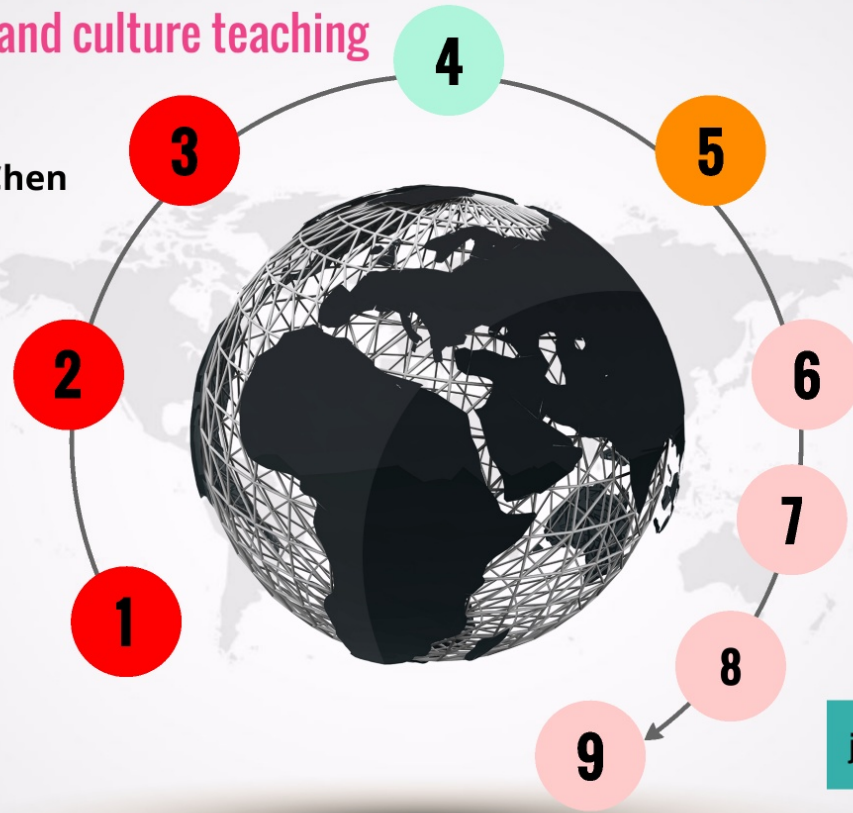


How to use controversial media resources to develop critical thinking skills in Chinese language and culture teaching

Joyce Chen



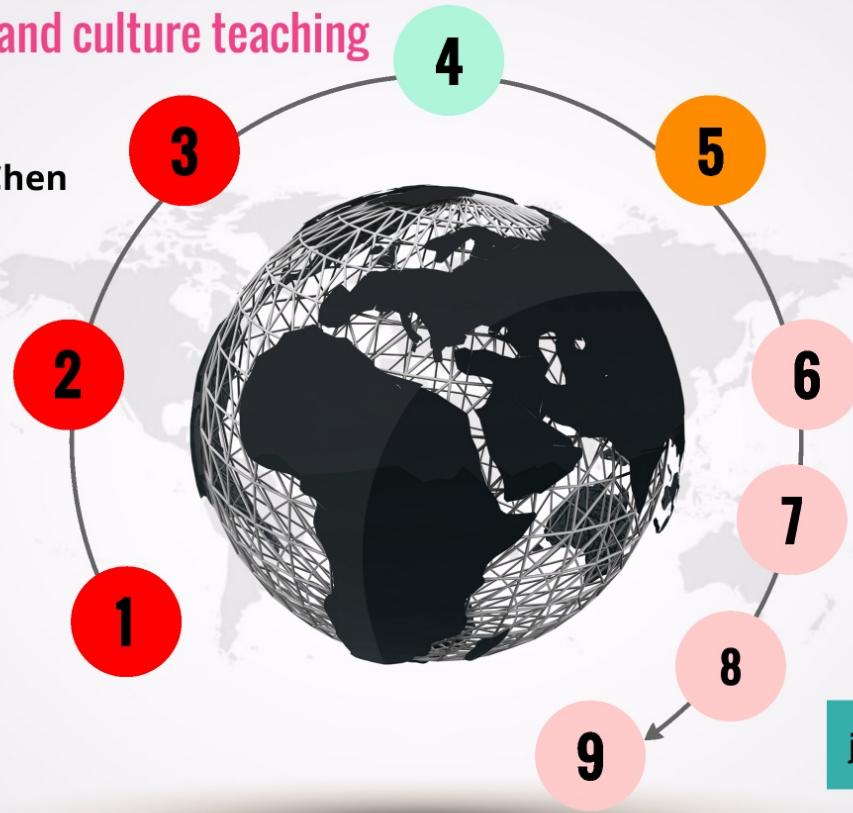
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Purposes

- Inspire students to pay attention to various social issues in China
- Shift perspective to view as others
- Explore the complexity of conflicts
- Relate the issues to own society
- Develop a student's analytical and critical thinking skills

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Target students & Related Documents

- Stage I & II students in South Australia (Chinese background students)
- Students in Victoria (Chinese First Language)
- Stage 6 Students in New South Wales (Chinese and Literature in HSC)
- Year 11 & 12 students in Queensland (QCAA)

SACE

VCE

HSC

QCAA

Assessment Type 3: Text Analysis

Students analyse and evaluate a text or texts that are in [Language], and respond in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse, interpret, and evaluate meaning and language use, by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diaries, advertisements, brochures, poems, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, television programs, and websites.

The design of the assessments should enable students to, for example:

- select, use, and synthesise general and specific information in texts
- summarise the main points in a text
- compare and contrast information, opinions, ideas, and perspectives
- analyse, and make inferences based on, linguistic, cultural, and stylistic features
- explain the use of language
- evaluate cultures, values, and ideas in texts
- adapt textual content to create new text.

If the texts are linked, students may be required to evaluate, compare, and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- evaluation and reflection.

SAGE

CONTINUERS

Text Analysis

Students analyse and interpret texts that are in [Language] with a response or responses in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in [Language] (e.g. magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, websites).

The design of the assessment(s) should enable students to:

- interpret meaning in text(s), by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in texts
- analyse the language in texts (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts.

When selecting texts for interpretation teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

For text analysis, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- interpretation and reflection.

VCE

UNIT 1

Outcome 1

Establish and maintain a spoken or written exchange related to an issue of interest or concern.

Assessment tasks

Discussion

or

Personal letter/fax/email

It is expected that the student will respond in the LOTE to all assessment tasks selected. If an oral task is selected for Outcome 1, a written task should be selected for Outcome 3, and vice versa.

**Unit 3
Outcome 2**

**Unit 3
Outcome 3**

Outcome 2

Analyse and use information from spoken texts.

This outcome will contribute 20 marks out of the 50 marks allocated to School-assessed Coursework for Unit 3.

