CLTASA Newsletter

南澳中文教师协会

2019 Issue 2

二零一九年 第二期

2019 Term 2 Presidents' Report

On behalf of our committee and all of the members of our association Jenny and I would like to say how proud we are of the fantastic success of our Term 1 professional development workshop. We were surprised and delighted by the participation and the enthusiastic comments from those who attended. One person wrote: "It is such an opportunity to meet all the people who are contributing to this exciting career. I will definitely come again".
Another commented: " A wonderful, eye-opening, stimulating and informative training. Have gained many inspirational ideas that would be used in teaching." We would really like to thank the teachers who put so much time and effort into their presentations: Belinda Dello-Iacovo, Minmin Huang, Jie Li, Fangfang Qiu and Wendy Lampard, as well as committee members who worked hard to organise the event and provide catering.

Our next professional development workshop will be held soon on Friday, June 7. The theme is Working with digital technology in the classroom and again we have some great presenters with some practical and inspirational ideas for your classroom. Please be aware that the workshop will not be at Adelaide University but at the Hawke Building in North Terrace.

I am sure that you are all aware of the upcoming Chinese Language Teachers' Federation of Australia National conference in Perth on 12 and 13 July and we hope that many of you will attend. It is especially valuable for new teachers to expand their horizons, and to get to know Chinese teachers from other states and overseas. Don't forget the $100 subsidy available for full members of our association.

Recently Jenny and I accompanied two of our outstanding early career teachers, Robbin Wang and Grace Myers, at a reception organised by the Council of Education Associations of SA at Government House to recognise excellence in teaching. It was a great opportunity for our association to recognise the contribution of Robbin and Grace to Chinese teaching and learning and to the work of our committee.

Our committee is now in the process of thinking about a theme and planning for our state conference on Saturday, August 31. If you have any suggestions for a theme or know any great presenters can you please make contact with a member of the committee. We are also hoping that some of you will be willing to share your great teaching ideas by offering a workshop at the conference.

Once again Jenny and I would like to thank all of the members of our association for their active support and contribution to the work of our association and we hope to see you at our next PD in June.

Kathy Purvis and Jenny Jin
Joint President   Chinese Language Teachers' Association of South Australia

News: CLTASA Term 1 professional development conference

Strategies and Ideas for Student Engagement

Reported by Grace Myers

On Friday the 1st of March 2019 the Chinese Language Teachers Association of SA held our first PD event for this year on the theme of student engagement. It was a very successful evening with over 60 Chinese teachers attending from across Adelaide! We had 5 presenters in total, 1 aimed at any age from kindy to high school, and 2 each for primary and high school.

Workshop #1: **Belinda Della-Iacovo - '*Engaging students through developing proficiency'***

Belinda shared her experience and thoughts on using comprehensible input as a language teaching methodology and how this can help students to experience real progress with their learning. She reinforced the importance of talking about something 'real and relevant to the child' when using this technique. She explained 3 different approaches to language teaching:

1. Emphasis on form/grammar
2. Emphasis on meaning

3.   Emphasis on meaning with *some* explicit learning/focus on form and grammar but presented in context. Belinda discussed her preference for the third approach and how she had come to that through her own experiences of learning and teaching Chinese.

Workshop #2: **Minmin Huang –** *How does student engagement look to students? How do we cater for diverse learning needs?*

In her workshop, Minmin discussed her strategies for providing fun and engaging activities for her students whilst successfully managing differentiation in her classroom. She mentioned the difficulty of having native and non-native speakers together in a class and gave some examples of how she managed this situation. She shared many useful online tools for engaging students such as Little Fox website, Who Wants to be a Millionaire?, strokeorder.info/mandarin, Kahoot, Quizizz and others.

Workshop #3: **Fangfang Qiu –** *Be Visable, Differentiate: Unit of work*

Fangfang's workshop focussed on promoting engagement for the diverse range of abilities in her classroom and how a unit of work can be developed and enhanced to meet these needs. She shared a unit of work she developed for year 9 students on the topic of colour and school uniform. Her unit had 3 levels of vocabulary to ensure all students were challenged with manageable learning goals.

Workshop #4: **Wendy Lampard –** *How to engage students in Chinese learning*

Wendy presented ideas about how to engage students who feel Chinese learning is too difficult or unachievable. She shared some visible tools and teaching methodology that she has found effective in her classroom. She also shared and discussed some year 9 work samples.

