Chinese Culture in a Language Classroom—contextualising learning and embedding Chinese and China across the curriculum

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What is Culture?
What is Culture?

--Achievement culture/ informational culture
  art, architecture, literature, religion, history
  philosophy etc. (Hammerly 1985, p 145-46)

---Behavioural culture
  common daily practices and beliefs that
  define an individual and dictate behaviour in
  a specific society (Christensen and Warnick 2006, p 13)
Why Culture?
Why Culture?

Achievement culture/ informational culture—

Behavioural culture—
is inextricably connected to language and must be learned alongside the language

“being able to read and speak another language does no guarantee that understanding will take place” (Morain 1986, p64)

“You can master grammar and the dictionary, but without culture you won’t communicate. With culture, you can communicate with rocky grammar and a limited vocabulary” (Agar 1994, p29)
How to deliver culture in school?

- Contextualising and incorporating Chinese culture in Chinese lessons
- Extra-curricular Chinese cultural activities
- Chinese across the curriculum
How to Contextualising Chinese Culture in Classroom?

1. Matthew B. Christensen: Contextualization through situated performance-learn how to get things done the Chinese way.
2. Shaz: Thematic Teaching and Learning
3. Shaz: the culture triangle
1. Matthew: Contextualization through Situated Performance

Five factors:

1) Time of occurrence (morning, evening etc.)
2) Place of occurrence (street, dorm, home etc.)
3) Roles of the participants (stranger, friends etc.)
4) Script (what is said and done)
5) Audience (those who may be around but are not participants)
2. Shaz: Thematic Teaching and Learning

www.thechinesemonstermagic.com/teachers.html
The Power of Themes

Meaningful learning activities
Real life contexts - easily related to everyday life
The Power of Purpose

“Why should it matter to students?”

Using Themes in a real life context, students See the **Purpose** of language.
How to develop a Theme
The Zoo Theme
Grades K-3

What do I want my students to be able to do?
THEME: The Zoo

Student Outcomes

**Reading and Responding**

- Recognize characters for animals using Zoo Bingo
- Recognize the Animals in Chinese Zodiac
- Read descriptive words for animals
- Read short sentences expressing like / dislike of animals using a BIG book

**Writing**

- Conduct a survey of favorite animals and record the findings using characters.
- Design own zoo with labels of animal areas.
- Write sentence about their favorite animals in a Mini-Book

**Oral Interaction**

- Ask what is this?
- This is...
- Express likes or dislikes of animals
- Use descriptive words to describe animals
- Respond to questions to identify or describe features of an object (e.g., color, size, number)
- Role play a visit to the zoo
- Sing songs related to the zoo theme e.g., Two Tigers

**Resources**

- Zoo Bingo
- Animal Label Cards
- Character Flashcards
- Zoo Masks
- Chinese Zodiac Sheet
- Plastic zoo animals

**Assessment**

- **Reading and Responding**: Individual Reading conferences
- **Oral Interaction**: Observation of Role-play interactions
- **Writing**: Mini-Book assessment activity

**CONTENT:**

- Animals
- Descriptive Adjectives
- Body parts
- Likes and Dislikes
- Using Questions and Statements (e.g., Do you like? What is this?)

**CONTENT:**

- Animals
- Descriptive Adjectives
- Body parts
- Likes and Dislikes
- Using Questions and Statements (e.g., Do you like? What is this?)
What characters will my students learn?

Nouns
- 猴子
- 老虎
- 大象
- 蛇
- 袋鼠
- 头
- 鼻子
- 眼睛

Questions
- 这是什么？
- 你喜欢——吗？

Statements
- 这是
- 我喜欢
- 我不喜欢

Adjectives
- 高
- 小
- 大
- 很
We saw...

Animals

- Lions
- A lion cub
- Peacocks
- Elephants
- Emus

Descriptions

- It rained
- We took pictures

Our Trip to the Zoo

Transport

- We rode...
- A bus
- A tiny train

Food

- We ate...
- Popcorn
- Ice cream
- Butterflies
- Snakes!
Authentic Learning Experiences

Conduct a Survey

Questioning to gain information
Guess Who Zoo?

This is what?