Task

Description

A response to specific questions or instructions, analysing and using information requested.

Designing the assessment task

Teachers should develop an assessment task that allows the student to:

- show knowledge of and distinguish between different registers and stylistic features such as repetition and tone
- summarise and synthesise ideas and information from a range of sources
- recognise speakers' intention and/or attitudes
- organise and sequence ideas
- convey meaning accurately
- have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

Outcome 3

Exchange information, opinions and experiences.

This outcome will contribute 10 marks out of the 50 marks allocated to School-assessed Coursework for Unit 3.

Task

Description

A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.

Designing the assessment task

Teachers should develop an assessment task that allows the student to:

- justify and elaborate on attitudes, values and ideas
- link, sequence and show relationship of ideas/factual information
- use a range of vocabulary, including some specialist terminology
- use a register appropriate to the audience, context and purpose
- use a variety of complex structures
- use generally accepted conventions appropriate to the presentation
- have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

HSC

Chinese and Literature Stage 6 Syllabus

7 Objectives and Outcomes

7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. exchange information, opinions and ideas in Chinese	The student: 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 <u>exchanges and justifies opinions and ideas</u> 1.3 uses appropriate features of language in a variety of contexts
2. express ideas through the production of original texts in Chinese	2.1 sequences and structures information and ideas 2.2 uses a variety of features to convey meaning 2.3 <u>produces texts appropriate to context, purpose and audience</u> 2.4 <u>produces texts which are persuasive, creative and discursive</u>

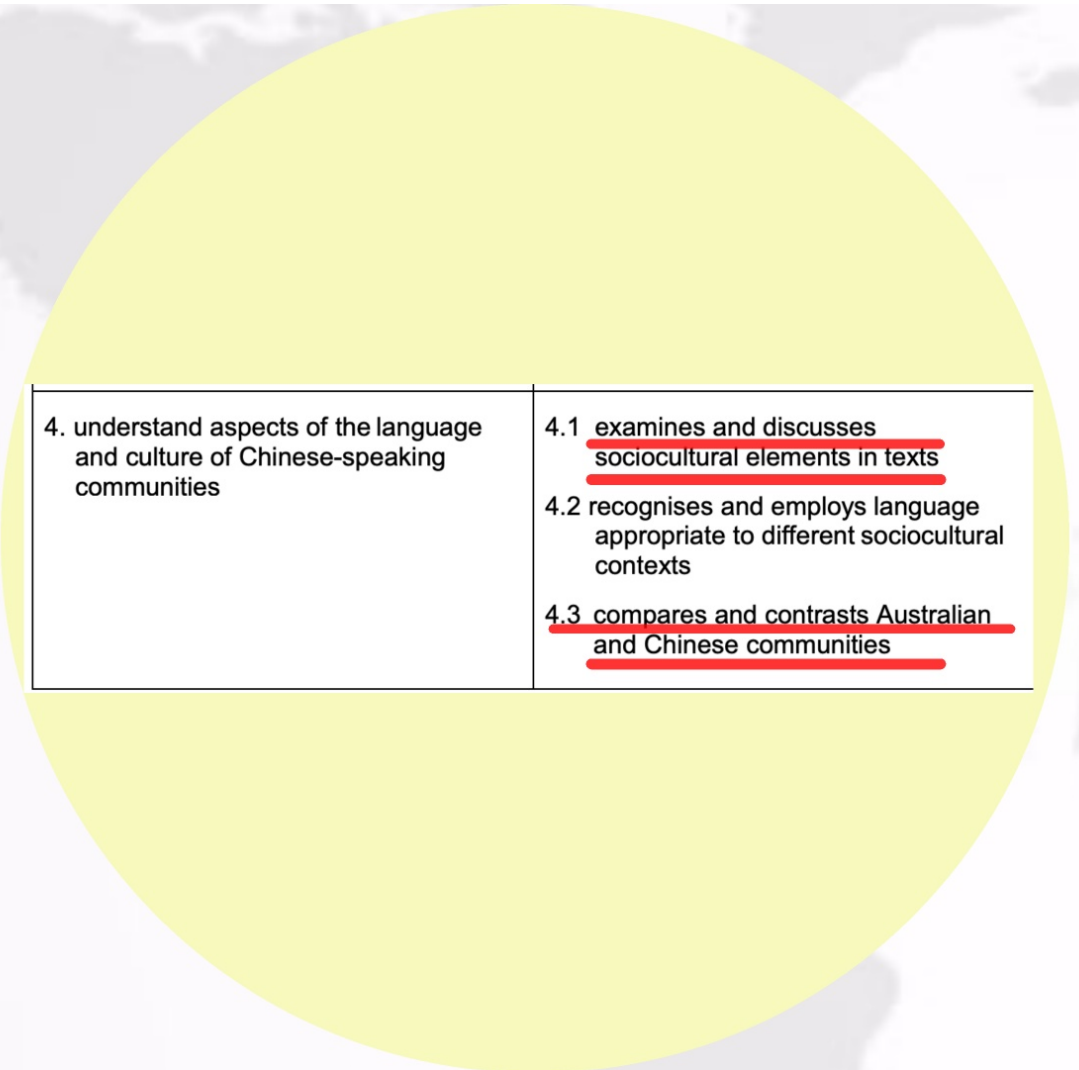
HSC

Chinese and Literature Stage 6 Syllabus

3. analyse, evaluate and respond to a range of texts that are in Chinese

- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts
- 3.4 compares and contrasts aspects of texts
- 3.5 presents information in a different form and/or for a different audience
- 3.6 explains the influence of context in conveying meaning
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- 3.8 responds to texts personally and critically

HSC



4. understand aspects of the language and culture of Chinese-speaking communities	4.1 <u>examines and discusses sociocultural elements in texts</u> 4.2 recognises and employs language appropriate to different sociocultural contexts 4.3 <u>compares and contrasts Australian and Chinese communities</u>
---	--

QCAA: CHINESE GENERAL SYLLABUS

4 Unit 3: 社会现象 — Our society

4.1 Unit description

In Unit 3, students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. Consideration is also given to stereotyping of individuals in the community and how identity is linked or challenged by their place in their own and other Chinese-speaking communities. They learn how to express opinions about pressures and social expectations amongst their peers. As they comprehend, analyse, interpret and consider topics affecting their current and future society, students develop knowledge and understanding of a range of language elements. Students deepen their appreciation of cultural perspectives, as they are offered opportunities to use Chinese to synthesise how society impacts on themselves and their peers.

Unit requirements

In Unit 3, 社会现象 — Our society, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 15 hours on Unit 3 Topic 1: Roles and relationships
- 40 hours across Unit 3 Topic 2: Socialising and connecting with my peers and Unit 3 Topic 3: Individuals in society.

Suggestions for Chinese resources and texts are incorporated in the subject matter.

