

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

Yang Lu



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 *Revisiting the Chinese Learner* Carol K. K. Chan, Nirmala Rao, 2010-09-08 **Researching and Teaching the Chinese Language** Wei Cai, 2024-08-21 This book offers an in depth exploration of the unique landscape of Chinese language learning and teaching in Canada It is the first to highlight the distinctive features of Chinese language education in the country and to introduce the Canadian approach to teaching and researching Chinese language termed the Canadian school of Chinese education This approach largely unfamiliar to the global academic community is illuminated in this book filling a critical gap in the literature and providing a platform for Canadian voices and perspectives in the field The book delves into original and under investigated areas addressing important issues in Chinese teaching and learning that require more sophisticated research approaches due to advancements in our understanding and the discovery of complex Chinese learner populations Structured into four sections the book offers an overview of Chinese language education in Canada examines comparisons of learning conditions explores interactive dynamics and communication strategies and delves into social and cultural dimensions This book will be invaluable to researchers instructors advanced level undergraduate students and graduate students in the field of Chinese language learning and teaching *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 **Teaching and Learning Chinese as a Second or Foreign Language** Ko-Yin Sung, 2019-10-23 Teaching and Learning Chinese as a Second or Foreign Language edited by Ko Yin Sung addresses three emerging themes in the field of Chinese language teaching and learning 1 Increasingly ubiquitous in all language learning and teaching and for the learning of Chinese as a second language in particular information and communication technology ICT can serve as an important and effective tool

Several chapters focus on how certain emerging ICT tools are applied in teaching and learning Chinese as a second language 2 Due to China's economic and political influence the number of students of all ages studying Chinese as a second language but especially young learners has increased in many parts of the world Despite this the research into teaching Chinese to young learners has lagged behind Several chapters investigate young learners motivations and effective methods for assisting them to master the Chinese language 3 The writing system of the Chinese language poses many challenges for learners especially those more familiar with alphabetical languages In light of this difficulty in learning Chinese characters some of the chapters identify effective teaching and learning strategies to master the Chinese language

Teaching and Learning Chinese as a Second or Foreign Language Ko-Yin Sung, 2019-10-23 Teaching and Learning Chinese as a Second or Foreign Language edited by Ko Yin Sung addresses three emerging themes in the field of Chinese language teaching and learning 1 Increasingly ubiquitous in all language learning and teaching and for the learning of Chinese as a second language in particular information and communication technology ICT can serve as an important and effective tool Several chapters focus on how certain emerging ICT tools are applied in teaching and learning Chinese as a second language 2 Due to China's economic and political influence the number of students of all ages studying Chinese as a second language but especially young learners has increased in many parts of the world Despite this the research into teaching Chinese to young learners has lagged behind Several chapters investigate young learners motivations and effective methods for assisting them to master the Chinese language 3 The writing system of the Chinese language poses many challenges for learners especially those more familiar with alphabetical languages In light of this difficulty in learning Chinese characters some of the chapters identify effective teaching and learning strategies to master the Chinese language

Perspectives on Teaching English to Chinese Learners in US Colleges Ke Xu, Linglan Cao, 2017-06-12 Context is everything Every lesson and location and every student and teacher are unique This fundamental truth means that every context is different the more we know about other contexts the better we can understand our own Yet when we are immersed in our own context all the time we eventually stop noticing our surroundings The authors in the ELT In Context series were asked to stop back from English language teaching and learning contexts with fresh eyes The result A ground breaking series aimed at TESOL professionals who are considering working in language teaching and learning organizations LTOs in various contexts and countries and who need a clear concise and up to date account of what it is like to work there

Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo Ke, 2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese

language education **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.

Teaching and Learning Chinese in Higher Education Yang Lu, 2017-02-24 *Teaching and Learning Chinese in Higher Education* deals with the current issues and challenges faced by teachers and learners of Chinese. Written by leading professionals and academics, the book is the first collection of research articles based on data collected in higher education institutions in the UK. The studies focus on concerns related to learners of Chinese as a foreign language (CFL) and aim to establish studies on teaching Chinese as a foreign language (TCFL) as part of the mainstream of applied linguistics. The contributors have applied their theoretical backgrounds in applied linguistics and education to tackle issues such as how to benchmark the Chinese written language with CEFR, how to integrate standardised Chinese proficiency tests with institutional assessments and teaching methodologies. *Teaching and Learning Chinese in Higher Education* will be invaluable to professionals, academics and