Authentic Questions
Students express likes and dislikes

Authentic Communication
Descriptive words

小猫很可爱
Label own zoo using Chinese characters
Asking for Directions

猴子在哪里？
Culminating Activity

- Trip to the Zoo or a Virtual Zoo in the classroom
Theme: The Olympics

Olympic Fun

- Soccer player
- Bow and arrow target
- Skier
- Goalie
- Swimmer
- Skiing
THEME: The Olympics

Student Outcomes

Reading and Responding
Students will be able to:

• Read descriptive information about others in Passports
• Read a schedule (days, dates, times) for the Olympics 2008 events: http://en.beijing2008.cn/cptvenu es/schedule/
• Mime simple actions using Olympic Mime Cards

Writing
Students will be able to:

• Write personal information about self in Passport
• Write a description about each Olympic mascot
• Label Olympics rings (colors)
• Plan a Mini-Olympics event Schedule

Oral Interaction
Students will be able to:

• Initiate conversation with a person of another nationality (Ask nationality etc.,)
• Create a jingle for the Olympics
• Participate in a Mini-Olympics event using Chinese
• Conduct an Interview with a sportsperson

Assessment

Reading and Responding
Individual Reading Conference with students

Oral Interaction
Interview with Sportsperson

Writing
Passport Assessment

CONTENT:
• Nationalities
• Colors
• Sports
• Likes Dislikes
• My Body
• Descriptive words
• Days, Dates and Times

Resources
• Olympics Mime Cards
• Passport Template
• Mini-Olympics Handout
• Sports Cards
• Mascot Cards

The Olympics
Students will complete personal information in Passport.
Complete information in Passport

<table>
<thead>
<tr>
<th>姓名</th>
<th>中文</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>英文</th>
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</table>

<table>
<thead>
<tr>
<th>出生日期</th>
<th>年</th>
<th>月</th>
<th>日</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Draw your face here

<table>
<thead>
<tr>
<th>眼睛</th>
<th>头发</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>性别</th>
<th>男 / 女</th>
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<tbody>
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<td></td>
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</tbody>
</table>
At the Airport

Students exchange information about themselves and nationality.
奥林匹克
Describe the Olympic Mascots

福娃 Fuwa

Bobai Jujing Haohuan Yingying Nini
3. Shaz: the Culture Triangle

Conception: why people do it?
(e.g. the story of Nian)

Activities: what do people do? (e.g. dragon dance, lion dance, giving red envelope etc.)

Product: what can be produced (e.g. red envelope)
Contextualising Chinese culture in classroom teaching

Example: 1. Greetings
2. Numbers
Greetings

- How the Chinese greet each other quiz
- Use of Chinese celebrities
- Greeting song in Chinese
- Use drama
- Use “BBC Real Chinese”
Ways of Greeting?
你好！
Hello!
nǐ hǎo, nǐ hǎo, nǐ hǎo ma?
hěn hǎo, hěn hǎo, wǒ hěn hǎo
rèn shì nǐ hěn gāo xìng
xiè xie, xiè xie, bú kè qì
zài jiàn!
再 见
你好吗
Numbers

- Chinese number gestures
- Number song
- Lucky number and unlucky number
  - gift giving
  - telephone number
  - car number
- 踢毽子
- 武术
- 笔画
- 眼保健操
Chinese Number Gestures

一 (yī)
二 (èr)
三 (sān)
四 (sì)
五 (wǔ)
六 (liù)
七 (qī)
八 (bā)
九 (jiǔ)
十 (shí)
Number Song

一二三四
一二三四
五六七
五六七
一二三四五六
一二三四五六
七八九十
七八九十
About Chinese Lucky Numbers

- A telephone number with all digits being eights was sold for USD $270,723 in Chengdu, China.
- The opening ceremony of the Summer Olympics in Beijing began on 8/8/08 at 8 seconds and 8 minutes past 8 pm (local time).
- A man in Hangzhou offered to sell his license plate reading A888888 for RMB 1.12 million (roughly USD 164,000)
Now your turn...

Task 1:

What cultural elements can you embed in your teaching if you are to teach the following topics

---colours,
---animals,
---school
---food and drink
Color

- Beijing opera face
- Dress color code
- Face painting worksheet
- Flag coloring worksheet
- Color questions and answers
Black Color

- Black symbolizes roughness and fierceness. The black face indicates either a rough and bold character or an impartial and selfless personality.
Red Color

Red indicates devotion, courage, bravery, uprightness, and loyalty.

hóng sè
Animals

- Chinese zodiac—find out you and your friends’ animals
- The zodiac story—act it out
School

- Schools in China
- A Chinese student’s timetable—reading exercise
- Chinese School DVD
- BBC Chinese Schools
This programme looks into three different types of school in a small town in An Hui Province with details on a few students’ life on the campus and outside.

It provides a realistic picture of many schools in China today.

[Chinese school film]
Food

- Chinese table manner
- Chopstick competition
- 我们喜欢吃… 他们喜欢吃…
- Visit a local Chinese restaurant
- Design a Chinese menu
Let’s do the quiz!
1. How should you position your chopsticks while eating - which of the following is NOT correct?