Workshop #5: **Jie (Cassie) Li** – *Engagement by challenge: Demystifying Chinese traditional medicine*

Jie presented a very interesting workshop on her experience running an acupuncture and hot cupping incursion for her upper primary class. She discussed the logistics of arranging such an event (parent consent etc) and explained how she incorporated many areas of Chinese language and culture into her unit and built on her students interests in this 'mystical' concept of Chinese medicine.

We are greatly appreciative of all the teachers who found time in their busy work schedules to plan and present these workshops. Learning from and discussing ideas with our colleagues is one of the best ways to improve our practice and without the generosity of our members, we would not be able to provide these opportunities. We look forward to having many more great workshops this year!

加油！

News: 教室内外

"Yr 6 students from St Martins Lutheran College have been learning about family members, colours and pets, and this term they are required to complete a reading and writing challenge. Students need to read and understand 3 sentences with the aim of pinyin meaning not clear, then produce their own writing emphasizing the use of "的"."

by **Joanna Tao**   Chinese Teacher of St Martins Lutheran College
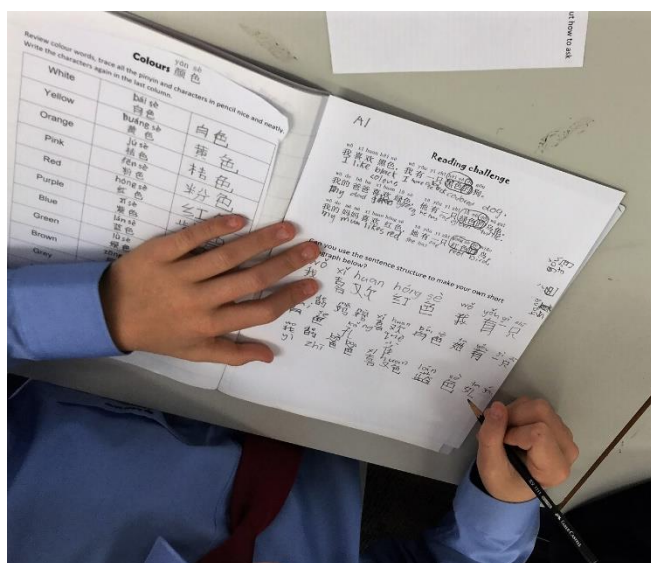
Upcoming event: CLTASA Term 2 PD

2019 Term 2
South Australian Chinese Language Teachers Association
Professional Development

When: Friday 7th June 2019 (Week 6 Term 2)

Where: Hawke Building University of South Australia City West

Theme: **Working with digital technology in the classroom**

Cost:

Members	$20 (dinner included)
Non-members	$40 (dinner included)
Teachers combined workshop plus membership	$70 (dinner included)
Students/Ethnic school teachers combined workshop plus membership	$35 (dinner included)
Students/Ethnic school teachers non-members	$20 (dinner included)

Timetable:

5:00 – 5:45PM	Registration & Dinner
5:50 – 6:40PM	Workshop 1 & Workshop 2
6:40 – 7:30PM	Workshop 3 & Workshop 4
7:30 – 8:00PM	CLTASA General Meeting

Register online: info@cltasa.org.au
An automated response and invoice will be sent out once you register.
Payment by EFT Chinese Language Teachers Association
BSB: 105-010.
Account Number: 073 501 740
Or
Cheque to Chinese Language Teachers Association
GPO Box 10261 Adelaide SA 5000

aitsl
Certificates will be issued at the conference
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
2.1 Content and teaching strategies of the teaching area
3.5 Use effective classroom communication
4.2 Manage classroom activities
5.1 Assess students learning
7.4 Engage with professional teaching networks and broader communities

Workshop 1
Presenters: Miss Wenting Hao   &   Mr. Robbin Wang
Teachers of Chinese   *Teachers of Chinese*
Saint Ignatius College   *Saint Ignatius College*
Junior School   *Junior School*

This workshop aims to provide teachers with practical examples of how iPad can be used by teachers to manage the primary school classes, and by students to interact with content knowledge and produce work. The workshop is designed for teachers who are new to use iPad in Chinese classrooms, teachers who are expecting to use iPads in the future and teachers who want to share ideas about using iPads. In the workshop, presenters will introduce and discuss useful functions of IOS system on iPad, as well as the pros and cons of specific applications, such as Apple Classroom, Apple Page, Book Creator and iMovie. Example of assessment plans with iPad integration will be shared. There will also be a Q&A and idea-sharing time. Please bring your iPad if you want to practice some of the functions during the workshop.

