汉语

EXCHANGE KNOWLEDGE AND EXPERIENCES

Chinese Language Teaching Workshop

CONCORDIA UNIVERSITY OF EDMONTON | Centre for Chinese Studies 中国语言文化中心

Chinese Language Teaching and Research Association 中文教学与研究学会

Alberta

ROBERT TEGLER STUDENT CENTRE

Concordia University of Edmonton

Saturday, March 16, 2024

汉语

PROGRAM

9:00 - 9:15 am	Welcoming Remarks
9:15 - 10:15 am	Keynote: A Braided Approach to Cultivating Reconciliatory Practices in Schools Dr. Simmee Chung, Concordia University of Edmonton
10:15 - 10:30 am	Health break
10:30 - 11:15 am	Non-Native Speaker Teacher Identity & Student Sentiment: A Case Study of Lived Experience Dr. Kerry, Sluchinski, University of Alberta
11:15 - 12:00 pm	Engaging Teaching Practices for Integrating Chinese Calligraphy into Character Instruction Ms. Haiping Sun, Confucius Institute in Edmonton/Edmonton Public Schools
12:00 - 1:00 pm	Networking lunch
1:00 - 2:00 pm	Keynote: ChatGPT: Opportunities for Language Learning Dr. Wei Cai, University of Calgary
2:00 - 2:15 pm	Health break
2:15 - 3:00 pm	Cultivating Engagement in Language Classrooms Dr. Xinxin Fang, Concordia University of Edmonton
3:00 - 3:45 pm	Using Viral Songs to Enhance Chinese Language Teaching Practices Mr. Terence Kong, Edmonton Public Schools
5:00 - 7:00 pm	Workshop Banquet
7:30 pm	Drama Show @ Al and Trish Huehn Theatre *The Theory of Relativity,* with music and lyrics by Neil Bartram, and book by Brian Hill.

汉语

Dear education colleagues,

The organizing committee is pleased to welcome you to the Exchanging Knowledge and Experiences – Chinese Language Teaching Workshop.

Across Alberta, there are over 5,000 K-12 students enrolled in Chinese bilingual programming and language and culture courses. These programs and courses provide students with many learning opportunities that are connected to language acquisition, intercultural awareness, communication skills and personal development. As well, the Chinese programs and courses offered in the post-secondary institutions enriches linguistic diversity and cultural understanding in Alberta's educational landscape. The learners are able to delve into Chinse language, literature, history, and traditions, broadening their global perspectives and fostering mutual respect. To enhance the many different learning opportunities, it is important to come together and discuss the amazing work taking place across all levels of study throughout the province!

The purpose of this workshop is to create an educational space for the exchange of knowledge and experiences. Leading the way, our esteemed speakers will share some incredible ideas and experiences that they are applying in the field of Chinese language education through different approaches to teaching methods, technology, student engagement and so much more. Throughout the day, there will be opportunities to ask questions, share information and network with one another. In the process of listening to and engaging with each other, we hope that this workshop encourages rich discussion, interconnectedness, and collaboration.

Thank you to all the participants from across the province who took the time out of their schedules to participate in this important workshop and to all the speakers for sharing their knowledge and experiences. We wish you an enjoyable, meaningful, and insightful day!

汉语

Keynote: *A Braided Approach to Cultivating Reconciliatory Practices in Schools*

Reflecting on a longitudinal project funded by Alberta Education, Dr. Simmee Chung highlights key learnings from this collaboration and transformative journey alongside Elder, knowledge keepers, colleagues, and communities. Dr. Chung shares her understanding of a braided approach and how this continually shapes her path in engaging in reconciliatory practices. She explores what honouring and attending to different worldviews might look like in K-12 schools alongside children, families, and teachers. By braiding ways of knowing and being, she strives to co-compose a more relational future and inclusive curricula for all.

Dr. Simmee Chung, Concordia University of Edmonton

Dr. Simmee Chung is an associate professor in the Faculty of Education at Concordia University of Edmonton in Canada. Dr. Chung has over 20 years of teaching and teacher leadership experience in K-12 and post-secondary school contexts. Her intergenerational narrative research alongside children and families of colour, immigrants, and Indigenous youth — deepens her understanding of practices and policies that are more responsive to the complexities of diverse communities. Dr. Chung works in collaboration with Elders, knowledge keepers, communities, and fellow scholars to support a "Braided Approach" in teacher education. Dr. Chung's research interests include narrative inquiry, intersections in curriculum-making, conceptualizations of belonging and identity-making, and braiding ways of knowing.

