

Chinese Language Teachers' Conference September 2018 Forum

Teaching and Learning with concepts. Does it make a difference in the classroom?

Forum presenters

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Context

This five-week module was developed as part of a collaborative project to provide a conceptual framework for a Year 10 unit of work based on the textbook used by the teacher, *Chinese Made Easy Textbook 3 First Edition*. The aim of the collaboration was to explore ways in which a unit on Nutrition and Snacks, which was already part of the teacher's curriculum planning for the following term, could be enriched and given wider relevance to students' own experience through the provision of a conceptual framework.

The class consists of 24 students, the majority of whom are heritage speakers of Cantonese whose families come from Malaysia and Singapore. These students do not speak Mandarin and they have not learnt to write characters at home or ethnic school, so their character writing skills are on a par with their non-Chinese background peers. The class also contains one student from the Philippines, a Mexican student, a Vietnamese student and one Australian student.

Key concept/themes: Healthy Eating <ul style="list-style-type: none">• Conceptions of nutrition• Snacks, nutrition and the connection with Chinese medicine and maintaining health• Personal experience of snacking <p>Line of inquiry: What is nourishing food/healthy eating? How are traditional Chinese snacks and typical 'western' snacks different? What are my own snacking habits and how do they compare with those of my classmates?</p> <p>Link to year overview</p>	
Scope (what will be taught) – Communicating/understanding <i>Check that the two strands are complementary. Not all sub-strands will feature in all units.</i>	
Communicating	
Content descriptions <i>Write down the most relevant (e.g. 3-5) CDs (leave other sub-strands blank if they are not a major focus)</i>	Objectives/intended learning <i>Transform/tailor the CDs to make them more specific to the short term –i.e. create objectives e.g. Students learn... to/how/that, use, explain, understand, reflect on, make connections between</i>
<i>Socialising</i> Interact and socialise with known and unknown participants in familiar contexts to plan and arrange	

<p>events, and exchange feelings, opinions and preferences</p> <p>[Key concepts: leisure, neighbourhood, education, time, space; Key processes: planning, arranging, negotiating](ACLCHC097)</p>	
<p><i>Informing</i></p> <p>Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p>[Key concepts: representation, time, leisure; Key processes: processing, informing, stating] (ACLCHC099)</p> <p>Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts</p> <p>[Key concepts: representation, time, leisure, community; Key processes: selecting, organising] (ACLCHC100)</p>	
<p><i>Creating</i></p>	
<p><i>Translating/mediating</i></p> <p>Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures</p> <p>[Key concepts: equivalence, assumption; Key processes: translating, interpreting] (ACLCHC104)</p>	
<p><i>Reflecting</i></p> <p>Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts</p> <p>[Key concepts: face, disagreement, approval; Key process: reflecting] (ACLCHC105)</p>	
<p>Understanding</p>	
<p><i>System of language</i></p> <p>Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (ACLCHU107)</p>	
<p><i>Variation and change</i></p> <p>Explore the role of tradition in contemporary language use and how languages change over time (ACLCHU111)</p>	
<p><i>Role of language and culture</i></p>	

