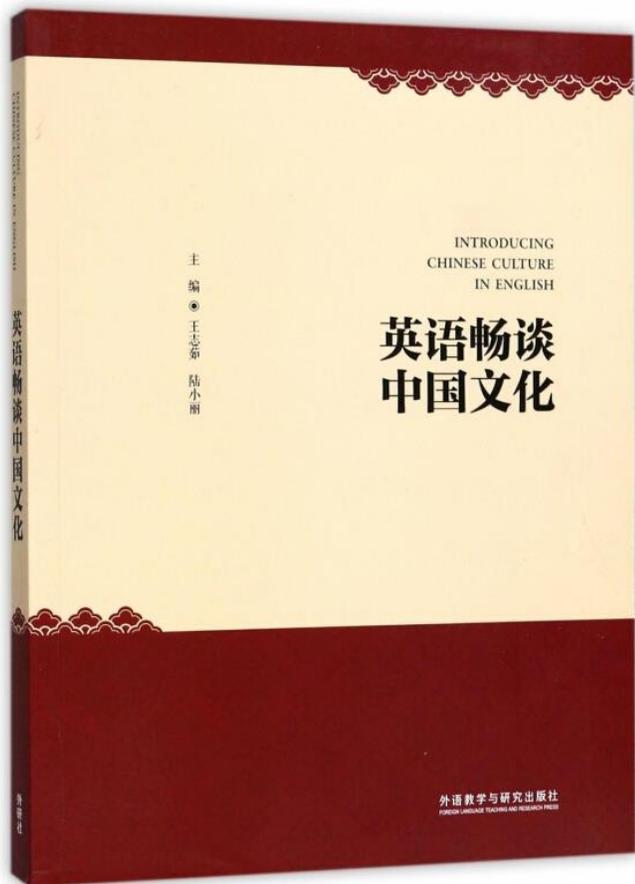# 2021 FLTRP
Star Teacher Contest

Introducing Chinese Culture in English

Unit 3 Chinese Characters

Teaching Design

Teaching Context

Unit Design

1. Learning Objectives

2. Teaching Methodology

3. Teaching Procedures

4. Learning Assessments

10-minute Design

1. Design Rationale

2. Learning Materials Analysis

3. Teaching Procedures

Teaching Context

▨ **University**	▨ **Students**	▨ **Course**
comprehensive university	**second-year non-English majors**	**A Glimpse of Chinese Culture**
"Project 211" "Double First-Class" international students from **BRI countries**	language level (**CSE 5**) "Chinese culture aphasia" (中国文化失语现象)	College English elective course

Learning Objectives

> To perceive and interpret unique **beauty** and **charm** of Chinese characters;

> To appreciate **wisdom** and **creativity** behind Chinese characters;

VALUES

+

> To cultivate **dialectical thinking** by drawing justified inferences;

> To develop **self-awareness** and **cultural sensitivity** by evaluating cultural differences from multiple perspectives;

SKILLS

+

> To identify **unique features** of Chinese characters;

> To understand the origin and development of Chinese characters;

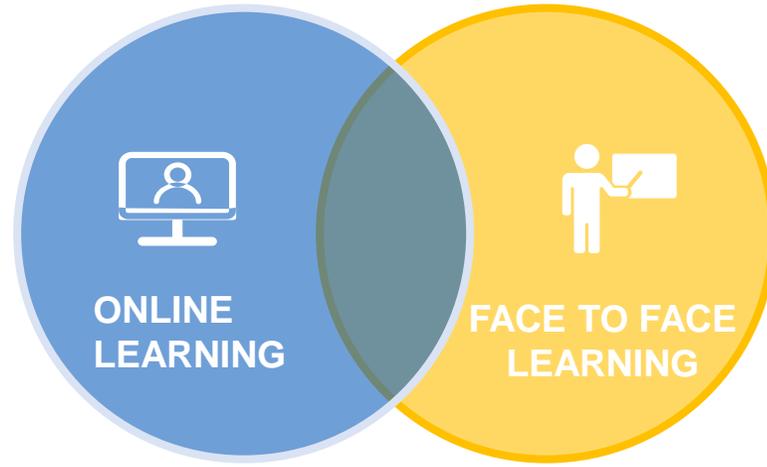> To use **theme-related** words and expressions properly.

