Class Final Project
Group 2: Family

Emily Hsiang
Yuhui Liu
Yi Yang

Teaching Chinese to Speakers of Other Languages
Teachers College, Columbia University
April 20, 2014

# Table of Contents

Introduction..................................................................................................................3
  Student’s proficiency level.........................................................................................3
  Number of students..................................................................................................3
  Objectives................................................................................................................3
  Rationale..................................................................................................................3
  Priming and Scaffolding..........................................................................................5
  Students’ introduction of their family........................................................................5
  Video Clip................................................................................................................6

Task Sequence.............................................................................................................8
  Task 1: Building a Family Tree...............................................................................8
  Task 2: Information Gap: Comparing two families.................................................11
  Task 3: Jeopardy Game on Kinship Terms..............................................................15

Appendix
  Appendix 1 Blank Family Tree..............................................................................19
  Appendix 2.1 Family photo A..................................................................................20
  Appendix 2.2 Family photo B..................................................................................21
  Appendix 2.3 Comparing and contrasting work sheet...........................................22
  Appendix 3.1 Jeopardy Game Board – Value.........................................................23
  Appendix 3.2 Jeopardy Game Board – Questions.................................................24
  Appendix 3.3 Jeopardy Game Board – Correct Answers.......................................25
Introduction

Student’s proficiency level: Introductory

Number of students: 12

Objectives:

Communicative objectives:
- To introduce family members in a social setting
- To inquire about someone’s family situation and find similarities

Linguistic objectives:
- To understand Chinese kinship vocabulary for extended family across generation on both paternal and maternal sides.
- To be able to use both possessive (我的) and existential (我有) constructions
- To be able to use interrogative constructions (谁是) to identify people.

Rationale

The lesson starts with a meaning-based context at the priming and scaffolding stage. The family kinship terms are gradually introduced as the teacher and students talk about their family members. The learners will also receive the naturalistic authentic input at a discourse level through a video clip of a family introduction.

Three tasks are planned for the unit of Family, sequenced by the level of complexity based on Robinson Triadic Framework. Task 1 requires the learners to have a clear understanding of the Chinese kinship terms to complete the family tree according to their personal situation, and engage their speaking and writing skills. Task 2 employs an information gap activity to expand into multi-generation family as well as extended family on both paternal and maternal sides. Learners work in pairs to complete the task, which will provide many opportunities for negotiation of meaning to improve their language acquisition. The skills entailed in completing this task include listening, speaking, reading and writing. Task 3 is a competition based on a popular TV show Jeopardy. The entire class is grouped into two large teams, but each round is an one-on-one pair competition. The game seeks to integrate speaking, listening, and reading skills, and lead learners to naturally use the interrogative structures.
## Dual Dimension of Task Complexity

Weighted numerical value on Task Complexity

<table>
<thead>
<tr>
<th>Resource-directing</th>
<th>Complex (-)</th>
<th>Simple (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here and now</td>
<td>+1.5</td>
<td>-1.5</td>
</tr>
<tr>
<td>Few elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No reasoning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource-depleting</th>
<th>Complex (-)</th>
<th>Simple (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>+1.0</td>
<td>-1.0</td>
</tr>
<tr>
<td>Prior knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental complexity</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here and now</td>
<td>+</td>
<td>+</td>
<td>0</td>
</tr>
<tr>
<td>Few elements</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No reasoning</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performative complexity</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>+</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Prior knowledge</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Single task</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>

### Task Complexity

![Graph showing task complexity](image)

### Integration of Four Skills

- **Task 1:** Writing, Speaking
- **Task 2:** Writing, Speaking, Listening, Reading
- **Task 3:** Reading, Listening, Speaking
**Priming and Scaffolding:**

1. **Students’ introduction of their family:**
   a. Teacher will first introduce the topic “Family” by talking about her own family with a family photo shown on PPT: “我家有四个人，爸爸，妈妈，姐姐和我。” She will introduce these vocabularies as well as occupations (such as 警察, 老师, 医生, 学生) on the whiteboard while talking at a discourse level about each person.
   b. Teacher will then ask each student individually: “你家里有几个人？他们是是谁？” In this stage, the teacher will speak mainly in Chinese. However, she could use English sparingly to explain these question if students cannot understand them in Chinese. As each new family kinship term comes up in students’ answers, she will write it down on the board too.
   c. Teacher will show another image to students, which includes 爸爸, 妈妈, 爷爷, 奶奶, 哥哥, 弟弟, 姐姐, and 妹妹.
   d. Teacher will write down any additional vocabulary, including 儿子, 女儿, 孙子 and 孙女, on the whiteboard to further explain the relationship among family members.
   e. Teacher will ask students to read the vocabularies three times to ensure the correct pronunciation. The first time, students will read them after the teacher. The second time, teacher will ask them to read aloud together.
Then the third time, teacher will ask them to read individually.

f. Same procedure can be repeated with another image of extended family members.

