TCSOL Practicum Final Project

Spring 2017

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1. Introduction

Our group designed a syllabus with an objective of teaching learners to be able to use Chinese to eat at Chinese restaurants. Our target learners are young adult learners from English speaking countries who are at beginners' level. All the sessions are conducted under the guidance of the Task-based language teaching (TBLT) approach in a classroom setting environment. We require learners to use Chinese with a focus from the meaning to the form.

At the very beginning of our preparation, we found it challenging to detect learners' needs and put ourselves in their positions. Such a concern led us to a decision of carrying out a need analysis, which also speaks to the first step of designing a TBLT syllabus from our course slides. Our target tasks were determined based on a need analysis carried out among 35 American Chinese learners who had stayed in China for a short period of time through online questionnaires (see appendix 5.1). Analysis shows that 86% of the respondents usually went to restaurants to have meals in China, and 89% of the respondents had problems while ordering food in restaurants. There are two main problems as we can see from the results.

1) input processing difficulty. Most Chinese learners felt difficult to understand what the waitresses/waiters say and to read the menu;
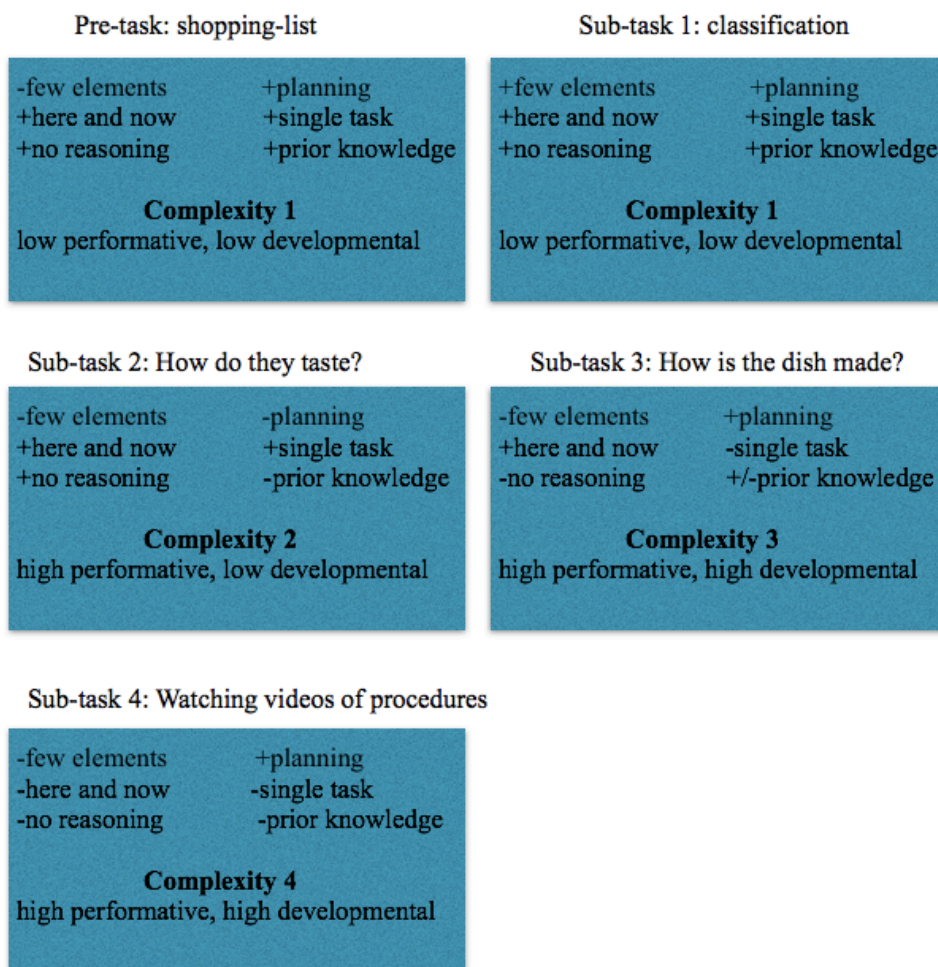
2) output/language production difficulties. Learners also found it hard to pronounce the name of dishes, to order in the right sequence, to ask about the ingredients or the way it was cooked, and also to specify their own dietary requirements.