KNOWLEDGE
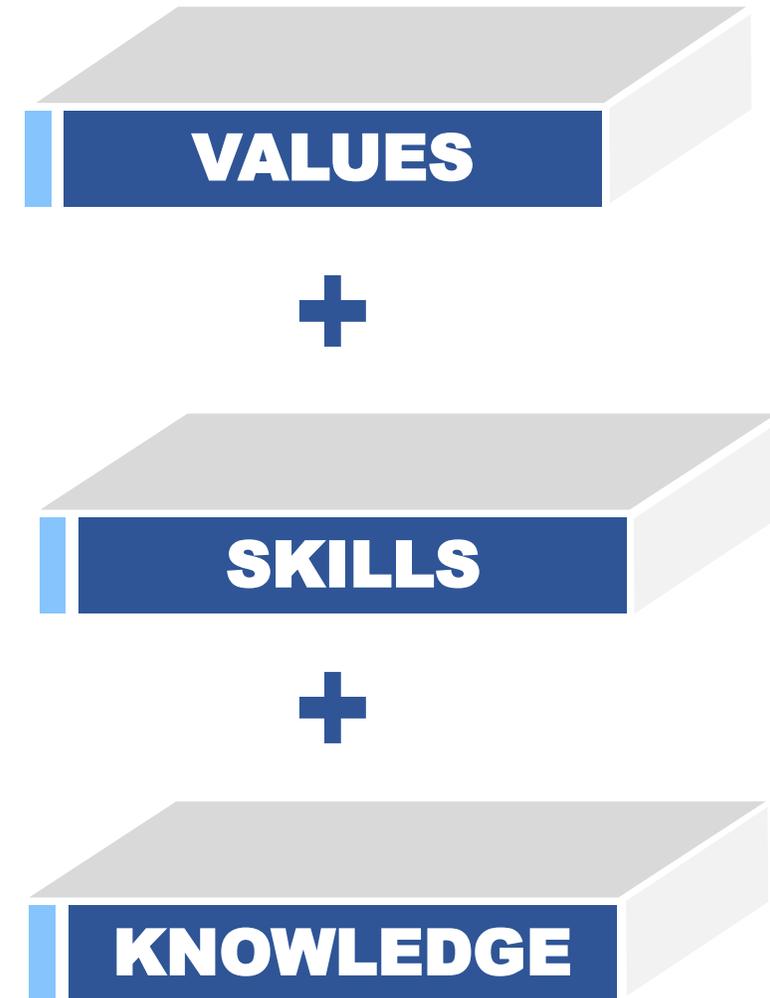
Teaching Methodology

Introducing China in English

ONLINE LEARNING

FACE TO FACE LEARNING

BLENDED LEARNING

Teaching Procedures

UMOOCs
draw mind maps & tables

Unipus
watch 5 videos and design Chinese names

Group Pr
Design rati

Poll
Select the

Mo

roduction task
evise the name
nd record a video

Maryam Tahira

Rattana Temprorm

Essameldin Ahmed

Abebe Assefa Gobena

Md Ahsanul Kabir

Learning Assessments

Pre-class
UMOOCS
Learning Data

In-class
Quiz
Peer Assessment
Teacher Assessment

After-class
Self-Evaluation
Student Reflection

Self-Reflection

Through the class, I realize the profound culture in Chinese characters and thus gain more confidence in Chinese language and culture.

