



Australian Government
**Department of Education, Employment
and Workplace Relations**

Teaching and Learning Languages: A Guide

Program example

Chinese middle years



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Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long and short term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the Guide.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

PROGRAM DESCRIPTION

Language	Chinese
Level	Year 9
Example	Establishing relationships Long-term program
Annotations	In text End of text

Context statement

The school

This program was developed for an inner urban private Girls College. It is designed for a Year 9 Chinese class who began learning Chinese in Year 7. The class is comprised entirely of second-language learners.

The program

The long-term program is divided into two sections: the Overview and the Module Descriptors, which contain Key Learning Interactions and a list of some of the Resources available. The Overview provides the basic outline or map of the entire program, describing the content, the main interactions and assessment tasks. The Module Descriptors section provides greater detail on how the students will make this learning journey and includes a wide range of focus questions, tasks, some extension tasks and the key assessment tasks.

The overarching theme or concept for this year level is 'Relationships'. The teacher wanted to explore with the students the nature of the relationships that are important to them; to consider the choices they make in relation to these relationships and the values they place on these relationships; and to get them thinking carefully about why they make these relationships so they can make more informed decisions about them. Today these students are also increasingly fluent users of information and communication technology tools (ICTs). By creating a course or program that asks the students to examine and reflect on their relationships with others and the choices they make, that incorporates the use of ICTs and other forms of technology, and that uses a greater range of authentic texts, students' engagement with their learning, their language development, understanding of the Chinese culture(s) and understanding of themselves and their place in the world, may increase.

This broad concept was then broken down into smaller concepts, each of which was elaborated as a module, which students at this level can relate to: Technology and Communication, The Human Environment, Leisure, Education, and The Natural Environment.

- Technology and Communication is the first to be studied for the year as it introduces many of the technologies that will be used later on in a practical and meaningful way, while reviewing and extending previously learnt language in new contexts.
- The Human Environment examines the nature of housing and space, and their effect on lifestyle.

- Leisure focuses on the individual and the peer group and the lifestyle choices made in different contexts.
- Education as a concept is relevant to students' everyday lives. Here it focuses on the educative choices made, what these choices say about people and the society in which they live, and the values inherent and reflected in those choices, while asking the students to consider their own choices and values.
- The Natural Environment at this level considers the impact weather and climate have on lifestyle options and decisions. It is envisaged that some of these concepts will be developed further at other year levels. For example, The Natural Environment could include looking at the shape of the land and its impact on lifestyle; The Human Environment could be developed to encompass a study of pollution and population issues; Education could examine post-secondary education or work choices, options and societal values.

Within each of these modules the program was expanded to incorporate 'Key Cultural and Intercultural Concepts', 'Key Language Concepts', 'Key Interactions' and 'Key Assessment Tasks', thereby providing greater detail about the content, structure and depth of each of the modules. Throughout the program, themes keep recurring and are revisited in different contexts, for example, the use of ICTs, reflecting on personal choices, and values.

YEAR 9 CHINESE PROGRAM – OVERVIEW

YEAR 9		ESTABLISHING RELATIONSHIPS				
		TECHNOLOGY AND COMMUNICATION	THE HUMAN ENVIRONMENT	LEISURE	EDUCATION	THE NATURAL ENVIRONMENT
KEY INTERCULTURAL CONCEPTS	Social organisation	Emergence of the individual	The community over time and space	The individual and the community	The state, the community and the school	Individual choices and their impact
	Relationships / impact	Developing relationships in the modern context	Personal space and its impact on housing	Influence of others on choices	Choices and aspirations Parental influence and guidance	The natural environment and its impact on lifestyle
	Values systems	Friendship choices and the values that influence them Interpreting others' actions	Preservation versus modernisation (e.g. Should we keep traditional housing?)	Local traditions, global influences Importance of health and fitness in daily life	National values reflected in education Variations in curriculum content and reflected values	Making choices and reflecting on their implied values
	Change – time and place	Use of technology in daily life (e.g. mobiles, email, chat rooms)	Housing traditions over time and regions Becoming global citizens Futures	Impact of technology in changing leisure choices	Work/study options for the future	Variations in climate The future

Comment [A1]: Planning: the concept of relationships is used as a connecting thread across the year. Four Key Intercultural concepts are used to both conceptualise learning within each module and to connect learning across modules, as outlined in the rationale.

KEY LANGUAGE CONCEPTS	Related Vocab	Personal data (e.g. naming, age, place of residence, year level) Address and phone number	House types; house rooms Location words Conjunctions	Leisure and sport activities Stative verbs – how something is done (e.g. 快, 慢, 好, etc) Optative verbs (e.g. 会, 可以, 能)	School subjects and facilities Uniforms Occupations Conjunctions	Weather and climate Holiday activities
	Grammar concepts	Sentence word order Questioning Ordering of place and time from biggest to smallest Prepositions Adverbs of time and place	Describing relative location using prepositions 在 Sentence order: SPAO Conjunction (because ... therefore ...) Comparison difference (比), similarity (一样) Verbs expressing opinions e.g. 喜欢	Complement of time Complement of degree Adverbs of frequency (常常, 平常, 不少 etc.) Sentence order: STAO Use of optative verbs (can, possibility, etc)	Adverbs of time (before, during and after) Sentence order: STPAO Conjunctions (however, although, not only ... but also ...) Expressing opinions using 觉得	Use of stative verbs with adverbs of degree (很, 不, 非常, 镇, 比较 etc)
	Communicative functions	Exchanging personal details Sending emails Chatting online	Expressing opinions Responding to advertisements	Making suggestions Discussing abilities Exchanging personal information	Justifying opinions	Making choices dependent on weather conditions
	Text inputs	Advertising Forms (online and print) Email Websites Chat rooms	House plans Real estate advertisements (Internet and print) Letters	Letters Forms Web sites (penfriends, Olympics SMS	School timetables and plans School websites Letters	Weather reports (print, online, TV) Diary entries Letters
	Characters	Use of Chinese language word processing packages to discover the relationship between pronunciation and characters Discussion of internal components of characters (familiar and unfamiliar) and discovering the relationship between the characters' internal components and meaning Creation of compound words using characters' original, individual meanings How modern concepts (e.g. email) are conveyed using pre-existing characters				

Comment [A2]: Planning: Grammar is represented both conceptually and longitudinally. By scoping content across the year the developmental nature of language learning can be identified. This can be used for the purposes of planning and clarifying the scope of learning, and to identify and map more effectively the relationship between specific language items required and the broader linguistic concepts to be explored.

