

Background information: Year 8 Chinese class in a private high school. The class has completed one full year (100 hours) of Chinese and have a basic knowledge of key words and phrases.

PRE-PLANNING: KNOW, SO, SHOW	NSW OUTCOMES AND LEARNING OBJECTIVES	
	Students will understand the meaning of new words and phrases in Chinese, utilizing their prior knowledge of Chinese language and culture.	Students explore meaning using their knowledge of language structure. (4.MLC.2) Understanding of the interdependence of Chinese language & culture is acquired. (4.MBC.1)
	ASSESSMENT.	
	Students will complete a worksheet before the lesson's end, requiring them to translate new words and idioms that incorporate both their prior knowledge and newly formed translation skill.	
	KEY POINTS.	
	<ul style="list-style-type: none"> • Our background knowledge of words and radicals is very useful when translating new words and phrases in Chinese • It is important to understand Chinese culture to understand the meanings of new words & idioms, as well as their common uses • Chinese have language structures (idioms) that carry special meaning, like some Australian idioms 	
LESSON CYCLE: GO	OPENING. (5 mins)	MATERIALS.
	<ul style="list-style-type: none"> • As students walk into the room, direct them to sit down, take out their workbook and follow the instructions on the screen: <ol style="list-style-type: none"> 1. Carefully look at the images displayed 2. 'Translate' each string of emoji's into a sentence, using the knowledge you have 3. Pens down and turn eyes to the front when you're finished 4. Do NOT discuss with your partner - this is a silent activity! • Once the majority of students have their eyes on you, quickly reveal the answers/translations to these sentences. Ask students to rate using a 'thumb scale' how difficult that activity was. • Iterate: Even when we have not seen a word/sentence before, we can make sense of it using our prior knowledge 	<ul style="list-style-type: none"> • Slide displaying pictures & instructions
	INTRODUCTION OF NEW MATERIAL. (7 mins)	
	<ul style="list-style-type: none"> • (Excitedly) tell students that by the end of today's lesson, they will be equipped to translate unknown words or idioms that they come across, just like they were able to translate these emoji sentences • Ask students to raise their hands (one at a time) and list ways in which Chinese (language) differs from English, using their knowledge from Year 7 <ul style="list-style-type: none"> ▪ Key answers: radicals/characters are picture based, different grammar & sentence structure, use of tones ▪ We will be using our Chinese we <u>already</u> know to be translating new words etc. ▪ Extension: ask for students from EAL/D backgrounds to share how Chinese differs from their first language • Perform a 'think-aloud' as I translate the words 众 and 开心 <ul style="list-style-type: none"> ▪ 众 – identify 人 as 'person' and then say "If 人 is person, then 3 people in a group could mean a crowd, or many. It means numerous/a multitude!" ▪ 开心 – ask students to (raise hands and) reveal what 开 (open) and 心 (heart) mean, separately. Take suggestions for an idea of the translation. Reveal that the combined meaning is 'happy', because a happy person is open-hearted. • Identify idioms as an important part of Chinese culture that require us to use our knowledge of culture, as well as language, to translate. <ul style="list-style-type: none"> ▪ Example: in English we have 'sayings' that don't make sense unless you know the culture. I.e. 'He kicked the bucket' (ask students) means 'he died'. ▪ Think aloud – Chinese idiom '九牛一毛' is lit. '9 cows, 1 hair' (ask students to translate individual words). Numbers are often used in Chinese idioms to contrast. The very big and very small contrast suggests the meaning is "something as small/insignificant as 1strand of hair amongst 9 	<ul style="list-style-type: none"> • Whiteboard markers – blue, black, green <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>TES encourages students to express and explore their values and attitudes in a sensitive manner by making links between English, Chinese and other languages.</p> </div>