Workshop 2:
Presenter: Ms. Mingxia Wei (Secondary)
Language coordinator
Seymour College

This workshop will discuss the movie 《Song of Youth 老师好》 and how to use this movie and related live resources in Continuers level. Students will discover relationships between a teacher and student in contemporary China, compare and reflect on the change of educational philosophy between the West and the East.

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Workshop 3

Presenter: Ms Jing Zhou   &   Miss Grace Le

Teacher of Chinese   Teacher of Chinese
Westminster School   St Peter's Girls' School
Open Access College

</div>

In this workshop, the presenters will be sharing how various types of ICT tools and materials are used for different purpose of teaching, and how ICT is incorporated into classroom interaction and meaningful learning. Please bring your laptop or iPad with you to share your resource collections in the sharing and discussion session at the end of the workshop.

1. Apps: iMovie, Book Creator, sketches School
2. Video resource: YouTube Channels: *little Fox Chinese – stories and songs for learners*
    More Fun Chinese (Cool panda songs and stories)
    Chinese Bubby
    Kung Fu Kingdom
    TV program: 外国人在中国
    Reality show: 菁蓉季 we are young (2015)
    一条
3. Funky songs and advertisements in classroom:
    你好吗？   Greeting Song, 茉莉花, 好想你, 请给我,   Numbers Song, etc

<div align="center">

Workshop 4

Presenter: Miss Joyce Chen

Teacher of Chinese
University Senior College

A Text Analysis Resource for both Background and Continuers Chinese Students

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Many Chinese teachers, like myself, usually have to teach both Background and Continuers students at school. For some teachers, this even happens in the same classroom. This type of learning environment could be a challenge to educators but inevitable in many cases. Therefore, I would like to share one of my Text Analysis tasks with you, to demonstrate how it works effectively and efficiently for senior Chinese students. The topic is about an environmental issue in China, but it opens up opportunities for students to investigate and to question. It is hoped that active participation in this task will help students to develop their global citizenship as well as their intercultural capability, which are required by the Australian Curriculum.

Upcoming event: National Conference 2019 in WA

25TH CHINESE LANGUAGE TEACHERS' FEDERATION OF AUSTRALIA NATIONAL CONFERENCE
PERTH WESTERN AUSTRALIA 2019
HOSTED BY THE CHINESE LANGUAGE TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

澳大利亚中文教师联会第二十五届年会

Mission Possible:
Equipping Global Citizens with
Chinese Language & Culture

指日可待：弘扬中华语言文化
共铸全球视野人才

FRIDAY 12TH & SATURDAY 13TH JULY 2019

COST	
Early Bird Before 10th May (Conference dinner included)	$370
Registration (Conference dinner included)	$430
1 Day only	$220
Conference dinner only	$80

For more information and registration PLEASE CLICK HERE

Upcoming event:

Workshop Submission National Conference 2019 in WA

25th CHINESE LANGUAGE TEACHERS' FEDERATION OF AUSTRALIA NATIONAL CONFERENCE PERTH, WESTERN AUSTRALIA 2019

澳大利亚中文教师联会第二十五届年会

Mission Possible: Equipping Global Citizens with Chinese Language & Culture

指日可待：弘扬中华语言文化 共铸全球视野人才

Friday 12 & Saturday 13 July 2019

Workshop Submission

Thank you for your expression of interest in delivering a workshop at the 25th CLTFA National Conference. Please read carefully the following information before your online submission.

Presentation information

1. **Your presentation will need to relate to one of the following five Australian Institute for Teaching and School Leadership (AITSL) standards:**

    - Know your students and how they learn.
    - Know the content and how to teach it.
    - Plan for and implement effective teaching and learning
    - Create and maintain supportive and safe learning environments
    - Assess, provide feedback and report on student learning

    https://www.aitsl.edu.au/teach/standards

2. **Accepted workshops will form the major part of the conference program and will be scheduled in approximately 45-minute time slots.**

3. **Submission of the abstract of a workshop presentation should be in English (and Chinese if possible) between 100 to 150 words maximum.**

4. **Provide a brief self-introduction (about 100 words) and a recent photo of yourself.**

5. **To be eligible for presenting at the workshop, you need to register for the conference in a separate form.**

6. **You are strongly encouraged to submit before the submission deadline. All submissions will be reviewed and successful applicants will be notified.**

Submission deadline Friday 10 May 2019

Please click HERE to start your workshop submission

CHINESE LANGUAGE TEACHERS' ASSOCIATION OF WA (INC.) 西澳中文教师协会

PO Box 252 Bull Creek WA 6149

E: CLTFA2019Conference@gmail.com W: http://www.cltawa.asn.au

Upcoming event: 2019 Video Competition

In 2018, four entrants won prizes in the Video Competition with the signature phrase of 红. Winners were presented with their prizes at the CLTASA Language Award Night.

