

Inquiry Project Plan

Inquiry Title:	Chinese Learning and Hot Pot	Time Frame	Three Weeks	Inquiry Approach :	Structural Inquiry-Based Learning
Name:	Yu (Daphne) Zhao	Subject(s) :	Language Learning	Grade(s):	12

Inquiry Project Rationale & Overview

Why does this topic matter to students?

Learning a language is to learn a different culture background. Abundant cultures input could help students build up the diverse worldview. Chinese is one of the most ancient languages in east countries. To learn some Chinese, students could switch their logic thinking for speaking English and learn a new thinking way to speak Chinese. The best for students to learn a language is to expose them to the language context and environment. Kim (2020) acknowledges that when we teach language, we should be helping people participate in ways of life. This goes beyond knowledge of subject matter, and it goes beyond any simple type of well-being.

How does this project incorporate the inquiry cycle?

My project is a structured inquiry-based learning, which I give students the open questions and they could use the methods that I gave them or create their own methods to figure out the answers about the culture differences through learning Mandarin. It incorporates the inquiry cycle since in “Focus in Inquiry”, it is mentioned that making observations, asking questions and pursuing investigations – it’s how humans have come to understand the world. I think is it the same way for learning Chinese from start of knowing its culture, cuisine and convention. In this enjoyable and exploring learning procedure, students could learn the Chinese naturally and effectively.

Key Questions For Inquiry About the Topic of Study

Core Question	Supporting Questions
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<p>For Teachers:</p> <ul style="list-style-type: none"> • What kind of introduction can I make for starting this interesting language learning journey to appeal students' curiosity ? • What changes and additions to my routine can I incorporate into my teachings for guiding the students' exploration of culture and language secrets? • How can I involve the Mandarin knowledges and be sensitive to the cultures background and educational circumstance? <p>For Students:</p> <ul style="list-style-type: none"> • What is Hot Pot? • How to use Mandarin to communicate with the restaurant service? • Why Hot Pot is the most representative food in China? 	<p>For Teachers:</p> <ul style="list-style-type: none"> • Is the scope of the project too ideal to be considered inquiry-based learning? • How can I apply the specific inquiry-based learning disciplines into this framework? • How can I clearly guide students in a minimally interferential way? <p>For Students:</p> <ul style="list-style-type: none"> • What is the impression of Hot Pot in Chinese History? • What are the table manners when we are eating Hot Pot? Is there anything we need to notice? • How does the landscape we live in influence the types of foods we can grow and use in our cookings?
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Inquiry Approach/Style and Rationale

(1) Systematic Investigation into a Problem

The cultural field investigation has been illustrated in this project. The very original speaking Mandarin could be founded by communicating with native speakers instead of only sitting in the classroom to follow the radio or watch Chinese channels for practicing. Food is one of the most typical cultures for learners to have access to. Teacher must encourage students to ask questions and support them through the investigation process, understanding when to begin and how to structure an inquiry activity (McKinney, 2018). Thus, I suppose that this inquiry project is living and lifelong learning for its diversity in cultures, which is also the aim for the big idea of BC curriculum that language learning is a lifelong process

(2) Student-Centred Experiential Learning

Teachers in this project are activators of learning and ask probing questions meant to clarify the basic assumptions underpinning a truth claim and students would experience the language environment by themselves through eating Hot Pot. In an inquiry, the questions asked and the work accomplished are seen as openings and enrichments towards understanding more about the topic itself. And it's understanding that is relevant in the real world (Coffman, 2017). Therefore, I think this inquiry project could use various strategies to increase understanding and produce oral language by practicing Mandarin in the Chinese restaurant, which could be closely incorporated with the thinking and communication's regulations of BC Curriculum.

(3) Promoting Deeper Understand of the Learning Contents

This project is not just superficial learning about the language speaking. It is the combination learning of diversity for cultures and customs. Students could get deeper knowledge about Chinese traditions and the conspicuous differences with other cultures. While some may argue inquiry learning takes too much time and it is more efficient to simply give students the information they need to know, this does not lead to true understanding. Students need to engage in real work that reflects the work someone in the field might tackle (Pedaste & Mitt, 2020). So I believe that Recognizing the regional and ethnic diversity of language and culture in China and in Chinese communities throughout the world and engaging in experiences with Mandarin-speaking people and Chinese communities such as Hot Pot restaurant, where is full with Chinese culture's atmosphere and Mandarin speakers. It is also the personal and social awareness disciplined in BC curriculum.

