

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 101: CHINESE (MANDARIN)**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Listening Comprehension	001–002	15%
II. Reading Comprehension	003–004	15%
III. Language Structures and Comparisons	005–006	15%
IV. Cultural Understanding, Comparisons, and Connections	007–008	15%
V. Language Acquisition, Instruction, and Assessment	009–013	20%
VI. Writing	014	20%

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## TEST OBJECTIVES FIELD 101: CHINESE (MANDARIN)

### I. LISTENING COMPREHENSION

**001 Derive information from a variety of authentic oral communications in Chinese representing interpersonal and presentational modes in social and academic situations.**

Includes:

- identifying the main idea in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- identifying significant details in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- understanding questions or comments encountered in a social situation
- understanding a sequence of steps described in a set of oral directions
- understanding a stated cause or effect of a situation described in an oral communication

**002 Apply skills of inference to a variety of authentic oral communications in Chinese representing interpersonal and presentational modes in social and academic situations.**

Includes:

- drawing conclusions based on information presented in an oral communication
- predicting the outcome of a situation described in an oral communication
- inferring the tone or mood of one or more speakers in an oral communication
- discerning a cause-and-effect relationship implied but not explicitly stated in an oral communication
- inferring the social relationships or cultural context in an oral communication
- selecting an appropriate response to a spoken question or comment

**TEST OBJECTIVES**  
**FIELD 101: CHINESE (MANDARIN)**

**II. READING COMPREHENSION**

**003     Derive information from a variety of authentic materials, written in Chinese, representing interpersonal and presentational modes.**

Includes:

- identifying the stated main idea of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Chinese
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Chinese
- identifying a cause-and-effect relationship stated in a passage
- recognizing a sequence of events in a passage

**004     Apply skills of inference to a variety of authentic materials, written in Chinese, representing interpersonal and presentational modes.**

Includes:

- drawing conclusions based on a passage
- predicting the outcome of a situation described in a written passage
- inferring an author's tone, mood, or point of view in a passage
- discerning an implied cause-and-effect relationship in a passage
- inferring the social relationships or cultural context in a passage
- inferring the theme, purpose, or intended audience of a passage

**III. LANGUAGE STRUCTURES AND COMPARISONS**

**005     Demonstrate knowledge of the grammatical and syntactic structures of Chinese.**

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context
- determining grammatically correct phrases or clauses as appropriate for a given context
- recognizing grammatically correct language structures or usage

**TEST OBJECTIVES**  
**FIELD 101: CHINESE (MANDARIN)**

**006 Understand the similarities and differences between English and Chinese.**

Includes:

- comparing and contrasting the sound system of English with that of Chinese
- comparing and contrasting word meaning in English with word meaning in Chinese
- comparing and contrasting word order in English with word order in Chinese
- comparing and contrasting morphological structures and/or processes in English with those of Chinese

**IV. CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS**

**007 Understand the products and perspectives of Chinese-speaking cultures.**

Includes:

- demonstrating knowledge of products of daily life in Chinese-speaking cultures
- understanding the role and significance of products of daily life in Chinese-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Chinese-speaking cultures
- analyzing the ways in which major literary texts (e.g., poems, short stories, novels) and cultural texts (e.g., films, magazines, television programs, songs) in Chinese reflect the perspectives of Chinese-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Chinese-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Chinese-speaking cultures
- comparing and contrasting the products and perspectives of Chinese-speaking cultures with the products and perspectives of non-Chinese-speaking cultures of the United States

**TEST OBJECTIVES**  
**FIELD 101: CHINESE (MANDARIN)**

**008 Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Chinese-speaking cultures.**

Includes:

- demonstrating knowledge of practices of daily life of Chinese-speaking countries
- understanding the role and significance of practices of daily life in Chinese-speaking countries
- understanding major political, economic, social, and cultural trends, as well as significant individuals, that have shaped Chinese-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Chinese-speaking countries and the practices of these countries
- identifying major regional differences in the practices and perspectives of Chinese-speaking cultures
- comparing and contrasting the practices and perspectives of Chinese-speaking cultures with the practices and perspectives of non-Chinese-speaking cultures of the United States

**V. LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT**

**009 Understand processes of language acquisition.**

Includes:

- understanding major theories of second-language acquisition and their applicability in developing instructional practices and resources
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., motivation, L1 background, learning style), social processes, and linguistic factors (e.g., language transfer, overgeneralization) in second-language acquisition
- understanding ways in which knowledge of language acquisition can be applied to create a successful language-learning environment

**TEST OBJECTIVES**  
**FIELD 101: CHINESE (MANDARIN)**

**010 Understand principles and practices of instruction in the language classroom.**

Includes:

- understanding the characteristics and uses of past and current second-language teaching methodologies
- understanding instructional strategies, materials, and technologies that integrate the teaching of presentational, interpretive, and interpersonal communication in all modalities with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for managing and motivating students in the language classroom
- understanding instructional practices that address the needs of diverse language learners
- identifying strategies for connecting curriculum to students' experiences in school, at home, and in the community
- identifying strategies for promoting students' critical-thinking skills in the context of the language classroom

**011 Understand the integration of standards into language curriculum and instruction.**

Includes:

- recognizing and understanding the role of Michigan standards and the national *Standards for Foreign Language Learning* in planning language curriculum
- understanding strategies for integrating the goals of Michigan standards and the national *Standards for Foreign Language Learning* into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the language classroom
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

**TEST OBJECTIVES**  
**FIELD 101: CHINESE (MANDARIN)**

**012 Understand principles and practices of assessment in the language classroom.**

Includes:

- understanding the characteristics and uses of a variety of formal and informal age- and level-appropriate assessment strategies that provide meaningful results for the language classroom
- identifying assessment methods, tools, and rubrics to evaluate and promote students' interpretive, presentational, and interpersonal skills in all modalities, as well as students' knowledge of cultures
- understanding ways in which to modify assessments to meet the needs and learning styles of all students
- understanding the role of assessment data for identification, placement, and demonstration of language proficiency and academic achievement
- interpreting the results of assessments
- understanding ways to adjust or determine the direction of instruction based on assessment results
- identifying issues (e.g., cultural, racial, and linguistic bias; political, social, and psychological factors) that may affect assessment design, implementation, or results
- identifying strategies for interpreting and communicating the results of student performance to stakeholders

**013 Understand the role of a teacher as a professional.**

Includes:

- recognizing the value of reflective practices for the continued development of linguistic and cultural knowledge
- understanding the teacher's role as a professional in a discipline and as an advocate for the promotion of multilingualism in the school and the community
- recognizing the value of multilingualism to the overall success of all students
- understanding the history, current state, and impact of major works of legislation on teaching in world language programs
- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge, language proficiency, and cultural understanding
- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

**TEST OBJECTIVES**  
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**VI. WRITING**

**014 Write a well-organized, cohesive passage of several paragraphs (approximately 200–250 words) in Chinese on an assigned topic.**

Includes:

- using language that is appropriate for a given purpose, occasion, and context
- using language structures that are appropriate for a given time frame
- using a range of vocabulary, expressions, and sentence structures
- demonstrating a command of the written conventions of Chinese