中文视频比赛 2019 Chinese Video Competition 2019

微电影竞赛 Short Film Contest

Entries close on Friday 27 September 2019 （Week 10 Term 3）at 11:59pm.
Start to plan & prepare!
Combine your Chinese language skills with your creativity and acting skills to make a 2-minute film.

THE COMPETITION

This year's signature phrase is 动物 Animals.

Your film canbe on any topic. The signature theme does not need to be the main theme but must be featured somewhere in your video. Aside from the signature phrase and the use of Chinese language, there are no restrictions on the style or theme. You can produce a comedy, a drama, a documentary; you can animate it, you can Claymation it – the sky is the limit!

ELIGIBILITY

Entrants must be students of South Australian schools, who learn Chinese as a second language. Students can enter the competition as an individual or as a group. There is no limitation how many students can be in a group. Schools can submit as many entries as they wish.

Upper Primary Group: Year 5-7
Middle Group: Year 8-10
Senior Group: Year 11-12

TIME LIMIT

The video must be no longer than 2 minutes. Entries which exceed the time limit will not be considered as winning entries for the contest.

ENTRY FEE

$5.00 per entry (One video is considered as one entry.)

ENTER & SUBMISSION

Details on how to enter the competition and submit the video will be published in early Term 3.

News: CLTASA Facebook Page

On 26 January 2019, CLTASA launched a Facebook page to deliver news and upcoming events including professional development opportunities. CLTASA hopes all teachers of Chinese are ready for and excited about the new school year of 2019, the year of the pig.

Link to access the CLTASA Facebook page: https://www.facebook.com/cltasa

Teaching Resources

Source: Belinda Dello-Iacovo

Engaging students through developing proficiency

A few theories, strategies and personal reflections

语言能力=proficiency?

What helps the children to understand? What engages their interest?

- Game is already familiar to them
- Context makes clear what is happening
- Language used is simple and repetitive
- Children like playing hide and seek

What is comprehensible input?能理解的输入是什么?

- It has to be comprehensible
- Real meaning is being communicated (i.e. not just 'for practice')
- It needs to be of interest to the students
- It is frequently highly repetitive
- The teacher carefully selects the language used

你好吗？ Nǐ hǎo ma? How are you?
1)我很好。 Wǒ hěn hǎo! I'm well.
2)我很开心！ Wǒ hěn kāixīn! I'm happy.
3)我很忙。 Wǒ hěn máng. I'm busy.
4)我很累。 Wǒ hěn lèi. I'm tired.
5) 我很热。 Wǒ hěn rè. I'm hot.

我 wǒ - I 你 nǐ -you 很 hěn - very

Explicit learning （显性学习?） (Implicit learning 隐性学习)

Learning about grammar rules 语法

Learn in an orderly progression
i.e. student expected to master one aspect of language then move on
,
Present practice test

Focus on form 注重语言形式

Language learning 语言学习

"While we're on the topic" by Bill VanPatten

Language is abstract, complex and implicit
语言是抽象的、复杂的、隐形的
We learn through interaction and exchanging meaning
Focus on meaning 注重意义
Language acquisition 语言习得
Bill VanPatten believes explicit learning
cannot become implicit learning

Three approaches to second language acquisition

- Emphasis on form/grammar 语言形式为主

- Emphasis on meaning 意义为主

- Emphasis on meaning with some explicit learning/focus on form in context

Classroom language and how students comprehend it

- 举手 (action)
- 看白板
- 一边看一边听
- 把电脑打开 (teacher closes the laptop)
- 作业做完了吗？ 做完了。 没有。 (write sentence with English translation on board)
- 你们觉得难不难？ (Write unknown words on board with English translation if required)

