



Newsletter

Term 2

2014

President's Report

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- *Jingjing Pu*
- *Wendy Zhang Lampard*
- *Mingxia Wei*

Welcome back to school for Term 3! We hope you had a refreshing break and are ready for another term of productive teaching.

Film Night

Our Film/Multimedia night was held on Friday June 6 this year. 20 teachers attended and it was a enjoyable and inspiring evening. Thanks to Nhu Trinh for her hospitality.

National conference

It was great to see a number of our members at the CLTFA national conference in Melbourne in the holidays. The Chinese Language Teachers Association of Victoria who were hosting the conference introduced a number of innovations which drew quite a bit of comment. The exciting news for us is that the 2015 national conference will be held in Adelaide on the 4th and 5th of July and we (CLTASA) will be hosting it. This will make 2015 a big year for us and we look forward to the support from all our members in this major endeavour. It's also a fabulous opportunity to contribute to and influence the Chinese teaching community on a national level.

State Conference August 23

Our annual state conference will be held on Saturday August 23. The theme is "Building our Professional Community" and the keynote speaker is Joe van Dalen from the Modern Language Teachers Association of SA. Preparations are already well underway. Please consider submitting a workshop proposal as teachers sharing ideas is one of the key ways we can build our professional community and improve student outcomes. Workshop submission forms will be sent out again soon. I would also like to encourage you to register online as soon as possible using this link: <http://www.cltasa.org.au/state-conf.html>. If you are registering for member's rates, please remember to renew your membership first if you have not done so already using this link: <http://www.cltasa.org.au/form.html>.

The deadline for early bird (discounted registrations) is August 1. The final registration closing date is August 15 and any registrations after this date will incur a penalty rate. We have introduced this system as large numbers of late or on the day registrations have caused unnecessary stress and workload on volunteer committee members in past years. We ask for your cooperation and understanding in this matter.

2014/2015 committee

Our CLTASA AGM in which all positions on the committee will come up again for election will be conducted during the lunch break of our state conference. Please consider joining our committee if this is of interest to you. These are all volunteer positions but I strongly believe that the work we do is of critical importance. Nomination forms and more information will be sent out soon.

On this note, I would like to say thank you and a temporary farewell to our treasurer Jingjing Pu who is leaving to accompany her partner Michael as he takes up the opportunity of a scholarship to Beijing. Jingjing has done a fantastic job as treasurer and set up systems which will see us well in the future. Thank you also to Shuo Wang (Brianna) who has taken on the role of treasurer and already met with us several times for training.

I look forward to seeing you all soon. ☺

Belinda

Treasurer's report

**2014 Chinese Language Teachers' Association
Financial Summary**

(For period from 1-Jan-14 to 30-June-14)

By Treasurer Jingjing Pu 蒲敬婧

Items	Amount
Opening Balance (on 1-Jan-14)	16177.89
RECEIPTS	
Membership fee (43 members)	2100.00
2014 CLTASA Term 2 Film Night	270.00
2014 CLTASA Term 1 PD	350.00
2013 CLTASA Term 4 Language Night	1425.42
Banking interest (Doesn't count into income)	46.96
Incorrect Payment received from St Peter's College for National Conference registration (Doesn't count into income)	245.00
Sub-Total:	4145.42
PAYMENTS	
2014 Term 1 PD DECD Venue, Internet renting and catering	550.31
2014 CLTASA Website Training Catering	21.00
2014 CLTFA Captitation fee	68.00
2014 Post Box fee	168.00
2014 CLTASA Film Night Catering	283.35
2013 CLTASA Term 4 Language Night	2330.66
Sub-Total:	2286.28
Closing Balance (on 30-June-14)	18328.99

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Term 2 The CLTASA Annual Film Night

The CLTASA annual film night was held in the early evening of Friday June 6 this year. This year our film night was broadened to include songs, TV shows as well as films. Rather than watch whole films teachers showed segments of footage and then discussed how they had used them in class. A light dinner was served and it was a great chance to mingle and relax. Thanks very much to Nhu Trinh for her hospitality and to all who contributed their ideas.

