



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

Chinese Years 3 to 7

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South Australia

RCLCE Research Centre
for
Languages
and
Cultures Education



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Attention! TEACHERS AT WORK!

Welcome to an example of teachers' programmes drawn from their work during Phase 1 of the ILTLP. Teachers were asked to plan, document, teach (at least in part) and share, either a long term teaching programme (e.g. a semester long programme or longer) or a short term teaching programme (e.g. a unit or term long programme).

Their work is provided for you to examine, consider and make use of, in expanding your own understanding of intercultural language learning in practice. Not all programmes provided by Phase 1 teachers have been posted on this website. Some teachers did not feel comfortable with sharing their and their students work at this time, others did not manage to obtain the various permissions to include student work and photographs and others did not create programmes that fulfilled the ILTLP requirements.

What kinds of materials can you expect?

- You will not find models of programming that you can instantly adopt and teach among the work posted here. That was never the intention. You will find ideas about programming that you can use, however, working in your own context.
- You will not find 'best practice' or exemplars of definitive programmes for intercultural languages teaching and learning. You will find some outstanding approaches to programming that advance our understanding of how to make intercultural languages teaching and learning a rich and effective learning experience for students.
- You may find what you regard as some errors of language use or some hints of pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, interculturality and language learning. You will find a great deal to learn from.

What this and other teachers' programmes show are '**teachers at work**'. The Phase 1 teachers responded to their particular contexts, the curriculum and assessment frameworks they must work within, the particular demands they and their students face in languages education and their own 'learning-by-doing' in relation to intercultural language teaching and learning. You will see how a teacher and a group of students working together, taking account of their own identities and cultural understandings, make learning happen. The teacher profiles and reflections generously provided by these teachers provide professional insights into the interaction of programming and 'what happened'. One teacher asks at one stage during her teaching 'Do I know what I am looking for here?' It's a highly professional question about what learning looks like. It's a question for all of us.

You will also get glimpses of pedagogies at work to bring the structure, sequence and assessment aspects of teaching into life. One teacher scratches her head and asks her children how we might categorise the groups they belong to, here in Australia and if they lived in Japan, and the words they would use. Others introduce ICT at crucial moments or involve parents and other teachers. Reading across these programmes, you will get a sense of the dynamic that teaching from an intercultural language teaching and learning stance creates, for teachers, for students, for whole schools in some cases, and for communities in others.

You will learn a great deal!

UNDERSTANDING THE LAYOUT

Teacher participants in Phase 1 of the Intercultural Language Teaching and Learning in Practice project were asked to develop a number of sections in their programmes or units of work. These sections are explained below. Teachers prepared their programmes on an individual basis, and may not have followed these sections in the same sequence.

Teacher profile

In this section teacher participants profile their socio-cultural and linguistic enculturation, consider how this shapes teaching and learning in their programmes and how they apply this in their interactions with students.

School context

In this section teacher participants describe the context of the school and its language programmes. They may describe the demographics of the school, the languages offered, the levels at which it is taught, the number of students taking a language, the number of teachers, resources and facilities, the assessment requirements and the place of languages in the curriculum.

Programme

The programmes provided by the teacher participants in this section may be a unit of work all of which was taught in the classroom or a long term programme of which a part was taught. The module content and assessment procedures follow the teaching policies and instruments and assessment requirements of the state and territory education system.

Reflection

Here teacher participants reflect on what they learned through their programme preparation, identifying the changes that the intercultural focus necessitated in their programme planning, teaching and assessment and the impact this had on their students' learning.

School context

The school is located in the northern suburbs of Adelaide. It is a government school consisting of junior primary and primary sub schools. Combined, the total enrolment is approximately 550 students in 22 classes. Less than 8% of students identify as being from a non-English speaking background and there are few Indigenous students. The school is located in an average socio-economic area with 17% of students receiving assistance from the government via 'School Card'. All students from reception to year 7 learn Chinese as a second language.

