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Linda Tsung
Ken Cruickshank

Teaching and Learning Chinese in Global Contexts

CFL Worldwide

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Teaching And Learning Chinese In Global Contexts Cfl Worldwide

Linda Tsung,Ken Cruickshank

Teaching And Learning Chinese In Global Contexts Cfl Worldwide:

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 with be of interest to researchers and practitioners working in applied linguistics and Chinese language education worldwide   *Teaching and Learning Chinese in Global Contexts* Linda Tsung,Ken Cruickshank,2011-01-13

Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language Robyn Moloney,Hui Ling Xu,2015-11-07 Teachers of Chinese as a foreign language in many international contexts are searching for pedagogic solutions to promote effective learning Models of innovative and successful approaches are urgently needed This volume presents a collection of compelling and empirically rich research studies that showcases innovative developments in the practice of teaching Chinese as a foreign language The studies focus on three interrelated areas learners teachers and applications of new technologies Specifically the studies explore methods for fostering learner centred classrooms autonomous learners intercultural learning the role of teacher views and identities the nature of a middle ground approach and technologies that accommodate the unique aspects of the Chinese language with new options for mobile and interactive learners Providing both inspiration and practical models for language practitioners and researchers it offers a vital resource for teachers professional development and for pre service teacher education   *Teaching Chinese in the Anglophone World* Danping Wang,Martin East,2023-07-30 This volume offers a comprehensive overview of Chinese language teaching in New Zealand in light of the declining interest in foreign language learning in Anglophone countries While existing scholarly works have discussed Chinese language education in other Anglophone countries this book is the first to provide an in depth examination of the landscape of Chinese language teaching in contemporary multicultural New Zealand featuring insights from leading experts The book consists of 21 chapters written by 29 contributors including research students experienced teachers and leading scholars in every educational sector from preschool to university and from mainstream education to community schools As the first volume to focus on this subject the book provides both historical perspectives and multilevel analyses of critical milestones based on the latest data policy changes and politico economic conditions shaping the future direction of Chineselanguage education in New Zealand Its purpose is to offer insights and an overview of the New Zealand case that can help policymakers programme leaders researchers teachers and learners in the Anglophone world and beyond

to better respond to the rapidly changing and challenging environments they face In addition to the Foreword by Patricia Duff and the Epilogue the book is a valuable resource for anyone interested in Chinese language education in New Zealand and serves as a catalyst for further discussion and research on this topic Chapters Teaching Chinese in the Anglophone World An Overview of the New Zealand Case Chinese as a Heritage Language in New Zealand A Historical Overview and The Teaching of Mandarin Chinese in New Zealand s Schools Where Have We Come From Where Are We Now Where Are We Going are available open access under a Creative Commons Attribution 4 0 International License via link springer com

    <u>Chinese Literacy Learning in an Immersion Program</u> Chan Lü,2019-01-16 This book examines one way foreign language immersion education in the United States It provides a clear and rich description of a Chinese Mandarin immersion program its curriculum instructional materials assessment activities parental involvement and student outcomes The author analyses two studies that document the development of the students reading skills in English and Chinese and the progress of their vocabulary knowledge lexical inference and reading comprehension in Chinese In addition this book contextualizes the program in its eco system including its neighbourhood school and the school district and discusses the importance of school leadership parental involvement neighbourhood support and language acquisition planning in making an innovative school program successful Its concluding chapters offer recommendations for program and classroom level practices and suggest pathways for future research on biliteracy learning in Chinese one way immersion programs This book will appeal in particular to students and scholars of applied linguistics second language acquisition and language education

    <u>International Handbook on Education Development in the Asia-Pacific</u> Wing On Lee,Phillip Brown,A. Lin Goodwin,Andy Green,2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world **A Corpus-based Analysis of Vocabulary Translation in Teaching Chinese as a Foreign Language** Saihong Li,Yifei Hao,2025-10-20 This monograph investigates the landscape of vocabulary translation challenges within Teaching Chinese as a Foreign Language T C F L textbooks In the era of globalisation where the demand for Chinese language proficiency has escalated due to cultural exchanges economic collaborations tourism and overseas learning this study examines the accuracy and effectiveness of vocabulary translations in T C F L textbooks The authors adopt an innovative

