EALC 8600: Chinese Language Pedagogy and Methods

Fall 2023

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Class Hours: Tuesday & Thursday 1:45 pm – 3:05 pm

Office Hours: Monday & Wednesday 9 am-10 am and by appointment
                 Williams Hall 703

A. Description

This graduate course is designed to equip students with up-to-date theoretical knowledge and practical skills in teaching modern Chinese with an emphasis on instruction at the beginning and intermediate levels. The theoretical component introduces you to both mainstream and innovative theoretical frameworks in second-language acquisition and the sociology of education, including teaching within the National Standards; communication-based audio-lingual approach; prosodic syntax in Chinese; official knowledge; tracking; assessment, and testing. The practical component emphasizes everyday classroom situations and discusses diverse teaching concepts and the development of individual teaching strategies and styles. Special attention will be given to concrete teaching and learning strategies within the communication-based audio-lingual approach, including Chinese pronunciation and grammar illustration, corrective feedback, teaching techniques, educational technologies, etc.

Chinese proficiency at the advanced level is required because this course will be taught in both Chinese and English, and many of the reading materials are in Chinese.

Success in this 3-hour-long class is based on the expectation that students will spend a minimum of 6 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

B. OBJECTIVES AND LEARNING GOALS

At the end of the course, students should be able to:
- Understand key issues in Chinese language pedagogy and critically analyze Chinese teaching methodologies, practices, and materials.
- Teach Chinese in different approaches, especially in communication-based, audio-lingual approaches, and discuss and reflect on such teaching experiences.
- Apply academic analysis of Chinese language pedagogy directly to the practice of teaching Chinese in the language classroom.
- Carry out independent research into Chinese teaching methodologies, practices, and materials.

C. CONTENTS

This course is taught as a seminar and there are in total nine units described below:

U1. History of Chinese Language Teaching in the U.S. and Its Ongoing Influences

The instruction of modern Chinese language in the U.S. started at Harvard in the 1940s. After about 70 years, there are several major "schools" of Chinese language teaching such as grammar structure-centered approach, small class drill-centered approach, communication-oriented approach, Chinese character-based approach, activity/task-based approach, and computerized approach. We shall discuss each school's advantages and disadvantages; the factors that impact the development of Chinese language teaching; and how history affects the way we teach Chinese pronunciation at college-level Chinese courses.

Readings:
- 姚道中、张光天 (2010). 美国汉语教学历史回顾与现状
- 梁霞 (2020). 美国大学汉语教育研究. 北京语言大学出版社
- Ye Tian (2018). From Greek/Latin to Chinese: What We Can Learn from the First Chinese Teacher at Harvard. Curriculum History, 18(1), 54-70.

U2. The Objectives of Chinese Language Teaching

Along with the development of linguistics and second language acquisition, the objectives of Chinese language teaching are also changing. Should we teach students Chinese poems like Ge Kunhua, Chinese language elements (e.g., pronunciations, characters, words, grammar), or language skills (e.g., listening, speaking, reading, writing/typing), or multiliteracies (e.g., knowledge about China), or cross-cultural competence (e.g., "ability to understand, communicate, and effectively interact with people across cultures")? We shall discuss the rationales behind each objective.

Readings:
- 郭风岚 (2007). 对外汉语教学的目标的定位、分层与陈述
- Warner and Dupuy (2017). Moving toward multiliteracies in foreign language teaching: Past and present perspectives ... and beyond. Foreign Language Annals. 2018; 51: 116–128.
- Yu Feng (2019). A Road Map for Chinese Learners

U3. Assessments

Objectives need to be assessed. However, the exams, tests, quizzes, and homework assignments in Chinese classes are often poorly designed and poorly corrected and graded. Such practice greatly frustrates students. In this unit, we shall introduce different forms of language assessment, namely, Aptitude Tests, Diagnostic Tests, Placement Tests, Achievement Tests, and Proficiency Tests. We shall also examine the rationales and samples of four standard Chinese tests, namely, HSK, SAT, AP, and OPI, to evaluate their efficacies and problems.