After the need analysis, we have decided that our target task is "eating at Chinese restaurants", which needs to be scaffolded with pedagogical tasks. We started from the target task and worked backwards to design pedagogical tasks using the standard from Pica, Kanagy, and Falodun (1993:19) from our course slides. These three pedagogical tasks includes menu reading, food ordering and presentation of assignments, and they were designed with factors like interactant relationship, interaction requirement, goal orientation and outcome options being well considered. Main task 1 serves as a scaffold to main task 2. Following 1&2 is a post task in a form of

presentation requiring students to record videos of them eating at the restaurants, which speaks directly to the real world target task.

According to Robinson's Task Complexity Model (2003), when we sequence the tasks, we need to consider task complexity, which refers to learners' processing demand. Robinson's model also illustrates two dimensions of task complexity: resources directing and resources depleting, and both of them speak to the objective factors which teachers can manipulate during teaching. As shown in the following, main task 1 includes one pre-task and four sub-tasks. The pre-task functions as a preparatory task for students to learn the food vocabulary beforehand by them-selves. The four sub-tasks are sequenced in a way to build up learners' form-meaning mapping ability of Chinese dish names, ingredients and flavors. Main task 2 contains 4 sub-tasks and they are sequenced in the following way.

The Complexity Degrees of subtasks in Main Task 1

Pre-task: shopping-list

-few elements   +planning
+here and now   +single task
+no reasoning   +prior knowledge

Complexity 1
low performative, low developmental

Sub-task 1: classification

+few elements   +planning
+here and now   +single task
+no reasoning   +prior knowledge

Complexity 1
low performative, low developmental

Sub-task 2: How do they taste?

-few elements   -planning
+here and now   +single task
+no reasoning   -prior knowledge

Complexity 2
high performative, low developmental

Sub-task 3: How is the dish made?

-few elements   +planning
+here and now   -single task
-no reasoning   +/-prior knowledge

Complexity 3
high performative, high developmental

Sub-task 4: Watching videos of procedures

-few elements   +planning
-here and now   -single task
-no reasoning   -prior knowledge

Complexity 4
high performative, high developmental

The Complexity Degrees of subtasks in Main Task 2

Sub-task 1: Role-play (dictogloss)

-few elements   +planning
+here and now   -single task
+no reasoning   +prior knowledge

Complexity 2
low performative, high developmental

Sub-task 2: Chopstick challenge

+few elements   +planning
+here and now   +single task
+no reasoning   +prior knowledge

Complexity 1
low performative, low developmental

Sub-task 3:Commenting

-few elements   +planning
+here and now   +single task
-no reasoning   -prior knowledge

Complexity 3
high performative, high developmental

Sub-task 4: Talking abbot different scenarios

-few elements   +planning
+here and now   -single task
-no reasoning   +/-prior knowledge

Complexity 4
high performative, high developmental

The Complexity of Main task 1 & 2
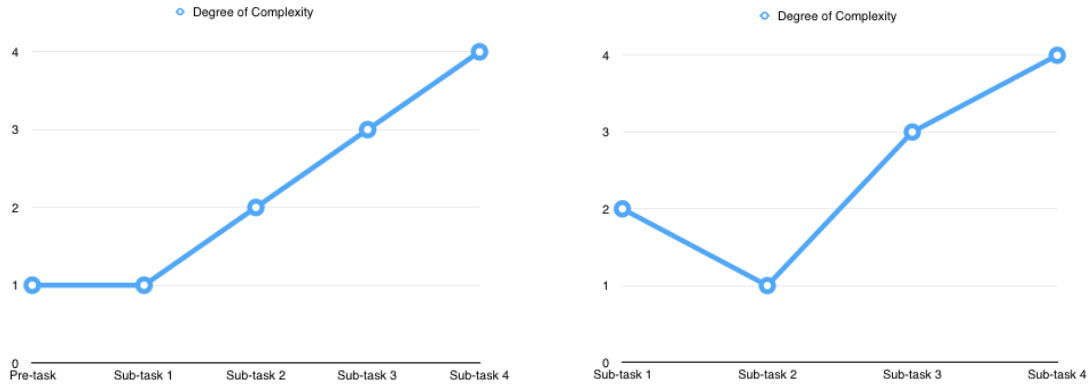
We have made revisions (see as below) on our original project overview after the oral presentations, and thanks to the suggestions from our teachers, panelists and classmates, we had several take-aways:

    1) that the communicative goals and linguistic goals of tasks should be aligned;

    2) there should be balance between planning and implementation;

    3) the transition from the pedagogical tasks to the target tasks should be clear;

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4) output is usually smaller than the input according to the SLA learning process, and that's why the input can not be too simple.