approach centring on analysing audience responses including feedback from teaching practitioners and learners of Chinese languages and utilising corpus based data to evaluate the consistency and appropriateness of vocabulary translations This book is an essential resource for scholars and educators as well as students in education Chinese studies translation studies and language learning *Interculturality in Chinese Language Education* Tinghe Jin,Fred Dervin,2017-06-27 This book calls for a change in the way interculturality is introduced in Chinese language education while the demand for Chinese language teaching increases around the world The concept of culture as in the phrase Chinese culture has often been one of the main emphases of Chinese language education providing students with facts about China and recipes on how to meet Chinese people and how to behave like them However Chinese culture like all cultures does not constitute a closed system but is constantly evolving and exchanging with other cultures This unique volume comprises studies from around the world that promote intercultural awareness dialogue and encounters in Chinese language education Written in a clear and readable style this book will appeal to a diverse readership from practising and training teachers of Chinese to researchers interested in language and intercultural education **Teacher Voices in Chinese Language Teaching** Scott Smith,2023-01-24 This book reports the results of an ethnographic study focusing primarily on the experiences of four teachers of the Chinese language in Australian secondary schools The author creates an audience for their voices as they reflect on their own understandings of culture language teaching and culture in language teaching through semi structured interviews and compares these reflections with written stimulus dialogues designed to elicit culture in language reflections as well as curriculum and policy documents produced by the Australian government The book s findings indicate that teachers of the Chinese language are diverse in their views on culture language teaching and the ways in which culture can or should inform language teaching and the author argues that language teacher intercultural competence cannot be assessed through a synthesis of the current English only research literature This book will be of interest to teachers and teacher trainers of Chinese as a foreign language as well as students and scholars of applied linguistics and language education more broadly Pedagogic Practices, Student Engagement and Equity in Chinese as a Foreign Language Education Wen Xu,2021-12-27 This book explores and analyses Chinese as a Foreign Language CFL pedagogic practices and learning experiences within a cohort of low socio economic status students within an Australian primary classroom It demonstrates that in spite of policy and educational discourses underpinning Asian literacies Chinese teaching and learning is a fragile undertaking in Australian schooling The politicisation of CFL education especially in the post COVID 19 era has exacerbated public stereotypes concerning racism and multiculturalism in Australia today Drawing upon Bernstein s theorisation and engagement framework Wen Xu sketches out CFL education as a democratic space where power and control relations can be deliberately operated to reinforce engaging learning experiences She suggests that pedagogic interventions in the name of social justice have the potential to make consequential differences in disadvantaged students life trajectories and CFL education can be

envisioned as an avenue towards socioeconomic mobility instead of being criticised as a platform opposing to liberal ideas In turn she provides insights into teaching younger age CFL learners in the global context in terms of the structuring of pedagogy and curriculum Wen Xu s research will be of interest to students and scholars in sociology of education student engagement pedagogy and curriculum CFL education and languages education as well as pre service teachers and practitioners who teach Chinese as a Foreign Language **The Future of Teaching** ,2023-02-06 Teaching born of the period of the ancient sages developed as the moral art of living that introduced humanity to teaching as a moral pursuit to the formation of value to a moral and religious mode of being and to a set of moral principles that have survived into the modern day The idea that the future of teaching represents a technological disruption of moral traditions of teaching and what teaching might become has become a serious concern for the current generation of philosophers in both China and the West **Chinese Language Teachers' Beliefs and Experiences in Denmark** Li Wang,2024-12-26 This book presents recent advances in foreign language education as well as recent work on Chinese language education and CFL teacher development in international contexts It also reports the results of three qualitative studies on the experiences and beliefs of teachers of the Chinese language in in Denmark There are rising concerns over quality issues in both Chinese language education and teacher development in Scandinavian countries and worldwide broadly due to China s rapid growth and the increasing worldwide popularity of Chinese What CFL Chinese as a Foreign Language teachers believe in teaching and experience in the intercultural context have proposed new questions and issues The book addresses issues and topics such as teacher beliefs about Chinese language teaching factors shaping teacher beliefs the teaching of Chinese by both native and non native teachers Chinese language and culture teaching intercultural encounters and challenges etc It provides both macro and micro level insights into the key issues and challenges in the development of Chinese language teachers in Denmark and the Scandinavian region Taking the perspectives of Chinese language teachers beliefs and experiences this book reveals teachers beliefs about their roles objectives and ways of teaching at the micro level It also discusses the macro level factors that promote or impede the adaptation of native speaking teachers of Chinese and the development of Chinese language education in this Nordic country It will be of interest to teachers teacher educators administrators of Chinese as a foreign language and researchers concerned with foreign language education in an intercultural context **Rethinking the Asian Language Learning Paradigm in Australia** Kayoko Hashimoto,2024-11-21 This edited book calls for a rethink of the current Asian language learning paradigm that frames Asian languages as strategic and economic tools rather than an inherent part of Australian society As an increasing number of Australians have Asian ancestry and speak languages other than English at home it argues that we must reset the paradigm and understand Asian languages as intrinsically Australian to maximise existing linguistic and cultural assets The interdisciplinary chapters focusing on Japanese Chinese Korean and Vietnamese report on the state of Asian language learning and teaching in mainstream educational settings as well as

