

To:

The French School of Sydney

Chinese Language Program for
Students of Elementary Level

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Rationale

Chinese is the oldest living language in the world, and it has the largest number of native speakers. With China's fast economic growth and the expansion of economic connection between Australia and China, more and more people think it is necessary to learn Chinese language in order to understand Chinese culture, as well as getting into trade, commerce, tourism, education and other areas.

This one-year program is specifically designed for French School of Sydney elementary students, to further their interests into Chinese language and culture, and to provide opportunities for them to have a profound understanding of Chinese language and culture. At the same time, it also helps to provide them more knowledge about Chinese study and prepare them for intermediate level should they have any need or interest to proceed.

Learners Profile

This Chinese program is designed for non-background elementary level students in the French School of Sydney. These students are in a co-educational school and have learned Chinese for 120 hours in previous years. By finishing this program, they would be able to achieve the some outcomes of Stage 4 and Stage 5 of NSW K-10 Syllabus, depends on which grade they are in at current year.

Statement of Goals

With the aim of meeting the five broad goals of language learning identified by the ALL Guidelines, this program tries to explore students to all these areas. As students have been learning Chinese for more than 100 hours, the use of language will be highly emphasised, however, the goal of sociocultural awareness is still very important in this program. The broad and specific goals are as follows:

Broad Goals	Specific Goals
Communication	To enable learners to: <ul style="list-style-type: none"> • Establish and maintain relationships and discuss topic of interest • Participate in social interaction related to making arrangement and making decisions with other • Obtain information by listening to or reading a spoken oral text • Giving information in spoken or written form
Sociocultural	To enable learners to: <ul style="list-style-type: none"> • Understand how interpersonal relations are conducted • Gain some insight into Chinese cultural traditions • Gain an understanding of Chinese cultural achievement • Gain some knowledge of Chinese current affairs
Learning how-to-learn	To enable learners to: <ul style="list-style-type: none"> • Develop cognitive skills • Take responsibility for their own learning • Sustain communication in the target language
Language and cultural awareness	To enable learners to: <ul style="list-style-type: none"> • Understand the function of language in everyday life • Appreciate the systematic nature of language and the works • Understand cultural variation and enriching nature of diversity
General Knowledge	To enable learners to: <ul style="list-style-type: none"> • Gain knowledge and understanding in the areas related to their needs, interest and aspirations, as well as to other areas of their formal learning

Objectives and Learning outcomes

Due to the reason that this is a class for students from different school levels, mainly year 8 to year 10, a combination of objectives and learning outcomes from both Stage 4 and Stage 5 of the K-10 Syllabus is necessary to cater for individual student's need.

Outcomes

- 4.UL.1** demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4.UL.2** demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4.UL.3** establishes and maintains communication in familiar situations
- 4.UL.4** applies a range of linguistic structures to express own ideas in writing
- 4.MLC.1** demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MLC.2** explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of China
- 4.MBC.1** demonstrates understanding of the interdependence of language and culture
- 4.MBC.2** demonstrates knowledge of key features of the culture of Chinese-speaking communities

Outcomes

- 5.UL.1**:selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2**:selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3**: uses Chinese by incorporating diverse structures and features to express own ideas
- 5.UL.4**:experiements with linguistic patterns and structures in Chinese to convey information and to express own ideas
- 5.MLC.1**:demonstrates understanding of the nature of language as systems by describing and comparing linguistic features across language
- 5MLC.2**:uses linguistic resources to support the study and production of

texts in Chinese

5.MBC.1:explores the interdependence of language and culture in a range of texts and contexts

5.MBC.2:identifies and explains aspects of the culture of Chinese speaking communities in texts

Organization of Program

This program has been allocated into 4 terms with 6 weeks in the first term and 10 weeks for each second, third and fourth term. There are 2 periods per week and 50 minutes per period, for a total of 60 hours.

The language part of this program is based on the “Nihao” textbook. The cultural elements are compiled from various resources. Following is the organization of the program:

Term 1

	Language	Culture
Unit 1	Making phone calls	<ul style="list-style-type: none">• China town• China migrants

Term 2

	Language	Culture
Unit 2	Eating	<ul style="list-style-type: none">• Food balance• Bean curd (Tofu)• Formal feast

Unit 3	Weather	<ul style="list-style-type: none"> • Climate in China • Key tourist spots in China
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Term 3

	Language	Culture
Unit 4	My school life	<ul style="list-style-type: none"> • School subjects and classrooms in China • Radicals of Chinese characters
Unit 5	How do you go to	<ul style="list-style-type: none"> • Daily transport • Religion in China

Term 4

	Language	Culture
Unit 6	My leisure life	<ul style="list-style-type: none"> • Peking opera • Chinese orchestra • Dragon dance and lion dance
Unit 7	Birthday celebration	<ul style="list-style-type: none"> • Traditional food for festivals • Jade

Statement of Assessment

Assessment is one of the best feedbacks about the achievement of objectives in this program. It is carried out throughout the whole learning process and is considered as an integral part of the learner-centred program.

As the major objective is using the language, the emphasis is on assessing communicative performance. At the same time, other aspects such as language knowledge and sensitivity to cultural phenomenon are assessed as well.

The formative assessment is employed during the process of learning, it includes:

- Observation of learner's performance in both activities and exercise
- Discrete point test on particular items of language, specific skills and general knowledge
- Integrative test on students' ability to participate in communication in a particular context

Summative assessment is conducted at the end of the term.

