

The Canadian TCSL Association has been tirelessly promoting Chinese language and culture teaching in Canada since its inception in 2001. Below is a chronological snapshot of the major events it has been hosting, organizing or actively involved in since then.

1. “China-Canada Chinese Teaching Symposium, the Canadian National TCSL Colloquium and the AGM of the Canadian TCSL Association” (since 2002)

The Canadian TCSL Association is one of the most active associations in the field of teaching Chinese in North America and in the world as a whole. In 2002, we successfully organized the “First China-Canada Chinese Teaching Symposium” in Vancouver, attracting noted scholars and Chinese teaching professionals from both China and across North America. Building on the success of this event, our association, since 2005, has made it an annual event and in diverse forms, offering it either as “China-Canada Chinese Teaching Symposium” or “the Canadian National TCSL Colloquium”.

2002	The 1st China-Canada Chinese Teaching Symposium”, at UBC, Vancouver, April 31–May 1, 2002
2005	The 2 th China-Canada TCSL Conference and the 2005 Annual General Meeting of Canadian TCSL Association, at Executive Airport Plaza Hotel & Conference Centre, Richmond, BC, Canada, Aug. 26-27, 2005
2006	The 3 th China-Canada TCSL Conference and the 2006 Annual General Meeting of Canadian TCSL Association, at BestWestern Richmond Hotel, Richmond, April 28-29, 2006
2007	The 4 th China-Canada TCSL Symposium and the 2007 Annual General Meeting of Canadian TCSL Association, at BestWestern Richmond Hotel, Richmond, April 27-28, 2007
2008	The 5 th China-Canada TCSL Conference and the 2008 Annual General Meeting of Canadian TCSL Association, at BestWestern Richmond Hotel, Richmond, April 25-26, 2008
2009	The Canadian National TCSL Colloquium and the 2009 AGM of the Canadian TCSL Association, British Columbia Institute of Technology (BCIT) Downtown Campus, Vancouver, on April 25, 2009
2010	The 6 th China-Canada TCSL Conference, at the Conference Centre of Sheraton Airport Hotel, Richmond, April 30-May 1, 2010
2011	The 7 th China-Canada TCSL Conference, Langara College, Vancouver, April 30, 2011
2012	The 8 th China-Canada TCSL Conference, at Executive Airport Plaza Hotel & Conference Centre, Richmond, Aug 25-26, 2012

- 2013 The 2013 AGM and Colloquium of the Canadian TCSL Association & the 9th Canadian National TCSL Symposium at SFU, April 27, 2013
- 2014 The 10th Canadian National TCSL Colloquium and the 2014 AGM of the Canadian TCSL Association, at British Columbia Institute of Technology (BCIT) Downtown Campus, Vancouver, Aug 14-15, 2014
- 2015 The 11th Canadian National TCSL Colloquium and the 2015 AGM of the Canadian TCSL Association, KPU, Richmond Campus, May 2, 2015
- 2016 The 12th Canadian National TCSL Colloquium and the 2016 AGM of the Canadian TCSL Association, Crofton House, Vancouver, April 23, 2016
- 2017 The 13th Canadian National TCSL Colloquium and the 2017 AGM of the Canadian TCSL Association, at British Columbia Institute of Technology (BCIT) Downtown Campus, Vancouver, on April 30, 2017
- 2018 The 14th Canadian National TCSL Colloquium and the 2018 AGM of the Canadian TCSL Association, Crofton House, Vancouver, on April 28, 2018
- 2019 The 15th Canadian National TCSL Colloquium and the 2019 AGM of the Canadian TCSL Association, Crofton House, Vancouver, April 27, 2019

2. “Annual ‘Chinese Bridge’ Mandarin Speech Contest for BC University Students” (since 2003)

The Canadian TCSL Association has been the major organizer of this signature event since 2003 with contestants hailing from all the major universities and colleges in the Province of British Columbia. Some of the prize winners also moved on to compete in the international Chinese speech contests in China, the largest in the world and won scholarships to further their Chinese studies there. Some have become well known TV hosts or worked in business, media or education sectors across the Greater China area as well as in North America. The contests and contestants have been regularly featured in both local and international media.

Here is the chronological rundown of the contests ever since its inception. The venue has been at British Columbia Institute of Technology (BCIT Downtown Campus) unless noted otherwise.