Our syllabus design is backed up by both linguistic theories and practical teaching experience. The optimization of four conditions is one of the most important principles in our design. For example, Input Enhancement (Mike Sharwood) and the Comprehensible Input Hypothesis (Stephen Kreshen) have been applied in our project to optimize the input during teaching. Overall, we've made efforts in making the content interactive, engaging and relevant to our adult learners, and we hope they will reach to the goal of form-meaning-function mapping at the end of the unit.

Goal	1) To guide learners to notice and develop an inventory of dining language. 2) To prepare learners with communicative ability to order food at Chinese restaurants and give comment	
Input	1) Visual support like pictures and video clips (including self-made video). 2) Textual support such as menu, worksheets.	
Conditions	1) The class input is shared among all the classmates. 2) The input is expected to be used in both convergent and divergent way.	
Procedures	Individual, pair and group work	
Expected outcome	Processes	Within-group planning, distribution of work, implementation of work, and coordination of work

	Products	Homework (Oral&Written): A 5-minute video recording from their own experience of eating at Chinese restaurants as a group, including the following: a. A 5-minute video (saved as a .mp4 file and send it to the teacher's email address) b. A file of subtitles of the video (saved as a .doc file and send it to the teacher's email address)

2. Project Overview

Topic: Eating at Chinese restaurants

Target students: 6-10 young adult beginners (college students with varying L1 backgrounds)

Class time: 50 minutes for each session (250 mins in total)

Setting: Immersion Summer Programs at universities in China

Conditions: The tasks, designed with open or closed ends, involves learners working interactively either one-way or two-way to achieve the assigned tasks, which are convergent or divergent.

Goals of the project: Communicative goals: learners will be able to read menu, order food at a Chinese restaurant; Linguistic goals: hopefully the learners will notice and acquire the frequent form used in the menu and ordering food using dining language.

Materials:

1. Video clips

2. Menu

3. Pictures

4. Worksheets

5. chopsticks, jelly beans, bowls and plates

Procedures:

Main tasks	1. Menu reading (2 session)	2. Food ordering (2 sessions)
Pre-task	Shopping-list	
Sub-task 1	How do they taste?	Role-play (dictogloss)
Sub-task 2	How is the dish made?	Chopstick challenge
Sub-task 3	Menu reading	Commenting
Sub-task 4	Watching videos of procedures	Talking about different scenarios
Assignment	To write down the procedures of ordering	To record a video and add subtitles
Post-task		Presentation (1 session)

3. Project Description

Main Task 1: Menu reading (2 sessions)

To equip our learners with abilities to order food at Chinese restaurants, we use main task 1, 2 and a post-task to scaffold our target task. According to the need analysis, most learners who have been to China said that they had difficulties in reading Chinese menu. Considering that reading menu is an inevitable procedure, we mainly focus on priming in main task 1, preparing learners with a basic inventory of food names, flavors and dining language they might use during food ordering, such as "这个菜里有什么". In main task 1, we are going to teach the basic vocabulary of ordering food mainly through speaking and listening practice. We designed "reading menu" as a reading comprehensive task since it's one of the real-life scenarios.

Pre-task : Shopping-list (before class)

We will give each student a shopping-list (see appendix 5.2). The shopping-list could be different. The students will be asked to figure out their own shopping-list. They could also add their favorite food into the lists.

<u>Session 1 (50 mins)</u>

Warm-up (10 mins)

At the beginning of the first class, the teacher will pair the students and ask them to introduce their list to their partner. (5 mins)

After they introduce their lists and pictures, the teacher will ask the class questions like: "谁有猪肉？谁有牛肉？" (5 mins)

Sub-task 1: Classification (10 mins)

The teacher will divide the students into 2 groups, and give them a chart (see appendix 5.3) to classify the food they have. After students finish filling in the table, the teacher will ask them to introduce their table to the class, and they will need to figure out who have the most types of food in each category.

Sub-task 2:How do they taste? (5 mins)

      The teacher uses the category table students make to ask question about flavors. The examples will be provided first as a scaffold. The teacher will start with "柠檬是酸的" and then ask the students "还有什么是酸的？". The following questions will cover other flavors including 辣, 甜, 咸, and 苦. In this way, students will have a chance to review the vocabulary again and the pattern "……是酸/甜/苦/辣的" is also a useful expression when students communicate with the waitresses / waiters during food ordering. Example of production is shown as below:

T: 什么东西是甜的?