The assessment would be used as a part of learning materials and students would make progress by learning from reviewing the mistakes. The result of student's performance in assessment would be reported to principal and parents.

Resources

This program is mainly based on Nihao textbook, student workbook and teacher's handbook, which are widely used across Australia in Chinese language teaching. At the meanwhile, materials from Chinese Made Easy, Hanyu, and other resources would be used for reference as well. Apart from flashcards, tapes, CD-ROM, students are encouraged to use computers and other resources.

Term 1

Topic Items	Making phone calls (Week 1-6)
Exercises & Activities	<ul style="list-style-type: none"> ❖ New words and sentence structures drilling ❖ Role play for the content ❖ Use the computer for listening exercise and character writing ❖ Workbook exercises ❖ Design a telephone conversations ❖ Translation and interpretation
Other Learning Experiences	<ul style="list-style-type: none"> • China town • China migrants
Resources	Nihao 2 text book and workbook, Nihao 2 computer software
Assessment	<ul style="list-style-type: none"> ❖ Role play for the content ❖ Listening comprehension: A phone call ❖ Translation and interpretation exercise

Term 2

Topic Items	Eating (Week 1-5)
Exercises & Activities	<ul style="list-style-type: none"> ❖ Group discussion about Chinese food experiences ❖ New words and sentence structures drilling ❖ Role play (Ordering foods) ❖ Workbook exercise ❖ Watch a video (In restaurant) ❖ Interpretation and translation
Other Learning Experiences	<ul style="list-style-type: none"> • Food balance • Bean curd (Tofu) • Formal feast

Resources	Nihao 2 text book and workbook, Han Yu 2 text book and workbook, video, flashcard
Assessment	<ul style="list-style-type: none"> ❖ Translation ❖ Speaking test: My Chinese food experience ❖ Reading: My favourite foods

Term 2 (Continued)

Topic Items	Weather (Week 6-10)
Exercises & Activities	<ul style="list-style-type: none"> ❖ New words and sentence structures drilling ❖ Listen to record of real weather broadcast ❖ Translation and interpretation ❖ Group discussion: What is your favourite weather ❖ Workbook exercise ❖ Use computer software for listening and speaking ❖ Write the Chinese characters
Other Learning Experiences	<ul style="list-style-type: none"> • Climate in China • Key tourist spots in China
Resources	Nihao 2 text book and workbook, Chinese Made Easy 2 text book and workbook, tape, flashcard, Nihao 2 computer software
Assessment	<ul style="list-style-type: none"> ❖ Listening comprehension: Weather report ❖ Writing test: Weather report

Term 3

Topic Items	My school life (Week 1-5)
Exercises & Activities	<ul style="list-style-type: none"> ❖ Draw a picture of the French School of Sydney, marked with Chinese name for each building ❖ Listening comprehension: Match the name to the correct section ❖ Design a school timetable in Chinese ❖ Barrier game: Whose timetable is this? ❖ Use computer software to practise ❖ Worksheets and workbook
Other Learning Experiences	<ul style="list-style-type: none"> • School subjects and classrooms in China • Radicals of Chinese characters
Resources	Nihao 3 text book and workbook, CD, tape, flashcard, Nihao 3 computer software
Assessment	<ul style="list-style-type: none"> ❖ Reading comprehension: School timetable ❖ Listening comprehension: School map

Term 3 (Continued)

Topic Items	How do you go to (Week 6-10)
Exercises & Activities	<ul style="list-style-type: none"> ❖ New words and sentence structures drilling ❖ Survey: The most popular transportation ❖ Role play: How do you get to school ❖ Describe the bus routes ❖ Worksheets and workbook ❖ Use computer software for listening and speaking exercise

Other Learning Experiences	<ul style="list-style-type: none"> • Daily transport • Religion in China
Resources	Nihao 3 text book and workbook, Nihao 3 teacher's handbook, flashcards, CD, Nihao 3 computer software
Assessment	<ul style="list-style-type: none"> ❖ Speaking test: Giving directions ❖ Listening comprehension: A city map

Term 4

Topic Items	My leisure life (Week 1-5)
Exercises & Activities	<ul style="list-style-type: none"> ❖ Group discussion: My favourite TV program ❖ New words and sentence structures drilling ❖ Use computer software for listening and speaking exercise ❖ Describe programs in a TV guide ❖ Workbook exercises ❖ Reading exercise ❖ Visual presentation: China night party
Other Learning Experiences	<ul style="list-style-type: none"> • Peking opera • Chinese orchestra • Dragon dance and lion dance
Resources	Nihao 3 text book and workbook, Nihao 3 teacher' book, Nihao computer software, flashcards
Assessment	<ul style="list-style-type: none"> ❖ Listening comprehension: My favourite TV show ❖ Visual presentation

Term 4 (continued)

Topic Items	Birthday celebration (Week 6-10)
Exercises & Activities	<ul style="list-style-type: none"> ❖ New words and sentence structures drilling ❖ Use computer software for listening and speaking exercise ❖ Workbook exercise ❖ Barrier game: Whose birthday gift is this? ❖ Listening comprehension: Who are they?
Other Learning Experiences	<ul style="list-style-type: none"> • Traditional food for festivals • Jade
Resources	Nihao 3 text book and workbook, Nihao 3 teacher' book, dictionary, flashcards, Nihao 3 computer software
Assessment	<ul style="list-style-type: none"> ❖ Writing task: a birthday invitation ❖ Reading task: birthday diary