heritage language education in informal contexts in Australia With an additional chapter on implications for other Anglophone countries this volume urges a transformative approach to Asian language education in the context of current global migration and multilingual demographics in order to nurture global citizenship and honour linguistic diversity The book will be suitable for academics policy makers practitioners and teachers   *Teaching and Learning Culture* Mads Jakob Kirkebæk,Xiang-Yun Du,Annie Aarup Jensen,2013-11-19 This book is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University Empirically it reports on different approaches to teaching and learning of culture including a student centered task based problem based learning PBL approach a digital technology supported approach and more It also reports on how when teaching and learning culture teachers professional identity and the informal teaching and learning environment impact the teaching and learning of culture in different educational settings from primary school to university A central theme in the book is the power of context The studies illustrate in multiple ways and from different angles that culture is not taught in a vacuum or learned in isolation but may be influenced by many factors both inside and outside the classroom at the same time culture also influences the context of the learning The context may be invisible and hide itself as tacit knowledge or embedded values or it may be very visible and present itself as a fixed curriculum or an established tradition No matter what forms and shapes the context takes the studies in this book strongly indicate that it is essential to be aware of the power of context in teaching and learning culture in order to understand it and negotiate it This book suggests that teachers should not try to limit or avoid contextual influences but instead should explore how the context may be integrated into and used constructively in the teaching and learning of culture This allowance of context in the classroom will allow for teachers students subjects and contexts to enter into a dialogue and negotiation of meaning that will enrich each other and achieve the established goal acquisition of cultural awareness and intercultural understanding   **Linguistic Entrepreneurship in Sino-African Student Mobility** Wen Xu,2024-05-04 This book explores African international students lived experience within Chinese higher education including their language ideologies investment in Chinese language learning and the re shaping of identities and aspirations Whilst high English proficiency has been sought by globally mobile students to play the class game and gain entr e to the circle of elites considerably less attention has been paid to how shifting global structures and China s semi peripheral position shape its language learners investment and identity construction Drawing upon a series of interviews the book deciphers African students logics of linguistic exchanges within the geopolitical and geo economic context of China African relations The students invested heavily into Chinese language learning and use while displaying perfectionism linguistic entrepreneurship and linguistic insecurity As the value of their Chinese linguistic capital increases they reassessed their sense of themselves and produced different social identities which includes the idea of the world is my oyster contributing to Africa s sustainable development and the disposition to tell

China s story well This work transgresses monolingual dominance i e English in the existing body of international student mobility and second language acquisition SLA research as great importance is assigned to Chinese as linguistic capital in South South student migration The book is of interest to researchers in international higher education international student mobilities sociolinguistics applied linguistics languages education and Chinese language teaching and learning