Core Principles of Effective Teaching (Sharon Friesen)

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>**How is the inquiry focused on building disciplinary knowledge and understandings?</i></p>	<p>Friesen (2009) admits that effective teaching practices centre on the importance of learning opportunities that are thoughtfully and intentionally designed to engage students both academically and intellectually. (1) My project is starting with the students' prior knowledges since teacher will ask students to explore the relevant Hot Pot resources before phrases 1 and teacher is required to have brief review about that in the first class. (2) Teacher will be asked to help students organize and use knowledge conceptually through a systematic introduction of culture & language. (3) At the end of the project. There is a reflection and summary section in classroom, which is build assessment into the fabric of study.</p>
<p>Gore Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>Friesen (2009) agrees that the effective learning is an experience that is intensely motivating as students feel the pleasure inherent in deep learning. (1) This project includes the face-to-face communication with Chinese native speaker, which could be really important to have a deep foundation of factual knowledge. (2) During the exploration of Chinese restaurant students and teachers would be immersed by the Chinese culture, which plays a crucial role in understanding facts of languages learning and ideas in the context of a conceptual framework for culture inputs. (3) In order to organize knowledge in ways that facilitate retrieval and application, this project provides the best way to be familiar with the expression of Mandarin for practice and communication.</p>

<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>Friesen (2009) claims that students need clear targets and models of what constitutes quality work in order to improve their learning. (1) There is a brief introduction part before students and teachers starts exploring the Chinese restaurant to make sure that students know the learning goals. (2) This project tries to involve student in self-assessment through the refection part after the cultural journey so they could have space and time to think about it. (3) In the procedure of the exploration, teacher could give students feedback when they are trying to express themselves in Chinese such as pronunciation or sentence sequence so this feedback provided could enable students to take their next steps.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Friesen (2009) comments that effective learning environments are characterized by a series of interdependent relationships that promote and create a strong culture of learning. (1) Pedagogical (teacher to student): Students will explore the topic by the guiding of teachers and teaches will have a brief introduction for Hot Pot. Then students will get a general concept about the Hot Pot, which might help them to understand the activities and aims of this project. (2) Peer (student to student): Students will be separated into groups to talk individually about their thoughts and ideas to come up with the answers. (3) Community (student to others outside of school): The chance this project provides for students is to communicate with Chinese restaurant services, who are almost native speakers. (4) Student to the subject disciplines they are learning about: Students will come back to the classroom again to summary their experiences in Hot Pot restaurant and express it in oral speaking Mandarin.</p>

<p>Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>Friesen (2009) confirms that it is critical for teachers to have a familiarity with one another's work that comes with frequent conversations of a professional nature centred on the work, access to each other's classrooms, and collaborative planning time. Therefore, I believe that in order to make this project more intrigue and interesting, I would do peer review to get improvements and use the network to find the most typical Hot Pot restaurants, which could be the most representative cultural cites for students and teachers to explore. I also looked through the similar language teaching classroom to pile up experiences.</p>
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BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • Connecting and engaging with others • Focusing on intent and purpose • Acquiring and presenting information 	<ul style="list-style-type: none"> • Analyzing and critiquing • Questioning and investigating • Designing and developing 	<ul style="list-style-type: none"> • Understanding relationships and cultural contexts • Recognizing personal values and choices • Identifying personal strengths and abilities

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> • Language learning is a lifelong process. • Sharing our feelings, opinions, and beliefs in a new language contributes to our identity. • With increased language proficiency, we can discuss and justify opinions with nuance and clarity. • Exploring diverse forms of cultural expression promotes a greater understanding and appreciation of cultures worldwide. • Becoming more proficient in a new language enables us to explore global issues.

BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Analyze and compare elements of creative works from diverse communities • Recognize how choice of words affects meaning • Locate and explore a variety of contexts in Mandarin 	<ul style="list-style-type: none"> • Recognize the regional and ethnic diversity of language and culture in China and in Chinese communities throughout the world • Engage in experiences with Mandarin-speaking people and Chinese communities • Identify and explore opportunities to continue language acquisition beyond graduation

Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Learning is embedded in memory, history, and story.

This project includes the exploration question like “what is the impression of Hot Pot in Chinese History?” For the history of this topic, culture shock and acculturation could be the hot issues for the languages learning students. This project aims to the Grade 12 Canadian students who are interested in Chinese languages and have the possibility to go to the universities located in China. The experiences of eating in traditional Chinese restaurant could be the treasure for them to study and learn Chinese.

- Learning involves patience and time.