Comment [A3]: Texts are viewed as sources of information; explored as samples of authentic language in context, as a stimulus to exploration and discussion of linguistic and cultural content, and used as sources of data for inclusion in learners' own creations in the target language.

Comment [A4]: Understanding learning: Character learning is seen as a continuous and related activity of (a) exploring characters and encountered as part of a system, and (b) connecting new knowledge to prior learning, rather than learning characters as isolated units.

KEY INTERACTIONS

Comment [A5]: . A focus on experiences:
Key processes include asking students to examine, analyse, compare, consider and reflect – as well as communicate. Learners are encouraged to see language in the context of culture and explore how language is used within and across cultures to express cultural meanings. As such, learners focus on language in use, and how language in use is viewed by others.

TECHNOLOGY AND COMMUNICATION

- Examine contemporary technologies available for communicating; phone, texting, email, blogging, chat rooms in particular.
- Explore features of communication using these methods across cultures.
- Reflect on the impact of changing methods of communication on relationships and how people represent themselves online.

THE HUMAN ENVIRONMENT

- Examine a range of housing options available in China and reasons for these options.
- Compare and contrast aspects of the Chinese and Australian housing markets.
- Explore Chinese real estate advertising, make appropriate choices, and reflect on their impact.

LEISURE

- Analyse, question and reflect on stereotypes.
- Reflect on linguistic choices and the 'hidden' message(s) contained.
- Communicate across cultures about lifestyle and leisure options.

EDUCATION

- Consider the advantages and disadvantages of different educational settings.
- Analyse information for the messages it gives out (both overt and hidden).
- Reflect on linguistic (and other) choices made and the values inherent in those.

THE NATURAL ENVIRONMENT

- Reflect on language used in different situations to get the same message across.
- Consider the impact of weather and climate on lifestyle choices.
- Examine climatic variations within countries (China, Australia, etc).

KEY ASSESSMENT TASKS

Comment [A6]: Assessment: all tasks involve purposeful use of language in context, including responding to authentic texts drawn from the target culture, and producing texts to share with others. For each module some level of personal reflection in issues related to language in cultural context is provided as well.

Comment [A7]: Within each set of assessment tasks a key component is a written reflection in English on aspects of language and culture, and their relationship in specific contexts, and students' personal experiences in using language for their own purposes in these contexts. These are completed in English at this level to ensure learners are free to express complex, personal ideas effectively, without the limitations placed by their still-developing knowledge and use of the target language.

TECHNOLOGY AND COMMUNICATION

- Use Chinese to hold a conversation in which you introduce yourself, exchange relevant personal information, and relevant contact details. OR
- Prepare a series of conversations in Chinese reflecting your understanding of the way contact details are represented in China.
- Create an annotated folio of 'print-outs' reflecting the interactions you had exploring www.yahoo.com.cn.

Reflection

- Complete a self-assessment evaluation of what you have learned about communication technologies in use in China and how language is used in these contexts. Discuss also the role technology plays in formulating your relationships with others.

THE HUMAN ENVIRONMENT

- Find appropriate accommodation for your family. Using pages from a Shanghai real estate newspaper, select a home that meets your family's needs, justify its selection and explain resulting changes in lifestyle.

Reflection

- Reflect on issues surrounding housing development in China today (heritage loss, eviction, intensive high-rise, high costs, etc). Prepare a print or television campaign statement highlighting your chosen issue.

LEISURE

- From a range of options select a Chinese penfriend to write to. Justify your choice of penfriend in terms of your shared and non-shared values. Write an email to this friend describing yourself and your lifestyle in detail, and enquiring further about their lifestyle. OR
- Conversations reflecting aspects of lifestyle that are different and that are similar.

Reflection

- Self-reflection (in English). Prepare a handout for people going to the Beijing Olympics discussing China and Chinese culture and reflecting on the issue of the Chinese stereotype using personal examples.

EDUCATION

- Your Chinese friend is considering coming to your school to complete his/her education. Write a letter telling them about your school, highlighting aspects which you feel they may not be expecting. Reflect on the reasons behind your choice. OR
- Chinese students are coming for a 2 week visit. Prepare a PowerPoint with voice-over promoting your school; highlighting aspects which you feel make your school unique.

Reflection

- Self-reflection in English. Analyse your school's information pack for overseas (Chinese) students. What aspects would appeal to these students? Why? What does it really say about your school?

THE NATURAL ENVIRONMENT

- Prepare a holiday program for a visiting Chinese student. Include an outline of climatic conditions, clothes to bring (and why) and a program of activities for you to undertake together. Consider choices made and others' perspectives of those choices.
- Prepare a wish list of activities you would like to undertake when visiting China, taking into account the local climate at that time.

Reflection

- Compare the two pieces, reflect on the original choices and consider potential changes and reasons. Complete a self-assessment and reflection.