Some of the resources shared are now up on our website.

<http://www.cltasa.org.au/upper-primary.html>

Click on the link above to access the worksheets Nhu mentioned in her presentation on how she uses the movie CJ7. On the same page you can also access the worksheet used by Heng Wang when showing her students the TV show ‘爸爸去哪儿?’

<http://www.cltasa.org.au/upper-secondary.html>

Click on the link above to access more detailed information about the parenting unit discussed by Belinda.

If you have other resources you would like to share please email them to chong.zhou@gihs.sa.edu.au (Chong Zhou – secondary resources) wangheng517@hotmail.com (Heng Wang – primary resources)



Effective Games in Primary School Chinese Classes

Effective Games in Primary School Chinese Classes

The use of small games in primary school language classes as a learning activity or 'reward' is well-known. In this article, I draw on my own experience to provide some guidance as to what constitutes an *effective game* in the primary school Chinese language classroom. I define an *effective game* as one which (1) supports learning outcomes and (2) engenders active participation (and therefore participation in the learning process) from all class members.

1. Effective games have an outcome directly linked one of the desired learning outcomes for that unit.

Effective games allow students to use previously learned knowledge and skills to reinforce material previously covered or allow students to acquire a discrete set of new knowledge. This is the game outcome, which must be directly linked to one of the overall learning outcomes for the unit. For instance, in Reception, a core unit is self-introduction, with students' primary learning outcome to introduce names and ask others' names. We play a game called 找小明. Students sit in a circle and the teacher chooses a student to come in front and close his/her eyes. The teacher chooses another student to be 小明. After that, at the front has three chances to ask the students sitting in circle 你叫什么名字?to find who 小明. The rest of the classmates will answer him/her with 我叫[...]. If the student can find 小明 within three shots, he/she will win that round.

2. Effectivgames'gameify'reality.

Games allow opportunities for multiple practice and redemption (where errors are made). By taking language skills and turning them into games, the participant is able to practice a useful skill within a safe environment. This process is called gameification. Accordingly, effective games will take real situations and make them into semi-competitive exercises with rewards. For instance, telling the time can be gamified such that each group has a series of small clocks to interpret, and a rotating group representative to inform the teacher what the time is on each of the clocks. The first team to correctly say each of the times in Chinese wins. Further, much of the perceived fun from games can stem from the teacher's introduction (EX.: 'Alright class, it's time for a language learning game. This game is [...]. The rules of the game are [...]).

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3. Effective games don't cause disruption or create additional classroom management. Games are still viewed with scepticism by some educators who view them as potentially disruptive. This can be combated by ensuring all necessary procedures and rules are stated clearly and slowly, in addition to checking for understanding through asking individual students about certain rules. Where certain games are repeated in a given unit, the rules should be explained (or at least briefly covered) again. Also ensure that classroom management and behaviour expectations are consistent with 'normal' class time, so as to dissuade students from believing their behaviour in games isn't monitored closely.

4. Effective games don't necessarily need to be team-based, but when they are, teams should be assigned by the teacher. Where group games are employed, the teacher should assign students to their respective 'teams', rather than randomising teams (a typical example of randomisation is identifying sections of the classroom, i.e.: one corner of the room is Team A, another corner is Team B) or allowing students to choose teams for themselves. Where the teacher, familiar with students' abilities and personalities, selects the teams it allows for a degree of fairness, and facilitates some degree of knowledge transfer between students who are struggling and those who are more secure and confident about the content.

I believe effective games are an effective method to improve learning outcomes in the primary school language classroom. I look forward to receiving your thoughts and experiences on effective games!