Readings:
- Language Test International (2022). Forms of Language Assessment
- 杨翼(2009). 对外汉语教学测试与评估的历史演变与发展趋势
- 方绪军(2007). CEFR 对汉语测试研发的启示

U4. Standards

Set up specific goals for learners is crucial for a successful Chinese language instructor. In four years of high school or four years of college, what level can a zero beginner can reach? These goals are predetermined by standards that are designed by different institutes. For example, according to the Foreign Service Institute of the US State Department, Chinese is one of the categories five most difficult languages for American learners. This reflects a common belief that for American learners to learn Chinese is almost impossible. Based on this consideration, many Chinese teachers propose to lower the bar to attract more American students to learn Chinese, but this actually leads to more frustrations in the long run. Is it possible for an American learner to reach the truly advanced level of Chinese and to use Chinese as a working language? We shall discuss three commonly used standards, namely, ACTFL Standards, European Benchmarks for the Chinese Language, and Chinese Language Proficiency Scales for Speakers of Other Languages, and how to set realistic goals for each level at an American college.

Readings:
- ACTFL Proficiency Guidelines 2012
- 姜丽萍(2020). 美国《21 世纪外语学习标准》发展研究
- 张新生、李明芳(2019). 汉语能力标准比较初探

U5. Ideological knowledge in the Curriculum

In the field of Chinese language and culture teaching in the U.S., one of the leading concerns is the possible ideological indoctrination via Chinese language programs on language learners. In fact, no school knowledge is purely neutral or objective but is the product of cultural, political, and economic conflicts, tensions, and compromises. We shall discuss how a Chinese course outfits students with various cultural tools that are ideological and the result of conflicts among different interest groups and how students, as active agents, use the tools they have available to them, such as language, knowledge from the curriculum of their Chinese language class and from other courses, and prior sociocultural experiences, to understand China.

Readings:
- Apple, M. W. (1993). The Politics of Official Knowledge: Does a National Curriculum Make Sense? Teachers College Record, 95(2), 222-241.
- Ye Tian (2021). Constructing an Ideological Cultural Toolkit in Chinese Language Classrooms. China-US Journal of Humanities 6, 59-66.
- Tao, Carter, Wan, Zhou (2021). Inclusive Education in Chinese as a Second/Foreign Language- An Overview and Research Agenda

U6. Chinese Language Teaching Methods

Drills are the most important skills for successful Chinese classes. We shall discuss the roles of Chinese instructors in the classroom. Should they be lecturers or coaches? We shall also discuss a series of classroom management skills such as how to interact with students, how to correct mistakes and errors of students, and how to use multimedia in drill classes. Since drills are a set of practical skills, we shall train students in simulative drill classes. The following teaching methods shall also be introduced: Translation method, Direct method, Audio-lingual method, Total Physical Response, Community Language Learning, Silent Way, Suggestopedia, The Natural Approach, Communicative Approach, and Drill training.

Readings:
- Feng, Liu, L., Zhu, Y., & Yan, L. (2018). 汉语教师专业技能指导手册= A teacher's manual for the instruction of Chinese: methods and techniques. 北京语言大学出版社.
- 刘珣(2000). 对外汉语教育学引论. 第七章 第二语言教学法主要流派与发展趋向 pp. 235-291
- Loewen (2007). Error correction in the second language classroom

U7. Digital Technologies

From a historical perspective, using different technological tools to assist Chinese language learning and teaching is simply inevitable. Using a keyboard to type Chinese characters on a computer is no doubt faster and easier than using a Chinese writing brush to write characters on a piece of paper or using a knife to scrape characters on a piece of oracle bone. However, influenced by the Audio-lingual teaching method, many instructors apply little contemporary digital technologies. We shall discuss the values of using new technological tools, including Machine Translation, Speech Synthesis and Recognition, and Optical Character Recognition, to assist Chinese language learning and teaching and how they can prepare students for lifelong Chinese learning.

Readings:
- Wenchao He (2019). Chinese for Tomorrow
- 谢天蔚：中文教学与时俱进
- Ye Tian (2020). The Error Tolerance of Machine Translation: Findings from a Failed Teaching Design. Journal of Technology and Chinese Language Teaching 11(1), 19-35.

U8. Heritage learners

Heritage learner issues exist in many Chinese classrooms. We shall discuss the scientific definitions of heritage learners, the advantages that they have, and the challenges that they face. We shall also discuss how Chinese heritage learners' status as a minority in American language classrooms make it more difficult for them to learn Chinese and how school culture, institutional structures, and individual agency contribute to their academic struggles.

Readings:

- Ye Tian (2017). "Sorry, but They Don't Want Chinese Americans to Participate": A Case Study of Tracking in an Ivy League Chinese Language Programme. International Journal of Multilingualism, 14(4), 437-462.
- Xiao (2006). Heritage Learners in the Chinese Language Classroom: Home Background. Heritage Language Journal, 2006(1), 47–56.
- He (2006). Toward an Identity Theory of the Development of Chinese as a Heritage Language. Heritage Language Journal, 4(1), 1–28.