	<p>cows”</p> <ul style="list-style-type: none"> We have translated a single word, compound word & idiom using prior knowledge! 	
<p>GUIDED PRACTICE. (10 mins)</p>		
<ul style="list-style-type: none"> Students will brainstorm a list of all the radicals and characters they can remember (in a timed 1.5 minute round, this is challenge to get <u>as many as possible</u>) – 2mins In a similar style to the earlier ‘think aloud’, students will use their knowledge of individual words to translate new combination words/phrases. In a ‘bingo’ style game, students cross off matching words if they appear on the screen examples. The student with the most matches wins a ticket* - 8mins <ul style="list-style-type: none"> There will be 5 examples – 1 word, 2 compound words, 3 idioms For each new word that appears on the screen, pick one student with a match to give a definition to the class The whole class will then have the meaning of the deconstructed word/phrase. They will be required to write their <u>own</u> definition of the new word/phrase E.g. ‘有名’: those with either 有 ‘have’ or 名 ‘name’ should cross it off. Ask 2 students to explain the meaning of each word. Allow 30secs for students to write down their translation of the compound word, with this new information. They must explain their reasoning in the form “I think it means _____ because _____”. Take 3 answers from students (point to students, no volunteers). The dictionary translation for 有名 is ‘famous’ Remind students of the importance of using their knowledge of words/language structure to make an educated guess about a word’s meaning * <i>Note: tickets are my classroom ‘point’ system. A student earns 10 tickets before receiving a prize from the prize box</i> 	<ul style="list-style-type: none"> ICT: Slideshow with 5 worked examples Stopwatch (NOT on a phone) Tickets 	
<p>INDEPENDENT PRACTICE. (17 mins)</p>		
<ul style="list-style-type: none"> Students will demonstrate their understanding and ability to decipher meaning by <u>individually</u> completing a worksheet where they translate 10 new words and idioms (4.MLC.2 & 4.MBC.1) – 6 mins <ul style="list-style-type: none"> Students must work silently and individually for 5 minutes (approx. 30secs per word) using the process modelled during guided practice No dictionaries allowed. Students must translate using what they have in their <u>own</u> head (this involves NO talking) I assess students’ proficiency by walking around and asking students to explain their process and answering any questions After individual work, the students will turn to work with the person on either side of them (groups of 3). After my explanation, they will compare answers and change them, where necessary (stopwatch: 2 mins). I will walk around and assign a number (1-10) to each group during this time – 3mins Each group will present and explain their translation (for the word/idiom corresponding with the number I gave them) in front of the class. Each group’s explanation must be 30 seconds – 8mins I will assess the accuracy of the students’ translation by grading against my own answer. Their reasoning process will be given a score /10, dependent on the clearness and logical sense of their explanation 	<ul style="list-style-type: none"> Worksheets Stopwatch Marking sheets <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>TES creates opportunities for a variety of verbal and non-verbal responses allowing for greater participation in lesson activities.</p> </div>	
<p>CLOSING. (6 mins)</p>		
<ul style="list-style-type: none"> Summarize: “today we’ve learnt how to use our prior knowledge of Chinese to understand and translate new word combinations. What you learnt in Year 7 was relevant and was like a foundation that you’ll keep building onto (like a house)” Ask students to stand where they are and move <u>silently</u> into a place in the room as if on a ‘scale’. Their <u>left</u> side of the room is “extremely confused and 	<ul style="list-style-type: none"> Leaving slips (student to hand out) 	

want to quit Chinese class” and their right side is “happy and excited about using what I’ve learnt to better understand new words in Chinese”. Students must not talk during this time!

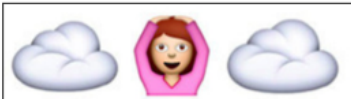
- Hand around students’ leaving slips. Explain they must finish this slip to leave class - they must write to fill the lines on the page! Using what they’ve learnt today, write a paragraph with the heading ‘*Learning Chinese Is Like Building A House*’. (last 2mins)

Resource: Opening Slides

DO NOW

1. Carefully look at the images displayed
2. ‘Translate’ each string of emoji’s into a sentence, using what you know
3. Pens down and eyes to the front when you’re finished
4. Do NOT discuss with your partner - this is a silent activity!

