

Teaching the Chinese Learner:

PSYCHOLOGICAL AND PEDAGOGICAL PERSPECTIVES

Edited by David A. Watkins & John B. Biggs

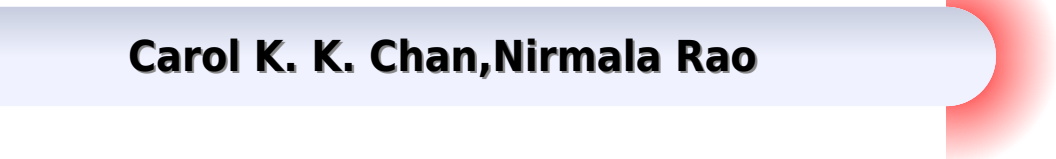


Comparative Education Research Centre
The University of Hong Kong



Teaching The Chinese Learner

Carol K. K. Chan, Nirmala Rao



Teaching The Chinese Learner:

Teaching the Chinese Learner David A. Watkins, John Burville Biggs, 2001 This is a sequel to *The Chinese learner* co published with the Comparative Education Research Centre in Hong Kong in 1996 This book extends the earlier work by focusing on the work of teachers It analyses the ways in which Chinese teachers think about their teaching and identifies differences in approach

Revisiting The Chinese Learner Carol K.K. Chan, Nirmala Rao, 2010-03-10 It is seventeen years since I first formulated The paradox of the Chinese learner in a conference in Kathmandu Nepal My original formulation of the paradox was that westerners saw Chinese students as rote learning massive amounts of information in fierce exam dominated classrooms yet in international comparisons students in the Confucian heritage classrooms greatly outperformed western students learning in progressive western classrooms This seeming paradox raised all sorts of questions to which many others have contributed important answers especially that by Ference Marton on how Chinese learners construed the roles of memory and understanding in ways that were foreign to typical western educators Much of this work was brought together in *The Chinese Learner* 1996 edited by David Watkins and myself That work raised more questions still especially about educational contexts beliefs and practices which were investigated in contributions to *Teaching the Chinese Learner* 2001 And now we have *Revisiting the Chinese Learner* which is a very timely collection of excellent contributions that take into account the many changes that have taken place since 2001 changes such as 1 The globalisation of education especially through educational technology and enormous socio economic changes especially in China itself 2 Changes in educational policy aims curriculum and organisation and decentralisation of educational decision making in many Confucian heritage cultures 3

The Chinese Learner David A. Watkins, John Burville Biggs, 1996 Paints a clear research based picture of how Chinese students and their teachers see the context of their learning both in Hong Kong and abroad The focus of much of this research is the question How can Chinese learners be so successful academically

[Learning and Teaching in the Chinese Classroom](#) Shane N. Phillipson, Bick-har Lam, 2011-10-01 A major concern of all education authorities around the world is the challenge that schools face in catering for learner diversity That this concern is shared by authorities in East Asia including the Education Bureau EDB of Hong Kong is surprising given the high academic achievement of students from this part of the world This book helps to meet this challenge for teachers in East Asia by focusing on specific research that helps explain the basis for diversity in the Chinese learner Although there are many textbooks that cover the basic principles of educational psychology few do not focus on the Chinese learner This book makes the link between the broad field of educational psychology and how these theories contribute to our understanding of the Chinese learner This book is unique in that it draws on recent research to illustrate the application of these theories thereby helping teachers and students in teacher education programmes understand the variability in student achievement Our book is based on the idea that the Chinese context is in many ways different to other cultural contexts and that teachers can make a difference to the outcomes of

student learning We also draw on our many years of experience in educating future teachers where our students want us to focus on the Chinese classroom Our student teachers also want to be educated by professors who are themselves researchers In drawing on research about the Chinese learner we also bring to our student teachers the richness and value of educational research We also encourage our student teachers to think of themselves as professional researchers in terms of developing an understanding of the research literature and in finding solutions to their classroom problems **Teaching and**

Learning Chinese in Global Contexts Linda Tsung,Ken Cruickshank,2010-11-11 Although there is an extensive literature on the teaching of English as a Second or Other Language there is very little published research on the teaching or learning of Chinese in similar contexts This book is the first to bring together research into the teaching and learning of Chinese as a foreign language to non native speakers as a second language to minority groups and as a heritage community language in the diaspora The volume showcases the contribution of researchers working in such areas as language teaching and learning policy development language assessment language development bilingualism all within the context of Chinese as a Second or Other Language This is an exciting extension of teaching research beyond the traditional TESOL field and will be of interest to researchers and practitioners working in applied linguistics and Chinese language education worldwide **Teaching the**