QCAA

4.3 Topic 1: Roles and relationships

Subject matter

In creating and evaluating Chinese texts, students will:

- recognise the diversity of roles and relationships as portrayed in a variety of media, e.g. summarise personal accounts detailing the evolving nature of family/careers, identify stereotypical versus actual family/careers and/or gender roles
- consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image
- comment on the changing structure of the family/household unit, stereotypical roles in society and gender bias in their own and Chinese-speaking communities in the 21st century, as represented in texts and media, e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and Chinese-speaking communities.

4.5 Topic 3: Individuals in society

Subject matter

In creating and evaluating Chinese texts, students will:

- identify how 'the individual' can contribute to society, e.g. participating in community service organisations and support groups for those in need
- investigate news items impacting on young people, e.g. comment on the effect of world events on their lives and how they develop opinions and/or make decisions
- evaluate the effect of traditional and societal values on young people, e.g. appraise the impact of societal expectations/conventions on their life and those of Chinese-speaking peers.

QCAA:CHINESE EXTENSION SYLLABUS

2.6 Area of study: Media studies

This area of study enables students to further develop insights into Chinese social and cultural attitudes by exploring and discussing emerging topics through various media programs and articles. Students consider materials such as current affairs programs, editorials, letters to the editor, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study of media studies may focus on electronic media and/or print media. It further develops students' Chinese language skills and their associated appreciation of the media. A significant aspect of the study should be the insights offered by media studies into contemporary Chinese-speaking communities.

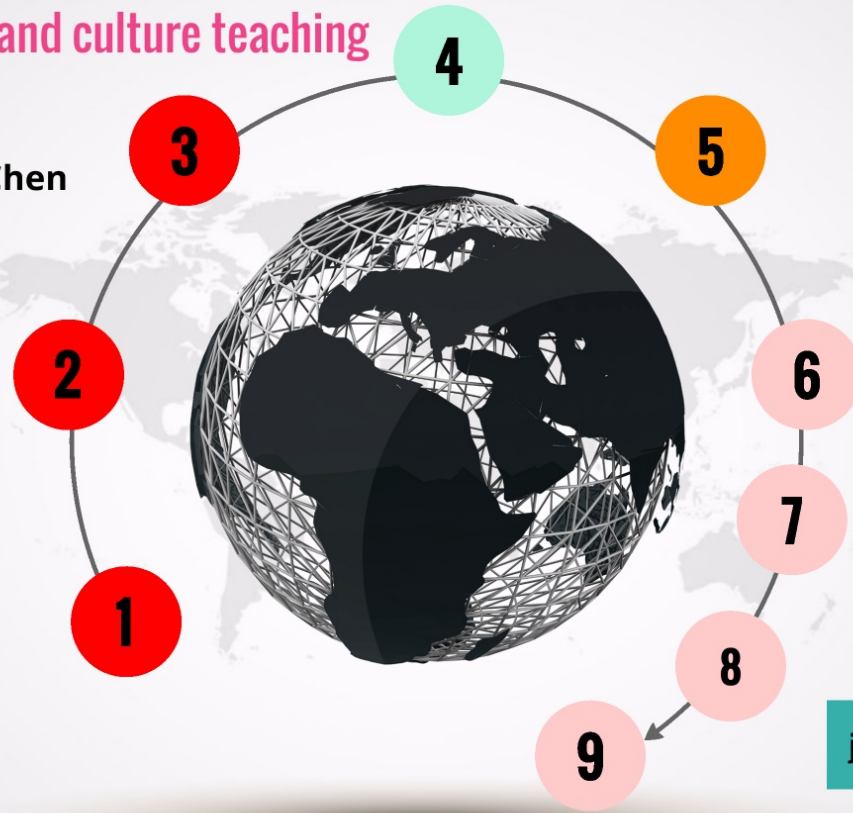
Subject matter

In this area of study, students will:

- construct an opinion piece for a publication, expounding a point of view, e.g. write a critical response to an item in Australian-based Chinese media
- critique Chinese media reports, taking care to develop and express ideas coherently with appropriate register and cohesive elements
- compare the content of a Chinese current affairs program or documentary with a similar Australian program
- discuss advertisements from Chinese media, analysing and examining how the language and images used influence the viewer/reader
- devise a recorded advertisement in Chinese for an Australian product, accompanied by research and/or a rationale
- compare a Chinese reality-TV program, drama series or quiz show with a similar Australian show
- discuss Chinese cartoons, comic strips, sitcoms and comedy shows to understand styles of culturally appropriate humour and draw parallels with similar Australian text types
- analyse the layout and content of a Chinese blog, web page, newspaper or magazine and compare it with a similar Australian publication
- create a program in Chinese for a Chinese media outlet.

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Leftover
Women
剩女



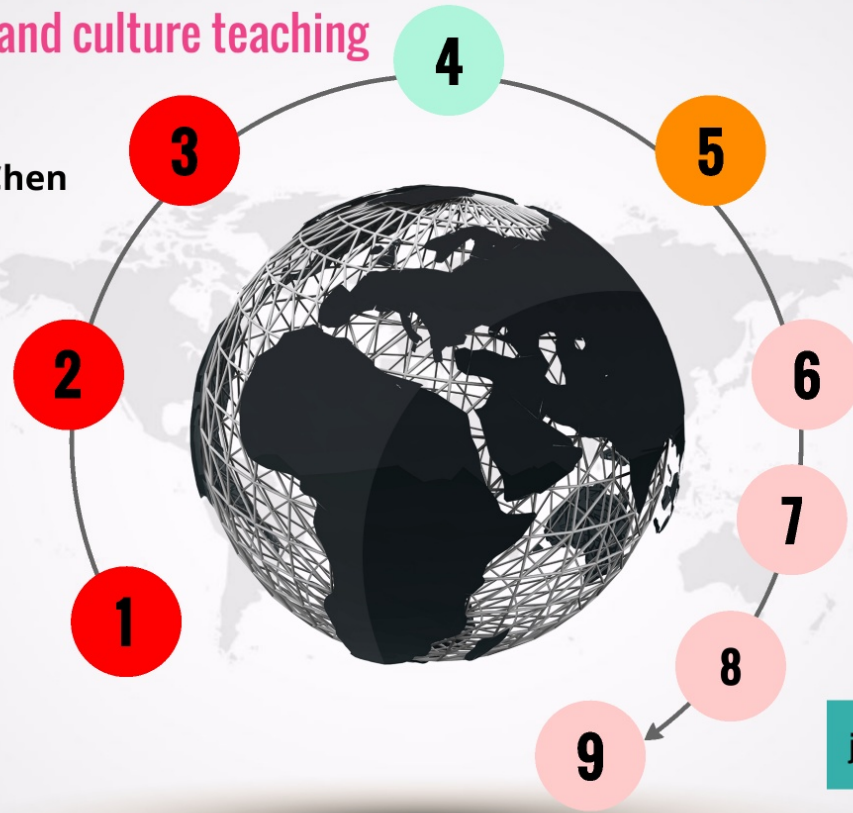
LEFTOVER WOMEN

a film by
Shishu Shih and Hilla Medalia



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纪录片里反映 的社会问题 Social Issues

- * 代沟 generation gap
- * 传统观念 traditional values
- * 性别歧视 gender discrimination
- * 年龄歧视 age discrimination
- * 恋爱观 value of love