<p>General capabilities Critical and creative thinking(C-C) Intercultural understanding (I-C)</p> <p>Cross-curriculum priorities Asia and Australia’s Engagement with Asia (Asia)</p>	
<p>Learning experiences (how it will be taught) <i>List the main learning tasks and experiences and assessment (in bold).</i> <i>Consider how best to sequence teaching and learning to enable learners to build connections, explore, personalise and use their knowledge purposefully, and reflect on their learning.</i> <i>Refer to Elaborations for possible tasks and experiences.</i></p>	
<p><i>Students</i> <i>(brief descriptions of major learning experiences – integrating key resources whenever possible)</i></p>	<p><i>Teacher interactions</i> <i>e.g. key focus, questions, recurring emphases, prompting noticing, explanations</i></p>
<p><i>Conceptions of nutrition</i></p> <p><i>What is nourishing food?</i></p>	
<p>Students revise previously learnt vocabulary referring to food:</p> <p>你早上/早餐吃什么？你昨天中午/午餐吃了什么？你昨天晚上/晚餐吃了什么？你今天课间会吃什么？ What do you eat for breakfast/lunch/dinner/recess at school?</p>	<p>The teacher has completed CME Unit 2 on Chinese and Western foods. This unit on Nutrition is based on Unit 3 <i>Food, Drink and Health</i> which covers the themes of healthy eating and snacking.</p>
<p>你认为你吃的这些食物哪些是健康的/不健康的？为什么？ 为你的三餐做一个表格 With teacher support students list all the foods they ate for dinner the previous night. With a partner or in groups students group the foods into categories. E.g., Vegetables, fruit, grains, meat Based on this activity the teacher discusses with students their groupings and notes any differences in the way foods have been grouped.</p> <p>Students learn the names of the food groups with a focus on the connections with previously learnt characters: 碳水化合物、维生素、蛋白质、脂肪 Carbohydrates, vitamins, protein, fats Systems of language (ACLCHU107)</p>	<p>The teacher provides limited direction for the group activity in order to determine students’ prior knowledge of food groups.</p> <p>This noticing of different possibilities of grouping will be relevant later when students compare English and Chinese versions of food pyramids/pagodas.</p>
<p>Textbook text Students read the text on nutrition and discuss orally the information contained in the pyramid. CME 3 p. 69 Formative task Based on the pyramid depicted students create a diagram of their own food consumption of the evening</p>	<p>Some possible questions: Content questions in Chinese: 1. 在这个图片中，食物被分成了几类？</p>

meal discussed above in Chinese for presentation to the class or group.
Socialising](ACLCHC097)

2. 看一下第二层的蔬菜和水果，写出图片中蔬菜水果的名字。
3. 两人一组，除了图片中已经有的食物，为每类食物写出三个食物名字。
4. 在你列出的食物中，你喜欢吃什么？不喜欢吃什么？为什么？

Look at the picture.

How many levels/ tiers does it have?

Can you list the fruit and vegetables in level 2?

Working with a partner, list three foods that belong to each tier not already mentioned in the pyramid.

Of those foods you have listed, which do you like and which don't you like?

Interpretive questions in English:

Look at the shape of the picture. What kind of shape is it?

(This might be a good place to introduce shapes: 这是三角吗？/正方形/圆/棱锥体？

Why is this shape a useful way to represent the information shown?

Could you think of another shape that would serve the same purpose?

Given that this pyramid is in Chinese is there anything surprising about it? (the loaf of bread, the inclusion of cheese – not typical parts of most Chinese people's diet, the fact that yoghurt is missing) (Asia)

What is nourishing food/healthy eating? Do Chinese people think of nourishing food in the same way Westerners do?

Students read a more contemporary depiction of the Chinese version of the food pyramid in the form of a pagoda (see Appendix 1) and compare it with an English version of the healthy eating pyramid

<http://nutritionaustralia.org/sites/default/files/HealthyEatingPyramid.jpg>

Teacher leads students in discussion about the images of nourishing food presented in the Western pyramid and the Chinese pagoda. Questions might include:

Teacher note:

There are many versions of the food pagoda and food pyramid in both Chinese and English.

两个塔分别是什么形状？
图片形状影响你对它的理解吗？
中国和澳大利亚的食物塔中有哪些相同和不同？
中国的健康食物塔中，主食为什么在最下面？
澳大利亚的健康食物塔中，蔬菜和水果为什么在最下面？
为什么中国的图片中只有猪肉、鱼和蛋？
为什么在中国的健康食物塔中，奶制品和豆制品与肉分开？
你认为哪一个健康食物塔更适合你？

What do you notice about the shapes depicted? Does the use of different shapes have an effect on your understanding of nutritional food?
What do you notice about the two largest tiers in the two versions? Why do you think the Chinese version might have rice in the bottom tier?
Why do you think the Chinese version shows only pork and fish and not other meats?
Why do you think there is a separate tier in the Chinese version for milk and soy products?
Which of the two representations fits your own understanding of nutritional food best? Would you like to combine elements from both representations?