Year 9 Chinese Program – Module Overview

YEAR 9		ESTABLISHING RELATIONSHIPS
		<i>THE HUMAN ENVIRONMENT</i>
KEY INTERCULTURAL CONCEPTS	Social organisation	<ul style="list-style-type: none"> The nature of community. How do we engage with our community? Changes over time and space
	Relationships / impact	<ul style="list-style-type: none"> the impact on housing on personal space
	Values systems	<ul style="list-style-type: none"> Preservation versus modernisation (e.g. should we keep traditional housing)
	Change	<ul style="list-style-type: none"> Housing traditions over time and regions Becoming global citizens, Future needs; responding to climate change, conserving the environment
KEY LANGUAGE CONCEPTS	Related Vocab	<ul style="list-style-type: none"> House types; house rooms Location words
	Grammar concepts	<ul style="list-style-type: none"> Sentence order: SPAO; prepositions (e.g. 在) Conjunctions (because ... therefore ...) Comparison difference (比), similarity (一样) Verbs expressing opinions (e.g. 喜欢)
	Communicative functions	<ul style="list-style-type: none"> Expressing opinions Describing relative location Responding to advertisements
	Text inputs	<ul style="list-style-type: none"> House plans, Real estate advertisements (Internet and print), Letters
	Characters	<ul style="list-style-type: none"> Use of Chinese language wordprocessing packages to discover the relationship between pronunciation and characters Discussion of internal components of characters (familiar and unfamiliar) and discovering the relationship between the characters' internal components and meaning Creation of compound words using characters' original, individual meanings How modern concepts (e.g. email) are conveyed using pre-existing characters

Comment [A8]: This module overview outlines in greater detail the sequence of teaching and learning intended by the scope statement outlined above

Comment [A9]: Language culture and learning: planning for learning focuses on the key intercultural concepts, and how they are reflected in this module. These concepts provide a focus on cultural values that will be reflected in the texts learners encounter, and issues to consider in the texts they create. Consequently, the focus of learning is not language out of context, but language in the context of exploring important values across cultures.

Module: Technology and Communication

Key Learning Interactions

- In small groups, hold a discussion (initially in English) reflecting on the role communication plays in developing relationships with friends, family, and others, both locally and overseas (if appropriate), and how this communication varies.

Focus questions: 汉语 How do you communicate with your friends and family?

汉语 Create a list of the different ways in which you communicate with others.

How has this changed over time for you, your parents and grandparents?

Can you imagine how this will change in the future?

Key vocabulary: communication (e.g. 沟通, 说话, 写信, 打电话, 发传真, 上网, 发电子邮件, 聊天儿, 进聊天室)

- Listen to Chinese conversations involving the exchange of personal information and identify information about phone numbers.

Comment [A10]: Classroom interactions: planning within a module focuses primarily on the key questions or probes that will encourage learners into intercultural enquiry. In this case the learning is initiated through a study of learners' own language use before they explore how these communicative activities are undertaken in the target language. At the same time key vocabulary in the target language is introduced as forms of communication are discussed. This facilitates movement from discussion in English to use of Chinese as reflected in the use of the code 汉语 in the plan.

Focus questions: 汉语 How are phone numbers presented in Chinese?
汉语 How does this compare to the way they are presented in Australia?
汉语 When would it be appropriate for you to hold such a conversation, and with whom?

Key vocabulary: 电话号码, 多少

Task: 汉语 Hold a conversation with a partner in which you exchange your phone numbers (land-line).

- Listen to a phone conversation and identify key phrases.

Focus questions: 汉语 How do you answer the phone in *English*? 汉语 What about your parents and your friends? 汉语 How was the phone answered in this *Chinese* conversation? What do you think this may mean?

Task: Hold a phone conversation with a partner.

- View a number of Chinese addresses and make observations about how they are constructed linguistically.

Focus question: 汉语 Compare this with how addresses are written in Australia (issue of ordering largest to smallest).

Key vocabulary: 街 路 号

- Using Chinese mobile phone advertisements (e.g. Chinese e-bay) locate references to mobile phones (手机)

Focus questions: Consider the reasons for the popularity of the mobile phone in China. How are they similar to or different from those in Australia? 汉语 What do these characters mean individually and why have they been used to create the compound for mobile phone? 汉语 How is it different from the word for telephone? Why do you think this was necessary? 汉语 How would you ask a Chinese person for his/her mobile phone number? 汉语 How would you reply if asked?

Task: Hold a conversation with a partner in which you exchange your mobile phone numbers.

- Look at a series of Chinese advertisements (taken from e.g. magazines, papers and Internet). Identify keywords and characters relating to phone numbers, addresses, and email addresses.

Focus questions: 汉语 Where have you seen these characters before? 汉语 What do they mean individually? Can you guess what they mean when put together? Compare their presentation with Australian advertising material.

Task: Present your own details in this way.

Key Assessment Task

- Imagine you are meeting a Chinese student at a school in China. Use Chinese to hold a conversation in which you introduce yourself, exchange other relevant personal information, and relevant contact details.

OR

- Prepare a series of conversations in Chinese reflecting your understanding of the way contact details are represented in China. Consider the context in which these conversations take place, and the relevance of the information you are exchanging.
- Analyse and compare a **variety of Chinese and Australian types of identification** (e.g. drivers' licences, VISAs, passports, ID cards).

Focus questions: 汉语 What information is provided? Do the cards provide the same information? 汉语 What Chinese characters do you recognise and what do they mean?

Comment [A11]: Resources: the range of resources used in these tasks draws on a variety of authentic sources – from both the target culture and learner's own world. Tasks rely not only on comprehension of language in text, but awareness of the nature of the text type and how different cultures represent these texts. This focus on contextual forms and meanings offers greater opportunity to deepen learners' awareness and engagement with language and culture and their relationship in context.

Can you work out the meaning of the other characters? What do these texts tell you about the information that is seen as being important for each of these situations?

Task: Complete a number of printed forms for different purposes (e.g. VISA application, magazine subscription, email application) providing the required details.

