to write the word on paper.
 - e. Teach optional pronunciations of the word (if any).
 - (1) Write the Roman phonetic alphabet on board.
 - (2) Demonstrate pronunciation.
 - (3) Explain the meaning and usage.
 - f. Record pronunciations on tape for correction and further reference.
 - g. Tell some interesting stories about this word to impress students.
 - h. Give each student a Chinese name, show him or her how to write and read it, and tell him or her the meaning of the name in the first class to make the student feel interesting.
2. Introduce the concept about basic phrases and sentences.
- a. State the concept: “most Chinese phrases or idioms are combined by two to four words.”
 - b. Use the words that were taught before to create phrases as examples.
 - c. Explain the meaning and usage.
 - d. Introduce related story for impressing.

Instructional Objectives

Goal 1 Students will define the three features of Chinese.

Objective 1 Students will be able to describe the differences between Chinese words and English vocabularies.

Content Sequencing

Concept – A Chinese sentence is combined by several Chinese words; most Chinese words include one or more radical components

Instructional Activities

1. Write 5 Chinese words with English translation on the whiteboard.
2. Ask students the difference and give the answer.
3. Write a Chinese sentence with English translation on the whiteboard.
4. Ask students the difference and give the answer.
5. Tell student other major features of Chinese languages and give examples.
6. Conclusion by teacher.

Evaluation

Ask students to list 5 differences between Chinese and English; student should be able to list at least 3 correctly.

Objective 2 Students will be able to read Chinese words marked with Roman phonetic alphabets

Content Sequencing

Concept – There are four different tones for Chinese words pronunciation marked by Roman phonetic alphabet system.

Application – Students can use correct pronunciation skills.

Instructional Activities

1. A whiteboard will be used to write down the words and phonetic alphabets.
2. Students may use audio tape recorders to record both teacher's and their own pronunciation for their own practice and further evaluation.

Evaluation

If there are less than 10 students in a class, teacher may ask them to read the Chinese words individually; otherwise, students will be asked to record their pronunciation on an audiotape in or after class and turn in to the teacher.

Students will be able to pronounce the Chinese words at the end of each class with 80% accuracy.

Objective 3 Students will be able to describe the meaning of radical components.

Content Sequencing

Comprehension – Definition of the radical components.

Knowledge – A basic radical components list.

Instructional Activities

1. Write a word on the board and point out which is the radical component of the word.
2. Explain the meaning and usage of the component.
3. Introduce several common radical components, write on the whiteboard and explain the meanings.
4. Write several words that with those components as examples.

Evaluation

Write 20 radical components and the meaning in English on board for a matching test. Students will be able to answer 16 or more questions.

Objective 4 Students will be able to describe the features of Chinese pronunciation

Content Sequencing

Comprehension – The features of Chinese language pronunciation.

Analysis – The differences between the pronunciations of Chinese and English.

Instructive Activities

1. Describe all features of Chinese language.
2. Compare with English.
3. Give examples for each feature.

Evaluation

Ask students to list at least three different points between Chinese and English.

Goal 2 Students will be able to recognize basic Chinese words, phrases and sentences, and pronounce them correctly

Objective 1 Students will be able to recognize 300 basic Chinese words in the end of this course

Content Sequencing

Knowledge – A basic Chinese words list.

Knowledge – The Roman phonetic alphabets.

Comprehension – The four-tone Chinese pronunciation system.

Instructional Activities

1. Write all Roman phonetic alphabets on the whiteboard and read them as demonstration.
2. Mark the words taught before and ask students to pronounce them.
3. Erase all words and phonetic alphabets. Write words on whiteboard randomly and ask students to read them and explain the meaning in English.

Evaluation

Students should recognize 80% of the words and pronounce them correctly in the end of each class.

Objective 2 Students will be able to read basic phrases and sentences combined by the words taught in class

Content Sequencing

Comprehension – The Chinese phrases and short sentences combined by words used in class.

Analysis – The basic Chinese grammar.

Comprehension – The basic pronunciation skills.

Instructional Activities

1. Write phrases combined by the words taught in class on whiteboard and explain the meaning of the phrases.
2. Analyze basic grammar of Chinese language and use the listed phrases as examples.
3. Write short sentences combined by the words and phrases taught before and explain the meaning.
4. Analyze basic grammar.
5. Demonstrate the pronunciation of the phrases and ask students to repeat.