Jingjing Pu 蒲敬婧

Trinity College/St Ignatius College

Cornerstone College Chinese Study and Culture Tour 2014

In April twenty students and three teachers from Cornerstone College embarked on a three-week China Trip. We visited our sister school 'Beijing Haidian Foreign Language School' and everyone was so impressed by the approach and work ethic of Chinese students towards their studies. It was a privilege to donate the money raised on China Day to partner with Haidian school in sponsoring less fortunate children in rural areas to receive an education. We had a fantastic time touring Beijing, Xian, Shanghai and Suzhou which were truly memorable.

We were able to do things you wouldn't normally do on a family holiday and see things that others may not have a chance to see. Students were amazed at how much they learnt about Chinese culture, language and each other. It was a once in lifetime experience for us all and students really appreciated this wonderful opportunity offered by the school. --- Mrs Wendy Zhang Lampard Head of Languages

'The China Tour is definitely my highlight so far at Cornerstone. Being able to experience a totally different culture to Australia and being in a place which has so much history was a fascinating experience. A few of my highlights include seeing the Great Wall, making friends with my host buddy, experiencing Chinese school life, making and tasting authentic Chinese food, bike riding on the ancient city wall in Xian and experiencing the famous bund in Shanghai.'



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Even though there were many things I found challenging about the Chinese culture, I learnt to appreciate it and ended up growing from it. Everyone on the trip became really good friends and I think everyone agrees it is great to have people you can share your experiences with and laugh about all the jokes and funny things we saw through the trip. I strongly recommend this trip to everyone learning Chinese. You will never forget it! --- Lija Pfeiler

'I loved the China trip - it was amazing. Haidian was an awesome place to practise speaking Chinese and make new friends. I really liked the homestay with my buddy. We actually had a lot in common so we got along really well but on the other hand his parents didn't speak any English at all so I tried to understand them and speak as much Chinese as I could. I had my favourite time in Xian and it was an amazing city. All the people I met were very nice and I even scored some free coffee J. Shanghai was also very fun. The city was huge and there were so many cool things. I enjoyed the trip so much and hopefully I'll do it again in Year 12 J. 我爱中国，谢谢 Lampard 老师。' --- Lachlan Brandle

'I really enjoyed the trip and I think it was a real eye-opener for everyone. The homestay was really good. Everything was so cheap and bartering was one of the best things. It was an amazing experience. I liked Beijing the most.' --- Matthew Casey

Wendy Zhang Lampard
Head of Languages
Cornerstone College



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News from Seymour College

Seymour College, Glen Osmond, is a girls' day and boarding school, comprising the Early Years at Seymour to Year 12. 2014 is a new adventure for Seymour girls from Early Years to Year 8 as they now have an opportunity to learn Chinese at the College. Offering Chinese curriculum is one of the most important education reform at the college. From 2014, Chinese is the only compulsory language from the Early Years to Year 7. After Year 7, Seymour girls can choose either Chinese or French language.



Term 2, 2014, Ms Ying Zhuo, who has a wealth of experience to provide a high standard of Chinese Language and Cultural skills to primary students, joined Seymour community. Ms Zhuo currently teaches Chinese to students from Early Years to Year 5. It is great to see how much girls have enjoyed their Chinese lessons with Ms Zhuo.

In order to develop suitable Chinese curriculum at different year levels, the Language Faculty has organized a few language-training sessions for related language teachers. Meanwhile, the Faculty has chosen Accelerative Integrated Methodology (AIM) as one of the teaching approaches and methods in Chinese classes, especially for students from Early Years to Year 6. Since Term 1, language teachers have participated in a couple of AIM workshops; on 19th June, the Faculty invited Ms Jen McKinney, from AIM Language Learning Australia and New Zealand branch in Melbourne, to present three sessions at the College.



Chinese curriculum at Seymour College has just been developed. We hope there are more opportunities for us to share with our colleagues in the future and seek more advice from our professional team! We would like to wish all students of Chinese a successful year in Chinese learning!

Mingxia Wei
Head of Languages
Seymour College