P2

P3

P4

P5

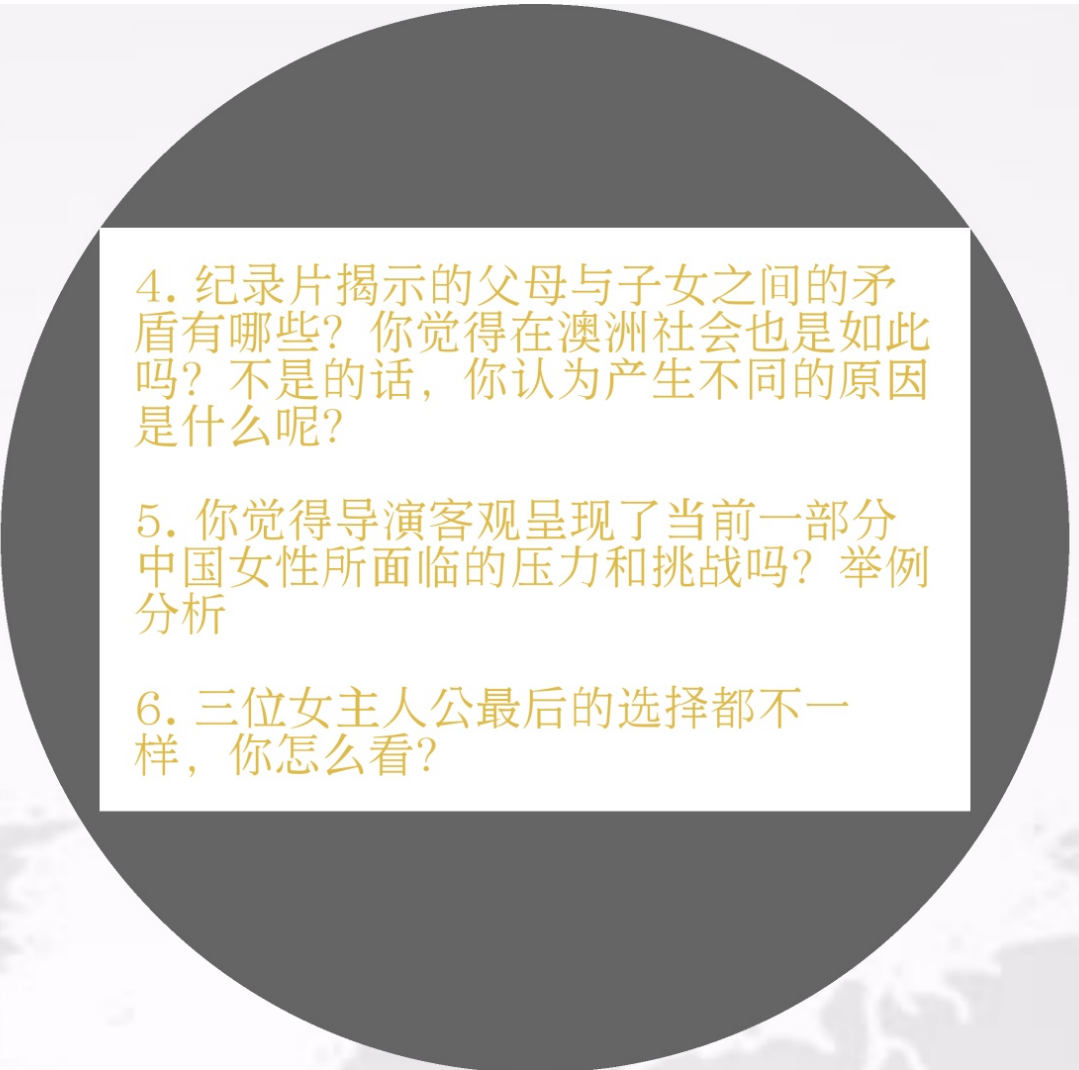
P6

P7

P8

观看纪录片《剩女》后的 讨论题

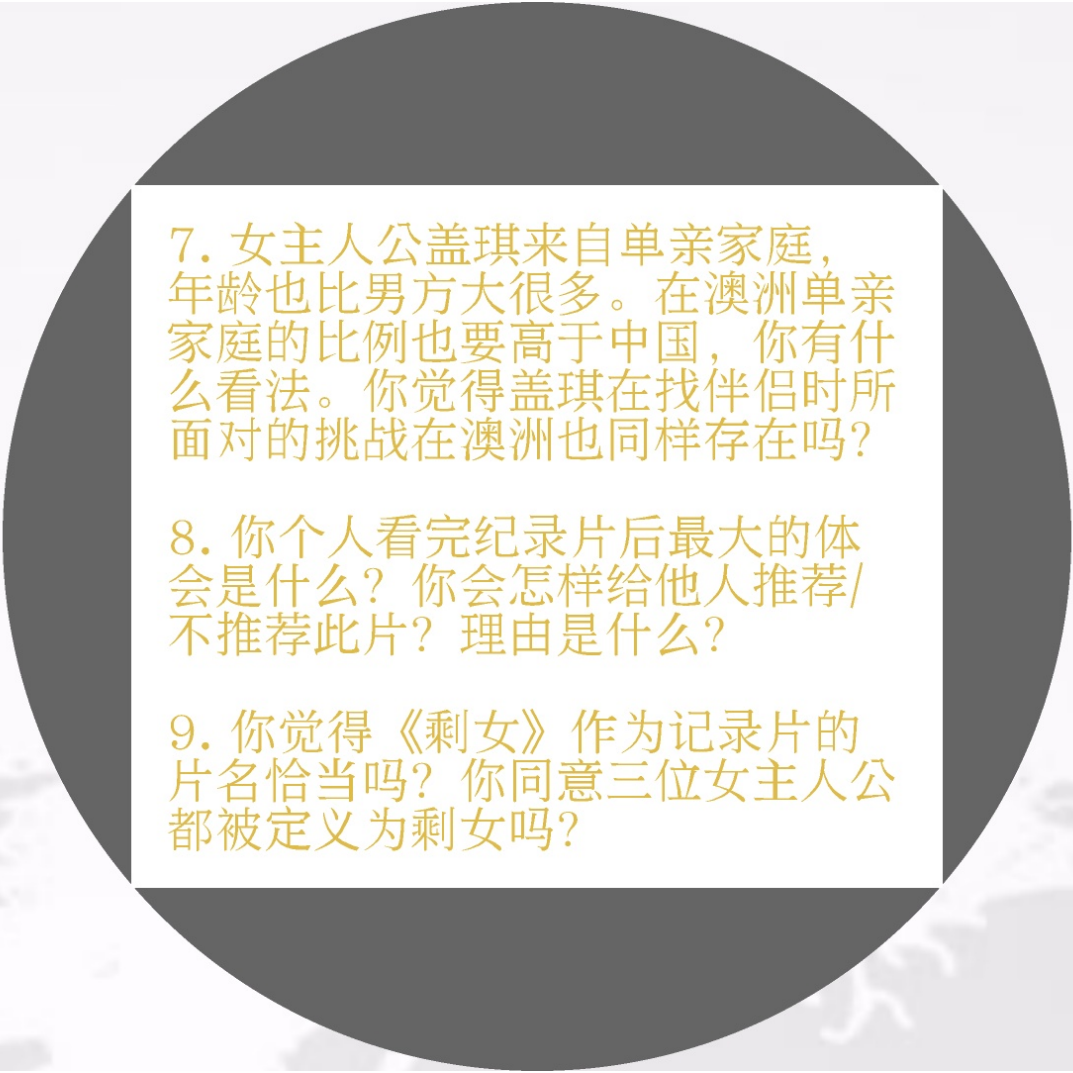
1. 三位女主人公身处的社会背景是什么？（她们的相似点和不同点有哪些）为什么导演选择了这三位女性？
2. 纪录片从哪些方面表现了社会对女性的“性别歧视”和“年龄歧视”？
3. 你觉得“重男轻女”和“学历决定一切”的现象仍旧存在于当今中国社会吗？