2007 Chinese Programme

- Year 3-7 (2x45 minutes per week)
- Students from years 3 to 7 will be taught the programme but complexity, detail and amount will vary for each level.
- Years 3 - 4 will have an adapted programme but will still cover some aspects.
- Vocabulary and language structures and concepts can be revised and built on to enhance complexity of language for the second year of Chinese with me as teacher

Year level

Each class is often made up of two year levels. I often feel the best thing is to give open tasks and allow students to aspire to their own level of achievement. While year 5s may complete the same task as year 6 - 7, with extra support they achieve equal and sometimes better results.

It is difficult to plan and implement too many programmes simultaneously and keep them all progressing so by maximizing the scope and focusing my efforts I hope that I will feel more satisfied in my work and increase learning benefits for all.

Programme

Goals

This course aims to develop students'

- positive attitude to learning Chinese
- confidence to speak and communicate with others in Chinese
- ability to reflect about languages and cultures (own and other)
- insight into their own and others identity
- recognition of language and cultural diversity locally and globally
- analytical approach to character learning and writing

Objectives for 2007

- To improve student's attitude to language learning.
- To devise more opportunities for students to interact with Chinese using appropriate tasks for their level.
- To motivate and engage learners to construct dialogues in the target language and interact with each other (using the **Shopping and Eating Out** themes).
- To create writing tasks around purposeful use of language.
- To relate learning to their own concepts and appreciate its similarities and differences by experiencing **Shopping** in a Chinese context.
- To analyse and explore the patterns and common elements in words and phrases related to food.

Level of complexity

As I will be teaching 12 classes over the year – I wanted to include year 3 - 4 into the upper primary programme. Adaptation of tasks and teaching could happen along the way when putting the programme into practice.

The year 3 - 4 group could complete the simpler tasks and begin an intercultural journey through simpler tasks and simpler questioning than older groups.

I have requested teaching mainly upper primary classes next year in order to focus my efforts on this long term plan but will not know until 2007 what my classes will be.

This year I have taught 2 x year 3 - 4 classes, 2 x year 5, 1 x year 6 and 2 x year 6-7 classes.

Connection between content and concept

As Chinese is perceived as comparatively more difficult to understand, read and speak we tend to spend more time learning about language concepts, understanding the text and “cracking the code” than teachers of non scripted languages. The link between language and concept takes longer to bridge and in primary school (beginner level) we often need to deal with language structure, grammar and characters first and on a different level to the intercultural concepts. I am constantly looking for links and ways to connect content and concept. I am finding that the more the students and I discuss points of interest and similarity between the language systems the more intercultural their learning. They are asking questions about fine points of language like – “what is the Chinese for the word *the*”? And as there is no Chinese for the word *the* an interesting conversation ensues about how this is translated and explained by putting the word in English. I need to encourage this sort of learning environment and this sort of discussion to keep the interest alive. While we have many discussions in English about many sorts of things the intercultural knowledge is stimulated by target language contexts but not talked about using the target language.

Language and culture

Language and culture are linked but creating the questions that draw that out and highlight it to the young learner is the challenge. This is an ongoing difficulty and I am constantly reflecting on the classroom discussions, questions and answers. My plan next year is to entice learners to deal with the language of shopping and through that deal with cultural contexts and cultural differences and similarities.

Contexts

I am working on building up the contexts to make the language learning enriched and dynamic. The purpose of setting up the shop was to create a language context and medium for student language exchange and interactions. I will need to research to find examples of shopping and markets in China, rich in detail and authentic in order for the contexts to be adequate for intercultural learning. That, together with my interactions with students through the language will encourage students to reflect on contexts other than their own and move towards a greater understanding of a world beyond their own.

Links across topics

I chose the shopping topic because the students were interested in the interaction of shopping and seemed willing to use the medium and context to engage in the language learning activity. The connection of the language of food in semester one *shopping* to *eating out* in semester two meant the food talked about and learnt in semester one can be built on to use in semester two. Thus the variety of language medium and concepts could become more complex and varied in their usage. The assessment tasks are organised to test the students’ speaking and listening in semester one and reading and writing in semester two in the programme. This will hopefully give balance and coverage to all strands and skills. All learning has a major intercultural focus in that students are asked to reflect and compare two language systems and two cultural contexts.

