

2020 Fall International Conference on Chinese Language Instruction
Challenges and Opportunities of Chinese Language Instruction in the New Era

**Laying stepping stones for Chinese L2 beginners
to connect with social reality**

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五. 反思

四. 学生反馈

三. 补短板初探

二. 跨语实践

一. 教学课程短板

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□ 中文L2高级班大四学生 (《变化中的中国》):

“How come everything was wonderful about China in the first two years of Chinese classes, but now we see there are so many issues and conflicts in China?” (Fall 2016)

tourist culture → real world culture

□ 华裔高级初学者班的第一篇课文《两张地图》:

.....

甲：为什么这两张地图不一样呢？

乙：因为一张是中华民国地图；一张是中华人民共和国地图。

.....

Survey: HL learners (end of Semester 1, fall 2019)
L2 learners (beginning of Semester 2, spring 2020)

1. Should the discussion of controversial issues that are talked about in one's own culture or in the target culture be included in foreign language class?

HL	YES	L2	YES
31	100%	30	73.3%

2. At what level may such controversial issues be included?

	Elementary or any levels	Intermediate and/or advanced
HL (30)	56.7%	43.3%
L2 (27)	51.9%	48.1%

3. What specific controversial issues would you like to discuss?

HL

- China, Taiwan, Hong Kong, Macau
- Us-China relations
- Chinese government
- Chinese economy
- Uyghur Muslims
- Asian-American/Chinese-American
- Racism against Asians
- Cultural differences
- Affirmative action
- East/West parenting styles

L2

- China, Taiwan, Hong Kong, Tibet
- Us-China relations
- Chinese government
- Chinese economy
- Uyghurs in China
- Human rights, gay rights
- Tiananmen Square
- Cultural revolution
- Bans and censorship policies
- Immigration
- Social inequality
- Climate change
- Chinese communism and capitalism
- Chinese public opinion of the US
- The reaction of communist party being in the US and vice versa
- Trade war → Chinese view of the situation

Categories of L2 learners' majors

Social Sciences	44.8%
Mathematical and Physical Sciences	17.2%
Engineering	10.3%
Business	10.3%
Arts and Humanities	6.9%
Biological Sciences	3.4%
Environmental Design	3.4%
Natural Resources	3.4%

中文 L2 班现状

初级：5、6班 → 中级：2班 → 高级：1班

每年递减率：50%

二. 跨语实践 Translanguaging

“Translanguaging is the process whereby multilingual speakers use their languages as an integrated communication system ... It is a dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages.”

<https://en.wikipedia.org/wiki/Translanguaging>

Translanguaging pedagogy

“Transforming both teachers and students’ attitudes towards their diverse meaning making resources and enabling students’ full participation in knowledge-co-making.”

“... the classroom as a process through which learning takes place as well as a space for co-participation in the co-construction of knowledge by the pupils and teachers.”

(García and Lin 2016; Li and Lin 2019, p. 212)

Wang (2016): Translanguaging practices in Chinese classrooms

Teacher-initiated

- **Explanatory strategies** “provide cognitive or metalinguistic scaffolding for meaning-making activities such as explaining and elaborating grammar rules and lexical uses, translating new words, and interpreting cultural meaning.”
- **Managerial strategies** “provide operational classroom instructions such as giving instructions for an activity, giving feedback, praising, disapproving, checking the comprehension of learning content and planning assignments.”

Student-initiated

- **Interpersonal strategies.** Students “often interacted with each other using multiple languages to translate questions raised by teachers to classmates sitting nearby.” (pp. 7-8)

Byram's (1989) model for language and culture teaching

“The use of the learners’ mother tongue for comparative analysis of own and foreign cultural meanings can be combined with the teaching of the foreign language as a subject and as the medium of experience of foreign cultural phenomena.” (p. 138)

三. 补短板初探

1. 基于Integrated Chinese v2 各课主题，延申至某个议题，形成一个小模块。
2. 在各课的最后一节课花15-20分钟讨论，之前让学生做必要的准备。
3. 相关的争议题涉及政治、历史、文化(中、美、中美之间)

主题 延申争议题

天气	胡焕庸线；人类活动、空气和环境污染与全球气候变暖之间的关系及矛盾
吃饭	西式快餐在中国；华人食文化在美国(中国城华人活杀鸡与动物保护组织之间所产生的冲突)
约会	包办婚姻，门当户对；父母介入子女婚姻的利弊
住房	从公房制转变为私房制；中国人和外国人对中国年轻人婚前拥有房子的不同看法
运动	乒乓外交推动中美两国关系正常化；近些年来的恶化及原因
旅行	城市化及导致的新社会矛盾