Evaluation

List 10 phrases and 3 sentences and ask student to read them. Students will not have more than 5 words of mistakes.

Objective 3 Student will be able to create short sentences by the words and phrases taught in class.

Content Sequencing

Analysis – The possibly combination of the words taught in class.

Syntheses – Ask students to create new phrases and explain the meaning.

Syntheses – Create short sentences combined by those words and phrases we used before.

Analysis – Analysis of the related grammar.

Instructional Activities

1. List the words and phrases taught before.
2. Explain the Chinese grammar by using examples.
3. Analysis the possibly combination of the words taught in class and ask students to try to explain the new combinations.
4. Ask students to create new phrases and explain the meaning.
5. Create short sentences combined by those words and phrases we used before.
6. Explain the meaning of these sentences.
7. Analyze the grammar.
8. Ask students to try to create similar Chinese sentences.

Evaluation

Ask students to make 10 phrases and 5 sentences. Students will be able to make them, explain them and read them with 80% accuracy.

Appendix: Market Survey Questions**Part I Survey**

1. Your racial background?
 - A. Native American (including non-Chinese American who was born in the US)
 - B. First generation Chinese immigrant (Skip to question 11)
 - C. Chinese American (Born in the US)
 - D. Other non-Chinese first generation immigrant.
2. Have you ever contacted (including short conversation, meeting, phone call, etc) with Chinese people? (Including English or non-English speakers)
 - A. Yes
 - B. No. (Skip to question 4)
3. How often do you meet or contact with Chinese people?
 - A. Very often, almost everyday
 - B. Around once a week
 - C. Less than once a week.
4. How much do you know about Chinese culture? Do you have any Chinese-related background?
 - A. None
 - B. Few common knowledge and/or words (such as Nee-hao, Gong-he-fa-choy)
 - C. Have ever been visit Chinese area (China, Taiwan, Hong Kong)
 - D. Have ever lived in at least one of those areas for more than 3 months
 - E. Specialized/professional in Chinese related field
 - F. Other (please describe).
5. How is your (Mandarin) Chinese skill?
 - A. None
 - B. Only know few words, phrases or sentences
 - C. Can listen basic Chinese
 - D. Can listen and speak basic Chinese
 - E. Can listen, speak and read basic Chinese
 - F. Can listen, speak, read and write basic Chinese
 - G. Other (please describe).

6. Will it be good for you to learn more basic Chinese language?
 - A. Yes
 - B. No. (Skip to Personal information)
7. In your opinion, what is (are) the basic Chinese language skill(s) you wish to learn more?
 - A. Listening
 - B. Listening and speaking
 - C. Listening, speaking and reading
 - D. Listening, speaking, reading plus writing
 - E. Just wish to know more basic knowledge/information about Chinese language and culture.
8. If there is a free basic Chinese course in your community college, are you interested in it?
 - A. Absolutely yes
 - B. Maybe
 - C. No interested. (Skip to Part II)
9. How often will be best for you to hold the class? (2 to 3 hours for each class)
 - A. Once a week
 - B. Twice a week
 - C. Every other weekday.
10. What are the Chinese-related fields that attract you most? (Multiple choice) (Skip to Part II after answer this question)
 - A. General information about modern Chinese world
 - B. Chinese customs and habits
 - C. Chinese culture and history stories
 - D. Specific fields (such as politics, business; please describe)
11. Do you wish your child (children) to learn more Chinese language skills?
 - A. Yes (Back to question 7 and answer for your child/children)
 - B. No.

Part II Personal information

1. Your age:
 - A. Under 18 years old
 - B. 19 to 30 years old
 - C. 31 to 50 years old
 - D. 50 years old and above.
2. Education:
 - A. Elementary or middle school
 - B. High school
 - C. College/undergraduate school
 - D. Graduate school
3. Career:
 - A. Government employee
 - B. Service person
 - C. Salesperson
 - D. Office clerk
 - E. Management-related position
 - F. Professionals or self-employed
 - G. Teacher
 - H. Student (please describe your major)
 - I. Other (please describe)