- Using the Internet and your knowledge of English language websites, access www.yahoo.com.cn to explore creating a Chinese email address.

Focus questions: 汉语 Looking at the web page, what do you notice? 汉语 What can you recognise? 汉语 What are the similarities between the Chinese page and the Australian page? What keywords can you locate and what do you think they mean? Check your meanings.

In small groups, consider the impact the development of email has had on communication across the world. How prevalent do you think its use is in China and why? Do you foresee any problems with its use in China? In Australia? Across cultures?

Key vocabulary: important terms taken from web pages

Task: Complete a form applying for an email address. Use the Chinese Microsoft word processing package to send each other and your teacher emails in Chinese. Create a word list reflecting the new vocab you have learnt.

Comment [A12]: Technology in teaching and learning: tasks involving communicating using ICT, which require both text processing in the target language and producing texts to share with others in the target language, reflect learners' life experiences in their own culture and provide for more meaningful contexts for applying their learning through communication with others.

Extension Task

- Explore www.yahoo.com.cn and locate the chat rooms. Consider the impact the use of chat rooms has on the formation of your relationships with others.

Task: See if you can access an appropriate chat room and hold a conversation in Chinese. Create a word list reflecting the new vocabulary you have learnt.

Focus questions: Why did you select that chat room? Why did you choose that person to talk to? What factors influenced your choices? Why do you think that person chose to respond to you or communicate with you?

Key Assessment Task

- Create a folio of 'printouts' reflecting the interactions you had exploring www.yahoo.com.cn, including your word lists, printouts of the online forms you have completed, printouts of your email inbox, emails you have sent, and any online interactions you had in Chinese chat rooms (e.g. greetings, enquiries of others and their responses). Include annotations on these pages describing and reflecting on your understanding of the vocabulary and the tasks. Complete a self-assessment evaluation of your learning. Discuss the role technology plays in formulating your relationships with others.

Comment [A13]: Assessment: this assessment task requires ongoing engagement and the development of a portfolio of materials. Annotation and reflection integrates assessment with learning and use of language and gathers evidence of diverse dimensions of students' learning

Resources

Ni Hao 2, Units 6 and 7

Ni Hao 4, Unit 2

Copies of visas, passports, drivers' licences, ID cards in Chinese and English

Visa application form, magazine subscription application, printout of email application

Internet, printer and access to Chinese websites, including www.yahoo.com.cn and eBayModule: The Human Environment

Key Learning Interactions

- View movies *Memories of Old Beijing* (set in 1920s) and *Beijing Bicycle* (set in 1990s).

Focus questions: 汉语 What style(s) of housing are evident in these films?

汉语 How are they similar/different to/from each other? What aspects of lifestyle are reflected in these films and how are these related to housing? Compare the two movies and consider how the use of the traditional *siheyuan* and lifestyle generally has changed over time.

- View images of modern housing in China (focus on Beijing and Shanghai) and compare with modern housing in Australia and discuss. (May view movie *Beautiful New World*, set in modern Shanghai.) Compare these with traditional Chinese housing reflected in the two movies above.

Focus questions: 汉语 What do you notice? 汉语 What are the differences and similarities in housing between and within the two countries? 汉语 In what way are traditional Chinese housing styles similar and different to modern housing?

汉语 Why do think this is the case? What are some possible reasons for the changes in housing over recent years? How does housing influence the nature of the community? 汉语 Describe your community. What effect(s) could a change in housing styles have on the community?

Key vocabulary: styles of housing (e.g. 洋房 单元房 楼 四合院 胡同 社区 社会)

- View a selection of traditional and modern Chinese and Australian house plans, and reflect on the similarities and differences. Then read texts describing the houses.

Focus questions: 汉语 What do you recognise? 汉语 What are the similarities and differences between the plans? 汉语 From viewing these plans, what conclusions can be drawn about lifestyle? What do these plans tell you about the values of the occupiers? 汉语 Identify the phrases used to describe the houses and the location of rooms, etc. 汉语 What linguistic patterns do you notice? How can these be represented and applied to other situations?

Key vocabulary: rooms and location

Task: Complete a house plan and a brief description of your own home. Reflect on what the house plan tells you about your family and your family's values. How is your lifestyle reflected in your house plan?

- Read letters from people who have moved home (ZhongGuoTong national curriculum guidelines).

Focus questions: Study the language used in the texts and reflect on the values of the authors that are inherent/implied in the letters. Reconsider the brief description you wrote about your home. 汉语 What language did you use to reflect your values? What did you leave out and what does that say about what you value? What language was used to compare the old and the new?

Task: Write a letter to a Chinese friend, telling him/her about where you live and enquiring about his/her living arrangements. Consider carefully the language being used and what message is implicit in your writing.

- Explore Chinese real estate advertisements (printed and online) and then compare with Australian equivalents.

Focus questions: 汉语 What do you recognise? 汉语 What connections can you make between the way language is used in these texts and in previous texts studied? Why do think this has happened? 汉语 How do the Chinese texts differ or are similar

Comment [A14]: Student engagement:
This module begins with the exploration of texts (films, advertisements) across cultures to simulate interest and enquiry about the concept of home and living environments over time and place.

Comment [A15]: Understanding learning:
The range of planned interactions reflects an exploratory process drawing on learners' own understandings and interpretations, as a stimulus to new learning.

Comment [A16]: Note how in the focus questions there is a connection drawn between learners' own language use and that reflected in these texts. This revisiting provides opportunity for comparison and contrast of the values reflected in language use within cultures.

Comment [A17]: The questions here reflect an attempt to open up the exploration of these texts to learners' own interpretations. The teacher's role is to facilitate students' reflection and interpretation, not impose a particular interpretation or meaning on the texts.

to those in the *Advertiser*? In comparing these texts do similar things happen with language?