4. 纪录片揭示的父母与子女之间的矛盾有哪些？你觉得在澳洲社会也是如此吗？不是的话，你认为产生不同的原因是什么呢？

5. 你觉得导演客观呈现了当前一部分中国女性所面临的压力和挑战吗？举例分析

6. 三位女主人公最后的选择都不一样，你怎么看？



7. 女主人公盖琪来自单亲家庭，年龄也比男方大很多。在澳洲单亲家庭的比例也要高于中国，你有什么看法。你觉得盖琪在找伴侣时所面对的挑战在澳洲也同样存在吗？

8. 你个人看完纪录片后最大的体会是什么？你会怎样给他人推荐/不推荐此片？理由是什么？

9. 你觉得《剩女》作为记录片的片名恰当吗？你同意三位女主人公都被定义为剩女吗？

Text Analysis Task

Expression

E2 Coherence in structure and sequence

- structure and sequence of information, opinions, ideas, and perspectives
- use of cohesive devices
- observation of the conventions of text types.

Evaluation & Reflection

ER1 Interpretation and evaluation of meaning in texts

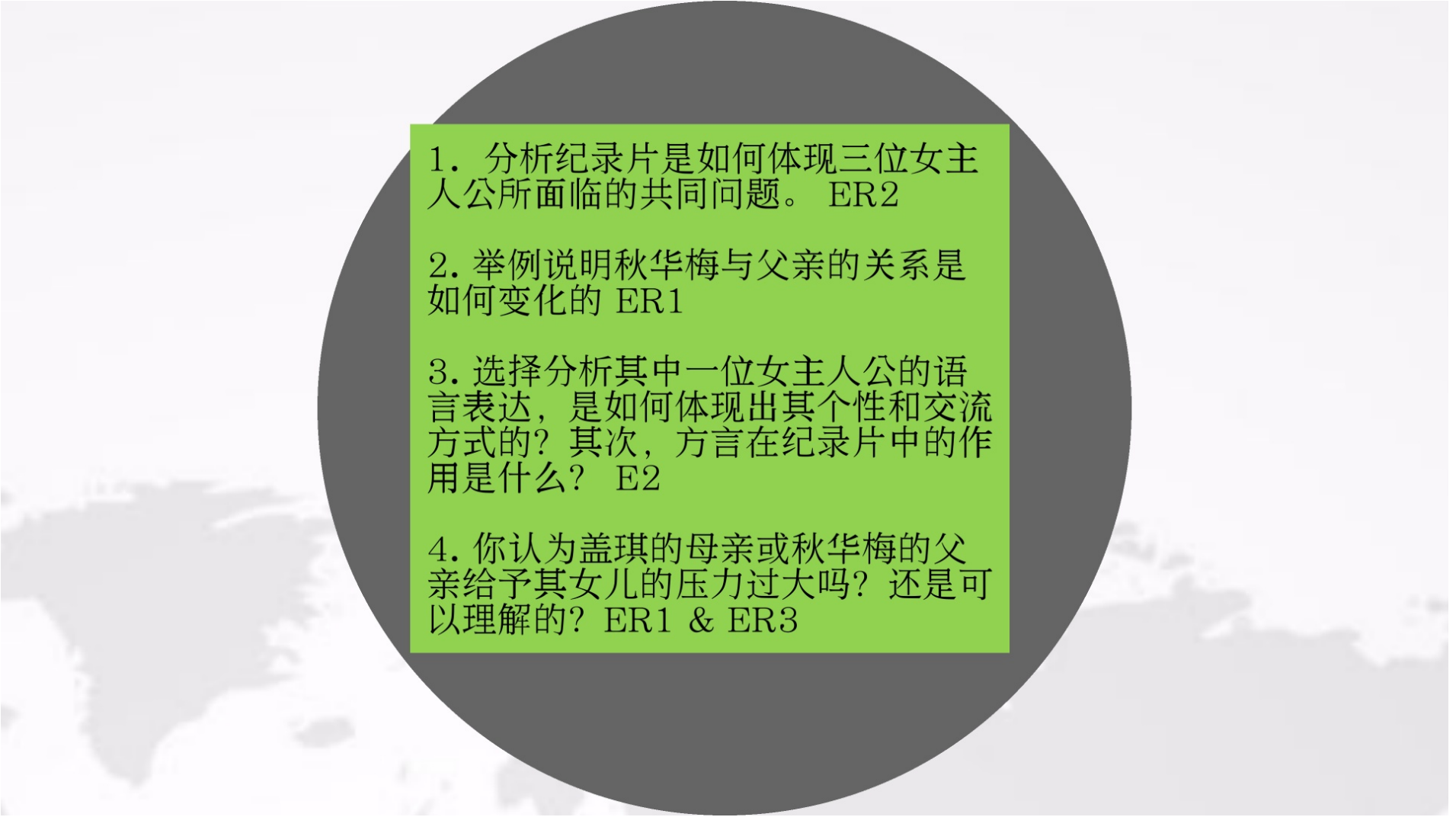
- analysis and explanation of content (general and specific information) and of context, purpose, and audience
- comparison and contrast of information, opinions, ideas, and perspectives in texts
- evaluation of cultures, values, and ideas in texts.