March 16, 2003 (UBC)	March 7 and 14 2004 (UBC)	April 10, 2005 (UBC)
April 9 2006	April 15 2007	March 30 2008
March 8 2009	March 28 2010	March 19 2011
March 17 2012	March 13 2013	March 23 2014
March 21 2015	March 19 2016	March 11 2017
March 17 2018	March 16 2019	

3. Study-in-Shanghai Programs for Canadian University Students(since 2007) and for Canadian High School Students (since 2016)

3.1. Study-in-Shanghai Programs for Canadian University Students

The annual Shanghai Language & Culture program at the Shanghai University of Traditional Chinese Medicine in May is a 4-week language & culture immersion program for Canadian college and university students. The program has been offered by the Association since 2008.

The program includes 50 hours of language instruction, cultural activities and sightseeing in Shanghai over the weekends.

The highlight and unique feature of the program is a Language Buddies system which pairs Canadian students with local university students for cultural and language exchange. Students have developed long-lasting friendship beyond the programs.

Most students who applied for transfer credits from Canadian colleges and universities have received 3 credits for the program.

The program has tremendous support from teachers, students and the Chinese government. Teachers from across Canada help promote the program to their students. Since 2016, the China Scholarship Bureau has provided bursaries to participants of the program.

Students have been very appreciative of the opportunity. Some have participated in the program a few times. Here are some of the student testimonies:

- * One of the best experiences I have ever had.
- * I can summarize it in one word: Amazing!
- * Awesome and a wonderful experience.
- * A language and culture experience. Non-stop fun for a month.
- * It was one of the best 27 days in my life! I had a great time and met many new friends.
- * Really fun! This month for some reason felt like 2 months as it was full of fun memories.
- * It was immersive and enlightening even as a second time because I got to see much more that I missed last time.
- * I was able to significantly improve my Mandarin, experience China's splendor and beauty, and revisit old friendships.
- * I had wonderful 27days like in dream. I met so many good friends and teachers and wonderful memories.
- *Unforgettable experience. My Chinese has improved a lot in just a month.

*I learned a lot. The experience of living in Shanghai was amazing. I made many new and good friends that I will stay in contact even after this trip.

*This trip was both educational and cultural and provided me with multiple experiences that allowed me to improve my language skills and learn about Chinese cultural practices.

*Before coming here, I was excited to leave Canada on a new adventure. After this program, I am excited and eager to live and work in China.

*The experience was extremely valuable, and one that I hope to remember for a long time. I think that my Mandarin improved considerably and that I learned a lot about Chinese culture.

3.2. Chinese Language & Culture Immersion Program for Canadian High School Students in Shanghai

Building on the success of the Study-in Shanghai program for University students, the High School Chinese Language & Culture Immersion Program in Shanghai, a 2-week program during spring break for BC high school students, is the latest addition to the Association's tireless efforts to promote Chinese language and culture teaching to young Canadians. So far, two groups of students participated in the program in 2016 and 2018.

The program includes 32 hours of language instruction in the mornings as well as interactions with local students, cultural workshops and activities and sightseeing in and around Shanghai in the afternoons & evenings. Participants also did some volunteer work on campus and in a local kindergarten.

Organized by the Canadian TCSL Association and hosted by the International Education College at Shanghai University of Traditional Chinese Medicine, this program has proved to be a most enriching educational trip, a great learning opportunity and an amazing cultural experience for high school students. No classroom learning or book reading or video watching could give the participants so many occasions for honing their language skills, interacting with the local people/students, and learning about the history, culture and day-to-day lives of the Chinese. New foods, dialects, stories, legends, entertainment, sights, and all walks of life filled every moment of each day.

Thanks to the supportive staff, language buddies from the hosting university, and the enthusiastic participants, the program has truly fulfilled its purpose of enabling students to raise awareness of the importance of learning foreign languages, to interact with people from different cultures in positive and productive ways, to witness the huge changes China has experienced for the past decades, to appreciate cultural products and activities such as sports, traditional music and dance, architecture and tea ceremony, to learn to overcome adversity and improve problem-solving

skills, to enhance teamwork and develop leadership skills, and to understand the impact of China on the world economic and financial affairs and global interconnectedness.

The following is what participants reflected on their Shanghai experience:

“Overall this was a once in a lifetime trip that I not only found extremely enjoyable but I also got many learning takeaways from. I hope this trip will run again so other Mandarin students can get the phenomenal experience me and my classmates got.”

“I was able to develop a new perspective about the language and culture that shapes Shanghai and further understand how studying a new language provides new opportunities to interact with diverse communities and appreciate the value of cultural identity.”

“One of the most important parts of this trip was learning how to express ourselves in Mandarin and be willing to take risks; furthermore, this allowed us to understand global issues and learn about the unique career and travel opportunities as well as experience personal growth and study abroad.”

“I got the opportunity to practice the Mandarin I have learned while venturing around the city. I bargained, ordered food, asked questions, and talked to a person on the subway.”