Task: Create an advertisement for a Chinese real estate newspaper designed to sell your house (include address and contact details). Reflect on and highlight those features that may appeal to a Chinese family moving to Adelaide.

Extension Task

- Consider a text outlining the layout and use of a traditional *siheyuan*. Prepare a detailed plan of the traditional dwelling and annotate on the plan the reasons for the layout. Reflect on the good and bad points of living in such a house. Given current calls for more energy efficient housing, consider how energy efficient the *siheyuan* would have been compared with modern-style housing in China.

Key Assessment Tasks

- Your family is moving to Shanghai on a short-term work contract and you have been given the task of finding appropriate accommodation. Using pages from a Shanghai real estate newspaper, select a home that meets your family's needs. Justify its selection and explain resulting changes in lifestyle.
- Reflect on the issues surrounding housing development in China today. Prepare a printed or television advertisement highlighting your chosen issue.

Resources

Ni Hao 2, Unit 3

Videos: *Memories of Old Beijing*, *Beijing Bicycle*, *Beautiful New World*

Shanghai Real Estate Weekly and the *Advertiser* (Weekend Edition, Real Estate section)

Real estate websites, e.g. www.soufun.com.cn/ or <http://cn.realestate.yahoo.com/>

Comment [A18]: The extension task is planned for students capable of deeper exploration of the issue due to their language knowledge and time available. This type of differentiation ensures all learners are able to work to extend their current knowledge and engagement with both language and concepts under investigation.

Comment [A19]: The initial resource referred to is the textbook typically used to cover the topic. The teacher has extended the range of resources to include a diversity of authentic resources, films, print advertisements and websites to enrich the program and incorporate contemporary sources of information. In these cases the teacher will need to adapt the materials to suit learners' current capabilities. However, the intention isn't necessarily to require complete comprehension of such materials, but to provide rich sources of linguistic and cultural information and new content to stimulate exploration and enquiry on the part of learners. Consequently adaptation for classroom use depends largely on the questions the teacher poses to engage learners - at their own level - with the texts.

Sample of learning task (The Human Environment)

Learning Task 5

Explore Chinese real estate advertisements (printed and online), compare with Australian equivalents, apply what you have learnt and reflect on aspects of your learning.

Process

Select an advertisement from the page you have been given and respond to the following questions.

- What do you recognise? 你认识 (*rènshi* – to recognise) 什么?
- Prepare a list of Chinese characters, words and phrases that you recognise.
Prepare a list of Chinese characters, words and phrases that you **don't** know and see if you can work out the meanings.
- How is the language used in this text, the same and/or different to other texts (e.g. letters, plans) you have studied? Why do think this is the case?
- How do the Chinese texts differ from or are similar to those in the *Advertiser*? In comparing these texts do similar things happen with language?

Task

You wish to advertise your house for sale in a Chinese newspaper as you believe it would appeal to a Chinese family moving to Adelaide (include address and contact details). Prepare an advertisement for your house, using your knowledge of Chinese real estate advertisements to promote those features which are valued by prospective Chinese clients.

Reflection

- What did you need to consider about the values of Chinese people when preparing your advertisement?
- Which features of the house did you consider to be important, that needed to be promoted in this context? Explain the reasons behind your choice of features.
- Through completing this task, what have you learnt about the language of persuasion in a Chinese context, and how is this reflected in the language you have used?
- Did you enjoy this task? Which aspects of this task appealed or didn't appeal to you, and why?

Comment [A20]: Learner differences: the sequence of planned interactions acts as a range of scaffolds to respond to learner diversity, and provide them with the tools to effectively respond to the texts provided.

Comment [A21]: Student engagement: By focusing on learners' own world and experience the teacher is attempting to ensure their active engagement with the task, and the opportunity to express meanings related to their own life experience. In terms of reflection, individual learners are provided the opportunity to construct their own interpretations of their learning and intercultural understanding in the context of this module.

Comment [A22]: In the design of the reflection task, the teacher has attempted to create some 'leading questions' that might stimulate learners' introspection and intercultural reflection on how their own linguistic and cultural assumptions are challenged when conveying messages across cultures in another language. There is no right or wrong answer to these questions, and not all learners may respond in similar fashion, but the task itself is designed to probe deeper into learners' thinking and personal response to the experience of immersing themselves in a linguistic and cultural environment different to their own.

Module: Leisure

Key Learning Interactions

- In pairs, arrange a selection of cards showing activities and the Chinese words (e.g. children's picture cards, cards made from Olympic website) into groups.

Focus questions: 汉语 How did you arrange these cards? What groups did you come up with? Why? 汉语 What connections can you make between some of the Chinese words? (E.g. use of verbs (打 etc.) and other commonalities (球).)

汉语 Look at the compounds for the sports and activities and analyse the individual characters. Can you make any connections between the individual characters and the meaning of the compound? Look at the characters and their internal components and consider why these components have been used.

Key vocabulary: sports activities

- In small groups, discuss and define stereotypes. Then consider the Australian and Chinese stereotypes and the sort of leisure and sports activities that are a part of the life of those stereotypes. What other stereotypes are you familiar with and what leisure and sports activities do those stereotypes take part in?

Focus questions: 汉语 Consider the Chinese stereotype and the sorts of leisure and sport activities that are undertaken by a 'typical' Chinese person. 汉语 Are these stereotypes the same today as 20 or 50 years ago? 汉语 As individuals, make a list of the leisure and sports activities you take part in, and compare these with the leisure and sport activities you came up with as a group for the Australian and Chinese stereotypes. 汉语 What do you notice? 汉语 Are the lists similar or different? 汉语 Why might this be the case? What do you think would happen if you were to ask a Chinese teenager the same series of questions? Why do you think these stereotypes exist? How did they eventuate? What factors influence the choices people make?