ER2 Analysis of linguistic, cultural, and stylistic features

- analysis and explanation of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation)
- accuracy of inferences based on linguistic, cultural, and/or stylistic features.

ER3 Reflection

- reflection on own values, beliefs, ideas, and practices in relation to those represented in texts
- reflection on how texts inform own understanding of, and perspectives on, contemporary issues.



1. 分析纪录片是如何体现三位女主人公所面临的共同问题。 ER2

2. 举例说明秋华梅与父亲的关系是如何变化的 ER1

3. 选择分析其中一位女主人公的语言表达，是如何体现出其个性和交流方式的？其次，方言在纪录片中的作用是什么？ E2

4. 你认为盖琪的母亲或秋华梅的父亲给予其女儿的压力过大吗？还是可以理解的？ ER1 & ER3

TEXT PRODUCTION TASKS

Ideas

I1 Relevance

- relevance to context, purpose, audience, and topic
- conveying appropriate information, opinions, and ideas
- creating interest and impact and engaging the audience.

I2 Depth of treatment of ideas, opinions, and perspectives on contemporary issues

- depth and variety of content
- elaboration of ideas and degree of analysis of contemporary issues
- understanding and use of textual references to explain information and support opinions, ideas, and perspectives
- evidence of planning, preparation, and research.

Expression

E1 Accuracy, appropriateness, clarity, and range of expression

- accuracy of linguistic structures and features
- appropriateness of expression for audience and purpose (e.g. form, register)
- clarity of expression (i.e. fluency, pronunciation, intonation, stress)
- range of expression (i.e. linguistic structures and features).

E2 Coherence in structure and sequence

- structure and sequence of information, opinions, ideas, and perspectives
- use of cohesive devices
- observation of the conventions of text types.

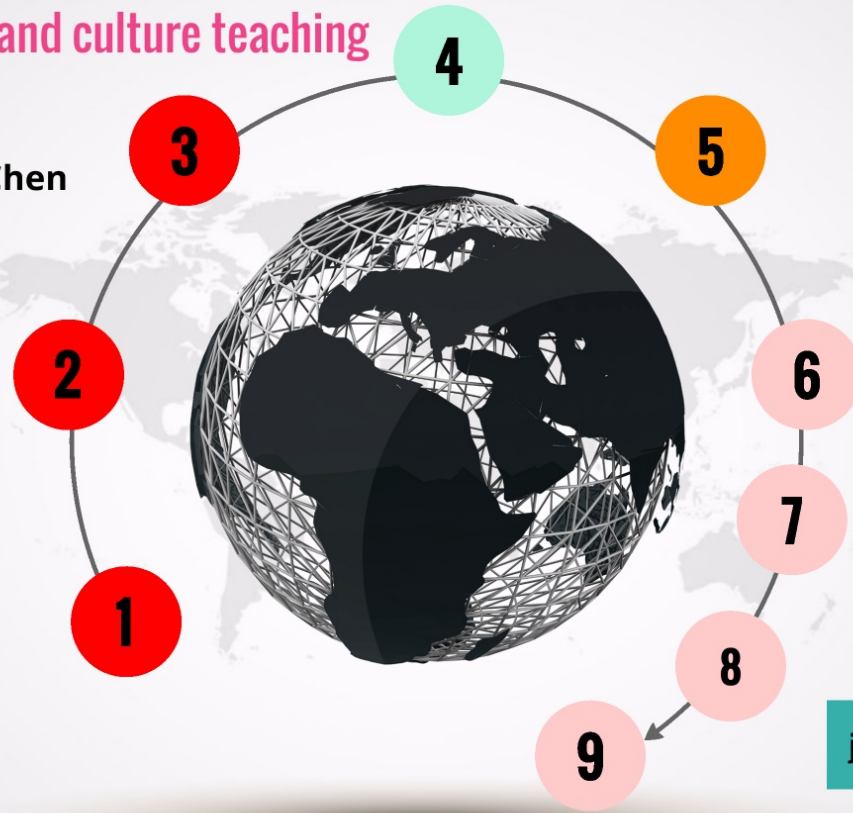
Text Production

给推广男女平等的公益机构或关注女性心理健康的杂志社写一篇自己的观后感，以《剩女》分析为基础谈谈中国女性所面临的来自家庭和社会的挑战。

I1 & I2, E1 & E2

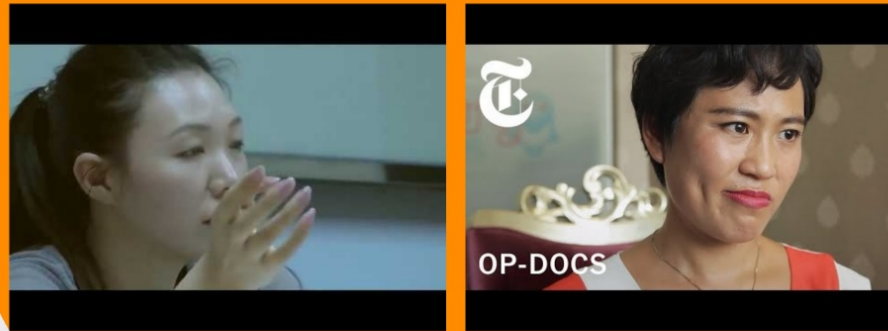
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Comparing the
Documentary of "中国剩女"
with the "Leftover Women"





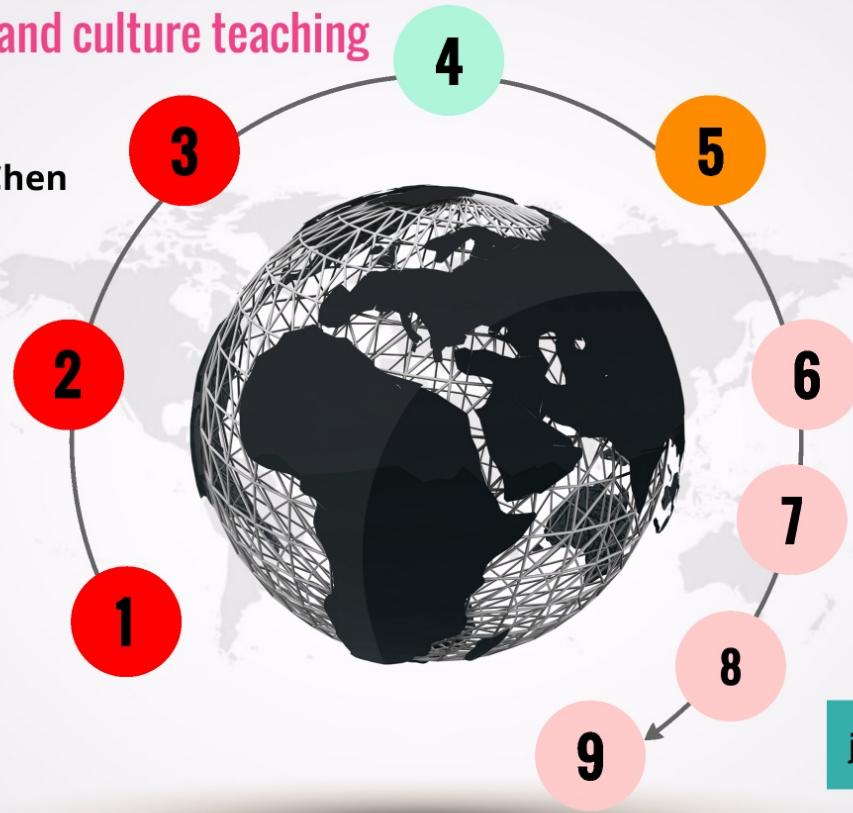
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OP-DOCS

