

Inquiry Demonstration Plan

Lesson Title:	Chinese Learning and Hot Pot	Lesson #	First Class	Date:	Structural Inquiry-Based Learning
Name:	Yu (Daphne) Zhao	Subject(s) :	Language Learning	Grade(s) :	12

Lesson 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 lesson fit within the larger inquiry project?

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.

How does this lesson incorporate the inquiry cycle?

Firstly, students would be reminded of the formal experiences for Chinese cultures and tried to make a new bridge between the formal knowledges and new language knowledges by sharing their exploration experiences.

Key Questions For Inquiry About the Topic of Study

Core Question for Inquiry Project	Supporting Question(s) in This Lesson
<ul style="list-style-type: none"> What is Hot Pot? How to use Mandarin to communicate with the restaurant service? 	<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? What is the significance of Hot Pot in Chinese culture?



Inquiry Approach/Style and Rationale

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. Describe two or more core principles in each lesson.

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.

****How is the inquiry focused on building disciplinary knowledge and understandings?**

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.

<p>Core 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. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	See “Inquiry Lesson 3”
<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>	See “Inquiry Lesson 2”
<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</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>	See “Inquiry Lesson 4”

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)

- 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

BC Curriculum 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: Inclusion, Personalization and Diversity

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.

Lesson Activities

Time Allotted		Teacher	Students	
Invitation: Ask	5min	Teacher will ask students to see a preparation video for learning, which might give students an initial impression of Hot Pot.	Students have access to building a general concept of the knowledges they are going to explore about this topic.	
Investigate	10min	Teacher will bring out the guiding questions for the learning focus of this class and let the students brainstorm about the relevant experiences.	Students will be shown about the guiding question and be clear about the topic and brainstorming questions that What is the traditional food in your country ? And why it is so popular? Then fill the Jamboard.	Through Jamboard See in PPT
Create	15min	Teacher will teach students a few easy communication sentences and word to support Hot Pot experiences trip next class.	Students will practice these Mandarin communication dialogue one by one following the teacher.	
Discuss	10min	Teacher will lead the students into deeper understanding of cultures and language from the perspective of traditional food.	Students will be separated into groups to discuss the guiding questions about table manners. Then every group will send a representative to illustrate.	
Reflect	5min	Teachers will guide the students to express their feelings about this class and answer the guiding questions by writing them in Google doc.	Students can come up with the exceptions for language learning and questions about the next class trip of Hot Pot restaurant.	Through Google doc See in PPT

Materials and Resources (use APA citation format)

Coffman, T. (2017). *Inquiry-based learning : designing instruction to promote higher level thinking* (Third edition.). Rowman & Littlefield.

Deoksoon Kim. (2020). Learning Language, Learning Culture: Teaching Language to the Whole Student. *ECNU Review of Education*, 3. <https://doi.org/10.1177/2096531120936693>

FNESC (n.d.). *First people's principles of learning*. Feb 12, 2021 <https://fnesc.app.box.com/s/>

Friesen, S. (2009). What did you do in school today? Teaching Effectiveness: A Framework and Rubric. *Canadian Education Association*. Retrieved [fromhttps://galileo.org/cea-2009-wdydist-teaching.pdf](https://galileo.org/cea-2009-wdydist-teaching.pdf)

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J., (n.d). Focus on Inquiry. <https://inquiry.galileo.org/>

Government of BC (n.d.). *Physical and health education 6*. BC's New Curriculum. <https://curriculum.gov.bc.ca/curriculum/physical-health-education/6>

McKinney, P. (2018). *Facets of Inquiry-based Learning : the role of Information Literacy, collaboration and reflection in the support and development of inquiry-based pedagogies in Higher Education*.

Pedaste, M., & Mitt, G. (2020). Framework for Contemporary Inquiry-based Augmented Reality Learning. *2020 IEEE 20th International Conference on Advanced Learning Technologies (ICALT), Advanced Learning Technologies (ICALT), 2020 IEEE 20th International Conference On*, 327–328.

<https://doi.org/10.1109/ICALT49669.2020.00105>

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 the Lesson Demonstration ONLY)

After illustrating the first class demonstration in front of my peers, I figured out that they are very engaged in the Task 2, which needs teachers to teach them regular Chinese to communicate with restaurant service. Task1 is not what like I imagining that people will talk positively because a lot of traditional food is rare so a majority of students might not know. Only by speaking these food, it is really hard to imagine how they look like, what is the flavour and how is the taste. Sonia mentioned that if I can have a specific form to gain the statistics how many students are vegetarians and how many students can not eat very spicy food, which cold be really considerate. Abby said that if I could concentrate more in the task2, this could be more practical and effective to building fundamental knowledges for students to participate the next level learning such as next journey class. Therefore, I decided to add more practice dialogue and vocabulary into the learning process and prolong the practicing time to give students enough time and space to leaning and practice. I also found out that the refection part for google doc did not receive the expectation results. I was wondering if I put less time on the writing time so it received the less results. Thus, I decided to have more time on writing activity. The participants could organize their materials for discussions and conversations. I believe this project still needs a lot of improvements but it makes participants happy and enjoy.