Policy on characters and pinyin

In primary school, working with young beginner learners it is important to work with both pinyin and characters. Pinyin is needed as a support and makes the language more accessible to the

students and while it is constantly reiterated that it is not the real Chinese it allows them to convey knowledge and experimentation with more complex language without being hindered by not being able to write the correct characters. The pinyin aids reading and students can verbalise their learning as they progress from English only speakers until they are equipped to dealing solely with characters. Even though pinyin is a support there is still an emphasis on character learning and writing and encouraging students to learn about this fascinating complex stem of communication.

**Semester One
Terms One and Two**

<p>Intercultural Goals</p>	<p>Recognise diversity, challenge stereotypes about China & Chinese through the study of food.</p> <ul style="list-style-type: none"> • Compare the two money systems and value of currencies in China and Australia • Examine what students already know about shopping experience, interactions and transactions in Australia and compare to China <p>Understand cultural aspects of food types and choices in Australia</p> <ul style="list-style-type: none"> • Examine language structures and vocabulary used for food when dining and in menus and compare to China • Examine and compare food types and dining options in China and Australia <p>Recognise influences of culture and environment and globalisation on food choices and lifestyle.</p> <ul style="list-style-type: none"> • Discuss effect of internationalization of food in China and effect of social interactions of locals and foreign visitors to china
<p>Topic</p> <p>Concepts</p> <p>Language and Culture</p>	<p>Shopping- Markets</p> <p>Money – currency and relative values Prices – fixed and negotiable Measurements – price, weight number Food & drink – types / classes</p>
<p>Language</p>	<p>The intercultural focus here would be the comparative nature of the two language systems and observing similarities and difference. Time will be taken up with teaching structures and giving the students codes to decipher written signs and characters for menus etc. The intercultural discussion will be mainly in English about language. Intercultural discussions will come out of students' observations and questions as they get interested in the language, social interactions and culture of purchasing food and dining in China.</p> <p>Language functions – in Chinese Expressing wants, needs, likes Naming food types Talking about eating and drinking, meals and snacks Talking about and negotiating prices Talking about where foods are bought / available</p> <p>Linguistic items Verbs of identification existence, location - to be, to have, to be in at on, Verbs (eat drink buy sell have, Auxiliary verbs want, need, like, Negation Numbers, and measures (price , weight, type) Adjectives (stative verbs) big, small, tasty, hungry, thirsty, full, Adverbs – degree (very) scope (all) time (daily)</p>

	<p>Question words – how many, where other language – loan words</p> <p>Vocab Vegetables, fruits, meats, snacks & sweets ,drinks, shop types http://www.languageguide.org/mandarin/ http://www.languageguide.org/im/food/cn/index2.jsp http://www.yellowbridge.com/language/wordlists.php http://www.chinese-tools.com/learn/chinese/15-menu-foods.html</p>
<p>Texts</p>	<p>Language inputs</p> <p>Videos / images of food, shopping, Shopping lists, labels, price tags, adverts, shop signs</p> <ul style="list-style-type: none"> • Students will look at various photographs of shopping signs and locales taken in China and they will need to get an idea of markets and shops in China in order to create their own shop in the classroom. • Students will view pictures and examples of money both actual and from the web in order to compare number and dollar vocabulary in order to use their own when transacting in the shop • Students will view menus in the target language from various chicken and pizza shops in China and work on deciphering language structures to discuss interculturally about differences and similarities. <p> http://www.chinatoday.com/fin/mon/ http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/index.html http://www.ramint.gov.au/making_coins/default.cfm?DefaultPage=coin_designs.cfm http://www.languageguide.org/im/money/cn/ </p> <p>Packaging, labels etc http://en.wikipedia.org/wiki/Chinese_measure_word http://www.ctcfl.ox.ac.uk/Grammar%20exercises/Measure%20words.htm http://www.tigernt.com/measure.php </p> <p>Food and drink http://www.ohsu.edu/healthyaging/caregiving/tips_personal/nutrition_all_tips.html </p>
<p>Intercultural learning and Interactions (IT)</p> <p>Language use experiences (LU)</p>	<p>Reflect on what you know about bargaining and shopping in Australia and compare with bargaining and shopping in China. View these images of Chinese shops and markets – what do they tell you about shopping in china? How might our shopping habits compare to Chinese, what differences could you expect, why?</p> <p>This discussion would be in English but language needs and vocabulary used in China could be introduced and students could adapt language in role play to include these cultural nuances.</p> <p>IT</p> <p>Creating the shop Students will make signs in Chinese in the process of creating “the shop”. Students make posters for shop, including prices and signs for items sold. This would happen after students had viewed sites and locations in china with</p>

authentic signs with a view to replicate the more authentic shop and market.

