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# **ILLINOIS LICENSURE TESTING SYSTEM**

## **FIELD 136 FOREIGN LANGUAGE: CHINESE (CANTONESE) TEST FRAMEWORK**

**November 2003**

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**Illinois Licensure Testing System**  
**FIELD 136 FOREIGN LANGUAGE: CHINESE (CANTONESE)**  
**TEST FRAMEWORK**

**November 2003**

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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 136 FOREIGN LANGUAGE: CHINESE (CANTONESE)

### TEST FRAMEWORK

Listening Comprehension  
Reading and Vocabulary  
Language Structures  
Cultural Knowledge  
Written Expression  
Oral Expression  
Language Acquisition

#### SUBAREA I—LISTENING COMPREHENSION

##### **0001 Demonstrate an understanding of oral communication in Chinese.**

For example:

- Demonstrate comprehension of oral and audio presentations unsupported by visual aids.
- Demonstrate an understanding of questions or comments likely to be encountered in social and school situations.
- Demonstrate an understanding of requests for information.

##### **0002 Derive essential information from oral messages in real-life situations.**

For example:

- Demonstrate an understanding of the main idea or details in a spoken passage.
- Demonstrate an understanding of a telephone message or public-address announcement.
- Demonstrate an understanding of a sequence of steps described in a set of oral directions.
- Demonstrate an understanding of a stated cause or effect of a situation described in an oral message.

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**0003 Infer meaning from oral communications.**

For example:

- Assess the tone, mood, or point of view of one or more speakers.
- Analyze a relationship (e.g., cause-and-effect) implied but not stated in an oral communication.
- Analyze the social context of a spoken exchange or the relationship between speakers.

**SUBAREA II—READING AND VOCABULARY**

**0004 Demonstrate an understanding of written passages from various sources in Chinese.**

For example:

- Demonstrate comprehension of key vocabulary in, as well as the main message of, complex materials without the help of visual representations.

**0005 Demonstrate an understanding of the literal content of a variety of authentic materials.**

For example:

- Analyze a passage to determine the stated main idea or an accurate summary.
- Analyze a passage to determine details regarding character, setting, or events.
- Analyze a passage to determine the sequence of events.

**0006 Apply skills of inference and interpretation to a variety of authentic materials.**

For example:

- Infer setting or character from information provided in a passage.
- Determine implied cause-and-effect relationships in a passage.
- Infer an author's assumptions, purpose, or point of view in a passage.

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**SUBAREA III—LANGUAGE STRUCTURES**

**0007 Understand the phonetic structure of Chinese.**

For example:

- Transform sentences from Chinese characters to a standardized phonetic system (e.g., Wade-Giles, Yale) and indicate correct tone(s).

**0008 Transform sentences or passages in context according to given instructions.**

For example:

- Transform a positive statement, question, or command to a negative one or vice versa.
- Transform the tense or mood of a sentence or passage.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

**0009 Analyze sentences to determine grammatically correct words or phrases to complete them.**

For example:

- Recognize and understand correct word order.
- Recognize the appropriate modifying word or phrase to complete a sentence.
- Recognize the appropriate subordinate clause to complete a sentence.

**0010 Demonstrate the ability to organize, analyze, and explain to students the structure of Chinese and to identify differences between Chinese and native languages.**

For example:

- Select revisions to correct inappropriate use of aspect.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze and explain linguistic structures of Chinese and present them in a way that is understandable to students.

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**SUBAREA IV—CULTURAL KNOWLEDGE**

**0011 Demonstrate an understanding of common manners and customs of Chinese-speaking societies.**

For example:

- Identify culturally appropriate behaviors in a variety of contexts.
- Compare and contrast cultural practices among countries where Chinese is spoken.
- Demonstrate a familiarity with common games, dances, and sports of Chinese-speaking cultures.
- Identify and compare daily diet, nutrition, and physical fitness regimens in areas where Chinese is spoken.

**0012 Demonstrate an understanding of the arts (e.g., music, dance, folk art, visual art, drama, architecture) and literature of Chinese-speaking societies.**

For example:

- Demonstrate commonly shared knowledge of the cultural and historical significance of characteristic art forms of Chinese-speaking societies.
- Identify characteristics, origins, and representatives of various artistic styles and movements using Chinese vocabulary.
- Compare and analyze Chinese literary themes, styles, and perspectives across authors and genres.
- Explain the influence of historical context on form, style, and point of view in a variety of Chinese literary works.
- Identify characteristics, origins, and authors of various literary forms using Chinese vocabulary.
- Compare topics, types, and styles of media communication (e.g., television, radio, CD-ROM, software, films, online resources, Web sites, periodicals) in areas where Chinese is spoken.

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**0013 Demonstrate an understanding of the history and geography of areas where Chinese is spoken.**

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, business leaders) associated with areas where Chinese is spoken and explain their influence.
- Compare and contrast the influences of historical events and diverse historical figures and their impact on the development of their countries.
- Identify and analyze different perspectives on historical events using a variety of media and technology tools.
- Use maps, charts, digital images, graphs, and other geographical representations to describe and discuss areas where Chinese is spoken.
- Demonstrate knowledge of geographical aspects (e.g., population distribution, natural resources, and main economic activities) of areas where Chinese is spoken.
- Analyze how migration, settlement, and colonization have affected the culture, economy, and environment of areas in which Chinese is spoken.
- Demonstrate knowledge of currency, products, economic systems, and systems of trade and exchange of Chinese-speaking countries.

**SUBAREA V—WRITTEN EXPRESSION**

**0014 Use Chinese to present in writing information, concepts, and ideas for a variety of purposes to different audiences.**

For example:

- Write expository pieces that include description, definition, and analysis for a variety of situations.
- Write an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision.
- Write a letter that is appropriate in style and diction for a given audience, purpose, and occasion.

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**SUBAREA VI—ORAL EXPRESSION**

**0015 In response to a prompt, construct connected oral discourse in Cantonese that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.**

For example:

- Describe events or actions using appropriate grammatical aspect.
- Discuss advantages and disadvantages of an idea or proposed course of action.
- Respond to a hypothetical situation (e.g., purchasing airline tickets) by explaining events, describing events, or requesting assistance.

**SUBAREA VII—LANGUAGE ACQUISITION**

**0016 Understand processes involved in second-language acquisition.**

For example:

- Demonstrate knowledge of language development and the role of language learning as it pertains to second-language acquisition.
- Demonstrate knowledge of instructional strategies for developing students' communicative skills in a second language (i.e., listening, speaking, reading, and writing skills) and ways to adjust instruction to facilitate optimal learning for all students.
- Evaluate the effectiveness of various classroom activities for developing students' communicative skills in a second language.
- Demonstrate knowledge of major theories of second-language acquisition and the approaches, methodologies, and strategies that promote second-language acquisition.
- Demonstrate knowledge of the ways students' native language, prior knowledge, and educational background influence second-language acquisition.