汉语

NOTES:

_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .
_____ .

汉语

Keynote: *ChatGPT: Opportunities for Language Teaching*

The presentation explores the varied opportunities that ChatGPT offers in the field of Chinese language education. It delves into how ChatGPT can create conditions conducive to language learning and serve as a valuable component in language teaching. Participants will be presented with concrete examples demonstrating the practical applications of ChatGPT in this field. The talk will also include a discussion on other artificial intelligence tools and their applications in language education. By the conclusion of this talk, participants will have gained insights into how ChatGPT can enhance tridiagonal teaching methods, foster personalized learning experiences, and amplify learner engagement.

Dr. Wei Cai, University of Calgary

Dr. Wei Cai is a Professor of Chinese in the School of Languages, Linguistics, Literatures, and Cultures at the University of Calgary, Canada. She is a former Chair of the Division of Chinese Studies and Japanese Studies, Director of the Language Research Centre, and President of the Chinese Language Teaching and Research Association. In 2023, she was awarded the Robert Roy Award by the Canadian Association of Second Language Teachers (CASLT). Her research interests include second language listening and second language acquisition. Her primary research area is second language listening. Her new book, *Teaching and Researching Chinese Second Language Listening*, was published in 2022 by Routledge (Taylor & Francis Group).

汉语

NOTES

_____.
_____.
_____.
_____.
_____.
_____.
_____.
_____.
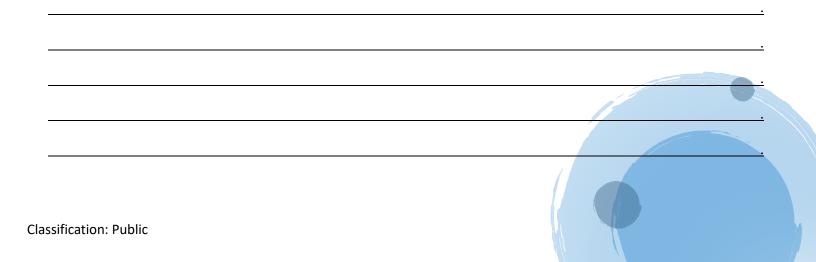_____.
_____.
_____.
_____.
_____.
_____.
_____.

汉语

Presentation: Non-Native Speaker Teacher Identity & Student Sentiment: A Case Study of Lived Experience

Dr. Kerry Sluchinski, University of Alberta

Equity, Diversity, and Inclusion (EDI) best practices and what they mean for the students in our (second language) classrooms have increasingly become a forefront item on many institutional agendas; however, what about EDI best practices for students towards instructors? The "non-native speaker" (NNS) language teacher identity and subsequently related pedagogical questions such as student sentiment/attitudes continue to be well documented in research targeting English language education (e.g., Kemaloglu-Er and Lowe, 2022; Todd and Pojanapunya, 2009). The same notion has recently begun to attract attention in the Chinese language education context, albeit with different foci such as teacher motivation (e.g., Gu, Wang, and Zhang, 2021) and instructor-focused identity negotiation (e.g., Wang and Mason, 2023). Yet the aspect of students' attitudes and measures that can be taken to ensure EDI best practices towards NNS teachers in the Chinese language context appears to be under discussed. Resonating with the theme of Exchanging Knowledge and Experiences, this presentation draws on my lived experience narrative as a non-native speaker Chinese language teacher and invites workshop participants to explore and discuss pain-points as well as potential best practices that could help promote the diversity, and reception among students, of NNS Chinese language teachers. Together with participants, I aim to explore possible solutions or implementational best practices to help normalize the idea of NNS in Chinese language teaching and mitigate student bias towards instructors based on ethnicity.

_____ .

_____ .

_____ .

_____ .

_____ .

汉语

Presentation: Engaging Teaching Practices for Integrating Chinese Calligraphy into Character Instruction

Ms. Haiping Sun, Confucius Institute in Edmonton/Edmonton Public Schools

Chinese characters are a key component of Chinese language education and a significant carrier of Chinese culture. While working at a bilingual (Chinese-English) public school in Edmonton, Ms. Sun identified a deficiency in Chinese character education within the current Chinese language program, urging educators to pay more attention to this aspect. In response, Ms. Sun contemplated and experimented with integrating calligraphy art into Chinese character education to enhance its appeal and efficiency.