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Peer Assessment Checklist

Depth	Did student A use core knowledge about Chinese characters formation relevant to the topic?	_____ types of conformation _____ terms related to 8 basic strokes
Clarity	Did student A apply various useful expressions to deliver central ideas clearly?	_____ signify _____ represent _____ resemble _____ indicate
Fairness	Did Student A take into consideration the other speaker's cultural norms and taboos appropriately	_____ Yes _____ No _____ Not Mentioned

Wu Yuhao
Bioscience 1902

|	1	2	3	4	5	6	7
12. I can appreciate the beauty in the structure and conformation of Chinese characters.						✓	
13. I can figure out the writing problems faced by Chinese characters in modern society and offer some solutions.				✓			
14. I would undertake the responsibility to help promote Chinese characters globally.					✓		
15. I can devise a specific plan to teach overseas students how to write Chinese characters.				✓			
16. I can communicate with overseas students about the basic knowledge of Chinese characters.						✓	

10-minute Design

1. Design Rationale
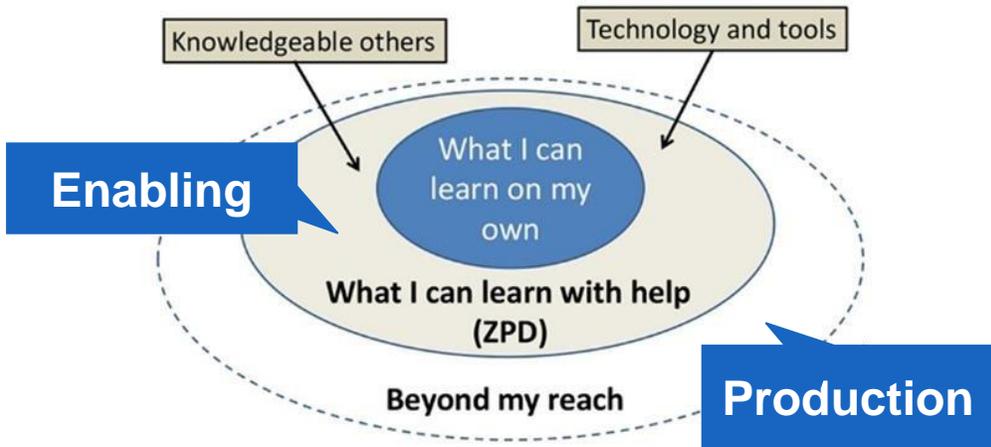
(Vygostky, 1978)

- **self-awareness** of cultural values embedded in Chinese characters;

- **intercultural** competence;

- **knowledge** of Chinese characters;

- **language** support for the topic.