三人一组

根据你自己的饮食习惯画一个你自己的健康食物塔。组内讨论后，一位同学告诉全班你们组的三个健康食物塔有什么相同和不同

Working in mixed groups where possible (Cantonese with students of other family backgrounds) students sketch and label their own representation of the healthy food pyramid/pagoda and explain their sketch to other group members. One group member is chosen to report back to the class about the similarities and differences between sketches in their group and suggest possible reasons for their findings.

Formative assessment task and reflection

Students create an English version of the Chinese health pagoda for the school newsletter, with a commentary in English pointing out some of the aspects of the Chinese pagoda that the school community might find surprising and how they can be understood in the context of Chinese culture.

Translating (ACLCHC104)

Reflecting (ACLCHC105)

Grammar (CME 3 1st ed.)

越 verb/ adjective 越 adjective the more ...the more

Sample sentences

<p>风越刮越大了。 雨越下越大。 中文越学越难了。 这个牛肉干，越吃越好吃。 不要再吃了，你越吃越胖</p>	
<p>Snacks, nutrition and the connection with Chinese medicine and maintaining health</p>	
<p>How are traditional Chinese snacks and typical western snacks different? Students watch three typical Chinese advertisement for snacks e.g., chips, chocolate, coke Coke: https://www.youtube.com/watch?v=TSmHcN8nLuo Snicker: https://www.youtube.com/watch?v=TSmHcN8nLuo Chips: https://www.youtube.com/watch?v=H8KTEGMK2Ik</p> <p>Students discuss the nutritional value of these snacks with reference to the food groups above.</p>	<p>Teacher note: Most snack ads on Chinese TV are for western snacks, e.g. coke, Smiths chips, Snickers. Language variation and change (ACLCHU111)</p> <p>Teacher note: Traditional Chinese snacks are not generally advertised on Chinese TV.</p>
<p>Traditional Chinese snacks Students watch these three videos on Chinese traditional snacks to familiarise them with snacks which a number of them may not have ever eaten or seen.</p> <p>山楂糕 Crab apple paste: Making crab apple paste: https://www.youtube.com/watch?v=JyR_msQxx8Q</p> <p>绿豆糕 Green bean cake: Making green bean cake: https://www.youtube.com/watch?v=I9DRR3K-WWU</p> <p>Inside a traditional Chinese snack shop in Beijing: https://www.youtube.com/watch?v=6Fi_POeIP-E</p> <p>Students read and discuss the teacher’s text and a text written by a recently arrived Chinese student (Appendix 3) and comment on the contrast between these snacks and those advertised now on Chinese television.</p> <p>They ask their parents about the snacks they used to eat as children and comment on whether these changes in snacking habits are restricted to China or whether they may be part of a world- wide trend?</p>	<p>The teacher creates a text on traditional Chinese snacks based on her own experience. (see Appendix 2), highlighting the connection of crab apple paste and green bean cake with Chinese medicine and maintaining health.</p>
<p>Personal experiences of snacking</p>	
<p>Formative task In pairs students create a set of survey questions to interview a recently arrived Chinese student about his/her snacking habits in China and Australia. They base their questions on the guiding questions for the summative assessment task described below. Students write a short report on their findings in Chinese to share with the class. Informing (ACLCHC099)</p>	

They read and discuss short texts from other young Chinese people about their snacking habits.

What are my own snacking habits and how do they compare with those of my classmates?

Students bring their favourite snacks to share with the group and give a short oral presentation to introduce the snacks to the class in Chinese.

Summative assessment task

What is your experience of eating snacks and how nutritional are they?

Write a report of 200 to 300 characters to share with the class. Submit a handwritten draft for feedback and a word processed final copy.

Reflection in English

From your teacher's and the Changsha student's own personal accounts of the snacks they prefer, the connection with their Chinese culture is clear. What do your snacking habits tell you about your connection with Australian culture and your background culture? How would your habits be seen by people in mainland China? Write a paragraph in English reflecting on this question as part of your summative assessment.