中文为第二语言的特点

Spanish/Italian

- Grammar is more complex
- Familiar written system - can instantly read new words
- Phonetic spelling
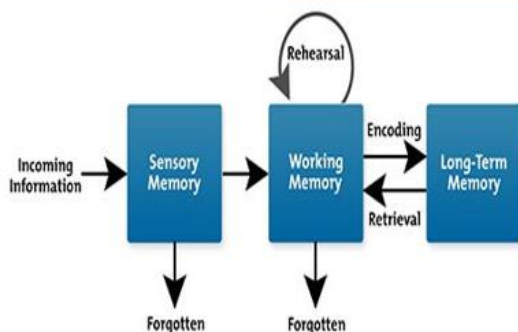- Some words sound similar to English
- 'importante'

Chinese

- Relatively simple grammar/sentence patterns
- Oral and written language: two separate but connected systems
- No connection to English
- More repetition and structure required
- 重要

Cognitive load
(John Sweller)
认知负荷

Rehearsal

Incoming Information → Sensory Memory → Working Memory → Encoding → Long-Term Memory

Retrieval

Forgotten

Forgotten

Cognitive Load Theory
What is it and why should I care?

"Mr. Osborne, may I be excused?
My brain is full."

max. working memory load: 4-5 things

Breaking down the learning 把语言分成几个阶段

- Comprehensible input +interaction (little or no grammar explanation required)
- Some introduction to tones, pinyin, characters beforehand
- Reading the text only after students are already familiar with content orally
- Ask students to identify characters they can recognize
- Reading aloud as a class and in pairs
- Reading comprehension and handwriting from memory are separate skills – can be separated

High leverage teaching practices
Eileen Glisan, Richard Donato
(American Council on the Teaching of Foreign Languages

1. Target language comprehensibility (ACTFL: 90% target language use)
2. Real interaction in the class in the target language
3. Interpret and discuss authentic texts
4. Grammar/form in context
5. Discuss cultural products, practices and perspectives
6. Oral corrective feedback

How is the story made comprehensible?

Tools used from the Story-Listening Tool Kit (Krashen 2017):
1) I draw pictures.
2) I speak slowly.
3) I speak clearly.
4) I speak in short sentences.
5) I speak loudly.
6) I use some English

7) I use a word that they know first, "give" and then introduce a new word "provide"
8) I use my facial expressions (I do not like him)
9) I gesture (shudder, strew, crouch)
10) I give an example to explain a word (ashes from cigarette)
11) I explain about an idiom (be obliged to ~) in Japanese

Personal thoughts on effective Chinese language teaching

- Extensive comprehensible input and interaction every lesson
- Focus on sentence patters, most acquired through comprehensible input and interaction 图片里有。。， 桌子上有。。
- Main emphasis on meaning, but discussion of form in context e.g. 一楼， 教学楼， 楼下
- Structured program/textbook is useful especially to build up literacy
- Digital resources very useful for increased student scaffolding and independence
- Break up learning so students don't have to try and learn everything at once
- Use authentic Chinese videos, pictures and websites in class to give a rich and varied view of the culture – present and discuss in Chinese using a range of strategies
- Variety and repetition

In-depth Study Guideline

(Source: Fang Liu)

Getting your research started

Name: _____

Title of Study: _____

Before starting to look for information for the subject of your study you can make an information web, putting the subject of your In-depth Study in the circle and jotting down key points you already know (don't worry if it isn't much just yet – that's what your research is for: to let you discover information about your chosen topic.)
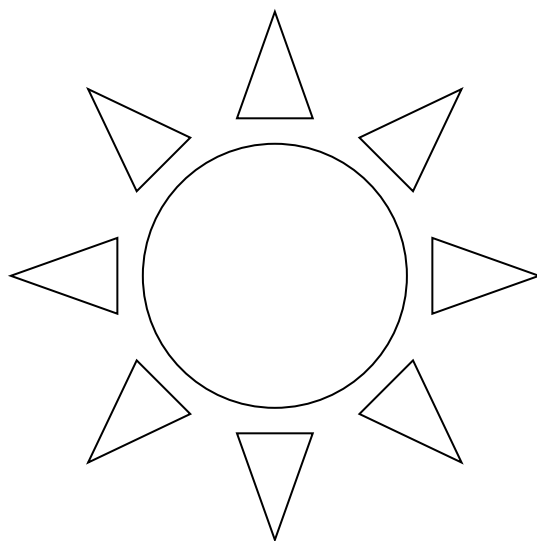
- Add arrows if you want more! Add branch arrows for sub-points
- Decide on the kind of information you need (e.g. brief historical points) and record it in the list below. It will enable you to make a decision whether an article is suitable for your research or not.

