

Unit Title: Exploring Differences in Chinese and American Views of Romantic Relationships**Language:** Chinese**Authors:** Ka Po Chow, Feng Dong (Windy), Yinglu Wang**Important Questions:** What do people consider when choosing a boyfriend or girlfriend?**Level:** High School; Intermediate**Theme:** Love and Relationships**IPA Unit Goals/Objectives****Students will:**

Understand and identify others' opinions about love and relationships using Chinese (Standard 1.2)

Use Chinese to ask and answer questions in an interview in a group (Standard 1.1)

Use Chinese to compare findings with a partner (Standard 1.1)

Recognize similarities and differences between personal opinions and others' opinions (Standard 3.1)

Compare and contrast the Chinese and American point of view about choosing a boyfriend or girlfriend (Standard 2.1 and 2.2)

Present their groups opinions to the class, using a short PowerPoint. (Standard 1.3)

IPA Overview

This IPA asks students to explore the different views of personal relationships from the Chinese perspective. They will conduct a survey to gather opinions about choosing a boyfriend and girlfriend from various age and gender groups. First, they will be asked to view a short video about a real questionnaire administered in China related to the question "In a relationship, who would you be happier with, someone you love more, or someone who loves you more?" Then, they will be grouped with 3 peers to conduct their own interview using assigned questions, and present their findings. Finally, they will have a one-on-one discussion with a student from another group to compare their survey findings.

Timeline for the entire IPA (Based on 45-minute class periods everyday M-F).

N.B. There may be additional time required depending on class size and needs of students.

Day 1: Interpretive Task (watching the video and doing the Comprehension Guide sheet).

Day 2: The teacher's Feedback about the Interpretive Task. (Reviewing the Comprehension Guide sheet to students)

Day 3: Instruction for the Presentational Task. (See details in the Presentational Task section).

Day 4-6: Class time for other instruction. Students do interview and prepare PowerPoint outside of the class and submit draft to teacher. (See detailed timeline in Appendix B).

Day 7: Students incorporate the teacher's feedback and students' feedback on appearance and content. Students revise the draft of the PowerPoint and practice the presentation.

Day 8: Presentational task.

Day 9: Teacher gives rubrics back to students. Class discussion of all PowerPoint presentations to find common theme or inventory opinions.

Day 10: Interpersonal Task.

Day 11: The teacher's feedback about the Interpersonal Task to individual students.

Wrap up: The class uses a Venn diagram drawn on the board to look at similarities and differences in choices made in China and the U.S.

Rationale for sequence of the three tasks:

The first of the assessment tasks is the interpretive. The video shows how native speakers discuss the personal relationships topic. Some vocabulary will have already been covered in the instruction. From the video, students will have ideas about what the survey looks like. In addition, the survey provides examples of how to report the statistics. This is an authentic context for reviewing math expressions, such as percentages and comparative language. In short, the interpretive task provides a framework and references for the coming presentational task. The interpretive task will take about 45 minutes.

The presentational task will be done after the interpretive task, because students can practice items that they need in the interpersonal task when preparing a presentation, such as language structures, vocabulary and more relevant content knowledge. The teacher will assign different groups of students to do a survey about their target groups and assigned questions. The entire process for the Presentational Task takes 6 days (Three class periods of in-class work and time to work outside of class). The teacher will give feedback to students on their draft prior to the presentation and to the class as a whole on the day after the presentation.

The interpersonal task will take place at the end, because after the interpretive and presentational tasks, students will have had multiple opportunities to gain the language abilities and content knowledge to communicate face-to-face. The discussion questions are related to their peers' presentations. They will exchange their opinions and refer to the survey results, class discussions, and materials they completed before they elaborate on their ideas during the interpersonal task.

Interpretive Task:

Materials Needed:

- Comprehension Guide Sheet for students
- Comprehension Guide Sheet for Instructor
- The interview video link:

http://v.youku.com/v_show/id_XMjA3OTY2MDQw.html

Description of the task:

Instructions (given orally to students in English)

You will watch a video about different people's responses to a question about relationships. In this five-minute-video, you will find more ideas about love based on the previous unit. This assessment is to check your understanding of spoken Chinese and identify ways areas where you can benefit from additional listening practice.