“I was truly amazed by the advancement of technology in Shanghai. A lot of information was gained through QR codes found in everything and everywhere. Their subways were very fast and travelling on them was a very calm experience.”

“I felt a stronger connection in the Richmond community after returning because my Mandarin had improved and I could understand characters displayed in restaurants and signs better.”

“I have gained new connections with my Chinese heritage, my mother and grandmother's culture, when interacting with the university students and discovering Shanghai a new understanding of the historical significance of and have realized its importance to my daily life.”

4. “Annual ‘Chinese Bridge’ Mandarin Singing Contest for BC University Students” (since 2009)

Building on the success of the annual speech contest, the Canadian TCSL Association has been the major organizer of this fun talent show with participants hailing from all the major universities and colleges in the Province of British Columbia. This provides another platform where Chinese learning students at BC universities get together to share and showcase their love of learning as well as their multiple talents. The contests and contestants have been routinely featured in both local and international media.

2009 The Chan Centre of Performing Arts, UBC (Oct. 30)

- 2010 Preliminary at BCIT Downtown Campus (Oct. 9) and UVIC (Oct. 15) and Final at BCIT Burnaby Campus (Oct. 30)
- 2011 Preliminary at BCIT Downtown Campus and Camosun College (Oct. 22) and Final at the Norman Rothstein Theatre, Jewish Community Centre, Vancouver (Nov. 5)
- 2012 Preliminary at BCIT Downtown Campus and UVIC (Oct. 27) and Final at Frederic Wood Theatre UBC (Nov. 3)
- 2013 Preliminary at BCIT Downtown Campus (Oct. 19) and UVIC (Oct. 25) and Final at the Norman Rothstein Theatre, Jewish Community Centre, Vancouver (Nov.2)
- 2014 Preliminary at BCIT Downtown Campus (Oct. 25) and Final at Frederic Wood Theatre UBC (Nov. 8)
- 2015 Preliminary at BCIT Downtown Campus (Oct. 31) and UVIC (Oct. 30) and Final at Frederic Wood Theatre UBC (Nov. 7)
- 2016 Preliminary at BCIT Downtown Campus (Oct. 22) and UVIC (Oct. 28) and Final at Frederic Wood Theatre UBC (Nov. 19)
- 2017 Preliminary at BCIT Downtown Campus (Oct. 21) and UVIC (Oct. 20) and Final at the Norman Rothstein Theatre, Jewish Community Centre, Vancouver (Nov. 4)
- 2018 Preliminary at BCIT Downtown Campus (Oct. 27) and UVIC (Oct. 26) and Final at the Roy Barnett Recital Hall at UBC) (Nov.17)
- 2019 Preliminary at BCIT Downtown Campus (Oct. 26) and Final at the..... (Nov.16)

5. Annual ‘Chinese Bridge’ Mandarin Speech Contest for BC Elementary and High School Students”(since 2012)

Recognizing the need to promote Chinese learning beyond the post-secondary level and at a younger age, the Canadian TCSL Association has been actively involved in adjudicating this most recently added annual K-12 Mandarin Speech Contests since 2012. It has been held at Confucius Institute in Coquitlam, Coquitlam School Board, Coquitlam, BC. Participants come from both public and private schools in Metro Vancouver area ranging from K to Grade 12. This event provides a valuable opportunity for post-secondary Chinese professionals to connect with the school teachers in the province for a better understanding of and articulation for Chinese teaching at the elementary and secondary levels. The contests and contestants have been featured in both local and international media.

April 15 2012;
May 3 2015;

May 5 2013;
May 1 2016;

May 4 2014;
May 5, 2017;

May 6, 2018;

May 5, 2019;

6. Traditional Chinese Medicine (TCM) Professional Development Training Programs (2017 and 2018)

The Canadian TCSL Association proposed, spearheaded and organized two TCM PD programs for post-secondary Chinese instructors in North America in May 2017 and 2018. The training was hosted and held at International Education College, Shanghai University of Traditional Chinese Medicine, China. It was very well received by all the participants and was complimented and cited by the sponsor HANBAN as an innovative program to meet the unique PD needs of Chinese teaching professionals overseas and to help promote TCM, Chinese cultural heritage at its best, in the world. More planning of similar PD programs is being conceived and contemplated for the future.