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PURPOSE

- *To overcome the difficulty in teaching mixed background students in one class*
 - *To save teachers' time in lesson and task planning*
- *To create a task, which is aligned with Australian Curriculum and/or senior levels of curriculum in different states*
- *To develop a student's analysing and opinion forming skills*

Related Documents— AC(Second Language, Year 7 -10)

Years 9 and 10 Achievement Standards

Achievement Standard

By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法, 因为...你觉得呢? ; 虽然你说得有道理, 但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有. They use conjunctions (for example, 虽然如此..., 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影.

Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.

Related Documents— AC (Second Language, Year 7 -10)

Informing

Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed

[Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading] ([ACLCHC067 - Scootle](#))



Elaborations +

Collate and present different perspectives on a range of issues from different sources

[Key concepts: [ideograph](#), issues, career, future; Key processes: extracting, collating, identifying] ([ACLCHC068 - Scootle](#))



Elaborations +

Related Documents— AC (Second Language, Year 7 -10)

Creating

Engage with a range of [performance](#)-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing [characters](#), and considering [language](#) use and cultural meanings, and apply this knowledge to [create](#) imaginative texts

[Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding] ([ACLCHC069](#) - [Scootle](#) [↗](#))



Elaborations +

[Create](#) written imaginative texts that express aspects of Chinese [culture](#) for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not

[Key concepts: values, tradition; Key processes: creating, expressing, reading, writing] ([ACLCHC070](#) - [Scootle](#) [↗](#))



Elaborations +

GENERAL CAPABILITIES COVERED

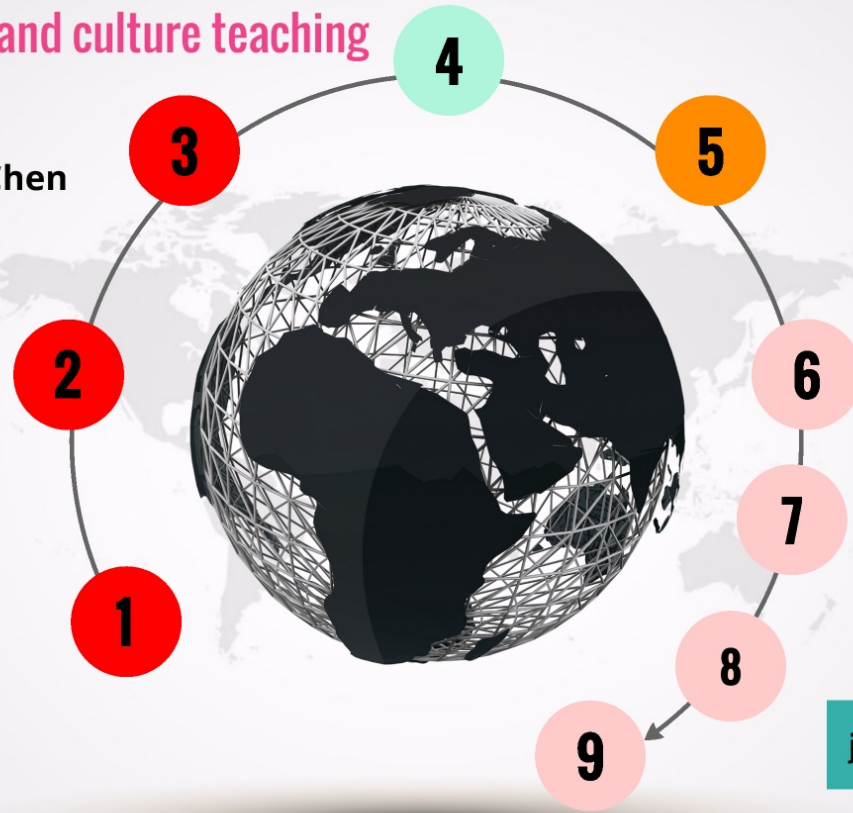
- CRITICAL AND CREATIVE THINKING
- PERSONAL AND SOCIAL CAPABILITY
- INTERCULTURAL UNDERSTANDING

SACE Performance Standard

Ideas	Expression		Evaluation and Reflection
<p>Relevance</p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Complex ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive communication, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently.</p> <p>A range of sophisticated cohesive devices is used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used effectively during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers). Unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful and critical reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p>

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Tasks for Continuers Students

Key phrases from the video:

红娘, 婚姻介绍所, 要求 (as expectations, different from "request"), 尊重, 直接 (as straight forward, direct), 市场 (as in 婚姻市场), 状态, 自欺欺人, 主导

- Direct and indirect meanings of a word
- Categorise words into different groups (noun, verb, adv, adj) and make sentences
- Grammatical point: rhetorical question 反问句, exclamation 感叹句, 对不对/行不行/美不美
- Identify which phrases are used for expressing opinions (认为, 觉得, 感到 etc.)
- Using Quizlet, Memrise, Kahoot, Gimkit etc./to enrich the learning experience

P1

P2

P3

Questions for the Critical Thinking Task

- 1. Do you think the beginning of the film has some indications crafted intentionally by the directors of what the topic or issues are to present?**
- 2. Do you think Qiu Huamei is a very modern woman? please give example from the film.**
- 3. The conversation between Qiu Huamei and her family was quite intense and emotional. How do you feel about it? Who do you think is more reasonable?**

4. Can you summarise the character of He Shan with examples?

5. The documentary directed by the Chinese filmmaker Li Bo used voice-over, while the other didn't. Which one do you prefer and why? or analyse the purposes and impacts of using the voice-over.

6. Do you think these 6 women introduced from the two documentaries are very unique individuals or have something in common?