Informing (ACLCHC099 (ACLCHC100)

Reflecting (ACLCHC105) (I-C)

Some guiding questions:

What snacks do you normally eat?

Do you eat different snacks on different occasions and with different people?

What snacks do you eat with your family?

What snacks did your parents eat when they were young? What snacks do you eat with your friends? Are they different?

Why do you eat snacks? Is it just because you are hungry? Are you influenced by advertisements in your choice of snacks?

What is the attitude of your parents to your eating snacks?

Do the snacks you eat differ from the snacks your classmates prefer?

Teacher leads a discussion of the guiding questions with the class to prepare for this task and provides a vocabulary list of any relevant vocabulary that comes out of the discussion.

Resources: *List the texts, materials, artefacts, stimuli which will be used*
Ma, Y., & Li, X., (2002). *Chinese Made Easy 3 Textbook*. Hong Kong: Joint Publishing (H.K)

The Chinese healthy food pagoda

<http://www.58pic.com/tupian/juminshanshibaota.html>

The western healthy food pyramid

<http://nutritionaustralia.org/sites/default/files/HealthyEatingPyramid.jpg>

Chinese online advertisements for snacks

<https://www.youtube.com/watch?v=TSmHcN8nLuo>

Snicker: <https://www.youtube.com/watch?v=TSmHcN8nLuo>

Chips: <https://www.youtube.com/watch?v=H8KTEGMK2lk>

山楂糕 Crab apple paste: Making crab apple paste:

https://www.youtube.com/watch?v=JyR_msQxx8Q

绿豆糕 Green bean cake: Making green bean cake:

<https://www.youtube.com/watch?v=I9DRR3K-WWU>

Inside a traditional Chinese snack shop in Beijing:

https://www.youtube.com/watch?v=6Fi_POeIP-E

Evidence of learning

Evaluation/Teacher reflection (after teaching): *What worked? What didn't? What needs changing? Why? What needs to be added?*

中国居民的膳食宝塔



Appendix 2

Wei's text on crab apple paste

山楂糕

山楂糕是中国北方传统的小吃。它是用山楂和糖做成的甜品，又酸又甜。中国人认为山楂糕是一种健康的食物。按照中医的说法，山楂糕不仅可以开胃消食，还对心脏有好处。如果小朋友吃了太多东西肚子疼，爸爸妈妈可以给他们一点山楂糕吃。小朋友吃后会慢慢好起来。吃山楂糕对老人的心脏也有好处，但是老人很少吃，因为它太酸了。我从小到大都非常喜欢山楂糕，因为它又酸又甜。我那时候不知道它还对身体好。我小的时候，山楂糕不是很多，所以我不是经常能吃到，只是冬天有时候能买到。另外，因为爸爸妈妈给的零花钱不多，所以我一次只能花两毛钱买一小块吃。长大后，我很少找到好吃的山楂糕，但是一直想着小时候吃的山楂糕非常好吃。直到2008年，我在北京的一个商店找到了我喜欢的山楂糕。我觉得那个山楂糕的味道和我小时候吃的一模一样。我现在每次回到北京都会去那家商店买山楂糕。

Crab apple paste

Crab apple paste is a northern Chinese traditional snack. It is made with crab apples and sugar and is both sweet and sour. Chinese people think that crab apple paste is healthy. According to the opinion of Chinese medicine, crab apple paste not only aids digestions, but is also good for the heart. If young children get a stomach ache from eating too many sweets, parents can give their children a little bit of crab apple paste. After they eat it they will gradually feel better. For older people eating crab apple paste is also good for the heart. However, they seldom eat it because it is too sour.

I have really loved eating crab apple paste since I was a child because of its sweet and sour flavour, but at the time I didn't know it was good for your health, When I was little there was not much crab apple paste, so I wasn't able to eat it very often. It was only sometimes available in winter. Apart from that, since dad and mum could give me only very little pocket money, I could only spend two cents (mao) to buy a small piece.