U9. Pedagogical Grammar

All experienced Chinese instructors understand that the grammar taught in a Chinese language class for foreign learners should be selective and different from "theoretical" grammar for experts in Chinese linguistics. We shall learn all of the essential Chinese grammar structures for beginning and intermediate-level classes and how to teach them.

Readings:
- 冯胜利、施春宏 (2015). 三一语法: 结构·功能·语境--初中级汉语语法点教学指南. 北京, 北京大学出版社.

D. COURSE EVALUATION COMPONENTS

Active participation	10%
Reading responses	10%
Two presentations/discussions	15%
Two reading reports	15%
Three class observations & reports	15%
Two teaching demos	15%
Final project	20%

Active participation (10%): You are expected to arrive in class having already read the assignments and completed your reading responses. Sustained preparation for class and attendance is mandatory. Absences will be reflected in the final grade. Since this course meets twice a week, you are allowed two absences. Two late arrivals count as one absence. Active participation means being prepared for class and completing online assignments on time; regularly volunteering with constructive comments; contributing productively to group work; sharing ideas; listening to and respecting the ideas and comments of your peers.

Reading responses (10%)
Reflecting on the readings is an important part of learning. You are required to post at least three discussion questions or takeaways from the readings by 6 pm (EST) on the day before class to allow me and your classmates time to read through all of them in preparation for the class session. You don't need to submit the reading responses if you lead the discussion.

Two presentations/ lead discussions (15%): You and your partner will lead TWO 45-minute-long discussions from the above reading list. Your responsibilities include reviewing the assigned reading with the class; designing questions and/or **activities** for class discussion; and organizing your presentation in a way that achieves maximum participation of all class members.

Two reading reports (15%): You will be responsible for writing TWO reports in Chinese or English on assigned readings when you lead the discussion. Each report should be approximately 2-3 pages (double-spaced, size 12). The reaction/reflection pieces offer an opportunity for you to use writing as a means of relating to and learning about what you are reading. Each reaction piece is **due a week after** your scheduled seminar discussion and should include your reactions, criticism, praise, etc., to the issues you are reading about. Do not merely summarize the articles but use this opportunity to develop your critical analysis and opinion.

Three class observations and reports (15%): You will observe three classes in the Chinese language program and write three observation reports in Chinese. Each report should be approximately 2-3 pages (double-spaced, size 12). Obtain permission from the instructor to attend the class. Do not attend on a test day, review, or video day. In general, the observation reports should include your descriptions and evaluations of students' behaviors, the instructor's teaching methods, class climate, grammar illustrations and drilling techniques, and the overall value of the class. These reports are due before the Thanks-Giving Break.

Two teaching demos (15%): You will do two 10-minute-long demos of the grammar structures you choose. You will receive feedback from your instructor and peers on your performance.

Final project (20%): You can choose to write a final paper in English (5 pages, double-spaced, size 12, Times New Roman) to delineate your approach to language learning and teaching. Or you can choose to write a research design or conference proposal in English (no more than 1000 words) considering an issue or issues that resonate with you and were raised in this course. The instructor will meet with each student individually to discuss his or her project on November 17. Please submit your final project before the last class meeting when students will discuss their research in a 10-minute-long oral presentation.

Final grades will be based on the following scale:

A: 94 to 100%	B: 84 to < 87%	C: 74 to < 77%	D: 64 to < 67%
A-: 90 to <94%	B-: 80 to < 84%	C-: 70 to < 74%	D-: 61 to < 64%
B+: 87 to <90%	C+: 77 to < 80%	D+: 67 to < 70%	F: below 61%

E. ACADEMIC INTEGRITY

According to the Policies and Procedures Handbook of the University of Pennsylvania, using the ideas, data, or language of another without specific and proper acknowledgment constitutes plagiarism. If you are at all unsure about the appropriate form of acknowledgment in a particular situation, it is your responsibility, as stated in Penn's Code of Academic Integrity for the School of Arts and Sciences, http://www.upenn.edu/academicintegrity/ to consult with the instructor to clarify any ambiguities. Plagiarism in any assignment will result in a failing grade for that assignment and may result in further disciplinary action, which may include receiving a failing grade for the course, and suspension or expulsion from the university.

F. SUGGESTIONS FOR SUCCESS

Attend every class session; Arrive to class on time; Prepare thoroughly for each class; Turn in all assignments on time; Be completely prepared to present on the assigned day; Listen quietly and

thoughtfully to classmates' presentations; Be prepared to ask questions when appropriate.