2. Video clip:

a. Teacher will show a video clip from YouTube about introducing family members.

b. Teacher will play this video clip three times:

   i. The first time, teacher will ask students to watch this video without any assistance.

   ii. The second time, teacher will give out script to students and ask them to highlight the words they cannot understand during the first watching as they are watching it for the second time.

   iii. The third time, students will watch this video again without script.

c. Teacher will ask students to identify how many or which relatives from these two interlocutors’ families in the video would be coming to United States.
Video Script:

M: 嗨！Lisa 最近好吗?
L: 挺好的。
M: 快毕业了吧?
L: 是啊
M: 谁来参加你的毕业典礼啊?
L: 我爸爸和妈妈。你呢?
M: 我爸爸，妈妈，爷爷，奶奶，都会来。
L: 你有兄弟姐妹吗?
M: 没有，你呢?
M: 我也没有。
Task 1: Building a Family Tree

Time: 15min

Student level: introductory

Authenticity: Process authenticity

Task design features

1. Goal

   a. Communicative: Students will be able to employ appropriate kinship terms to describe their family structure according to the family tree they draw.

   b. Linguistic: Student will be able to say and write kinship terms for their family members. This task uses an organizational chart (i.e., family tree) to ensure learner’s clear understanding of Chinese kinship terms across generations on both sides of parents.

2. Input: A blank family tree and a list of extended family kinship vocabulary on PPT serve as input for the task. At the end of the task, each student’s presentation will become other learners’ verbal input again.

3. Condition:

   a. Shared information: The input will be given to the learners in a shared manner. Each learner will receive a blank family tree to fill in according to
his personal situation, along with the same list of kinship vocabulary shown on PPT or whiteboard.

b. Diverging: The outcome is diverging since each student's family members are different.

4. Procedures:

a. Each learner will get a blank template of a family tree with a list of extended family kinship vocabulary as a reference.

b. The learners will be asked to fill in the blanks as detailed as possible in the family tree using appropriate kinship terms to describe his/her own family.

c. Teacher will give learners 3 minutes to prepare an1-minute introduction of their family according to the family tree.

d. Learners will present their families to the whole class using the family tree as a visual aid.

e. The task can be modified to have students prepare steps a and b at home as homework on the day before, and include more details on the family tree such as family member's photos, names and professions. The next lesson will start with steps c and d as a facilitating task for the subsequent family-topic tasks.

5. Predicted outcomes:

a. Product:
i. Communicative: After completing this task, students will be able to clearly and briefly introduce family members using the right kinship terms. The presentation will provide an opportunity for the natural meaning-based language use of these terms.

i. Linguistic:
   
a) Students will have a clear understanding of the Chinese kinship terms of extended family on both sides of parents across different generations.

b) Students will be able to say and write the kinship terms for their family members.

c) After oral presentation, students will be able to improve their pronunciation of the family kinship terms.

b. Process:

i. Cognitive: This task engages learners' sorting, matching, and comparing processes.

ii. Linguistic: The task will stimulate structuring linguistic process consolidating the new knowledge in family relations.
Tasks 2: Comparing Family Members

Time: 20 minutes

Student Level: introductory

Authenticity: interactional authenticity

Task design features

1. Goal:
   
   a. Communicative: Students will be able to describe their family composition to other people in a social environment, to identify different family members in a family photo, and to inquire if someone has any particular family member.

   b. Linguistic: Students will be able to use the possessive construction such as “我有_____” and “我没有_____”, as well as the existential construction such as “我家里有_____个人”. Students will be able to use the construction indicating similarity such as 都（没有），也（没有). In addition, this task provides opportunity to use the interrogative pronoun 几个 and 什么.

2. Input: Verbal input includes handout with vocabulary and questions, in addition to non-verbal input of pictures.
3. Condition:
   a. Split information: Input will be given to learners on a split condition. Each student in the same pair will receive a handout containing a picture of a different family, a reference table of Chinese family kinship terms, a blank chart to be used as a worksheet, and questions comparing these two families.
   b. Convergent result: The input will be used in a converging way to identify the similarities and differences of two families.