S: 西红柿／可乐是甜的。

Sub-task 3:How is the dish made? (25 mins)

      In this sub-task, we will show at least 15 pictures of Chinese dishes (see appendix 5.4), including some famous Chinese dishes like "宫保鸡丁" and "鱼香茄子". While the teacher is showing the pictures, he or she will ask the students to look at the picture and figure out what ingredients there are in each dish. The students are supposed to answer to the question "这个菜里有什么". Take picture 1 an example, students can answer that "这个菜里有鸡肉、花生和黄瓜". The content of this sub-task will provide the visual input of different ways of cooking in Chinese food, such as 炒, 蒸, 汤 and 烤. Besides, the students will get familiar with the characters which will help them when they look at the menu at a restaurant. The question "这个菜里有什么" from both teachers and students will serve as an audio input which will also be recycled in the later tasks. The last but not least, this task gives a very good chance to preview some dish names in Chinese. Example of production is shown as below:

T: 这个菜里有什么？ （指着"黄瓜炒鸡肉"的图片问）

S: 这个菜里有鸡肉、花生和黄瓜。

Session 2 (50 mins)

Sub-task 4: Menu reading (25 mins)

Step 1 (5 mins)

The teacher will divide the students into 3 groups, and give each group a Chinese menu (see appendix 5.5).

The students will be asked to discuss about the menu and mark all the words that they've known.

After the discussion, each group is going to give a general description about what kind of food is served at the restaurants. The production will be like:

S: 这家饭馆有牛肉、鸡肉、鱼肉……

Step 2 (15 mins)

The teacher will guide students to discuss the top three dishes they would like to try or order on the menu. During this process, students can either ask the teacher questions, to look up in dictionaries, or to google online.

Step 3 (5 mins)

Students will be paired-up again and compare all the menus, finding which dish appears most frequently in different menus.

Sub-task 5: Procedures sequencing (20 mins)

Students will be asked to watch two video clips (see appendix 5.6). They will then have a general idea about eating in Chinese restaurants as well as the right way to order in a Chinese restaurant. Students need to sequence the interactional procedures between customers and waitresses on the working sheet (see appendix 5.7) in English.

Step 1 (10 mins)

The teacher will pair the students up, showing them videos and asking them to exchange what they can recall from the video with their partner and check the sequencing lists.

Step 2 (10 mins)

The students will watch a new video (no subtitle) of ordering food in a Chinese restaurant and describe what happened in the video based on the sequences on their lists. The teacher will offer necessary support and lead them to the right order.

*Note: Since the order differs from the video they've watched previously, there is a chance to explain to students that the actual ordering procedures may vary in real-life situations.

Assign Homework (5 mins)

Write down the procedures of ordering food in the right order.

Main Task 2: Food ordering

After learners have a basic inventory of food names, ingredients, flavors and a general idea of ordering procedures, they can further learn how to order food in Chinese. Main task 2 is designed to prepare them to order food and communicate with waitresses and waiters at Chinese restaurants, including four sub-tasks and a post-task.

Session 3 (50 mins)

Sub-task 1: role-play (dictogloss) (30 mins)

Students will watch a self-made authentic video (see appendix 5.8) segmented into three parts: Pre-ordering (including greeting, inquiry of the number of the guests); ordering (ordering food, dietary preferences, ordering drinks); post-ordering (serving the food and getting the check).

Step 1 (20 mins)

The teacher will ask students to watch the first segment carefully and take notes on what the characters are saying. Students will watch the segment for three times and the teacher will ask each group to rehearse and role-play what happened in the video clip after 3 minutes of preparation time. Then segment 2 and 3 are employed in the same way.

Step 2 (10 mins)

Each group is required to role-play the whole process of ordering food in a Chinese restaurant in their own way after five minutes of preparation.

Sub-task 2: Chopstick Challenge (20 mins)

Step 1 (5 mins)

The teacher will give an introduction of the activity. There will be several plates with Chinese tags holding different color jelly beans representing different dishes. There will be two rounds of competition. Students can practice using chopsticks as a part of preparation.