A) put them vertically in your rice bowl

B) put them horizontally on your chopstick stand

C) put them horizontally on your bowl/plate
How to Position Your Chopsticks
2. While eating in China, you will notice that when the waiter/waitress pours tea for the Chinese diners, they will tap their fingers gently on the table, what does this mean?

A. It means “more” please

B. It means “thank you”

C. It means “that’s enough”.
3. How should you pour your tea while eating with others?

A) pour for the people sitting next to you before pouring for yourself;

B) only pour for yourself;

C) don’t pour tea yourself—wait for the waiter/waitress to do it.
Project based teaching

- Beijing Opera Mask Project
- My Pet Dragon Project
- Fashion project
Project based teaching

- Beijing Opera Mask Project

-- Introduce Beijing Opera

-- Colour and personality
Project based teaching

My Pet Dragon Project

- compare Chinese dragon with western dragon
- body parts
- colours
- abilities
- location (sea, mountain, forest etc)
My Pet Dragon

2012 YEAR OF THE DRAGON!

I love dragons! I have a dragon book and draw dragons all the time!

My dragon is blue and has three legs.

I want a real dragon to fly over my house!
我的龙！！！

我很喜欢我的宠物龙

它有两个头

它有两条腿

它有两个翅膀

它有两条尾巴

它的脚

我的宠物龙

我的宠物龙
Project based teaching

Fashion Project

- learn about famous fashion designers
- clothing
- colours
- materials
- adjectives
Extra-curricular Chinese Cultural Activities

- After school/lunch time clubs
- Celebrating Chinese festivals
- Visits
- Mandarin competition
- Other special events
After school/lunch-time clubs

Task 2:
If you are asked to run a after school/lunch time club, what clubs can you offer? Write down some ideas.
After school/lunch-time clubs

- Paper cutting/folding
- Chinese calligraphy
- Chinese painting
- Chinese folk dance
- Chinese Martial Art
- Chinese cooking
- Table-tennis
- Chinese music
After school/lunch-time clubs

Task 3:
Now think again, put them in the following category:
--I can offer it straight away by myself
--I can teach while learning
--I need some training before I can do it
--I need outside expertise to do it
Celebrating Chinese Festivals

Task 4:
Write down the Chinese festivals and the relevant activities you can do with your students, what can be produced out of it?
Revisit: Shaz: the Culture Triangle

Conception: why people do it? (e.g. the story of Nian)

Activities: what do people do? (e.g. dragon dance, lion dance, giving red envelope etc.)

Product: what can be produced (e.g. red envelope)
新年

Conception: articles about New Year

Activities:

New year workshops (run it yourself, run it with the help from expertise such as Jing Kun Opera，伦敦南岸大学)

包饺子

恭喜你歌

Chopsticks challenge

踢毽子比赛

Workshop for teachers

Product: 红包，窗花，灯笼，饺子 等
Chinese New Year workshop
Chopstick competition
龙舟节
-- 龙舟赛
-- 包粽子
Visits

- To local Chinese restaurant
- To museum
- To China town—Chinatown hunt activity
- To China—summer camp, work experience
- To other Chinese related activities
Curriculum support – G&T restaurant visit to Chinatown
Visit to British Museum – Exhibition on ‘The First Emperor’
Trip to China—Kunming
Work experience in China 2007
Chinese Breakfast in school
Mandarin Competition

- Speech
- Drama

- ..\..\..\videos\Competitions\Mandarin Performance 2005.MPG
- ..\..\..\videos\Competitions\Mandarin Performance 2008.wmv
In The news: Only school to be in the Top 3 every year
Fundraising for Sichuan earthquake
Winners of 2009 National Mandarin Competition
...Across the school

- Task 4: Your school is going to apply for the Internal School Award and you are going to help your school to develop cross curriculum activities with a partner school in China, think about what you can do with each of the following subject:

  Mandarin, Math, English, ICT, Art, Technology, P.E., Music,
Hello! Open me!

Here you are!

Dear friend:

Hi. My name is Kevin. It's my English name. I'm 13 years old. There are three people in my family. I'm happy to be your friend. I'm Chinese. Where are you from?

Love, Kevin

2018.4.17

Dear friend,

My name is J. I'm from Shanghai. I like water. I'm six years old. What about you? I'm twelve years old. I think I am younger than you. Do you like watercolor? I like it very much. It's interesting.

Your friend,

J. Tuck

Good Lucky

Expo 2010
Art Lessons
…linking with the outside

- SSAT
- British Council
- the Chinese Embassy
- Schools in China
- Business organisations
Task 6: plenary

- Discuss and write down as many key words you’ve learned from this session as possible. Discuss and write down some actions you are going to take after this session.
Finally...

- If not sure, start from something small
- Keep trying
- Don’t forget publicity, let people know what you are doing—school display, school newsletter, local newspaper etc.
Thank you and good luck!