Sources of Information

Remember

You need a range of different texts for your research. At least three of the texts should be in Chinese, while one should be in English.

POSSIBLE SOURCES of information:

- Books
- Encyclopaedias
- Video
- Film
- Migration Museum
- Your family
- Chinese Speaking person
-

- Internet
- Newpapers/Magazines
- Cassette
- Your teacher/s
- Photographs
- CD Rom
-

-

- Brochures
- Maps
- Art Works
- Art Gallery
- Traveler/expert in the field
- Posters
-

You may like to collect objects that reflect an aspect of your In-depth Study, such as **photographs, pictures and maps**, to take with you to the oral examination. These can be kept in the portfolio and their source recorded.

(please see attached guidelines for acknowledging sources of information and a sample bibliography)

When making your decision …

When making your decision about the area you wish to research, there are a number of considerations:

- Am I really interested in this research topic? Why did I choose this topic?
- How does this topic relate to the themes or contemporary issues of this course? What's the value of this topic according to me?
- How much do I know about this topic? What do I want to know about the topic? Why?
- What are my personal experiences or views on the topic?
- What is the key question I want to answer in relation to the nominated topic?
- What range of perspectives or key issues will I need to explore?
- Am I going to be able to find sufficient and varied resources?
- What do I anticipate finding out?

- Will it be feasible to plan three separate summative tasks for the topic, i.e. a written task in English, a written task in Chinese and an oral task in Chinese?
- Will I be able to discuss my topic in sufficient depth in the external oral examination?
- Will my choice of topic enable me to really maximize my potential?

Research Topic:

Developing a research proposal:
Thinking the above questions carefully, develop a research proposal.

The emphasis of the research proposal should be to clarify the issue to be investigated (what is my research question), the aspects/issues within it, and the range and nature and appropriateness of resources proposed for the study.

Most importantly the proposal should clarify your own mind **WHY** the research is worthwhile (Why do I want to research this issue). The proposal should be submitted as a written task and revised as necessary before the research begins.

Bibliography Template :

BIBLIOGRAPHIC DETAILS	
题目：	
发表日期：	
作者：	
文章类型：	
出版机构：	
网址：	
总结：	
评论总结（新闻角度）与文章实用性	

Research and Prepare your topic

1. Set up a folio (e.g. an exercise book/folder/electronic folder) in which you keep all of your research materials and notes. Use the headings in next page, allowing plenty of room for each section.
2. Select your texts
3. Complete a summary page of your in-depth study proposal. Show your summary page to your teacher so it can be approved.
4. Keep a list of references
5. Analyse your texts

    - Read the texts/view web pages/videos
    - Check meaning of words you don't know – keep a list of these in your folio and learn them
    - Keep a list, in English and Chinese, of key words and phrases
    - Make notes in Chinese of the main features/points under headings
    - Reflect on what you read/see/hear. Comment in note form on any observations, cultural values, interesting linguistic features that can be drawn from the materials
    - Record your own personal reactions

This preparation is also assessed, not just the final report.

6. Prepare a draft response for each of the three tasks.

7. Show these drafts to your teacher. Your teacher will give you some general feedback, and will suggest areas which require further work. Your work will not be corrected for you.

8. Use your drafts and the teacher's feedback to prepare your final pieces for assessment.

Contact Us

CLTASA aims to provide support in establishing and sustaining quality Chinese programs, teacher education and professional development, and acts as a voice for teachers, relating to all aspects of teaching and learning about Chinese language and cultures. If you have any news, ideas and teaching resources you would like to share, please email us at info@cltasa.org.au.

Thank you!

Membership Registration

Link for registration and information: http://www.cltasa.org.au/membership/

Membership: All registered and qualified teachers of Chinese language in the government, Catholic and independent school systems are eligible for full membership of the CLTASA. Student teachers are eligible to join as student members. Associate membership is offered to those working in related areas at the discretion of the CLTASA committee.

Annual membership fees are as follows:

Full members (Employed) $50

(Qualified and registered teachers currently in part-time or full-time employment)

Full members (Seeking work) $25

(Qualified and registered teachers currently without employment)

Pre-service Teacher Members $25

(Student members are encouraged to join but have no right to vote or hold office.)

Associate members $25

(Offered at the discretion of the committee to those working in related fields but not currently registered or qualified)

Associate members have no right to vote or hold office.
For more information please email info@cltasa.org.au.