Step 2 (5 mins)

Students will be divided into three groups. Each group has several plates in front of them. Every student will get a pair of chopsticks, and they are supposed to pick the jelly bean according to the teacher's "order", like "请给我一份炒青菜", and students need to recognize the the picture of "炒青菜" and put it into the bowl. This should be performed one by one and group members should help each other targeting the correct plates.

Step 3 (10 mins)

The second round requires students themselves to order dishes using "我要一份xx" and meanwhile his/her partners will continue playing the game using chopsticks. Group members will rotate to perform tasks. At the end of the game, the best and fastest performer will be rewarded.

Session 4 (50 mins)

Sub-task 3: Commenting (15 mins)

Step 1 (2 mins)

The teacher will introduce the concept of "服务", "口味", "环境" using pictures (see appendix 5.9).

Step 2 (8 mins)

The teacher will guide students to share their experience of eating at restaurants with others and then introduce how to simply comment on food / service / environment.

Step 3 (5 mins)

The teacher will present some motion pictures and ask students "这个好不好吃？", "这家餐厅环境好不好？"and "这家餐厅服务怎么样？". Student will judge and comment according to the pictures, using what they can recall from step 1 and 2.

Sub-task 4: Talking about different scenarios (30 mins)

Step 1 (15 mins)

Student will be asked to work in groups and watch five videos of different scenarios (see appendix 5.10) carefully and rate the service and environment according to students' own preferences.

Step 2 (5 mins)

The teacher will guide students to consider what characters did during ordering in each of scenario, and let students guess what the ingredients are in each dish after discussing with other partners.

Step 3 (10 mins)

Students need to present their own ratings for these five restaurants to the rest of class, and work together to find out which restaurant is the most popular one.

Assign Homework (5 mins)

Students will work in groups (3-5 people/group) to record a video of themselves ordering food at Chinese restaurants, and document the subtitles.

Session 5 (50 mins)

Post-task: videos presentation

Each group will present their video in class and the teacher can guide them to focus on form.

4. Homework

Homework 1: Shopping-list (before session 1)

The teacher will give each student a shopping list (see appendix 5.2). Students need to: 1) figure out the translation of those items on the list; 2) add their favorite food to the list.

Objectives:

1) to guide learners to develop the inventory of menu reading and dining language;

2) assigned lists are not completely the same for each student. Therefore, there is an information gap designed for the following task;

3) student will learn items that are relevant to their interests by adding their favorite food to the list.

Homework 2: Write down procedures of ordering (after session 2)

The teacher will give each student a worksheet from class and students need to review the content of session 2 and focus on the form of how to describe the dining procedures.

Objective:

to guide learners to notice and develop the inventory of dining language.

Homework 3: Video recording and subtitles writing (after session 4)

Students need to record a 5-min video of their own experience of eating at Chinese restaurant as a group. The content should include: 1) a 5-min video; 2) a file of subtitles of the conversation in the video. This homework is going to serves as a final outcome and the materials of the post-task session.

Objectives:

1) to assess students' performance and progress of studying;

2) to consolidate the learning of dining languages;

3) to communicate in a real world situation.

5. Appendix

5.1 Online questionnaire and results

(see results: https://www.surveymonkey.com/results/SM-S5V65FWG/ ; see answers in Google drive: "调查问卷 问答题结果")

<div align="center">

调查问卷

</div>

1. 你来自＿＿＿＿＿ Where are your from?

2. 你在中国学习和工作多久了 How long had you been studied or worked in China?

3. 你喜欢中国菜吗? Do you like Chinese food?

4. 你在中国怎么解决吃饭问题 Where did you usually go to have your meals when you were in China?

A. 大部分时间在家做饭，偶尔去餐馆 I usually cooked at home; sometimes went to restaurants

B. 大部分在餐馆，偶尔在家做饭 I usually had meals at restaurants; sometimes cooked at home

C. 基本都是在餐馆解决 I mostly went out to eat at restaurants

5. 你在中国点餐时，困扰你的问题(多选) What were the problems you had while ordering food at Chinese restaurants?

A. 听不懂服务员说的话 I couldn't understand the waitresses / waiters;

B. 看不懂菜单 I couldn't read the menus;

C. 不知道点餐方式和顺序 I didn't know how to order in the right way;

D. 不知道如何表达自己想要的食物 I didn't know how to say the food I wanted;

E. 不知道如何询问原料和做法 I didn't know how to ask about the ingredients of the food and the way it was cooked;

F. 不知道如何表达自己的特殊要求 I didn't know how to specify my special requirements (比如，对食物过敏，少放辣之类 like being allergic to something, or less spicy wanted);

G. 其他 Others (Please write down your problems if they're not listed above:)

6. 你何时向服务员表达自己过敏的食物？When would you tell the waitresses / waiters if you are allergic to something?