2. Learning Materials Analysis
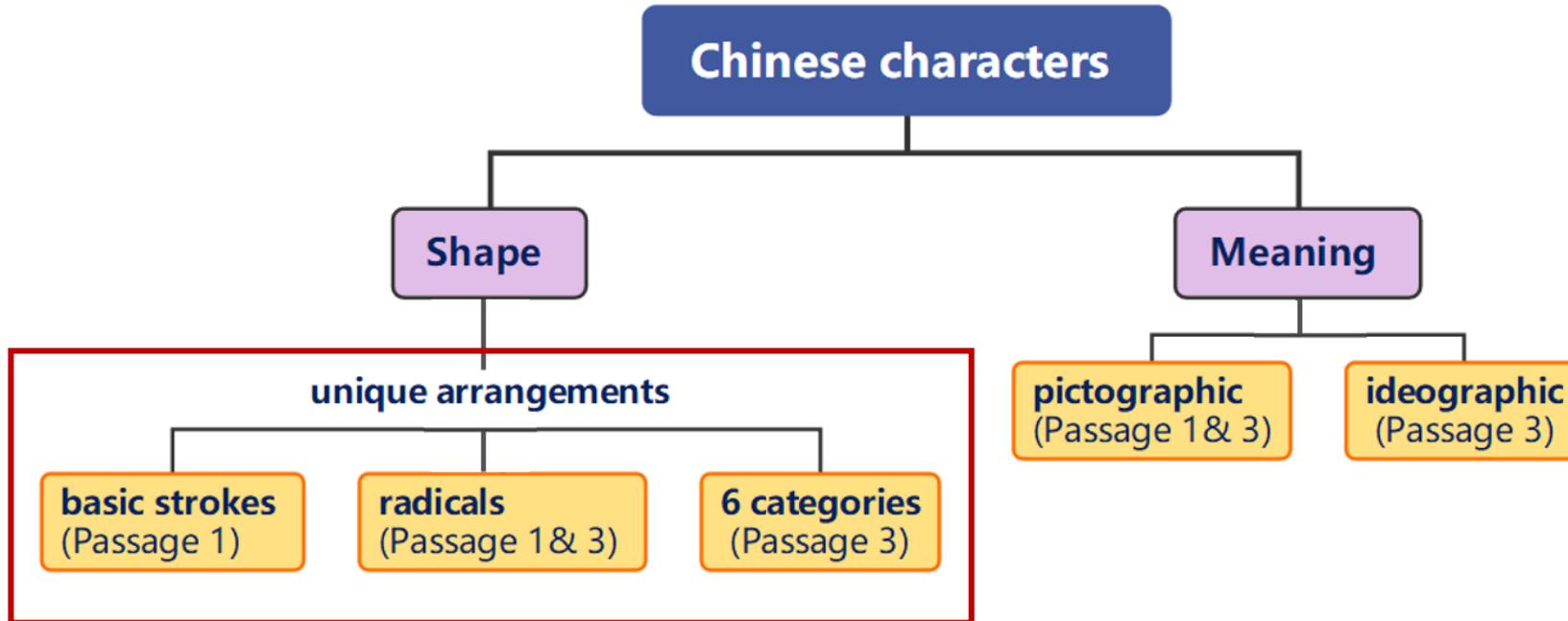
Process

➢ select

➢ reorder

➢ revise

➢ supplement

"integrated, theme-based, content-based, production-based cooperative learning"

（文秋芳, 2020）

3. Teaching Steps

Motivating

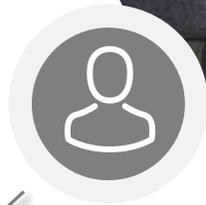**Topic**

Tips to learn
Chinese characters

Purpose

To **illustrate** the conformation

Sociocultural Identities

Chinese sophomore student
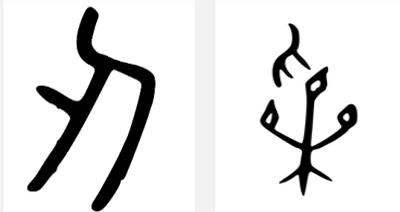**Pakistani** PhD candidate