1



2



3



4



ANSWERS

Even if we have not seen a sentence such as this before, we can use our prior knowledge to understand the meaning.



= YOUR HEAD'S IN THE CLOUDS



= DON'T CRY OVER SPILLED MILK



= DON'T BITE THE HAND THAT FEEDS YOU



= DID YOU SAY SOMETHING? WAS THAT THE WIND?

Resource: Worksheet

Follow the teacher's example of how to translate new words/phrases to translate the new words below. First, identify the different parts of the word you know. Then give the word a new translation.

1. 森 (Hint: what does 木 mean?)

Answer: 木 means *tree*. Three trees together equals a *forest*.

2. 品

Answer: the mouth radical 口 x3 means *goods*. Often used together with 食 to make 食品, which means *food*.

3. 有心

Answer: 有 means *have*, 心 means *heart*. Together this word means *determined*.

4. 高手

Answer: *tall* 高 plus *hand* 手 combined means an *expert*.

5. 不三不四

Answer: lit. *not 3 not 4*. In context, this idiom translates to *dubious* or *shady*.

6. 一干二净 (Hint: gan jing 干净 means *clean*)

Answer: *totally or inexplicably clean*.

7. 对牛弹琴 (Hint: gang qin 钢琴 means *to play a traditional Chinese instrument*)

Answer: lit. *to play an instrument to cows*. This is to *address the wrong listener*.

8. 自由自在

Answer: *free and unrestrained*. 自 means *self*, 自在 means *comfortable*.

9. 不可思议 (Hint: si yi 思议 means 'believable')

Answer: given the hint and that 不可 means *cannot*, this idiom means *unbelievable*.

10. 三言两语

Answer: lit. *3 words 2 languages*. This is an idiom that means *just a few words*.

Lesson Plan Analytic Paper

Language, Literacy and Numeracy

Strength: The role of language and culture in learning

Research consistently highlights the importance of explicit vocabulary and literacy instruction in all classrooms students in Australian schools (ACARA, 2011; Gibbons, 2009). This lesson plan accounts for these differences in the classroom, through an explicit focus on culture. In this lesson, students not only compare and contrast language structures within Chinese, they also use their own knowledge of culture in a discussion. It is during classroom discussions, such as these, where students and teachers alike gain an appreciation of cultural and linguistic diversity (ACARA, 2011, p.1). This lesson plan uses the diverse cultural backgrounds within the class as a helpful learning tool.

TES draws on the diverse backgrounds of students to create valuable discussion in the lesson.

Strength: Issues in understanding secondary literacy texts

This lesson plan identifies the importance of all three factors (reader, text and activity) in reading comprehension, which is a great strength. The lesson's 'closing' question complies with Snow's "A Heuristic for Thinking About Reading Comprehension" (2002, p. 12). Having engaged in the translation activity, students will consolidate their knowledge in this activity. The long responses will identify those students who did not understand the lesson, however it's important to note that some students (from EAL/D backgrounds) may be unable to express their understanding in writing (ACARA, 2011). Hence why the lesson includes the 'scale' activity as another assessment of understanding, because it is non-verbal.

This lesson also models effective vocabulary instruction. The worksheet students will complete during Independent Practice contains minimal high-level English instruction, so as to avoid disadvantaging low-literacy level and EAL/D students (Gibbons, 2009, p. 9). The task they are to complete individually is explained thoroughly during the introduction and guided practice (taught from up the front of the classroom). During Independent Practice the teacher is also readily available to help those students (from EAL/D backgrounds or with low-literacy levels) who need further assistance understanding the task. The teacher will assist these students using specific vocabulary instruction of the questions words they do not understand (Kelley, 2010).

