

课时学习目标:

能够了解中国各方言的现状和保护方言的措施；
能够增强保护方言的意识，在日常生活中保护方言；
能反思本单元的学习效果并据此优化学习策略和方法，提升自主学习能力。

I. Lead-in



Culture Link

Languages Are Disappearing

You probably know that much of the world's environment is under threat, but you might not know that languages are disappearing alongside plants and animals. There are around 7,000 living languages in the world, but UNESCO predicts more than half will have disappeared by the end of the century. If a language dies out, much knowledge goes with it. There are plenty of linguists who are studying and trying to save the world's dying languages.

The status quo of the Shanghai dialect: few young people know the Shanghai dialect.

II. Further Exploration

1. Brainstorming

Place	Status Quo	Possible Causes	Measures
Shanghai	Few young people know the Shanghai dialect.	<ol style="list-style-type: none"> Putonghua is encouraged in daily life. The mass media is dominant in our life. More people from other provinces come to work and study in Shanghai. 	<ol style="list-style-type: none"> Shanghai dialect is also used in announcements on buses. Some radio and television programmes are launched in the Shanghai dialect.

2. Group Discussion

Place	Status Quo	Possible Causes	Measures
Guangdong	<ol style="list-style-type: none"> Nearly 90 percent of people aged 18 to 50 who grew up in Guangzhou have mastered Putonghua and Cantonese. According to the survey, the proportion of 	<ol style="list-style-type: none"> Students are required to speak Putonghua at school. People from other provinces flood into Guangdong to make a living. 	<ol style="list-style-type: none"> Dialect protection organizations appear on the network. Many scholars and TV presenters openly support the protection of Cantonese, Teochew-speaking and

	middle school students in Guangzhou who use Cantonese in and out of school is 66.7%, and the proportion of the use of Cantonese on campus is further reduced.		Hakka. 3. A primary school in Guangzhou initiated the "Guangzhou Dialect Day" once a week.
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3. Presentation

Write down the outline of your presentation.

Hello, everyone. I'm grateful for this opportunity to introduce the information about dialect protection in Shanghai.

Although I am a Shanghai resident, I seldom speak the Shanghai dialect in my daily life. Since primary school, we've been required to speak Putonghua at school, so I am not used to speaking the Shanghai dialect and so it is with most of my classmates. There are many people from other provinces in Shanghai, which led to the decline of the Shanghai dialect.

One may think that if people all speak their local dialects, they'll find it almost impossible to understand each other. However, I think it is necessary to speak the local dialects. They are the carriers of local culture and history, and their disappearance will weaken the exclusive characteristics of local societies.

So measures have been taken to protect the Shanghai dialect. For example, in addition to Putonghua, the Shanghai dialect is also used in announcements on buses. Some radio and television programmes are launched in the Shanghai dialect.

Our group also has some suggestions. For example, primary schools in the city can provide optional courses in Shanghainese. In addition, the municipal government can create other additional opportunities for young people to speak the local dialect. Competitions among youngsters, for instance, can be organised to encourage them to use it more often and more appropriately.

In protecting dialects, we are preserving the roots of local cultures. So let's protect the Shanghai dialects together.

That's all. Thanks for your listening.

4. Peer-evaluation

- Does the speaker introduce the status quo, possible causes and measures of the local dialect protection?
- Does the speaker use proper transitions?
- Is the presentation impressive?

Sample comments:

Student 1: The status quo is that many young people are not accustomed to speaking the Shanghai dialect, even if they are Shanghai residents.

The possible causes are being required to speak Putonghua in school and the influx of people from other provinces.

The measures are that the Shanghai dialect is also used in announcements on buses. Some radio and television programmes are launched in the Shanghai dialect.

He also offered his suggestion that primary schools in the city can provide optional courses in Shanghainese.

Student 2: What impresses me is that the speaker also uses the claim and counterclaim learnt in this unit.

“One may think that if people all speak their local dialects, they'll find it almost impossible to understand each other. However, I think it is necessary to speak the local dialects.”

And the sentence “In protecting dialects, we are preserving the roots of local cultures” is strong enough to call on us to take action to protect the dialects in China.

III. Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

Checklist

- A. Understanding and discussing the impact of the language we speak on the way we think
- B. Talking about the benefits of learning foreign languages
- C. Collecting information about dialect protection in China
- D. Analysing cause-effect relationships between language learning and its possible effects
- E. Giving a presentation on the possible effects of language learning using transitions
- F. Writing an argumentative essay containing claim(s) and counterclaim(s)

IV. Assignments

Write a reflective note on what you think you need to improve.

You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use