Occasion

Informal
English corner

（文秋芳，2020）

10-minute Design

3. Teaching Steps

Enabling

Assessing

Guessing Game ➡️ **Role-Play Conversation**

- Understand
- Analyze

- Analyze
- Apply

- ✓ Knowledge
- ✓ Language

- ✓ Dialectical thinking
- ✓ ICC

Class Presentation

- Evaluate

- ✓ values
- ✓ skills
- ✓ knowledge

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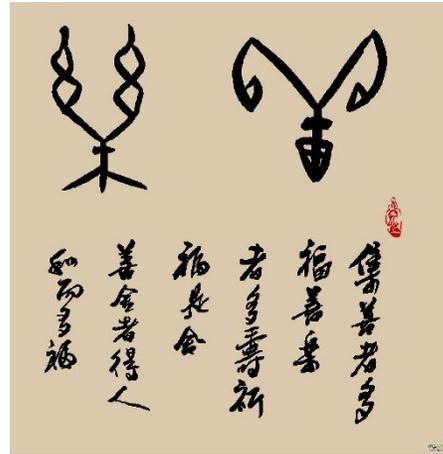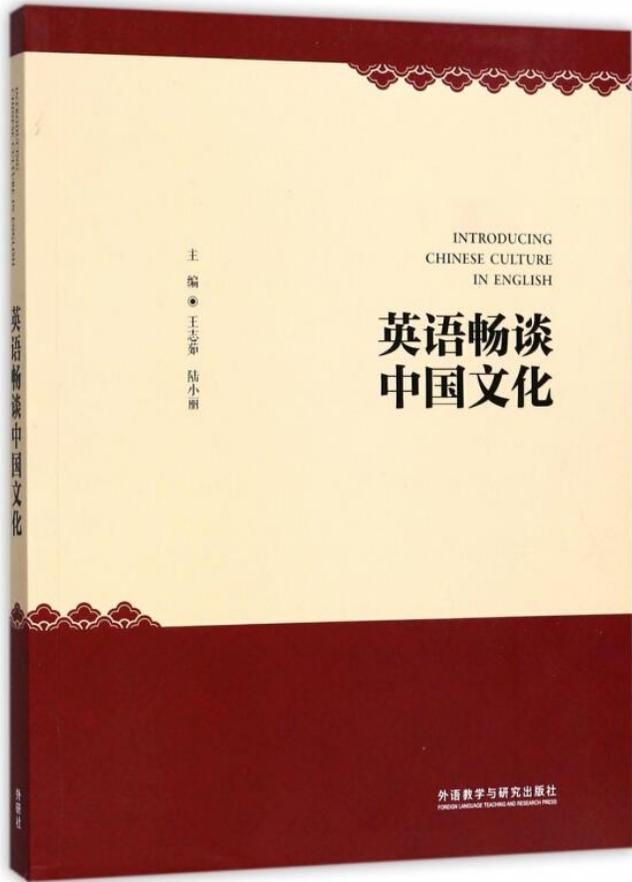
Introducing Chinese Culture in English

Unit 3 Chinese Characters

Tips to Learn Chinese

Speakers:
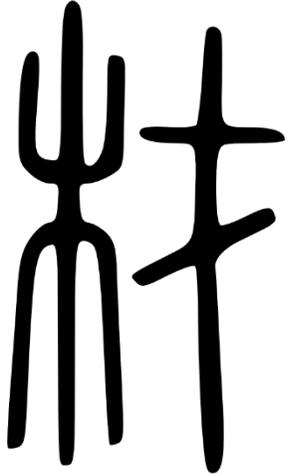
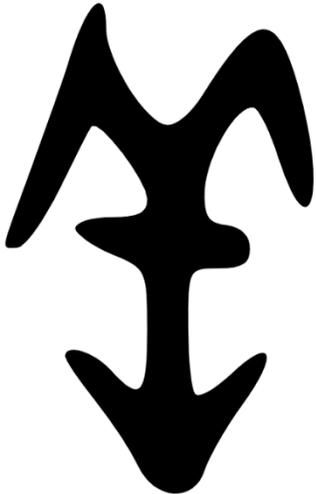- Chinese sophomore student
- **Pakistani** PhD candidate

Topics:

How to understand Chinese characters in written forms

Occasion:

English corner

01

Shape-Meaning Relation in Chinese Characters

Please match the following characters with corresponding conformation methods.