Hart and Risley (2003, p. 9), in their paper "The 30 Million Word Gap by Age 3", identify the huge vocabulary gap existing between classes. When planning lessons for a diverse classroom, one must remember the effect of early childhood vocabulary development on students' learning. This lesson plan is that it does so. In avoiding a lecture-style 'seminar', and allowing for class discussion, students are able to communicate using the vocabulary they understand.

Social, Psychological and Emotional Factors

Strength: Biases, assumptions and privilege

This lesson plan actively seeks to avoid the negative effects of biases, assumptions and privilege in the classroom. One major teacher bias towards students is their background and English proficiency level. However, as aforementioned, the minimal written instruction dispels the likelihood of this bias influencing said students. Steele (1997, p. 613) identifies the experience of two students in the same class, one Black and one White, who "experience the classroom so differently...as to significantly affect their performance and achievement there." The above lesson plan seeks to avoid any such difference in performance due to a student's background.

TES acknowledges and respects the diversity of all students within the classroom, incorporating current issues within lesson.

In addition, this lesson plan adheres to research that identifies the great effect teacher expectations can have on student learning. Zohar et al. (2001) conclude that higher order thinking skills should be taught to all students, not just the 'high-achievers'. "The belief that achieving goals related to instruction of higher order thinking is beyond the abilities of low-achieving

students, may have enormous instructional consequences” (p. 471). As a teacher, lesson plans must not exclude/preclude certain students from completing tasks requiring higher order thinking skills. This lesson engages all students in the same translation activities. If the teacher expectation is that all students complete the task, the effect on students’ learning will be positive.

Strength: Learning and teaching

Learning a language is a process that builds on itself over time. Thus, it is of utmost importance that each lesson is not isolated, but rather is heavily linked to prior lessons. This lesson plan creatively includes the activation of students’ prior knowledge as a way of building the new skill of translation. The students already have an entire year of studying Chinese to act as a prior knowledge ‘base’. The task of identifying words they already know and brainstorm language structures they can remember activates students’ prior knowledge and enables better quality learning. Further, engaging the students with emojis and Aussie slang in my examples increases interest-level for students. Tobias supports the interest-prior knowledge relationship strongly; “interest ...invokes deeper types of comprehension processes, leads to greater use of imagery...” (1994, p. 50). This lesson plan invokes both interest and prior knowledge.

Strengths in Curriculum and Pedagogy

Strength: Intellectual rigor and growth mindset

As mentioned earlier, in lieu of teacher expectations on student learning, Zohar et al (2001) stress the importance of teaching higher order thinking skills to all students. Similarly, Dweck (2010) identifies two different groups of students (growth mindset and fixed mindset) who differ not in intelligence, but rather an attitude to learning. Thus, all students should receive the same learning and activity opportunities if there is no distinction. In response to these findings, the above lesson plan ensures that all students are involved in the learning activities with no distinction.

The fixed mindset, Dweck identifies, is a mindset that believes intelligence is fixed and cannot improve or change. They are intimidated by tasks that require risk-taking or stretching of knowledge (2010, p. 1). This lesson plan aims to avoid this attitude to learning by cultivating a safe, group learning environment. Fostering a ‘growth-mindset culture’ in the classroom, as a teacher, is critical to avoiding students obtaining a fixed mindset.

A student with a growth mindset believes that their intelligence can develop over time, leading to long-term success. This lesson plan displays great strength in encouraging all students to take risks in the translation process (or an ‘educated guess’). While students of fixed mindset will not enjoy the uncertainty, challenging students to be pushing themselves (as in these translation tasks) is key to fostering a growth-mindset community.

Strength: Evaluating student improvement

One last strength of this lesson plan is its inclusion of a valid measure for student improvement. The teacher will use a specific gradable measure to keep track of each students’ language proficiency. Regular grading, such as this, are helpful for the teacher to use as points of reference in the future. A tangible method of ‘non high-stakes testing’ exemplified here is also extremely useful for testing whether or not students have achieved the lesson outcomes.

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