

Innovation of International Chinese Language Teaching in Digital Education

Session 1: 22 MAY 9:00-12:00 B.S.T

Session 2: 29 MAY 9:00-12:00 B.S.T

Workshop Leader: Dr. Duo LUAN

Dr. Duo LUAN is the Chinese Language Programme Director at the University of Edinburgh and Confucius Institute for Scotland. She has been teaching Chinese language in UK HE since 2003, and has strong sector recognition for her innovative approach to Teaching Chinese as a Foreign Language (TCFL) pedagogy. Dr Luan presented at different conferences across the UK/Europe, gave TCFL trainings to numerous organisations, and published her papers in the area of language teaching and learning strategies. She is also a senior Examiner of University of Cambridge International Examinations, and acts as an external examiner of another British higher institute.

Workshop Intro

In the digital world of 21st century, especially during the post-pandemic era, international Chinese language teaching is facing a challenge of the transition from traditional classroom teaching methods to digital classroom teaching or virtual online learning modes. How to deal with this transformation? How could we efficiently organise Chinese online teaching? How to encourage learners to study independently with the assistance of carefully selected digital tools? And what is the role of teachers during this process?

This workshop is designed for those teachers who are interested in virtual teaching or online technologies. This two-session (six-hour) continuing professional development (CPD) aims: 1) to address the above problems; 2) to train in the use of technology and the awareness of the current software available; 3) to show a good practice to integrate the current online resources/technology with teaching techniques in foreign language teaching classroom. Those online resources cover the web-based

technologies from vocabulary drill exercise and online assessment, to customized online learning platform, such as the innovative use of WordWall, Edpuzzle, Padlet, Jamboard, and Form and Google sites. Focusing on the area of international Chinese teaching, the workshop leader will share some inspiring ideas and skills, followed by step-by-step guides with many showcases from real classes. You will also have hands-on opportunities during the training to practice and interact with your trainer and other participants.

In addition to the live online sessions, you will be invited to a WeChat group, where the workshop leader will answer your questions asynchronously and assist you in finishing your tasks between the two sessions. In the last session, you will have an opportunity to demonstrate your work and share your experience with others. The workshop leader will provide instant comments and feedback.

Teaching Chinese Grammar: Knowledge, Strategies and Techniques

Session 1: 22 MAY 9:00-12:00 B.S.T

Session 2: 29 MAY 9:00-12:00 B.S.T

Workshop Leader: Dr. Zhu Zhu

Zhu Zhu holds a PhD in Translation Studies from Newcastle University, UK. She coordinates the undergraduate degree programme of MA (Hons) Modern Languages, Translation and Interpreting at the University of Aberdeen, undertaking a wide range of teaching responsibilities including supervising PhD students. She is an academic advisory member of the UK-based Chinese Language Examination Board and an examiner for examinations held in the UK and Ireland for the Certificate for Teachers of Chinese to Speakers of Other Languages. Before joining the University of Aberdeen, she directed Chinese language programmes at the University of Edinburgh and the University of Leeds. Zhu has extensive experience in Chinese language teaching and teacher training. Her main research interests are in teaching Chinese as a foreign language, Second Language Acquisition, teacher professional development and Translation Studies.

Workshop Intro

In the context of Chinese grammar teaching, what does it actually involve for a teacher to know oneself and one's students? One essential aspect of the former is the teacher's knowledge of relevant pedagogical grammar, and one central aspect of the latter is the teacher's awareness of challenges faced by a specific cohort of students.

What does it mean by 'pedagogical grammar'? How may a dynamic method be developed to tackle the challenges and to help students improve accuracy and appropriateness in productive language use? How can teachers help students maintain and enhance their interest and confidence in learning? For English-speaking learners, Chinese grammar related to past events and the various types of complements are two particularly challenging areas. This interactive online workshop will help attendees develop an in-depth, pedagogy-oriented understanding of these grammatical structures and demonstrates how the knowledge can be applied effectively in teaching through skilful introduction, contextual examples and dedicated exercises at a good timing and to a right extent. It is the objective of the workshop to equip attendees with

knowledge and techniques that can help them develop a suitable teaching strategy relevant to their specific teaching context for desirable teaching and learning outcomes.

In addition to the live online sessions, you will be invited to a WeChat group, where the workshop leader will answer your questions asynchronously and assist you in finishing your tasks between the two sessions. In the last session, you will have an opportunity to demonstrate your work and share your experience with others. The workshop leader will provide instant comments and feedback.

Task Design and Implementation for Different Pedagogical Purposes

Session 1: 23 MAY 1:00-4:00 B.S.T

Session 2: 30 MAY 1:00-4:00 B.S.T

Workshop Leader: Prof Yuan Fangyuan

Dr. Fangyuan Yuan is Professor of Chinese at the Languages and Cultures Department of the United States Naval Academy. Her research interests include acquisition of Chinese as a second language, form-focused instruction, task-based language teaching, and content-based language teaching. She has authored three monographs and three textbooks and published more than 30 journal articles and book chapters. She has served as the President of the Chinese Language Teachers Association – US in 2019-2020 and Chair of the Association’s Annual Conference in 2019 and 2020. Currently, she is on the College Board AP Chinese Development Committee and journal editorial boards of Chinese as a Second Language and International Chinese Education. She is a recipient of a number of research grants and awards.

Workshop Intro

The past few decades have witnessed an increasing popularity of task language teaching in second and foreign language classrooms, including classrooms of teaching Chinese as a second language. The advantages of application of task language teaching, as endorsed by the mainstream second language learning theories and language education principles, include the provision of ample opportunities for learners to use the target language in a meaningful and purposeful context and develop their communication competence and language competence in a more engaging and effective ways. Task language teaching can also be integrated into a more traditional language classrooms as a complementary way to increase language exposures and afford learners an opportunity to use the language to learn the language.

This 6-hour workshop is aimed to equip Chinese language educators in different instructional contexts with knowledge and skills needed to design tasks of various types for multiple pedagogical purposes and with necessary techniques that can be used to implement tasks at pre-, during, and post stages. Task types include input-based, output-based, form-focused, integrative, and cross-curriculum tasks that

can be utilized independently or integrated into more traditional teaching methods. To the purpose, workshop participants are to read assigned materials before the workshop, discuss and analyze tasks illustrated during the workshop, design tasks by one's own and in groups, and review and evaluate each other's work through in-class and WeChat discussions.