羊　　刃　　采　　材
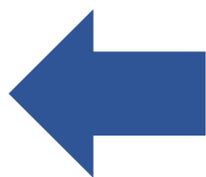
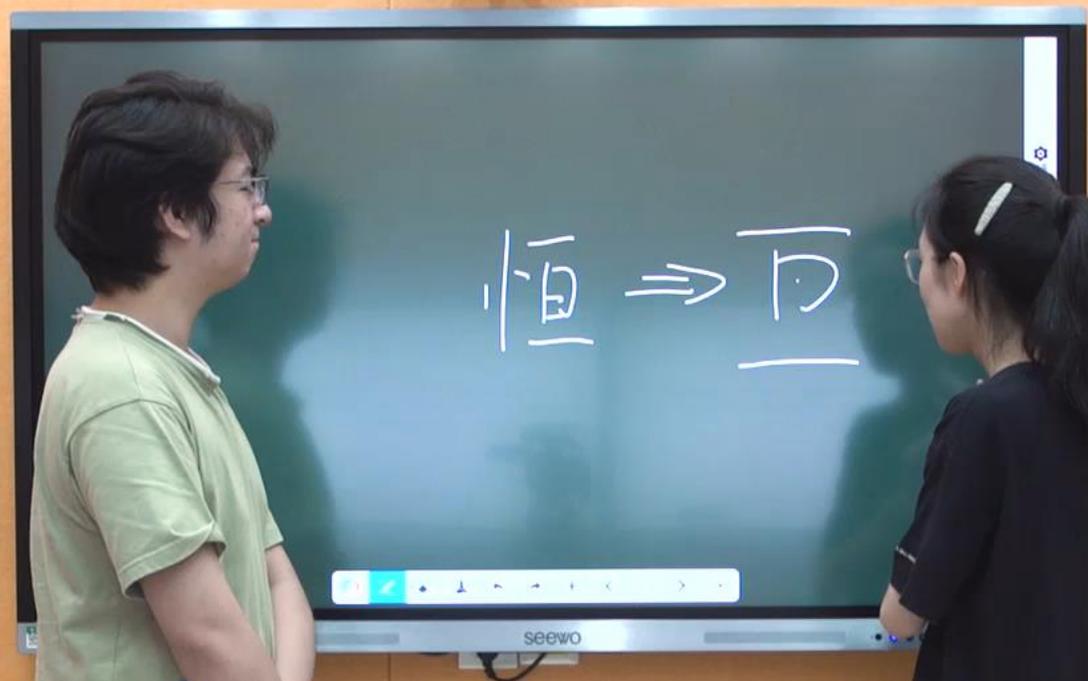| pictograph | self-explanatory | associative compound | picto-phonetic |

Task 1 Uniqueness of Your Names

Please share the origin of your names in groups.

(1) How is this particular character conformed?

(2) What does each component mean respectively?

(3) How do these components contribute to the meaning of this character?

www.hanziyuan.net   *www.chinesethought.cn*   *www.zdic.net*   *www.fantiz5.com/ziyuan*

Task 1 Uniqueness of Your Names

"上下两横画表示天地"

"上弦月逐趋盈满"

"如月之恒"（《诗经》）

恒 ⇒ 互

Task 1 Uniqueness of Your Names

Did the student manage to interpret "恒" effectively?

depth	clarity
❌ pictograph ❌ horizontal strokes	signify ✅ represent resemble indicate
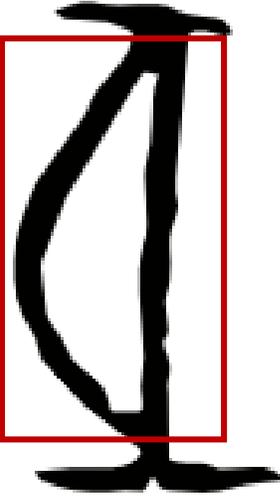
Task 2 Stories behind Chinese Characters

Work in pairs to act out the following conversation.

Student A

- a Chinese sophomore student

- to **explain** about shape-meaning relation in Chinese characters

Student B

- an international PhD student with entry level proficiency in Chinese

- Thailand/ Egypt/ Russia

Task 2 Stories behind Chinese Characters

Please assess the effectiveness of your partner's explanation.

- **Depth**
  - ✔ associative compound
  - ✔ pictograph

- **Clarity**
  - ✘ signify/resemble..

- **Fairness**
  - Yes   No   Not Mentioned

Wrap-up