I suppose that language learning is not supposed to be limited into the in-class teaching. In “Introduction to BC Redesigned Curriculum”, it brings up a conception about flexible learning environment, which means learning can take place in any where, not just in classroom.

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

Using the language is the ultimate aim for us to learn another language. The language background such as Chinese restaurant could provide the opportunities for students to apply Chinese into the daily life. The best way to remember the complex vocabulary, sentence structures expressions and food names is to taste them and feel them. So when students enjoy the Hot Pot, it must be the very time for learning Chinese and Chinese cultures, which is an efficient way to learn languages.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

- Students will be encouraged to express themselves in Mandarin with confidence and comfort.
- Students' confidentiality will be protected and there is no serious limitation for individual language skill level.
- Students will be involved in assessment process.

Project Overview

Time Estimate		Teacher and Student Activities	Assessment Activities
Ask	First week Class 1	<p>Guiding Questions:</p> <ul style="list-style-type: none">• What is Hot Pot?• What is the impression of Hot Pot in Chinese History?• How to say Hot Pot and relevant ingredients in Mandarin? <p>Students will explore the topic by the guiding of teachers and teaches will have a brief introduction for Hot Pot. Then students will get a general concept about the Hot Pot, which might help them to understand the activities and aims of this project.</p>	<ul style="list-style-type: none">• Continuation of contributions to Hot Pot (introduction)• Ongoing communication (self, peer, teacher)

Investigate	Second week Class 2	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the table manners when we are eating Hot Pot? Is there anything we need to notice? • How to use Mandarin to communicate with the restaurant service? • What do we have to use chopsticks when we are eat Hot Pot? <p>Students will be brought to the Hot Pot restaurant to taste Hot Pot by themselves so they can figure out the relevant questions through eating and doing the table manners. They could also be allowed to answer the questions out their curiosity and share with each others.</p>	<ul style="list-style-type: none"> • Making thinking the way of expressing themselves in Chines. • Participate in core routine: eat the traditional Chinese food Hot Pot
Create	Second week Class 2	<p>Guiding Question:</p> <ul style="list-style-type: none"> • What can we do for engaging more into this exploration procedure? • What kind of feedback or suggestion that teachers need to give for heading to correct direction? <p>Students will be allowed to visit the restaurant freely and eat what they want. They could have chance to communicate with service, teachers, or other people who are eating Hot Pot. Also they are free to have a short journey of the restaurant to appreciate the decoration of Chineses cultures.</p>	<p>In the procedure of the exploration, teacher could give students feedback when they are trying to express themselves in Chinese such as pronunciation or sentence sequence so this feedback provided could enable students to take their next steps</p>
Discuss	Third week Class 3	<p>Guide Questions:</p> <ul style="list-style-type: none"> • Why Hot Pot is the most representative food in China? • What is the differences between Chinese pepper and other pepper such as Indian pepper/ Mexican pepper through students' own experiences? <p>Students will come back to the classroom again to summary their experiences in Hot Pot restaurant and express it in oral speaking Mandarin. They will be separated into groups to talk individually about their thoughts and ideas to come up with the answers.</p>	<p>Student to the subject disciplines they are learning about: Students will come back to the classroom again to summary their experiences in Hot Pot restaurant and express it in oral speaking Mandarin.</p>

Reflect	Third week Class 4	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the landscape we live in influence the types of foods we can grow and use in our cookings? • How do certain food become traditional for a specific country / region? <p>Teacher will play a role as a leader for summary and conversation director to engage the students into class. Students will write about 100-word paragraph after this activity to illustrate what they learned and how did they felt in Mandarin.</p>	Hot Pot restaurant could engage students in the language learning contest and make them experience the cultural diversities through the delicious and traditional Chinese cuisine. In this procedure, students could identify and explore opportunities to continue language acquisition beyond graduation.
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Materials and Resources (use APA citation format)

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Organizational Strategies (Optional)

Proactive, Positive Classroom Learning Environment Strategies (Optional)

Extensions

I hope to teach this project through inquiry-based pedagogy since in “Focus in Inquiry”, it is mentioned that making observations, asking questions and pursuing investigations – it’s how humans have come to understand the world. I think is it the same way for learning Chinese from start of knowing its culture, cuisine and convention. In this enjoyable and exploring learning procedure, students could learn the Chinese naturally and effectively.

Reflections (to be completed after Project Completion)

What did I learn about Inquiry Based Pedagogy?
What challenges and successes did I experience?
What would I adapt for next time?
What questions do I still have about Inquiry Based Pedagogy?