You will receive a comprehension guide sheet before watching the video, so you can keep the questions in mind and pay attention to the specific information needed. You will be able to watch this Chinese interview video twice. For the first time, just grasp the main idea and general information. After watching a second time, you will need to answer the questions on the comprehension guide sheet.

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You will have 30 minutes to finish the comprehension guide sheet. When you have finished, please hand the sheet in for grading and feedback. The sheets will be returned with feedback and we will review the answers together in the next class.

Logistics of the Task:

The instruction will be given in English because it will help students understand what they should do. Because of the students' proficiency level, English instruction can also prevent wasting too much class time.

The teacher will return the sheets to the students in the following class and give explanations in a class discussion. If necessary, some functions or vocabulary or structure that need additional practice, can be re-taught using different activities or the teacher can talk with some individuals about ways to improve their listening strategies. Because the interpretive task is a stepping stone for the presentational task, the teacher will focus on the language used for reporting statistics and expressing personal opinions when providing feedback.

Comprehension Guide Sheet for Students

(Total 100 points)

Name _____

Grade _____

1. Numbers: Complete the following chart with the numbers you heard in the video. (Total 20 points, 5 points each blank)

Statistics	à i wǒ de 爱我的	wǒ à i de 我爱的	y í gòng dè rén shù 一共的人数	chéng shì shù liàng 城市数量
shù z i 数字				

2. Vocabulary Comprehension: Explain the meaning of the following four words in English (Total 20 points, 5 points each explanation)

chī kǔ

吃亏: _____

xiǎng fāng shè fǎ

想方设法: _____

shuāng bèi

双倍: _____

zhào gù

照顾: _____

3. Content comprehension: (Total 60 points, 20 points each)**1). Describe the main idea of this video.**

2). List 3 reasons from the video why a person would be happier with someone he/she loves more.

3). List 3 reasons from the video why a person would be happier with someone who loves him/her more.

English Comprehension Guide Sheet for Teachers (Total 100 points)

Name _____ Grade _____

Numbers: complete the following chart by the numbers you heard in the video.

(Total 20 points, 5 points each blank)

Statistics	People would be happier with the one who loves them more (percentage)	People would be happier with the one who they love more (percentage)	Total number of people be interviewed	Total number of cities be interviewed
Numbers				

2. Vocabulary Comprehension: explain the meaning of the following four words in English (Total 20 points, 5 points each explanation)

Suffer losses _____

Do everything possible to _____

Twice/ Double _____

Take care of _____

***The rationale of choosing these words:** These words appear frequently in the video, and some sentences in the video provide hints about these words to students to assist with their comprehension.

Presentational Task

Materials Needed:

- Scoring Rubric for Presentational Task (Appendix A)

Description of the task:

Instructions

For the first task, we saw the video about love and relationships. For this task you will work in groups of four to explore more questions about romantic relationships. You and your group members will interview members from other groups. The groups will be assigned to you. You will then use the outcomes of the interview and the personal opinions you will hear to create a presentation. You will be assigned a different group to interview and question combinations for each group. Please remember your own target group and questions clearly. Each of you should interview 3-4 people.

In the presentation section, you will use PowerPoint to explain the results of your interviews. You will make a PowerPoint with three parts: the method of doing the interview (when, where, how many people, and their gender), statistics comparing/contrasting how men and women responded, and your own opinions about the questions. Do not write whole sentences in the PowerPoint. Just list the main ideas and the important outcomes/statistics in the PowerPoint. Each group will have 4-5 minutes to present and the presentation time should be divided equally among group members (at least 1 minute per person). There will be time for both peer and teacher feedback before the final performance.

Tip: The video we saw last class can be a model for you to consider how to do an interview and what to show in the presentation.

Group assigned questions and target groups

Group 1	Group 2	Group 3	Group 4	Group5	Group 6
Female	Male	Female	Male	Female	Male
9-10 th grade		11-12 th grade		Teachers	
Q1: Would you be happier with someone you love more, or someone who loves you more? Q2: What are some reasons why people argue?		Q1: Would you be happier with someone you love more, or someone who loves you more? Q2: Does love alone bring happiness?		Q1: Would you be happier with someone you love more, or someone who loves you more? Q2: What are some reasons why people argue?	
Q3: Does it have to be one or the other?		Q3: Ask one other question you heard in the video.		Q3: Is it a problem to measure who loves whom more?	