After growing up I was rarely able to find nice crab apple paste, but I always remembered how good crab apple paste tasted when I was a kid. Not till 2008 when I was in Beijing did I find a shop which sold the kind of crab apple paste I liked. For me the flavour of that crab apple paste was exactly the same as the crab apple paste of my childhood. Now, whenever, I return to Beijing I always go to that shop to buy crab apple paste.

Appendix 3

A student's recollecting of his favourite snack in China

长沙臭豆腐

长沙臭豆腐是湖南长沙传统的特色小吃。它外面又黑又脆，里面又白又嫩。闻着很臭，吃着很香。臭豆腐是用黄豆做成的。它含有很高的蛋白质，和肉类差不多，但脂肪很少，还含有很多钙。臭豆腐不仅有很高的营养价值，还有较高的药用价值。根据中医学，臭豆腐可以解毒和促进消化。经常吃臭豆腐对身体和皮肤都好。在湖南，尤其是长沙，油炸过的臭豆腐，再加上汤汁和辣椒，好吃极了。

作为一个湖南人，臭豆腐是我最爱的零食之一。小时候，我和朋友们总是喜欢去找好吃的炸臭豆腐。辣椒的辣味和臭豆腐的臭味实在太吸引了。在我的记忆中，臭豆腐一般不是早上或者中午吃的，而是傍晚。晚饭后，一家人出去散步的时候，小孩子看见油锅里的臭豆腐，就会忍不住让爸妈给他们买一碗。妈妈高兴地看着孩子们吃臭豆腐。现在小孩长大了，父母老了，他不用去求父母给他们买臭豆腐了，自己就可以买。但是无论吃多少，都跟小时候的感觉不一样了，好像越吃越没有味道，或者说，和记忆的味道不一样了。

Vocab list

湖南长沙	Place name	脆	crispy
嫩	Soft	闻	smell
黄豆	Soy bean	营养价值	Nutritional value
根据	According to	解毒	Detoxify
促进消化	Promote digestion	尤其	Especially
汤汁	Soup	辣椒	Chili
作为	As	找	Look for
吸引人	Attractive	傍晚	Evening
散步	Walk	锅	Wok
忍不住	Can't help	碗	Bowl
求	Beg	无论	No matter
感觉	feeling	好像	Seems like
记忆	Memory		

回答问题:

1. 臭豆腐是什么做的?
2. 它对我们的健康好吗? 为什么?
3. 作者小的时候什么时候吃臭豆腐?
4. 作者为什么喜欢吃臭豆腐?
5. 你认为你会喜欢油炸吃臭豆腐吗?
6. 作者为什么觉得现在臭豆腐的味道和小时候不一样了? 你有这样的经验吗?

Changsha stinky tofu

Changsha stinky tofu is a traditional specialty snack of Changsha in Hunan. On the outside it is both black and crisp, inside it is white and soft. It has a stinky smell and a lovely taste. Stinky tofu is made from soy beans. It is high in protein, about the same as meat, but low in fat, and contains a lot of calcium. It is not only highly nutritional, but it also has a relatively high medicinal value. According to Chinese medicine it can act as a detoxifying agent and promote digestion. In general, eating stinky tofu is good for both your health and your skin. In Hunan, particularly in Changsha, deep fried stinky tofu served with soup and chili is delicious.

Being a Hunan person stinky tofu is one of my favourite snacks. When I was young I and my friends loved to go in search of yummy stinky tofu. The spicy flavor of chilis and the stinky smell of the tofu were really enticing. As far as I can recall, stinky tofu was not eaten for breakfast or for lunch but in the evening. After dinner the whole family would go for a walk and when the young child saw the stinky tofu in a wok full of hot oil he just had to beg mum and dad to buy him a bowl. Mum used to enjoy watching her child eat his tofu. Now the young child has grown up and his parents are old, and he doesn't have to beg them to buy the stinky tofu for him. He can buy it for himself. But it doesn't matter how much he eats, the experience isn't the same as when he was little. It seems that the more he eats the less flavour it has, or that the flavour isn't the same as he remembers it from his childhood.