Here are some of the testimonials by the participants provided for the Program-Exit Survey:

Please name 3 highlights of this tailor made PD program:

For the 2017 Program:

反馈一:

- a. 这是独一无二的创新！将中医和中华文化相融合，按照我们的需求量身定制的培训课程。
- b. 全面且有一定深度的授课内容。获益极大！
- c. 去医院和草药栽培园见习的机会以及习练气功的机会。第一次在自己身上练习针灸感觉真好！

反馈二:

- a. 设计优秀的学习项目。In a short time, the professional instructors helped us develop a framework to understand some basics of Chinese traditional medical system. 在两周的时间内，上海中医药大学的专业老师们帮助我打下了一个全面的中医学理论和简单识别操作的基础，尤其是很大程度上打通了中医和中国文化的关系，也看到中医这个中国文化的瑰宝与我们的语言生活息息相关，对我今后教学中国语言和文化扩展了知识面和思路。
- b. 合适的学习地点。在上海学习，也让我看到了今天中国社会的飞速发展，比如人们现在可以用微信支付向菜农买菜，这在加拿大还没看到。上海很国际化，也用很多外国人和外国学生，通过与他们的交流，也让我更有信心鼓励我的学生以后来中国学习语言和其他专业。
- c. 和谐的团队。团队的学员老师们彼此帮助，讨论，相问相学，使大家都很有收益。比如，课余时间，有老师教大伙打通络操，团队气氛和谐互助。

反馈三:

- a. Wide coverage of the topics in Chinese medicine
- b. Excellent instructions and instructors
- c. Outstanding organizations of both the CTCSLA and SHUTCM

For the 2018 Program:

- A 按照我们的水平和需求，在去年的基础上量身定制最适合我们的课程。这样的培训独一无二！

B 老师指导实地操作针灸和脉诊，使我们在实践中获得真知。收获极大！
C 通过学习辨证论治，加深理解了中华医药与中国古代哲学思想的密切关联。

- A. 授课教师的资质
- B. 课程的多样化
- C. 同学间的交流

- a. Enthusiasm, diligence and collegiality of participants;
- b. Curriculum covered a wide range of topics;
- c. Relevance of traditional Chinese medicine to the teaching of the Chinese language & culture.

- a. 从多方面融会贯通的学习体会中国文化和中国传统医学，课堂学习，实地参观如杭州之行，动手操作等。
- b. 体验观察从中国传统文化的角度传授中文教学，以及当代中国大学校园的景貌。
- c. 提高自己作为海外中文与中国文化教师对中国文化的更全面的理解认识和自豪感，也拓宽了养生健康的知识。。

- a. 最棒的当然是学习中医的机会，了解中医对海外教授中文的老师非常必要，因为它是中国文化的一部分。
- b. 这是一个很有创意的项目，因而参加的老师们兴趣盎然，收获巨大。
- c. 老师们享受到求知和健体的过程，人性中美好的方面发扬光大，团体中充满着家人般快乐友爱的气氛。

- (1) 很强的实践性，教我们如何辨别穴位，号脉，舌诊，还有亲自实践药食同源
- (2) 互动教学，课堂气氛活跃
- (3) 授课内容清晰，有条理。

How did attending this program enhance your Chinese language and culture teaching? (参加这个学习班如何提高了你的中国语言文化教学水平的?)

---‘这个培训班解决了困扰我多年的问题。通过学习我认识到：‘想’这个字有‘心’字底是因为中医讲‘心主神明’；‘聪明’表示 intelligent 是因为‘耳聪目明’表示肾精肝血强盛；‘吓得屁滚尿流’而不是‘吓得茶饭不思’是因为中医讲‘恐伤肾’。总之这次培训填补了我中文字词‘只知其然，不知其所以然’的知识盲点。

---通过这两个星期的培训，我对中医的博大精深有了更深的体会。对以前自己在课堂教过的和研习过的道家哲学以及“黄帝内经”中的许多内容有了更深刻的理解。弄清楚了许多以前似懂非懂的中医知识和概念，也进一步认识到中医和中华传统文化之间密不可分的联系。

- The ppt's and related materials will be VERY useful in expanding and making my lecture MUCH better for my introduction of health and philosophy in China TCM course at Kwantlen Polytechnic University
- I learned a great deal more, and in depth, about diagnostic TCM tools, I will no doubt use this much more effectively in my own classes

- I can use some of the materials (especially the dual Chinese-English textbooks) I purchased to expand my courses, my student interaction with materials, and my own understanding of TCM practice

---我们使用的中文教材中的一篇课文讲的是中药。我从这次学习中获得的中医与中药文化知识、推拿手法、针灸与气功会让这方面的教学效果更好。我教的时候将能够利用学到的知识使内容更准确，展示推拿手法等使内容更直观易懂，从而让学生们对中医与中国文化更感兴趣。

---通过了解中医这部分中国文化的精髓，对提高作为一个好教师所应有的素质，帮助很大。它将在教授中国文化时，底气更足，知识更广，更好地展现教者的精神风貌。

--- The knowledge gained from this PD program will have direct positive impacts on my future in two areas. First, in my language classes, I will be able to explain better to my students the Chinese idioms related to body parts and Chinese medicine, including the background of such idioms and the reasons for the rich composition of such idioms in Chinese language. By doing this, I will also be capable of linking Chinese language and culture to an improved level. Secondly, students in my Chinese culture course will appreciate more about the influence of traditional Chinese culture, especially traditional Chinese culture, on current Chinese society, Chinese people's social behaviors, and Chinese language.