4. Procedures:
   a. Teacher will review vocabularies that students learn during the priming stage and before, such as 爸爸, 妈妈, 爷爷, 奶奶, 警察, 老师, 医生, 学生.
   b. Students will be divided into pairs.
   c. Teacher will give out two different handouts to every pair. On each handout, there will be a photo of different family, a table containing various family kinship terms and other potentially useful words (that students can use as a reference), a blank chart as a worksheet for them to list each other's family members, and 3 comparison questions.
   d. Teacher will explain the information gap activity to students:
      i. Students first work individually to fill in the chart with their family members according to the picture they receive.
      ii. Students then work in pairs to find out the family members of their
partner’s picture and list them on the rest of their chart.

iii. Based on the completed chart, students will identify the similarities and differences of the family member. Teacher will walk around in the classroom to provide help if needed.

iv. After 5 minutes of pairs work, teacher will ask every group to present to the class their findings after the comparison.

v. Teacher will ask students to think about how they would describe their own family composition based on a family photo. The teacher can model her own description, such as “在这张图片上，有____人。”“这个是____。”“我爸爸是____。”“我的弟弟和妹妹都是_______。” Students can prepare their own description with their own choice of expressions, either verbally or in writing, as homework.

5. Predicted outcomes:
   a. Product:
      i. Communicative:
         a) After completing this task, students will be able to describe their family structure to other people in real life.
         b) They will also be able to identify different family members in a family photo.
         c) Students will learn how to ask someone if he or she has any
particular family member.

d) The comparison of two families will lead to a close result at the end of the task.

ii. Linguistic: Students will be able to employ proper kinship terms to identify family members. They will also be able to use existential / possessive constructions.

b. Process:

i. Cognitive: This task engages learners' listing, comparing and contrasting processes in achieving the result.

ii. Linguistic: The task generates both learners' structuring process of new knowledge in kinship terms and existential/possessive constructions, as well as the restructuring process in prior knowledge.
Tasks 3: Jeopardy Game on Family Kinship Terms

Time estimate: 20-30 minutes
Student level: introductory

Authenticity: situational authenticity, with Jeopardy being a real world game

Task design features:

1. Goals:
   a. Communicative: to enable learners to address family members and relatives with appropriate kinship terms as well as to introduce their family members to others.
   b. Linguistic: to provide opportunity for learners to naturally use interrogative pronoun 谁 in formulating questions to identify family relations in a meaning-based context.

2. Input: The verbal input includes written texts on the Jeopardy board as well as question-reading by the teacher.

3. Condition: The input will be presented in a shared manner on the Jeopardy board. The expected outcome is convergent for each question during the task.
4. Procedure:

a. In setting up the game, the teacher will provide a Jeopardy board with 3 categories (Nuclear Family, Father-side Family, and Mother-side Family) listed across the top and 4 questions under each category. Write each question on a note card in the form of answers in identifying the family relationship, such as “这个人是爸爸的妈妈”. Assign values to each card according to the complexity level or the typolinguistic distance between Chinese and the students’ native language. Flip the note cards to the back and tape them onto the board under each category according to the assigned value. Alternatively, the Jeopardy board can be presented as slides on PPT.

b. Divide the students into 2 teams.

c. Have the teams roll dice to decide which team will go first. Each student will take turn within the team to compete with another student from the other team.

d. The student from the first team gets to choose the category. However, he/she has to start with the lowest value and work the way up.

e. Teacher will read the question on the card of his choice. For example, the card may say “这个人是爸爸的妈妈”. The student will have to answer correctly on the corresponding question “谁是奶奶?”

f. If the student gets it right, the team will get the value added to their scores. And he can choose one more card in the same category or other
categories. If not, the chance goes to the other team.

g. When all the cards are exhausted, the team with the higher scores wins.

h. The teacher can award the winning team members age-appropriate goodies for younger learners, or a voucher for no homework on one day of student’s choosing for older learners.

i. In completing this task, students are divided into two large groups. But within each round, one student competes with another student in an one-on-one pair.

j. This task can be modified into an alternative version for three groups of students, with the third group as the question readers to incorporate reading into part of the activity.