Supporting the Learning of Chinese as a Second Language: Implications for Language Education Policy Joseph Lo Bianco,Elizabeth Ka Yee Loh,Mark Shiu-kee Shum,2024-10-25 The research in this volume takes account of the context of policy promoting Chinese as a second language CSL in several countries and regions Australia East Asia and South East Asia and the wider social context of multilingual and multicultural societies Furthermore this book reports results of two research studies which investigated how to develop effective strategies to promote learners motivation and the motivational developments of adult learners in real life settings helping to overcome gaps in this under researched area Findings reported in this book have been scientifically examined and found to be effective in enhancing the learners CSL proficiency increasing their learning motivation and addressing the need for a diversity of targeted approaches to CSL Most are applicable across preschool to secondary levels The theoretical grounding of this research work represents a new direction for research in teaching Chinese as a second language **Multilingual Education Yearbook 2020** Wenhao Tao,Indika Liyanage,2020-02-27 This book focuses on the challenges of teaching in diversely multilingual classrooms discussing how these challenges and complexities interact in the preparation of teachers language content areas in and for multilingual settings and how they impact on educational processes developments and outcomes Teacher education in multilingual contexts is a key topic and occupies an important position in efforts to improve educational outcomes and quality for all stakeholders It is seen as essential for competitive participation in global economic activity and for providing opportunities to enjoy the benefits of increased prosperity Teacher education is generally expected to address both the demand for multilingualism and the challenges of teaching in diversely multilingual classrooms which are important foci at policy and institutional levels For example the demand for quality outcomes is manifested in state administered standards and performance cultures that regulate entry and practices and poses ethical and pedagogic dilemmas for teachers This book presents high quality empirical research on education in multilingual societies highlighting findings that in addition to providing descriptions of language learning development and use in language contact and multilingual contexts will help shape future language education policy and practices in multilingual societies **The Palgrave Handbook of Motivation for Language Learning** Martin Lamb,Kata Csizér,Alastair Henry,Stephen Ryan,2020-01-11 This handbook offers an authoritative one stop reference work for the dynamic and expanding field of language learning motivation The 32 chapters have been specially commissioned from the field s most influential researchers and writers Together they present a compelling picture of the motivations people have for learning languages the diverse ways we can research motivation and

the implications for promoting and sustaining learners motivation The first section outlines the main theoretical approaches to language learning motivation the next section presents ways in which motivation theory has been applied in practice the third section showcases examples of motivation research in particular contexts and with particular types of language learners and the final section describes the exciting directions that contemporary research is taking promising important new insights for academics and practitioners alike   Overcoming the Gentrification of Dual Language, Bilingual and Immersion Education M. Garrett Delavan,Juan A. Freire,Kate Menken,2024-03-12 This volume proposes solutions to the gentrification of dual language bilingual and immersion education by examining how it operates across diverse school and community contexts It brings together studies in a number of areas including instruction curriculum development classroom interaction school leadership parent and community engagement ideological discourse and language policy Through academic and reader friendly summaries of research this book makes a strong theory to practice impact towards equitable integration in education programs and their surrounding neighborhoods It draws attention to how understanding and responding to gentrification of language programs is part of the broader fight for racial and educational justice for immigrant communities in US schools and offers practical recommendations with action steps for educators families school administrators activists and other key stakeholders in language education The four stakeholder resource chapters in Part 2 have been made Open Access under a CC BY NC ND licence to allow all teachers and administrators to benefit from the research with freely available practical guidance on working towards equity in language education To access the chapters please see the following links Chapter 11 Ivana Espinet Kate Menken and Imee Hernandez Nice White Parent Gentrification of a New York City Middle School The French Dual Language Program at the School for International Studies https zenodo org records 10519199 Chapter 12 Nelson Flores Nice White Parents and Dual Language Education https zenodo org records 10519269 Chapter 13 Deb Palmer Emily Crawford Rossi Lisa Dorner Claudia G Cervantes Soon and Dan Heiman Countering Gentrification through Critical Consciousness Recommendations and Success Stories for DLBE Educators https zenodo org records 10519319 Chapter 14 Katie A Bernstein Kathryn I Henderson Sof a Chaparro and Adriana Alvarez Creating DLBE Programs that Center Equity in the Face of School Choice Policies https zenodo org records 10519390   Preparing Foreign Language Teachers for Next-Generation Education Lin, Chin-Hsi,Zhang, Dongbo,Zheng, Binbin,2016-07-21 The growth of Information and Communication Technology ICT has changed the dynamics of education as self directed learning especially on mobile devices is as accessible as ever Despite the near infinite amount of information available for students outside of school the classroom remains the most critical aspect of student s growth Teachers now play crucial roles in engaging ICT s full potential to create an environment of meaningful learning to develop students critical thinking skills Preparing Foreign Language Teachers for Next Generation Education concerns itself with the integration and study of new technologies in foreign language education Featuring theoretical and empirical chapters related to the confluence of teacher education

teacher cognition and innovative technologies it provides engaging insight into foreign language teachers perceptions and the influence of those perceptions This publication is quintessential to foreign language teachers administrators policy makers students of education programmers and developers

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