LU

Discuss observations of types and classes of food & drink, in both cultures

In Chinese, students will...

Write down items, read and use to buy at the shop

Determine what items they want / need.

Review words for items they already know

Learn money vocabulary and revise numbers

Learn about measure words

Write their own shopping list, including read signs to find and copy items to list

LU

In English students may discuss...

How do we number things? What units of measure are there for:

Bread – crumb, loaf, slice water – glass drop, litre, bottle

Chocolate – piece, block banana – bunch, kilo

What words don't usually have units (collective nouns) in English? (cars, people, books,

Some measure words can be used with all sorts of objects – crowd, pile, box, bag,

Some measure words relate to weight, and volume, or number (dozen)

What weight measurements do we use? – for what (regular purchase) items?

IT

In Chinese, students will...

Make wallets and money for going to the shop 3-7

Copy dollars from exemplars including Chinese signs for dollar and cents.

LU

Comparing money from China with Australia and consider the language used.

Money

Look at Australian / Chinese coins and notes; order them by value,

In English

Discuss different monetary values available compare to Australian example

Questioning

What values are there? What language words are present / do you recognize?

What images do they contain on each side? What are the differences and similarities between their visual information and text information? Why may this be so? How else do we carry money these days?

Exchange rates – are currencies of equal value? How many Chinese Yuan in the Australian dollar?

Prices

What do you know about buying and selling things in Australia and China?

Do we always accept the price of things?

What prices vary from place to place and week to week?

What prices are negotiable, how do you know, when and where can we bargain, why?

	<p>What do you know about bargaining in other countries – in China?</p> <p>Notice, compare and contrast, discuss and reflect IT</p> <p>Buying at the shop/ Selling at the shop In Chinese students will...</p> <p>Practice creating their own shopping role play using prior knowledge and support materials</p> <p>Practice performing the shopping play with their own list</p> <p>Practice using number knowledge and measure words to ask for different number items.</p> <p>Year 3-7</p> <p>Complete worksheets practicing monetary values and practice going to the shop using a scripted role play.</p> <p>Year 5-7</p> <p>Create own transaction to buy from the shop</p> <p>Create own role play for shop using shopping list. Practice with a partner or in a group; make sure each one understands lists. (The more able students could bargain for a better price; the shopkeeper could entice people into the shop)</p> <p>LU</p>
<p>Assessment Tasks</p>	<p>Task 1</p> <p>A shopping experience</p> <p>Interact with teacher in a shopping context to greet, select item, and negotiate prices and pay.</p> <p>Year 5-7</p> <p>Task</p> <p>Students use “the shop” created in the classroom to purchase some items using their wallet and play money</p> <p>Text</p> <p>Students will create own shopping dialogue in pairs to purchase items from the shop.</p> <p>Conditions.</p> <p>Students will use their shopping list and script for support.</p> <p>They will have practiced with each other buying from the shop and will have support to work out extra nuances needed. E.g. Do you have anything else?</p> <p>Add variation to role play with extra words like Hello, Thanks, Anything else, here you are</p> <p>Add variation by salesperson needing to add and give change</p> <p>Add more different items in shop – like fast food etc</p> <p>Expectations</p> <p>Students will rely heavily on script, some students will be able to experiment with language, and some students may have difficulty reading and choosing items.</p> <p>Reflection</p> <p>After Assessment task teacher will discuss observations and discuss any</p>

intercultural interactions.

e.g. Will look for evidence of students bargaining or adding any extra language of their own

The intercultural use of language will be demonstrated when students can incorporate bargaining language and vocabulary particular to a Chinese setting.

