



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

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Appendix A

External Mediation Tool#5a:

The image model for exploring cultural perspectives

Planning Stage: Preparing For The Lesson

A: Who are the students?

For what course is your culture lesson designed? What year/semester of study is this course? What is the time frame for the lesson-A single class? Divided across several days? A week?

Answer: It is designed for Chinese 1 students.

It is for a whole year.

Time frame: 56 Minutes, A single class.

B. State the cultural product and/or practice you will show in the lesson and its/their relationship to a cultural perspective(that is, a value, belief, or meaning). What perspective(s) might your students explore? What images will you use?

Product/ Practice

Note: It is best to begin with a single project and/ or practice; however, others may emanate in the lesson.

Perspective(s): It is to convey information from the past to now. People practice it because they want to make it as a custom that send information and convey culture in honor of the ancient history.

Set1:

Four treasures of Chinese Calligraphy

Set2:

The image of Chinese Calligraphy

C. What vocabulary do students need to participate in the lesson?

List any specific vocabulary that students will need in this culture lesson. That is, what are the essential vocabulary words that are needed to understand your lesson? List this vocabulary. **NOTE : Students will learn new vocabulary through your talk-in-interaction.**

Answer : Pen 笔, Ink 墨, Paper 纸, Ink Stone 砚

What formulaic phrases will you give to students to allow them to express opinions during a discussion? For example: “ In my opinion, “ “I think that …,” “I believe that…,” “ My opinion is …,” “ In general…” (for more examples, search on-line for language for expressing opinion)

Answer: In my opinion, I believe that, I agree/ disagree with

D. What grammar structures do students need to participate in the lesson?

Are there any specific grammatical structures that will occur often in this lesson ?

Be specific, e.g: if students need to describe, what kind of adjectives or adjectival phrases will they use to achieve this function? If students need to compare, what comparative forms will be used in the lesson?

It is not related to the grammatical structures yet because Chinese 1 is only focusing on

characters and simple sentence structure. In this class, culture is more to be focused.

Enacting the cultural images lesson

Step 1: Images and Making Observations

Begin the lesson by asking students to describe the product and/ or practice that they see in the first set of images. Ask FACT questions in the TL (What do you see?) Write Three to Five Fact questions in the TL (what do you see? Write three to five fact questions here each image. (Space provided for three images but it is up to you to decide how many. Use as many or as few images as you like for this step)

Answer: Image 1 is a picture of horse and words from different periods.

Fact questions: What is the relationship between the image and qwords on the picture? What does the word mean?

Image 2 is a picture of four treasures of Chinese Calligraphy.

Fact questions: What are the four treasures ?

Image 3 is a video of basic strokes?

Fact question: What is the order of basic strokes ? Show me with the gestures.

Step2: Analyzing Additional Information about the product and/or Practice.

At this point in the lesson, what additional information will you provide in the form of TEXT or DATA in the TL on the cultural product or practice ? What will you ask students to do with this information? This information should help students to begin to think about perspectives (Space provided for two sources of information but it is up to you to decide how many)

Informational source#1 is the history of Chinese Writing

With this information, I will ask students to answer the questions.

Informational source+2 is the basic strokes of Chinese Calligraphy

With this information, I will ask students to practice basic strokes with ink, pen and paper.

Step 3: Generating Hypotheses about Cultural Perspectives

Now show the second set of images that prompt hypothese about possible perspectives conveyed by the product and/or practice. Ask students to begin to reflect on perspectives. Ask Three to Five Thought questions in the TL(What do you think?) Thought questions prompt students to think about possible meanings of the product or practice. Since students are seeing the second set of images for the first time, you may begin this step with a few FACT questions to begin the interaction and encourage participation. (Space provided for one image but it is up to you to decide how many. Use as many or as few images as you like for this step)

Image#1 is a picture of horses and the related Chinese writing in history.

Fact questions: What do you think about the relationship between the horse and the characters?

Image+2 is a video of basic strokes

Question: What do you think about the basic strokes? Any difference between English and Chinese?

Write the three perspectives for your images that you will give to students for their selection. Use comprehensible target language.