Key vocabulary: leisure activities

Task: Prepare a table in Chinese outlining the leisure and sports activities undertaken by a 'typical' Australian, a 'typical' Chinese person, and yourself. Reflect on the similarities and differences in the three columns.

Task: Using Chinese, prepare and conduct a survey of the leisure and sporting activities your class does and present this in a graph. Reflect on the range of activities undertaken by the class. How many of these students would fit the Australian stereotype?

- View a series of postings taken from a Chinese penfriend website. (www.mylanguageexchange.com/penpals_chisim.asp)

Focus questions: 汉语 What does the information provided say about that person? 汉语 How do these texts reflect modern lifestyle?

(Discuss with parents their penfriends when they were at school. How did they get initial details? How did they communicate? What did they discuss? Reflect on current practices.) What does the language used, including style, say about the person who wrote the text? To what extent do these people reflect the stereotypes discussed earlier?

Task: Complete the form for your own posting on a Chinese penfriend website. What information did you decide to include and what did you not include? Why? What does the style of writing say about you?

Select one of the people from the postings you have been given and draft an email in reply, introducing yourself.

Comment [A23]: The focus questions reflect an attempt to explore stereotypes within and across cultures, and explore learners' own interpretations of these. The teacher facilitates their reflection and interpretation, and does not impose a particular interpretation of one culture or the other. The exploration and interpretation takes place from the learner's perspective alone.

- Students read a letter from a Chinese student describing his/her lifestyle (adapted text).

Focus questions: 汉语 What features make this a letter? 汉语 How does this compare with writing a letter in English? Describe the form the letter was written in using a series of keywords. How would you describe the style or tone of the letter?

汉语 Reflect on the differences and similarities in lifestyle between the Chinese student and yourself and possible reasons for these. 汉语 What language was used in the letter to describe the student's lifestyle? 汉语 What linguistic features/structures were used to add more information about the student as an individual (e.g. strengths/weaknesses, how long the penfriend has been learning the violin)?

What values (if any) are reflected in the letter? 汉语 What type of person do you think the author is and why?

Task: Using Chinese (language and format), write a letter in response that reflects your lifestyle. Carefully consider the words used and the 'hidden' message about you that those words may reflect.

- Listen to and read texts where people are making arrangements to do an activity (conversations, voice mail, notes, etc.).

Focus questions: 汉语 What language was used to make the arrangements?

汉语 What language was used to politely explain that you were busy? What language do you use in these situations? Are there standard phrases that are used in English? How did the language used differ according to the situation?

Task: Your new Chinese friend wants to get together this weekend and has left a message for you. You are very busy and have only a couple of hours when that would be possible. Using Chinese, make arrangements with your friend to do a mutually agreeable activity, reflecting what you have learnt about making arrangements, and being polite in Chinese.

Comment [A24]: Classroom interactions:

The focus within this sequence of planned interactions moves from exploration of text features to comparisons across cultures of text content (lifestyle), and the cultural values underpinning these features, to responding/experiencing/applying that learning in context. This process reflects the learner's active engagement with ideas and interpretations of different participants operating from different cultural perspectives, and reflections on these.

Key Assessment Tasks

- From a range of options (adapted from www.mylanguageexchange.com/penpals_chisim.asp), select a Chinese penfriend to write to. Justify your choice of penfriend in terms of your shared and non-shared values. Write an email to this friend, describing yourself and your lifestyle in detail, and enquiring further about his/her lifestyle.
OR
- Hold conversations with a number of people, reflecting different backgrounds, discussing aspects of your lifestyles that are different and similar.
- Self-reflection (in English). Prepare a handout for people going to the Beijing 2008 Olympic Games discussing China, the Chinese culture, and reflecting on the issue of the Chinese stereotype. Use personal examples reflecting your learning journey over the course of the year to enhance your presentation.

Resources

Children's sport and activity picture cards,

Websites: www.mylanguageexchange.com/penpals_chisim.asp

www.beijing2008.com

Ni Hao 2, Unit 3, 'Hanyu for Beginning Students', Learning Federation, Learning Objects (Mobile Phone)

Module: Education

Key Learning Interactions

- **Brainstorm** education in Australia and what students know, or think they know (issue of stereotypes), about education in China.
- View a movie, either *Not One Less* or *Going to School with Dad on my Back*.
Focus questions: Describe education as it is reflected in the movie. What does the movie say about how education is viewed in these communities? How do the images in the movie compare with other images you have already seen?
- View a series of photos and other images of schools in China.
Focus questions: What do these images say about schools in China? Come up with a list of keywords to describe these schools. Consider the responses and issue of stereotyping. What comparisons can be drawn between these images and the schools that have been a part of your educational experiences to date?
Key vocabulary: Facilities
- View a series of school timetables and listen to students describe their school day, taking note of points of similarity and difference with each other and with one's own.
Focus questions: 汉语 What type of text is this and how do you know? 汉语 What do you notice about each of these timetables? 汉语 In what ways are they different or similar? 汉语 Compare them with your own and reflect on points of difference and similarity.
汉语 What characters do you recognise? What compounds do you know/recognise? Can you make assumptions about the meanings of some of the compounds you don't know? Explain.
What values are hidden in these timetables? Whose values are reflected? How do you know? 汉语 What does your timetable say about yourself and your school?
汉语 What implications are hidden within these school timetables for family life? What impact do you think having such a timetable would have on your current lifestyle?
Key vocabulary: school subjects, opinions, reasons
Task: Using Chinese create your ideal, but realistic, school timetable and describe it to the class. Consider starting and finishing times, subjects, and the number of lessons per subject, extracurricular offerings, etc. Reflect on the choices made and what they reveal about you and your values.
- Read and listen to a series of texts in which students talk about their school and school life.
Focus questions: 汉语 What sort of language/vocabulary is used to describe the schools? 汉语 What is the message you are getting about how this person views education? 汉语 Are you getting the same message as your neighbour? Explain.
Task: Consider the positive and negatives aspects of your school and complete a table in Chinese reflecting this, ranking them in order of importance. Using Chinese ask your classmates about which aspect of their school they consider to be the best and the worst, and list them in a new table. Write a letter to the school principal discussing the good things about your school and the things that you believe need to be changed, and why.