Year 3-4

Task

A Shopping experience

Interact with teacher in a shopping context.

Role-play going to the fruit market/shop with a list with a pre scripted basic role play. Students can adapt some language if they wish. E.g. include other language and change dollar values , prices etc

Text

Role play – simple language with simple dollar values

Conditions

Students will have the support of scripted role play with access to shopping list and signs for items in the shop.

Expectations

Some students will move beyond basic script and will experiment with the language.

I expect less ability to discuss intercultural themes but students will practice more to engage in the shop because of interest level and age.

Reflection

After the assessment task teacher will discuss observations and discuss any intercultural interactions.

e.g. Will look for evidence of students bargaining or adding any extra language of their own.

Years 5-7

Task

Look at exemplars of Chinese money and write down what you notice, describe its language and culture. Discuss observations of Chinese money & prices and compare it to Australia.

Text

Exemplars of Renminbi and Australian dollar of different values from the web and realia collected from overseas.

Conditions

Ask students to view examples and write down answers to these questions, allow students to discuss in groups and come up with answers to report back to class.

Which words do you know already?

What language do we associate with money and prices?

Look at the lists of vocabulary provided; identify familiar words and those new to you.

How is the money the same and different?

Expectations

Students become more aware of Chinese currency, value and number systems used in shopping.

Reflection

Write in your book what you have learned from this.

Intercultural learning

The intercultural knowledge will stem from learning that money, values and currency vary and this will empower students when they travel.

Year 3-4

Task

Ask students to look closely at notes and pick out number values and signs for money values e.g. dollars and cents etc.

Written answers

Ask students to list signs and make comparisons. What Chinese language is used to denote dollar, cents and numbers?

What do you notice is the same? What is different?

Students will need extra oral support with filling out answers, will probably have to reiterate questions in different ways.

Reflection

What have you learned?

What is different or the same to shopping in Australia?

The cultural knowledge and ability for year 3 - 4 to articulate learning is more limited than older grades and is difficult to predict. I hope this project and plan will help me focus on this grade and work out strategies that will help me develop their intercultural knowledge.

**Semester Two
Terms Three and Four**

<p>Topic</p> <p>Concepts Language and Culture</p>	<p>Eating Out</p> <p>Food choices – fast food, “local” familiar foods, regional (“ethnic”) unfamiliar foods, Food sources – food halls/ plaza, restaurants, take away, home cooking Meal types – meals, snacks, breakfast, lunch and dinner (tea), Globalised food culture Cultural and environmental impacts of food culture</p>
<p>Language</p>	<p>Language functions – in Chinese Expressing wants, needs, likes Naming food types Talking about eating and drinking, meals and snacks Talking about where foods are bought / available</p> <p>Linguistic items Verbs of identification existence, location - to be, to have, to be in at on, Verbs (eat drink buy sell have, Auxiliary verbs want, need, like, Negation Numbers, and measures (price , weight, type) Adjectives (stative verbs) big, small, tasty, hungry, thirsty, full, Adverbs – degree (very) scope (all) time (daily) Question words – how many, where other language – loan words</p> <p>Vocab vegetables, fruits, meats, snacks & sweets ,drinks, shop types http://www.languageguide.org/mandarin/ http://www.languageguide.org/im/food/cn/index2.jsp http://www.yellowbridge.com/language/wordlists.php http://www.chinese-tools.com/learn/chinese/15-menu-foods.html</p> <p>----- ----- -----</p>
<p>Texts</p>	<p>Language inputs Images of dining Calendars with food products from an Asian grocer place mats, menus e.g. Pizza Hut menu and placemat, McDonalds, Roast Chicken menu, Bill / receipts Money CDROM - Tai hao le Role-play at the restaurant Coffee shop role play made by teacher in pinyin for oral practice In English discuss food types, food choices and meals available in China and Australia. What types of restaurants exist in Australia and China? What types of food are</p>