A. 点餐前 before the ordering;

B. 当服务员问"有没有什么忌口"时？When I am asked if I had any allergies?

C. 点完餐后 After the ordering;

D. 不知道什么时间合适 I am not sure about the timing.

7. 描述一下你难忘的点餐经历 please share with us one of your most unforgettable dining experience in China (In Chinese or in English)

8. 关于点餐和食物，你希望在汉语学习中得到老师在什么方面的帮助 in order to eat at Chinese restaurants, what would you like to learn more in your Chinese classes? (In Chinese or in English)

5.2 Shopping-list (for homework 1 & pre-task session)

词汇	拼音	英文翻译
猪肉	zhūròu	
牛肉	niúròu	
西兰花	xīlánhuā	
饺子	jiǎozi	
包菜	bāocài	
啤酒	píjiǔ	
豆腐	dòufu	

5.3 Classification form (for sub-task 1 in session 1)

肉 Meat	蔬菜 Vegetables	主食 Staple food	饮料 Beverage/drinks	其他 Others

5.4 The pictures of Chinese dishes and corresponding ways of cooking (for sub-task 3 in session 1) (See google drive: "sub-task 2")
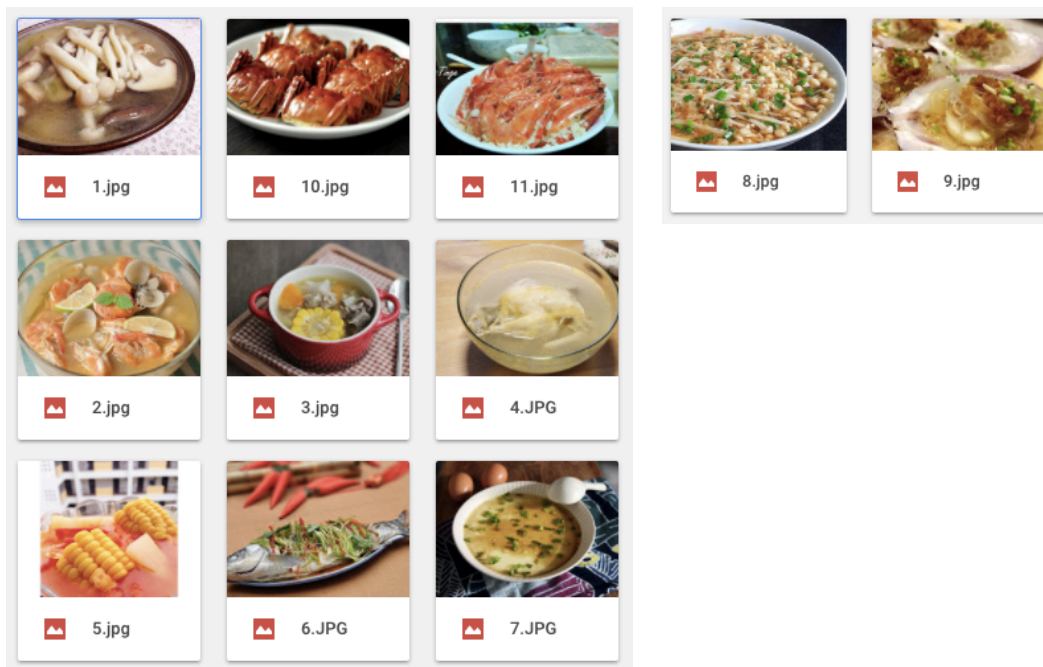
5.5 Menu (for sub-task 4 in session 2)

欢迎光临

特色菜

手抓小龙虾　50元/斤
香辣小龙虾　58元/斤
麻辣小龙虾　58元/斤
酸　菜　鱼　48元/条
重庆乌江鱼　48元
万州烤鱼　68元
药膳乳鸽煲　88元
飘香美蛙　88元
飘香牛杂　88元
飘香黄骨鱼　98元

小炒类

酸辣土豆丝　18元
麻婆豆腐　18元
凉瓜炒蛋　18元
西红柿炒蛋　18元
干煸四季豆　18元
蚝仔豆腐煲　22元
茄角之恋　22元
松仁玉米　22元
青椒皮蛋　22元
韭菜炒蛋　22元
肉沫茄子　25元
咸鱼茄子煲　26元
盘龙茄子　26元
炒花甲　26元
鱼香肉丝　28元