Logistics of the Task:

The teacher will give instructions in English to avoid spending too much time explaining the task in the first class and also hand out the rubric to students for this task (appendix A).

Students will have 7 days to finish the presentational task. They will have three days to work on this in class. The first class period, the teacher will assign groups of 4 and number the groups, according to students’ personalities, gender, and language proficiency and hand out the target group questions to each group. The teacher will give students time to read the rubric and allow time for any questions. Students will discuss their assigned questions with their group members and create an initial script for the interview. The teacher will go around to each group to see their initial script and provide suggestions.

On the following day, the students will interview the groups they were assigned using the assigned question and the one they added.

For the next three days, class time will be used to review vocabulary and structures that students will need for their presentation. For the second part of the class, students will work on their PowerPoint. Students will also work outside of class to finish the PowerPoint presentations.

On Day 5, each group should provide a rough draft of the PowerPoint. Each presentation group will work with another group to review the PowerPoints using the questions in the checklist below.

Checklist for PowerPoint review:

- Does the PowerPoint show all the required parts?
- Does the PowerPoint clearly introduce the method?
- Are the statistics congruent with the conclusion?
- Are there any parts that are difficult to understand?

The peer review should be given before the end of the class. Each group will hand in their PowerPoint to the teacher after the peer review. The teacher will give feedback on the same day before the class ends, if possible. He/she will give general feedback and suggestions about the content and grammar.

On Day 6, students will present their information to the class. The teacher will fill out the rubric and ask students to take notes when another group is doing a presentation.

The teacher will hand back the scored rubric to students the day after the presentation. He/she will review the rubric with the whole class. If there is a necessity, the teacher may spend additional time reviewing or expanding on certain aspects where there seems to be some misunderstanding. Students should revise their errors before the interpersonal task.

Interpersonal Task

Materials needed:

- Group presentation PowerPoint slides from the Presentational task (print out with a pie chart or bar chart)
- Discussion topics paper printed in Chinese and English
- Video recorder and timer
- Rubric for Interpersonal Task (Appendix B)

Instructions:

You will be paired with a partner with whom you will discuss a question relating to the information in the video and the interviews and presentations we have done in class. You can refer to your handout from the PowerPoint to support your opinion and work to maintain the conversation. Remember to be kind and supportive of your conversation partner and to ask and answer questions during the conversation. Your conversation should last three minutes and will be video recorded. Your performance will be rated on the interpersonal task rubric (Appendix B).

Logistics for the interpersonal task

Each student will be paired with a student from another group. Each pair will select a topic written on a piece of paper from those listed below. The pairs can perform the task while other students are working on another project; however, if it is a small class and the students not performing the task will hear the conversation, the groups who take the first turns may feel that the later groups have an advantage. If the conversations are videotaped, the pairs could perform the task in another area. Each location is unique and teachers may find other ways to address possible concerns of students. Teachers could also use the inside outside circles as a way to address logistics. Inside outside circles are described at: <http://www.carla.umn.edu/assessment/VIB/resources.html> under Resources - Tips for Teachers.

Questions for Discussion for the Interpersonal Task

Question 1:

1. What are your questions for another group about their presentation?

duì yú bié zǔ de huì bào , nǐ yǒu shén me wèn tí ?
对于别组的汇报，你有什么问题？

Question 2:

For the question, “In a relationship whom would you be happier with, someone you love more or someone who loves you more,” what are the similarities and differences between male and female points of view? Please use your own and your partner’s interview results to explain.

zài tí mù nǐ huì xuǎn zé yǔ nǐ ài de rén zài yì qǐ , hái shì yǔ ài nǐ de rén zài yì qǐ lǐ , nǐ men fǎng wèn de zǔ bié zhōng nán shēng hé nǚ shēng duì zhè dào tí mù yǒu shén me kàn fǎ ?
在题目你会选择与你爱的人在一起，还是与爱你的人在一起里，你们访问的组别中男生和女生对这道题目有什么看法？

nán shēng hé nǚ shēng yǒu méi yǒu xiāng tóng hé bù tóng de dì fāng ? qǐng yòng fǎng wèn lì zǐ jiā yǐ jiě shì 。
男生和女生有没有相同和不同的地方？请用访问例子加以解释。