	<p>available here and there?</p> <p>Packaging, labels etc http://en.wikipedia.org/wiki/Chinese_measure_word http://www.ctcfl.ox.ac.uk/Grammar%20exercises/Measure%20words.htm http://www.tigernt.com/measure.php</p> <p>Food and drink http://www.ohsu.edu/healthyaging/caregiving/tips_personal/nutrition_all_tips.html</p> <p>I will use these exemplars for students to study and intend to create a power point of pictures and impressions of Chinese shopping scenes to help students to get an image of the shopping scene in China.</p> <p>Vocab – vegetables, fruits, meats, snacks & sweets ,drinks, shop types http://www.languageguide.org/mandarin/ http://www.languageguide.org/im/food/cn/index2.jsp http://www.yellowbridge.com/language/wordlists.php http://www.chinese-tools.com/learn/chinese/15-menu-foods.html</p>
<p>Interactions</p> <p>Intercultural learning and Interactions (IT)</p> <p>Language use experiences (LU)</p>	<p>Food choices What can we do when we don't want to eat a home cooked meal? Where can we go to eat out? What kinds of foods are available when we eat out? What is special/ distinctive about these places? What makes their food 'special'? Which of these foods / places would you describe as Australian? Why? What makes them Australian? What meals do we consider to be Italian? Mexican? Greek? Chinese? What makes these meals special/ particular to these places?</p> <p>Globalised food culture In English discuss impact of global food culture on China and Australia. Examine authentic Chinese menus of a pizza restaurant, Chinese restaurant and other fast food outlets that I have collected from China and discuss observations and reflections. Look at this list of ingredients in Chinese meals/ dishes – which are familiar to you, which are unfamiliar? Why? Compare packaging and measurements on food labels and menus.</p> <p>Questioning Discuss in English How do we number things? What units of measure are there for; bread – crumb, loaf, slice water – glass drop, litre, bottle chocolate – piece, block Banana – bunch, kilo What words don't usually have units (collective nouns) in English (cars, people, books, Some measure words can be used with all sorts of objects – crowd, pile, box, bag, Some measure words relate to weight, and volume, or number (dozen) What weight measurements do we use? – For what? (regular purchase) items What volume measurements do we use? – For what? (regular purchase) items? China and Australia use the same measures now – look at some packaging from China and Australia and find the weight/ volume. Look at the list of units/ measures/ counters in Chinese – and their meanings – identify Which items could use these measures?</p>

	<p>Look at the prices on the menu what do you notice? Using the word list provided what do you notice? Chinese has spoken and written forms of expressing price; do we? Grammar – how do we ask the price or value of something in English/ in Chinese?</p>
<p>Assessment Tasks Reading/ Speaking Task 1</p> <p>Task 2</p> <p>Reading and Intercultural task</p> <p>Writing</p>	<p>Year 5-7 Dining out Examine a menu in Chinese and identify key words, headings and food items in Chinese and then use Chinese to order a meal. Conditions Students would have viewed menus before and practiced language in prior exercises Expectations Some students will need a lot of support and help; others may be able to do more independently. Some students may be asked to help others in groups to identify high achievers and help poorer or less motivated learners. Reflections Students will be asked in English to assess their own performance Intercultural learning The intercultural focus here is on the observations students may note between a Chinese menu and an Australian one. Students will hopefully identify similar headings etc to an Australian menu.</p> <p>Year 3 - 4 Task View text in Chinese on video and role play going to a restaurant to order a meal. Design a menu for a restaurant of their choice. reading/writing Year 3-4 The students will hopefully notice similar language to a dining experience in Australia.</p> <p>Task Two In English Look at the menus - What do you notice? What headings are used? How are the menus similar and different to other menus? Identify food items. Look for patterns and radicals and commonality between characters Examine vocabulary for main meal, snack and dessert.</p> <p>Price Look at the price tags on various items in Chinese/English? How do we state the price of something, what are our units of measure for money? – look at the coins we use, what coins are no longer used? Look at the way the Chinese state the price? How does it differ, Why is this way useful?</p> <p>Examine an authentic text of a menu in both Chinese and one in English and identify key words, headings and food items.</p> <p>Text Chicken shop menu in Chinese and some English menus as well.</p> <p>Task Year 3 - 4 Design a menu for a restaurant of your choice. Use the word list and menus and include the characters for money, price and headings and food items. Reading/Writing</p>