举例

1. 海峡两岸关系

开始上新课前

- 两张地图：中国民国，中华人民共和国

第13课主题：指路(方位)；第14课主题：生日晚会

- 学习余光中的《乡愁》：翻译成英文，诠释含义
- 看采访视频：两岸年轻人对海峡对岸的看法，同学评论
- 情景讨论：两岸年轻人在高小音的生日晚会上

2. 中美文化冲突及所反映出的种族歧视

第15课主题：看病

- 课本里的Cultural Literacy: 中医
- 周末看电影《刮痧》(郑晓龙执导, 2001年出品)
- 作业: 1. 找出冲突及原因; 2. 联想个人经历;
3. 诠释中文用语, 如“留得青山在, 不怕没柴烧”
4. 提问题
- 课上交流讨论

四. 学生反馈

- “Because you incorporated that historical and political part, I really like that. ...I think **that’s part of why you know you take the language courses to learn about another perspective of the world and another way of seeing it**, which is really valuable. ... I never would have learned anywhere else.”
- “...the reason I like it is because I think **poetry** lends itself well to this is that it both is **a good language lesson, and it’s a good historical socio-political entry point**. I think both of those things built on each other really well. It’s kind of like a good lesson in the sense that just listening to how you know words are used in different contexts also helps you learn the language.”
- “I think it’s like an **integrated kind of experience**. We use English and Chinese but it also helps us develop specific things with Chinese language that we would not necessarily been able to understand without this sort of lessons like history of housing development or like different cultural practices or just anything about history with regards to the country and international relations.”

大二政治学专业 (极少发言, 但谈特殊议题时主动分享专业课上所学的知识。)

“It made me want to work harder because if I wasn’t interested in China, and I didn’t know anything about China then it would be really hard to make myself study and review all the vocab. But because now I know more about it, and I’m more interested. I’m in wanting to try and talk with things about and makes me more interested to learn the language.”

大四电脑专业毕业生 (跟Duolingo学了多年, 听说技能较强, 但对所有议题一无所知。)

“...it makes things a lot more interesting...it’s kind of like having two classes in one you get...you know Chinese history and culture and to get the language class, which is cool a lot of like bang for your buck.”

大四电脑专业毕业生 (选“通过”成绩, 常缺席, 但谈议题的那节课必定出现。)

“I specifically appreciated the honesty and openness which you brought and cultivated in each discussion. In attending Berkeley, I honestly didn’t feel that level of openness in many other spaces. It felt as though your specific perspective and experiences paired with your attitude really allowed the class to reach beyond the polarized atmosphere that pervades so many other topics.”

1. “make each student bring a “current event” from the country each day, and the instructor would ask one or two students to share, to keep up with the current happenings in that country and culture.”
2. “ask students to write about a couple of words and also analyze those words and maybe like the meaning behind them or the meaning behind the characters and its connection with history or the connection reflected on the words.”
3. “some sort of reflection like either something that you can write or something that you can discuss ... because I feel like the most important way to show your understanding of these sorts of things is really your ability to kind of connect it to other things connected to the language, connected to the culture, connected to the history and then like your language, your history, your culture and or connected to current events ...”

五. 反思

1. 语言教学目标及语言教师身份

“Global and national challenges increase daily, and the modes of talking across frontiers and languages become ever more aggressive. ... in this new context, language teaching must include **intercultural communicative competence** as its aim, and this means that language teaching professionals must accept their **social and political responsibilities** and change their professional identity.”

“intercultural citizens”, “intercultural speakers”

Byram and Wagner (2018, pp. 141, 145)

2. 中文L2课堂作为体验社会现实的场所

- 运用跨语实践教学法, 中文L2初级也可以包括现实社会文化。
- 涉及延申议题时需要补充词汇。

“One important contribution to an intercultural perspective is the inclusion of vocabulary that helps learners talk about cultural diversity.”
(Byram et al. 2002 p. 16)

- 随着目标语词汇量的增加及表达的复杂化, 跨文化能力会不断提高。
- 对语言使用及文化诠释的评判性思维意识从初级开始培养。

3. 继续探索

- 词汇表
- 议题选择
- 评估

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谢谢各位老师！