Extended Tasks

Option 1

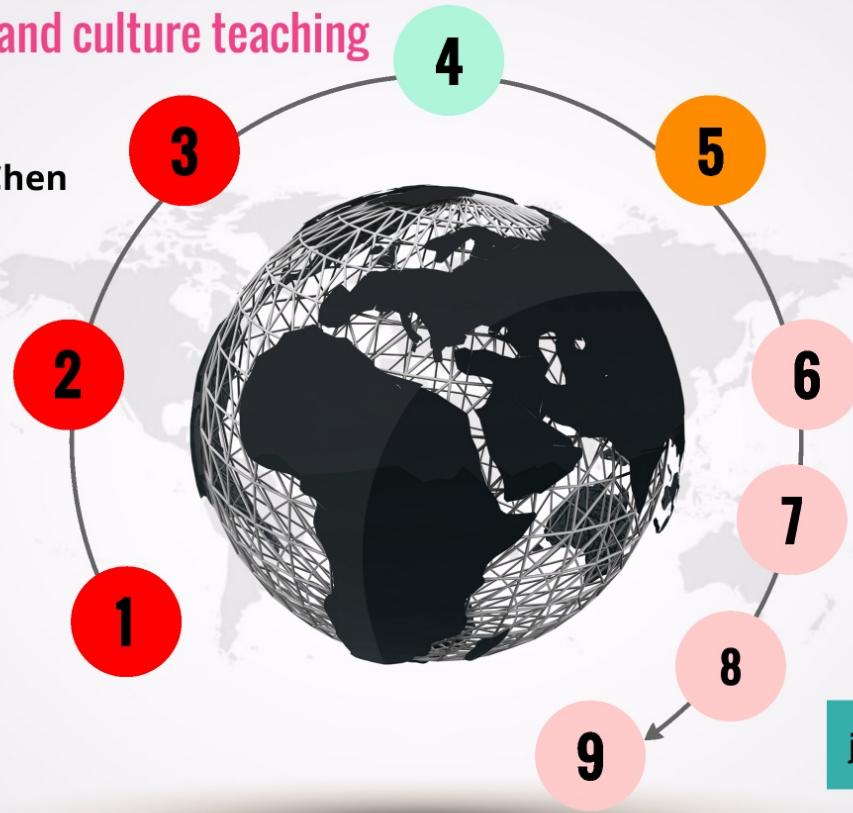
After watching the two documentaries, conduct further research and make a 5-min presentation of your findings and discuss whether “leftover women” is an issue or not in China?

Option 2

Do you think the phrase “leftover women” is appropriate? After analysing the 2022 Australian census and related articles about single women in Australia, do you think “leftover women” exist in our society? why or why not?

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Bibliography

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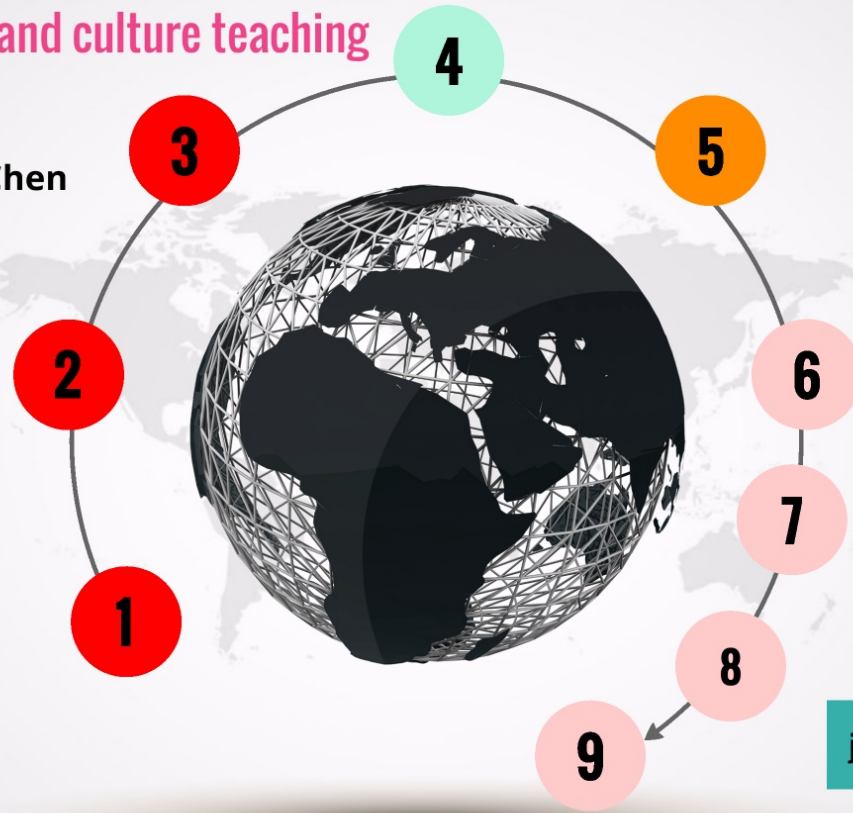
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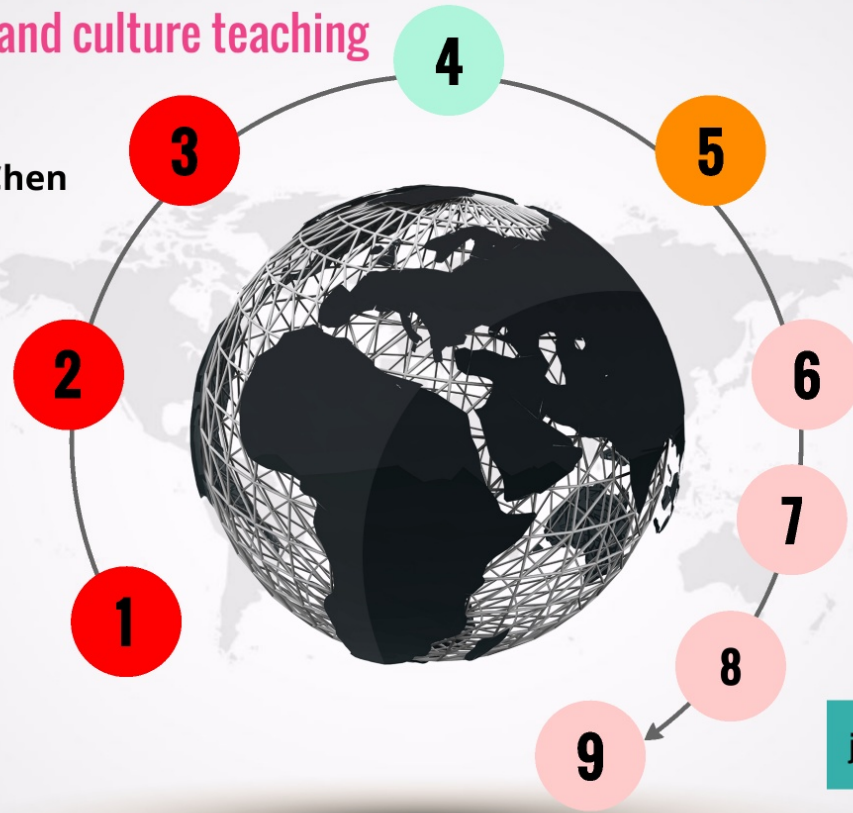
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