Question 3:

According to the video and your presentation results, what are the differences between Chinese and American opinions when they choose a boyfriend or girlfriend? Please explain.

gēn jù lù xiàng hé xiǎo zǔ huì bào nèi róng , nǐ rèn wéi zhōng guó rén hé měi guó rén zài xuǎn zé nǚ yǒu péng yǒu yǒu shén me xiāng tóng hé bù xiāng tóng de kàn fǎ ? qǐng jiā yǐ jiě shì 。
根据录像和小组汇报内容，你认为中国和美国人在选择男女朋友有什么相同和不相同的看法？请加以解释。

Question 4 :

What do you think about the idea of choosing either the one you love more or the one who loves you more? Why?

duì yú xuǎn zé nǚ yǒu péng yǒu zhǐ néng xuǎn zé ài nǐ gèng duō de rén , huò zhě nǐ ài de gèng duō de rén yǒu shén me kàn fǎ ? wèi shén me ?
对于选择男女朋友只能选择爱你更多的人，或者你爱得更多的人有什么看法？为什么？

Possible Discussion Topics:

Compare the female and male point of view from the different target groups in the class.

Compare cultural differences between the Chinese and American point of view about choosing a boyfriend or girlfriend.

What did you notice in the interviews with the native Chinese speakers?

Step 3 The Instructional and Formative Assessment Components of the Unit			
<u>Functions</u>	<u>Structures</u>	<u>Vocabulary</u>	<u>Materials/Resour</u>
Report statistics	compare and contrast connectors or phrases, such as 但是 (but) , 可是 (but)	例如 (for example), 比 (than), 更 (more), 最 (most), 我认为 (I think), 我觉得 (I feel), 他们/她们认为 (They think), 我同意 (I agree), 从他们/她们的意见中 (From their opinion), 你认为怎么样? (What do you think?) 你呢? (How about you?) 你同意吗? (Do you agree?), 我/我们认为... 因为... (I/we think..., because...), 我同意/不同意... 因为... (I agree/don't agree..., because...).	<u>ces</u> Worksheets, rubrics, web resources
Express opinions	<ul style="list-style-type: none"> ◦ ◦ ◦ 跟 ◦ ◦ ◦ 都一样 ◦ (NP and NP is the same) ◦ ◦ ◦ 跟 ◦ ◦ ◦ 不一样 ◦ (NP and NP is not the same) ◦ ◦ ◦ 跟 ◦ ◦ ◦ 很不同 ◦ (NP and NP are very different) ◦ ◦ ◦ 跟 ◦ ◦ ◦ 都很相同 ◦ (NP and NP share a lot of similarities) The first person	In addition, the students will learn topic-related vocabulary, and idioms that will be useful for the tasks.	

When/How do I assess these?	When/How do I assess these?	Formatively, in group work and via class activities, assignments and homework.	
<p>Reflection: What worked well, what needs to be changed?</p>			

Appendix A: Presentational Task Rubric

Non-negotiables:

- Must be a PowerPoint that includes method introduction, interview outcomes/statistics, personal opinions
- PowerPoint must be written and presented in Chinese.
- Presentation must be no less than 4 minutes.

	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		STRONG	WEAK	
Preparation	Presentation reflects excellent preparation in each part.	Presentation reflects good preparation both in class and out of class.	Presentation reflects some preparation.	Presentation reflects little preparation.
Participation Among Partners	Each group member contributes strongly to the task. The performance shows great cooperation.	Each group member assumes an equal and active role in the preparation and presentation.	Each partner assumes an active role, but there is an imbalance in participation between partners.	There is significantly uneven participation among partners. One or more of the group members contributes little, or not at all, to the presentation.
Content Understanding	Shows excellent understanding of the theme and many explanations for the outcomes/statistics are given logically and systematically.	Understands the discussion topic and the explanations to the outcomes/statistics are given and easy to understand.	Partially understands the discussion topic, but explanations for the outcomes/statistics were a little unclear.	Shows little or no understanding of the discussion topic, and includes incomprehensible explanations if any.
Language Function	Language is used to express a large variety of personal opinions and meanings.	Language is used to express a decent variety of personal opinions and meanings.	Language is use is very limited in the expression of personal opinions and meanings.	Language used does not include expressions of personal opinions or meanings.