Chinese Language Remotely Shijuan Liu,2022-01-31 This edited book brings together global perspectives and case studies from five continents to provide an international picture of teaching Chinese remotely It consists of 15 original chapters by 21 authors from 10 countries Addressing both practice and research these chapters collectively offer a comprehensive view of how Chinese language courses worldwide were urgently moved to fully online during the early stages of the Covid 19 pandemic This edited volume reports fresh and first hand experiences of Chinese language instructors and students in different countries as well as their perceptions of issues regarding remote teaching and learning in an emergency situation The book will be of interest to Chinese language teachers and students as well as scholars with a focus on language education and online teaching and learning more broadly **Teaching Chinese as a Second Language** Jane

Orton,Andrew Scrimgeour,2019-01-21 Grounded in analysis of Chinese and international educational concepts and classroom techniques currently used to teach Chinese as a Second Language and a thorough review of recent research in the field this volume identifies the learning challenges of the language for native English speakers Orton and Scrimgeour assess the gap in knowledge and skills between learners initial and future proficiency levels as L2 Chinese speakers map their needs as learners towards achieving a high language proficiency and set out an informed integrated teaching orientation and practice for the Chinese classroom that responds to those needs Chapters in the volume address curriculum design teaching diverse learners and levels the learning challenges of Chinese oral and literacy skills grammar and vocabulary discourse development cultural understanding and the affordances of a visit to China Filled with original and engaging teaching and learning tools and techniques this book is an essential and rich content resource for primary and secondary teachers and

teacher candidates and educators in Chinese as a Second Language education *Learners in Transition* Yoke Sim Fong, 2018-10-26 As the number of Chinese students learning English increases worldwide the need for teachers to understand the characteristics and challenges facing this group of learners grows This is particularly true for those students moving from an English as a Foreign Language context to an English as a Second Language International Language one where they experience academic linguistic and sociocultural transitions Drawing on over 20 years experience teaching English courses to Chinese learners the author aims to highlight key findings to aid understanding improve teachers practice and offer pedagogical recommendations Using students voices the book covers how the traditional Chinese culture of learning plays a role how new learning contexts provide opportunities and empowerment how learners beliefs and strategies are interconnected how their motivation and identity underscore the power of real and imagined communities and finally that affect matters showing how learners are propelled by the trajectory of their emotions The book cites from the rich data collected over a five year period to authenticate the findings and recommendations but also to give voice to this group of learners to challenge the stereotype of the passive Chinese learner The essential insights contained within are useful for pre and in service teachers of English and researchers interested in language education around the world The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license *Revisiting the Chinese Learner* Carol K. K. Chan, Nirmala Rao, 2010-09-08

International Education and the Chinese Learner Janette Ryan, Gordon Slethaug, 2010-06-01 International Education and the Chinese Learner is one of the first full length studies in the relatively new field of transnational pedagogy to explore the role of the Chinese learner in international schools and universities across the globe It describes the unprecedented growth of international schools and university exchange programs during the past decade together with the way in which Chinese learners at all levels have taken advantage of these opportunities and have been scrutinized in the process The results of this internationalization have in some cases solidified stereotypes about Chinese learners and in other instances have helped to overcome those prejudices Teachers within the international schools comment about the challenges of integrating students from different ethnic and national backgrounds in their schools and about the rewards of developing intercultural programs that will give the students the most substantial diverse and ethical education and encourage cross cultural understanding build academic skills and develop character University teachers both Chinese and Western describe the opportunities and challenges for cross cultural teaching and learning within the classrooms of their own countries and in global classrooms where local and international teachers together advance new perspectives based on team teaching interdisciplinarity and intercultural enquiry Teachers within international schools and university and school teachers who teach exchange students and other international students will find the understanding experiences and practical advice to be of help in their own teaching but those within international business communities may well find the research helpful in understanding their own

intercultural environments Janette Ryan is a lecturer in education at Monash University She specializes in cross cultural teaching and teaching for international students She is a Mandarin Chinese speaker and works with a network of schools and universities across China on curriculum reform and professional learning communities Gordon Slethaug is a visiting professor in English studies and communications at the University of Southern Denmark and has previously been professor of English at the University of Waterloo Canada and director of American Studies at the University of Hong Kong He has recently been visiting Lingnan professor at the University of Hong Kong and Sun Yat sen University in China and senior Fulbright professor at the University of Southern Denmark

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