students seeking theoretical frameworks in applied linguistics for TCFL *Studies on Learning and Teaching Chinese as a Second Language* Xiaohong Wen,Xin Jiang,2018-11-06 *Studies on Learning and Teaching Chinese as a Second Language* represents the current advances in the field It showcases theoretically motivated empirical studies and diverse methods used for a better understanding of how Chinese language is acquired as a second or foreign language This contributes to L2 acquisition research in general and L2 Chinese specifically Furthermore this research is useful for teachers seeking to understand their students learning processes and adjust their pedagogical approach for more effective instruction The book bridges the gap between research and instruction by providing pedagogical implications rooted in empirical findings

Learning motivation for Chinese as a second language and the implications on teaching Chinese as a second language Holger Weinreich,2018-11-20 Seminar paper from the year 2015 in the subject Orientalism Sinology Chinese China grade 1 3 University of G ttingen language English abstract There is a vast amount of studies that try to investigate why students learn a second language In the following term paper the author tries to give an overview about the different motivational theories beginning with the socio educational model by Gardner and its specification by D rnyei and Csizer In addition to that the author also takes a look at motivational theories that include heritage learners Although until now there is no data available about the percentage of heritage learners among German students that learn Chinese as a second language taking a look at the number of Chinese people living in Germany points into the direction of a growing number of heritage learners at German schools Over the last seven years 2007 to 2014 the number of Chinese people living in Germany has grown from 78 000 to 110 000 which means an increase of approximately 30% in some areas in Eastern Germany Chinese even now make up the largest number of people from a foreign country among the population Although the number of children under 18 only amounts to roughly 8 500 it can be assumed that in the future there will be a significant number of heritage learners in German schools The author s term paper also takes a look at current empirical findings regarding motivation of learners who learn Chinese as a second language and tries to evaluate possible implications for Chinese language classes The basis for this is the best practice approach for Chinese language classes by Andrea Valenzuela which can be found in her book *Praktisches Handbuch f r den Chinesischunterricht* 2011 *Learning and Teaching Chinese as a First Language* Sin Manw Sophia Lam,John Chi-Kin Lee,Chung Mou Si,2024-06-28 In this book the authors embark on a critical investigation of the complex field of Chinese language education with a particular focus on exploring new trends and teaching and learning They delve into the intricacies of language education and its effectiveness in teaching Chinese as a first language The book has three objectives establishing a field of study in Chinese language learning and teaching providing critical discussion and progressive insights on language education and offering relevant pedagogical perspectives of learning and teaching Chinese as L1 and L2 The chapters investigate learning and teaching of Chinese in different aspects including four skills culture literature technology assisted learning and learners identity By focusing on the teaching

practices of Chinese at different levels it sheds light on teaching Chinese as a first language Theoretically it broadens the linguistic and geographical reach of previous works on language education that mainly examine English as a lingua franca or children's first language acquisition Drawing upon theories in language learning the book demonstrates the applicability of language theories in the first language and Chinese as a non alphabetic language and examines the impact and effectiveness of some theories in Chinese learning and teaching Academic researchers teacher educators teachers and students interested in Chinese language and education will find this a highly relevant text for its focus on curriculum pedagogy and assessment of teaching Chinese as a first language

Engaging Chinese Students in Teaching and Learning at Western Higher Education Institutions Karen Burrows, 2016-09-23 There has been an increase over the past decade in the number of Chinese students studying in western Higher Education Institutions with figures expected to increase over the next 10 years However this has proved particularly challenging for the lecturers in these Institutions regarding how best to engage and teach this particularly unique student group The Chinese student presents these challenges due to the many cultural and language differences that can be identified as well as to the western teacher's perception of how these students like to be taught This book disputes such myths and provide a useful guide on what those challenges are offering practical guidance on how to overcome them The book firstly identifies and defines the Chinese student studying for a degree in western universities and institutions before going on to examine and explore the cultural differences by discussing issues around teaching and learning A chapter focusing specifically on language breaks down the differences in detail with discussions around tonal language and its impact on the student's understanding Further chapters discuss attitudes to learning staff support for teaching this particular group and finally some practical suggestions on how best to engage the student and enable them to achieve

Reviewing **Teaching The Chinese Learner**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teaching The Chinese Learner**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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