For grades 1 to 6, Ms. Sun leverages the interesting aspects of calligraphy seal script, the zodiac culture, and seasonal customs to cultivate students' interest in Chinese characters. The focus is on developing students' basic Chinese character writing skills and proficiency in commonly used characters. For grades 7 to 9, Ms. Sun combines the practice of calligraphy clerical script and regular script with relevant theories of Chinese character structure. This stage emphasizes reinforcing the role of radicals and components in Chinese characters, fostering students' abilities to generalize and categorize characters, and mastering the characters required by the "HSK Chinese Proficiency Test" syllabus. For grades 10 to 12, the focus of calligraphy instruction shifts to semi-cursive script, emphasizing the review and reinforcement of characters learned in previous stages while addressing common mistakes to eliminate errors in character recognition and writing.
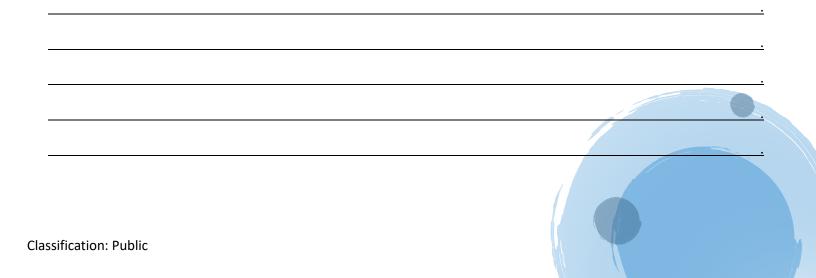
.

.

.

.

.

汉语

Presentation: Cultivating Engagement in Language Classrooms

Dr. Xinxin Fang, Concordia University of Edmonton

Effective language class management goes beyond mere instruction. It encompasses fostering engagement and interaction among students. This presentation delves into the multifaceted dynamics that contribute to successful language teaching, highlighting the crucial roles of pre-class design, in-class instruction, and post-class coaching and assessment. While engagement and interaction serve as cornerstones, cultivating trust, empathy, and care significantly enhances student participation and learning outcomes.

The session will examine strategies for creating a supportive learning environment where students feel valued and motivated to actively engage with the material. Emphasizing the importance of trust, empathy, and care, educators will explore practical techniques to establish rapport with students and promote a sense of belonging in the classroom.

Participants will gain insights into innovative approaches to lesson planning, fostering collaborative learning experiences, and providing meaningful feedback to enhance student comprehension and retention. By prioritizing student engagement and emotional support, language educators can optimize the learning experience and empower students to achieve their linguistic goals.

_____ .

_____ .

_____ .

_____ .

_____ .

汉语

Presentation: Using Viral Songs to Enhance Chinese Language Teaching Practices

Mr. Terence Kong, Caernarvon School, Edmonton Public Schools

The evolution of music along with technology has transformed our society, from how we listen to music to how we interpret songs in our lives. In today's era, people can instantly listen to newly released international music (from other parts of the world) rather than wait for a song to arrive by cassette tape or vinyl records. The globalization of music has allowed us to easily access and enjoy music in other languages and genres. Furthermore, in recent years, there has been a string of viral hits created that have transformed nations due to the power of social media through technology.

From a language teacher's perspective, we can take advantage of utilizing trends in music/viral hits to further push our teaching pedagogies so that students are more engaged in language learning. Added engagement in students allows them to increase their own language proficiency while finding new appreciation to culture.

Here, we will discuss trends observed in viral hits and discuss how we can incorporate them into our teachings. It will also examine how we can select songs that will maximize the engagement and learning of our students. The presentation is open to all Chinese language teachers, regardless of grade levels taught, and regardless of singing ability!

_____ .

_____ .

_____ .

_____ .

_____ .

_____ .

_____ .

汉语

CONCORDIA UNIVERSITY OF EDMONTON

中文考试考点
Chinese Test Center

HSK
Chinese Proficiency Test
中文水平考试

YCT
Youth Chinese Test
中小学生中文考试

BCT
Business Chinese Test
商务中文考试

MCT
Medical Chinese Test
医学中文水平考试

汉考国际教育科技（北京）有限公司
Chinese Testing International Co.,Ltd.

7128 Ada Boulevard
Edmonton, Alberta, Canada
T +1 780 479 8481 | TF +1 866 479 5200
🐦 f 📷 @CUEdmonton