1. Perspective related to image1 : 马 ma horse
2. Perspective related to image 2: basic strokes pinyin pronunciation and writing .
3. Perspective related to image 1,2 : Why people in China would like to use Chinese Calligraphy to convey meaning?

Step 4: Exploring Perspectives and Reflecting Further

Ask students what they are wondering about the cultural product or practice. That is , what do they want to learn more about?

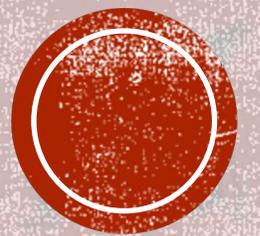
“ After practicing your basic strokes on the paper, how do you think about the Chinese character? “

What homework assignment or project will you design to engage students in exploring in more depth the relationship of the cultural product and practice to the cultural perspective?

Watch Chinese Calligraphy in Hello China to know more about the Chinese Calligraphy and share your opinion on the Canvas.



WHAT IS IN THE PICTURE? CHINESE CALLIGRAPHY



CHINESE WRITING 汉字

- **Logographic:** based on Pictures
- A history of over 3,500 years
- There are approximately **over 50,000** characters **in total**
- **3,000 - 4,000 characters** are needed to be literate enough for reading newspaper
- Impossible to be changed into an alphabetic language
- It is a way to convey information from the past to now.
- Influence on neighboring countries such as Japan and Korea



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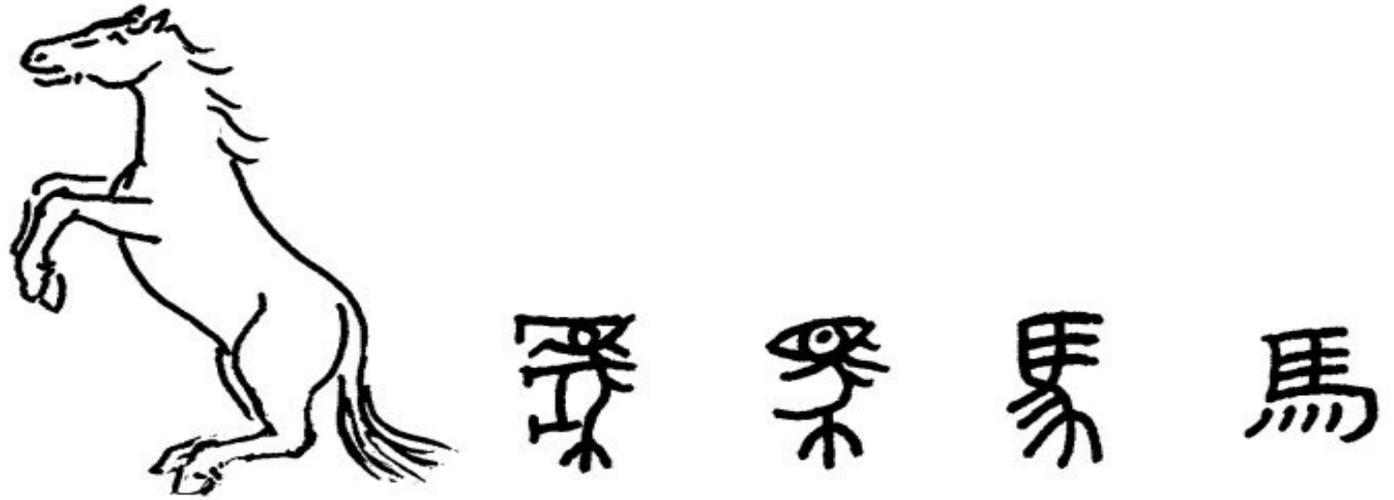


Four Treasures of Study Room



Questions:

1. What is relationship between the image and words on the picture?
2. What does the word mean?



HOW TO APPRECIATE THE BEAUTY

- Chinese aesthetics in Brush Writing and Calligraphy Appreciation
 - **Link the expressive power of calligraphy to the elements of the natural world**
- Calligraphy is regarded as a medium of **revelation, self-expression and self-cultivation.** 字如其人， 书为心画
- Calligraphers write with their **emotions**



森

BASIC STOKES IN CHINESE WRITING

Chinese calligraphy is made up of several thousand individual graphs and each consists of an invariable group of strokes executed in **a set order**.