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Eye Contact	Excellent use of eye contact when presenting.	Good use of eye contact when presenting.	Little use of eye contact when presenting.	No use of eye contact when presenting.
Vocabulary	Correct words are used in the presentation except for a couple mistakes.	Correct words are used most of the time.	Incorrect words are used often enough to make the presentation difficult to understand sometimes.	Incorrect words are used so frequently that most of the presentation is incomprehensible.
Language Control	Grammar is accurate overall.	Grammar is mostly accurate, aside from a few small errors.	Grammar is somewhat accurate, but there are some significant errors.	Grammar is mostly incorrect.
Comprehensibility (pronunciation, intonation, and speed)	Pronunciation and intonation are clear with few, or no pauses.	Pronunciation and intonation are generally clear, with some pauses.	Pronunciation and intonation are sometimes unclear, and frequent pauses make the presentation difficult to understand at times.	Pronunciation and intonation are frequently unclear, and long and frequent pause occur very often.

Appendix B: Interpersonal Task Rubric

4=Exceeds Expectations 3=Meets Expectations Strong 2=Meets Expectations Weak 1=Does Not Meet Expectations

	4	3	2	1
Content	Links many ideas from the interview and the presentation.	Makes several connections between the interview and the presentation.	Makes a few connections between the interview and the presentation.	Makes no connections between the interview and the presentation.
Comprehensibility	Pronunciation is clear and responses are easy to understand.	Pronunciation is mostly clear and responses are mostly easy to understand.	Pronunciation is frequently unclear and responses are frequently difficult to understand.	Pronunciation is almost entirely unclear and the vast majority of responses are incomprehensible.
Language Function	Excellent use of compare/contrast connectors, supporting details, and tag questions to seek partner's opinion.	Good use of compare/contrast connectors, supporting details, and tag questions to seek partner's opinion.	Minimal use of compare/contrast connectors, supporting details, and tag questions to seek partner's opinion.	Little, or no use of compare/contrast connectors, supporting details, and tag questions to seek partner's opinion.
Communication Strategies	Excellent use of the following strategies: clarification through paraphrasing, stressing key words, and gesturing to enhance meaning.	Good use of the following strategies: clarification through paraphrasing, stressing key words, and gesturing to enhance meaning.	Little use of the following strategies: clarification through paraphrasing, stressing key words, and gesturing to enhance meaning.	No use of the following strategies: clarification through paraphrasing, stressing key words, and gesturing to enhance meaning.

Content: /4

Comprehensibility: /4

Language Function: /4

Communication Strategies: /4

TOTAL: /16

Appendix C: Student Proficiency Level

<p>Listening: Intermediate- mid</p>	<p>Generic: “Able to understand sentence-length utterances which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech.” (ACTFL proficiency guideline for listening, 1986) Chinese: “Limited understanding of topics beyond a variety of survival needs, such as personal history and leisure time activities. Evidence of beginning to understand basic constructions, such as comparatives.” (ACTFL Chinese Proficiency Guideline, 1987)</p>
<p>Reading: Intermediate- mid</p>	<p>Generic: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. (ACTFL proficiency guideline for Reading, 1986) Chinese: “Sufficient comprehension to understand specially-prepared discourse for informative purpose. Can understand and follow events of simple narration when sentence structure is simple and generally parallel to native language syntax. (ACTFL Chinese Proficiency Guideline, 1987)</p>
<p>Speaking: Intermediate- Low</p>	<p>Generic: “Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. (ACTFL proficiency guideline for speaking, 1999) Chinese: Can ask and answer simple questions and initiate and respond to simple statements. Can use limited constructions indicating completion/status change. (ACTFL Chinese Proficiency Guideline, 1987)</p>
<p>Writing: Intermediate- Low</p>	<p>Generic: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes. Can create statements or questions within the scope of limited language experience. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, and spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writings of nonnative. (ACTFL proficiency guideline for writing, 1999) Chinese: Can write in highly colloquial, conversational style, some forms of personal communication. Topics are simple, such as like and dislike, and short description. (ACTFL Chinese Proficiency Guideline, 1987)</p>

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