5. Predicted Outcomes:

a. Product:

i. Communicative: At the end of the task, students will be able to introduce their family members using the appropriate kinship terms. They will also be able to address various family members with correct terms.

ii. Linguistic: Students will be able to use construction with interrogative pronoun （谁是__？） in asking questions about a person.

b. Process:
i. Cognitive: The main cognitive process engaged to complete the task is matching.

ii. Linguistic: This task will generate structuring linguistic process in learning new knowledge.
Appendix 1. Blank Family Tree
Appendix 2.1 Family Photo A

(Kinship terms and vocabularies)

<table>
<thead>
<tr>
<th>爸爸</th>
<th>弟弟</th>
<th>警察</th>
</tr>
</thead>
<tbody>
<tr>
<td>妈妈</td>
<td>妹妹</td>
<td>老师</td>
</tr>
<tr>
<td>爷爷</td>
<td>外公（姥爷）</td>
<td>医生</td>
</tr>
<tr>
<td>奶奶</td>
<td>外婆（姥姥）</td>
<td>学生</td>
</tr>
<tr>
<td>哥哥</td>
<td></td>
<td>都有</td>
</tr>
<tr>
<td></td>
<td></td>
<td>都没有</td>
</tr>
<tr>
<td></td>
<td></td>
<td>还有</td>
</tr>
</tbody>
</table>
Appendix 2.2 Family Photo B

(Photo source: http://www.finerminds.com/love-relationships/famous-on-screen-dads/)

<table>
<thead>
<tr>
<th>Kinship terms and vocabularies</th>
</tr>
</thead>
<tbody>
<tr>
<td>爸爸</td>
</tr>
<tr>
<td>妈妈</td>
</tr>
<tr>
<td>爷爷</td>
</tr>
<tr>
<td>奶奶</td>
</tr>
<tr>
<td>哥哥</td>
</tr>
</tbody>
</table>
Appendix 2.3 Comparing and contrasting worksheet

Describe what you see in your family picture, and then ask your partner what family members are on his/her picture.

For example:
“这张图片上，有__个人。有___,有____,有____...还有___”
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Questions for discussion:

a. How many people are in each other’s photo?

b. What are the similarities between these two families?

c. What are the differences between these two families?

Please prepare a two-minute presentation introducing the family on your picture as well as similarities and differences within your pair to the whole class.
Appendix 3.1 Jeopardy Game Board on Family Kinship Terms

Values

<table>
<thead>
<tr>
<th></th>
<th>Nuclear Family</th>
<th>Paternal</th>
<th>Maternal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>200</strong></td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td><strong>300</strong></td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td><strong>400</strong></td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>
### Appendix 3.2 Jeopardy Game Board on Family Kinship Terms

**Jeopardy Questions (in the form of answers)**

<table>
<thead>
<tr>
<th>Nuclear Family</th>
<th>Paternal</th>
<th>Maternal</th>
</tr>
</thead>
<tbody>
<tr>
<td>这个人是爸爸的女儿，比我大。</td>
<td>他是爸爸的爸爸。</td>
<td>她是妈妈的爸爸。</td>
</tr>
<tr>
<td>这个人是妈妈的儿子，比我小。</td>
<td>她是爸爸的妈妈。</td>
<td>她是妈妈的妈妈。</td>
</tr>
<tr>
<td>她是爸爸的女儿，比我小。</td>
<td>他是爸爸的弟弟。</td>
<td>这个人是妈妈的弟弟。</td>
</tr>
<tr>
<td>他是妈妈的孙子。</td>
<td>她是叔叔的女儿，比我小。</td>
<td>他是舅舅的儿子，比我大。</td>
</tr>
</tbody>
</table>
Appendix 3.3 Jeopardy Game Board on Family Kinship Terms

Correct Answers

<table>
<thead>
<tr>
<th>Nuclear Family</th>
<th>Paternal</th>
<th>Maternal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(谁是姐姐？)</td>
<td>(谁是爷爷？)</td>
<td>(谁是外公？)</td>
</tr>
<tr>
<td>(谁是弟弟？)</td>
<td>(谁是奶奶？)</td>
<td>(谁是外婆？)</td>
</tr>
<tr>
<td>(谁是妹妹？)</td>
<td>(谁是叔叔？)</td>
<td>(谁是舅舅？)</td>
</tr>
<tr>
<td>(谁是儿子？)</td>
<td>(谁是堂妹？)</td>
<td>(谁是表哥？)</td>
</tr>
</tbody>
</table>