Comment [A25]: A focus on experiences:
To initiate engagement with this new theme, the teacher begins by exploring learners' prior knowledge of the topic, recognising that prior knowledge may include assumptions and misconceptions that can be deconstructed and reformulated on the basis of the process of exploration and enquiry. Only by drawing out prior knowledge can the teacher understand what assumptions learners are bringing to this module, and develop a program to respond accordingly.

Extension Tasks

- Search for and locate a number of Chinese school websites, using a Chinese search engine. Analyse the type of information that is included on the website. What does this tell you about this school? Prepare a printout of pages representative of those school sites you visited. How does the information contained on these websites compare with the information contained on your school's website? How effective are these schools at getting their message across using this medium?
- Your family is relocating to Beijing. Consider information packs (taken from websites) that provide information about a number of schools in the city. Select one that would suit your family's needs. Consider factors your family would need to be aware of when selecting a school, and explain why this one was chosen. Write a letter to a Chinese friend living in Beijing, telling him/her about the school you will be going to and some of the changes you will need to make.

Key Assessment Tasks

- Consider your school's information pack for prospective overseas (Chinese) students. What aspects of this pack do you feel would appeal to these students and why? What does this pack really say about your school? Consider all information contained within it, not just the linguistic.
- Your Chinese friend is considering coming to your school to complete his/her education. Write a letter to your friend, telling him/her about your school and highlighting those aspects of your school and school life that you feel he/she may not be expecting. Reflect on the reasons behind your choice of aspects to discuss.
OR
- A number of Chinese students from your sister school in Jinan are coming to your school for a two-week visit. Prepare a PowerPoint presentation to send them, promoting your school, and highlighting those aspects that you feel make your school unique.

Resources

Websites related to schools

Ni Hao 3, Unit 1

Chinese Made Easy 2, Units 4 and 5

Hanyu for Intermediate Students

Comment [A26]: Learner differences:
Extension tasks provide opportunities for deeper exploration and more complex engagement with language, culture and meaning-making.

Module: The Natural Environment

Key Learning Interactions

- Access <http://weather.cn.yahoo.com/>; listen to a series of texts in which people discuss the weather; analyse diary entries.

Focus questions: 汉语 What do you see? Recognise? What connections can you make? Make connections between characters, symbols, and meanings (e.g. 晴 and sun image meaning a fine day). Locate cities on a map of China. Discuss national variations in weather for a sequence of days and consider climatic variations. 汉语 Discuss the 'local' weather conditions for a number of Chinese cities over a day/week. 汉语 Why are there differences in weather between the north and the south of China? 汉语 Consider the location of Chinese cities and the impact on weather conditions. Compare this with the Australian situation. Reflect on the differences in the way language is used in different contexts. Reflect on the importance of weather in conversations in Australia.

Key vocabulary: weather and climate-related; location (NSEW)

- Listen to a series of Chinese weather forecasts taken from the TV news.

Focus questions: 汉语 Notice key features of language used in this context.

Task: Using information gathered about weather conditions for a number of Chinese cities, prepare and present spoken weather forecasts and printed forecasts for those cities. Include maps showing location and appropriate symbols to represent relevant weather conditions. Then hold a conversation discussing the weather conditions. Reflect on language used for the different tasks.

- Read a series of texts in Chinese outlining key points of China's climate and its variations across the country.

Focus questions: 汉语 Discover keywords used to describe the climate in various locations across China and make connections with these words and the words used to discuss weather. 汉语 Note features of language and how they have been used to get the message across. Reflect on the lifestyle choices you make and the influence climate has on these choices. Consider the climate in various places across China and the impact this may have on lifestyle and choices made.

Task: 汉语 Complete a table outlining climatic conditions for several locations in China, and for several locations in Australia.

Task: Write a letter to a Chinese student, telling him/her about the climate where you live and your resultant lifestyle and options. Seek confirmation about what you have learnt about the climate in China and the impact this has on lifestyle.

- Read and listen to a series of texts in which students discuss their holidays.

Focus questions: 汉语 What are the key points discussed? 汉语 What do these students say about their holidays? 汉语 What do these texts say about these students? 汉语 Consider your holidays and the activities you undertake during them.

Task: 汉语 Discuss your holidays with a partner. 汉语 What conclusions would another person draw about you from hearing you talk about your holidays?

Focus questions: 汉语 Consider the major holiday periods in Australia and research the major school and public holidays in China. 汉语 In groups, brainstorm the activities that might be undertaken by students during each of these periods and in each of these locations.

Comment [A27]: Language culture and learning: The planned interactions involve interpreting and making meanings and exploring features of language, culture and meaning-making. Learners' attention is drawn to the central role of culture – and the environment in this case – in the way meanings are interpreted.

Comment [A28]: Student engagement: While the focus remains on language, the planned interactions focus on learners' own world and experience, as a basis for comparison with other life worlds.

Why did you come up with this list? How does your list compare with other groups' lists?

Task: In Chinese, prepare and conduct a survey of the class's favourite activities during the major holiday periods. Present this as a table in Chinese and write a reflection on the choices people make in their holidays. What conclusions (if any) can you make about this group of people?

Extension Task

- Prepare an information page for a website aimed at potential Chinese tourists visiting Australia, incorporating details about the Australian climate and its variations.