农家小炒肉　28元
蒜苗小炒肉　28元
蒜苗回锅肉　28元
蒜苗炒腊肉　28元
金针菇日本豆腐煲　28元
卤水拼盘　28元
孜然鸭锁骨　32元
宫糖醋排骨　32元
毛氏红烧肉　35元
蒜香鸡骨　35元
椒盐鲜鱿　35元
尖椒猪肚旺　35元
盐焗鸡　45元
盐卤鸭　48元/半只
　　　　48元/半只

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面酱黄瓜　10 元
西湖蜜藕　16 元
农家老爱豆　12 元
冰糖红枣　10 元
皮蛋豆腐　16 元
口水鸡　22 元
泡椒凤爪　18 元
五香牛肉　26 元
鸭翅　22 元

热菜

凤情锦嘴蛙　48 元
酸菜（草）鱼　58/38 元
酸菜（黑）鱼　68/48 元
招牌鱼头　58 元
红烧土公鸡　48 元
黄花菜烧牛肉　38 元
拆骨肉焖豆皮　26 元
鸡汁煮干丝　22 元
毛氏红烧肉　38 元
红焖猪手　38 元
东风第一碗　28 元
羊肉汤　58 元
红烧羊肉　58 元
特色臭豆腐　22 元
肥肠臭豆腐煲　28 元
金针菇肥牛锅仔　38 元
荸荠丸子　32 元
干锅肥肠　48 元

热菜

干锅莴笋腊肉　28 元
干锅手撕包菜　20 元
干锅鸡蛋干　22 元
茶树菇炒牛柳　38 元
韭菜炒河虾　22 元
香波古老肉　26 元
农家窝窝头　28 元
锅巴盖肉　28 元
小火慢炒长豆角　18 元
淮扬小炒　12 元
香菇青菜　12 元
油渣青菜　12 元
青蒜肚子（牛肚）26 元
蒜茸蛏子　38元/斤
大碗豆芽粉丝　18 元
玉米炒元宵　12 元
青椒土豆丝　12 元
老爹酱土豆条　12 元

汤/羹

平桥豆腐羹　12 元
西湖牛肉羹　16 元
西红柿蛋汤　12 元
紫菜蛋汤　12 元
青菜豆腐汤　12 元

点心/主食

阳春面　12 元
菜泡饭　12 元
面疙瘩　16 元

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中国吃网 www.6eat.com

5.6 The videos of food ordering procedures (for sub-task 5 in session 2)

Video 1: BBC Documentary - Real Chinese: Food and Restaurant (in English)

https://youtu.be/4NCwFRBpwAM Knowing about eating in China

qīngcài

Qǐng lái yì zhī kǎoyā

Video 2: ordering in a restaurant in China (in Chinese with English subtitle)

https://youtu.be/sD4AD3amCAo Ordering at a Chinese Restaurant

5.7 The procedures of food ordering at Chinese restaurants (for sub-task 1 in session 3)

Sequence	Procedures	英文翻译
	欢迎	greeting---response
	点菜	order food--- response
	询问几位	inquiry of the number of the guests---response
	有没有忌口	dietary preferences ---response
	上菜	serve the food---response
	点饮料	order drinks---response
	买单	check --- response

5.8 A self-made videos of eating at a Chinese restaurant (for sub-task 3 in session 4)

1) https:// CNT-

2) https://

youtu.be/vrg-Nyog0

youtu.be/MK-b9W_eZi7A

5.9 Pictures of environments, food and service (for sub-task 3 in session 4) (See google drive: "服务口味环境")

bad service 2.gif

bad service.gif

不好吃.gif

不好吃2.gif

好吃.gif

好吃2.gif

怎么用筷子.jpg

服务好.gif

服务好2.gif

服务好不好.png

5.10 The videos of different scenarios of eating at Chinese restaurants (for sub-task 4 in session 4) (See google drive: "视频素材": 点餐素材1-5)

点菜01.MP4

点餐素材0.mp4

点餐素材1.mp4

点餐素材2.mp4

点餐素材4.mp4

点餐素材5 -地摊.mp4

点餐素材6 - how to order Chinese Food.mp4

餐厅对话5连发合辑版.mp4