Key Assessment Task

- **Part A:** Considering issues of climate and lifestyle, prepare a holiday program for a Chinese student visiting your city who wishes to experience aspects of life in Australia. Include an outline of climatic conditions at that time of the year, clothes to bring (and why), and a program of activities for you to undertake together.
- **Part B:** In English, consider the following questions: Are these activities the same as or different from those activities you would normally undertake during this holiday period? Why? How do you think a Chinese student would respond to the program you have prepared?
- **Part C:** You have been invited to visit a friend in China during a Chinese holiday period. Prepare a wish list of activities you would like to undertake when you visit China at that time of the year for your friend to consider when making arrangements, taking into account the local climate.
- **Part D:** Compare your holiday program for a visiting Chinese student and your personal China holiday wish list. Reflect carefully on the original choices you made for your Chinese visitor and consider whether you would make any changes to the original plan. Make a note of any proposed changes and the reasons for those changes.
- **Part E:** Complete a self-assessment and reflection on what you have learnt in completing this task.

Resources

Websites: e.g. <http://weather.cn.yahoo.com/>
www.oldbj.com/seebj/travel/travel00015.htm

Ni Hao 2, Unit 9

Chinese Made Easy 2, Unit 3

Chinese weather forecasts (from Chinese news)

Comment [A29]: Assessment: The range of tasks listed highlights diverse ways of gathering evidence that captures diverse dimensions of students' learning, including reflecting on linguistic and cultural choices made and proposing reasons for these choices. While target language use remains a priority, responses in English support meaning-making and reflection.

Comment [A30]: Technology in teaching and learning: The use of websites provides opportunities to explore contemporary language use and access to representations of the target culture.

Field Code Changed

<p>Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning</p>	<p>Within the Modules the Key Learning Interactions draw learners' attention to the relationship between language, culture and meaning-making, by exploring how certain communicative interactions are undertaken in the target language/culture and learners' own language/culture.</p> <p>The entire program focuses on learners' own experiences and relates them to the target language and community. In this way learners' prior knowledge and experience are the starting point for intercultural learning. Intercultural principles are evident in the design through the explicit focus on learners' own interpretations, the relationship to their lives and the reflection on their own experience using the target language.</p>
<p>Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning</p>	<p>The design of the modules focuses on the interactions, which are framed as focus questions that engage learners in conversation about language, culture and communication. These focus questions are the stimulus to discussion which cannot be fully anticipated in advance, based as it will be on learners' responses and interpretations based on the prior knowledge and understandings they bring to the task. Key assessment tasks engage learners in purposeful language use and seek their personal reflection on their experience in using language, on their movement between languages and cultures, and on how this experience has impacted on their understanding of themselves as well as the target language community.</p> <p>The Focus Questions in each module, framed as open questions soliciting learners' own experience and interpretations, promote a collaborative environment for interaction and meaning-making about language, culture and communication. Each exploration of text in the target language provides the opportunities for discussion and experience in using the target language, and for reflecting on language, on culture relating to these, and the overall experience.</p> <p>Each module within the program focuses on the lived experience of people in the target culture, and on learners' own worlds. Tasks involving language use also contain a reflective element, focusing on linguistic or cultural aspects of the activity, and the nature or impact of the choices made by the learner in undertaking the activity. Focus questions and tasks reflect a range of contexts, audiences and modes of use, while learners generally retain their own identity as second language learners and users of the language, and can therefore reflect personally on their experiences.</p> <p>Modules tend to begin with a focus on texts and images presenting representations of life in China. This exploration of the other is then contrasted with learners' own lives and</p>

	<p>experiences, with opportunities provided to reflect on how they would respond to life in China, or how Chinese people would respond to life in Australia. In this way the learning and issues under discussion are directly related to learners' own worlds.</p> <p>Within each module a number of key resources are websites in the target language providing contemporary information or opportunity to interact with other users of the language. Technology and communication are foregrounded in the first module, and are used in developing online research and communication skills required through the remainder of the program.</p>
<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank</p>	<p>Resources, including online resources, are diverse in nature and purpose across the modules. They include official documents, youth websites and chat rooms, as well as advertising, promotional sites (Olympics 08), travel and weather websites, and films, videos and references to a range of textbook resources as appropriate to learners' experience. These resources provide a stimulus for learning and examples of language in context, as well as opportunities for research and sources of support for students' own language production.</p>
<p>Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation</p>	<p>Assessment is represented through cumulative key assessment tasks, involving a variety of experiences requiring responses in a range of text types for diverse audiences. While the focus is on students' using language for their own communicative purposes, assessment also includes students reflecting on their linguistic choices and cultural values, and opportunities for self-assessment and self-evaluation of:</p> <ul style="list-style-type: none"> • Learning. • Awareness of language and culture and their relationship. • Use of language for purposeful communication with members of the target language community.
<p>Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience</p>	<p>This program, encompassing a year's language study, focuses primarily on the longitudinal nature of language learning by providing a framework of intercultural themes that are used to connect the learning over the range of topics to be covered. Similarly, by scoping the language content to be covered the teacher can ensure there is continuity and increasing complexity in the language concepts introduced, and in the tasks set for learners to complete.</p> <p>Within each unit concepts are explored from the learners' own perspectives, with ample opportunity for personal reflection on life and experience across cultures, on their own movement between languages and cultures, with the</p>

	opportunity for interpretation of and meaning-making in the target language.
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	The plan outlined here is the teacher's intended curriculum; however, with its focus on learners and their interpretations, evaluation and adaptation will be an ongoing process. Focus questions lead to unanticipated discussions and deeper explorations of unanticipated issues arise from learners' own perspectives. Consequently, evaluation is ongoing, contextualised and dynamic within the overall intentions of the program, and remaining consistent with the long-term orientation to learners' progress in learning, use and reflection on these.