---我使用的教材里有一篇关于中医中药的课文，简单介绍了中药中医的来源，以及神农、李时珍、孙思邈。这次的学习使我更多了解了中医中药的历史与现状、理论与手段，对今后教学很有帮助。另一篇课文是关于中国功夫，学生常常也会问关于太极、气功等问题，这次学习的课程中介绍了“气”“阴”“阳”等概念，正好可以用来回答学生的提问。

---The general understudying of the Chinese Medicine theories will help in term of teaching Chinese culture related topics such as Chinese solar terms (节气) and theory of Man is an integral part of nature (天人合一)。

Here is one complete survey response by one participant for the 2018 program:

Please rank the following from 5 to 1, with 5 being the highest mark☺ and 1 the lowest ☹:

- | | | | | | |
|--|----|---|---|---|-----|
| 1. Length of the program: | 1☹ | 2 | 3 | 4 | 5√☺ |
| 2. Curriculum design/Contents: | 1 | 2 | 3 | 4 | 5√ |
| 3. Quality of instruction: | 1 | 2 | 3 | 4 | 5√ |
| 4. Relevance to my PD and personal wellbeing: | 1 | 2 | 3 | 4 | 5√ |
| 5. Variety of events/activities offered: | 1 | 2 | 3 | 4 | 5√ |
| 6. Organization of the program by our Association: | 1 | 2 | 3 | 4 | 5√ |
| 7. Levels of desire to participate in future programs: | 1 | 2 | 3 | 4 | 5√ |
| 8. 3 Highlights of this tailor made PD program: | | | | | |

- a. 课程时间及内容安排合理,量体裁衣, 切合实际。课程的设计安排紧密结合了学员的背景和工作生活的需要。课程内容深入浅出, 学员不仅学到了渊博的中医理论基础知识, 而且还接触和掌握了一些常用中医保健知识和技法, 切身体会中医的治病效果。从针灸、舌诊、脉诊, 到八段锦、练功十八法; 从养生菜谱课堂与下厨实践, 到旁听中文课堂教学, 等等、等等。。。。。。虽仅仅两周的学习, 学员们却受益匪浅, 醍醐灌顶, 很多学到的内容可以直接应用到北美的实际生活和中文教学中。
- b. 高水准的师资力量配备。老师们的专业知识、临床经验、授课水平和敬业精神都是第一流的, 令人

十分钦佩。

- c. 不可多得的优美学习环境和十分便利的生活条件。非常感谢项目负责人以及曲延风老师、吴名珠老师为此次学习所付出的大量时间和精力 - - 热情周到、体贴入微。惟此，才保证了我们这次，“幸福地沉浸于”一个文化气息浓郁的校园环境下的校园生活，以至于学习结束时，大家仍然流连忘返，热切地寄希望于明年的再次相聚。

9. Areas where improvement is needed for this second offering of this program: 没有。

10. How did attending this program enhance your Chinese language and culture teaching?

本人是第一次参加中医班的学习。仅仅为期两周的学习，大大地加深了我对学习中医的兴趣，提高了对中医作为中国传统文化的精髓，以及中医与中国古代哲学思想形成和发展的关系的认识。今后，毋庸置疑，除了要加强自身对经典中医著作以及中医专业基础知识的继续学习外，也一定会将此次获得的知识，尽可能地、有的放矢地借鉴于海外中文和中国传统文化的教学上。很多老师的授课内容为我们在设计今后的教案上提供了很多新点子。如下为例：

- 丰富中国传统文化的教学内容。在中国历史、艺术、戏剧、民俗等基础上，添加中医的内容，包括中医经典著作以及中医常用治疗保健知识和技法。今后在向学生讲解知识难点，如《黄帝内经》，《伤寒论》，《易经》，“阴阳五行”，“君臣佐使”等内容和词汇时，不再照本宣科，而是引经据典，有的放矢地灵活发挥。因为中医在我们的生活中无处不在，她渗透了各个领域。认识到了这一点，就可以举一反三，非常自信地把很多有趣的中医知识传授给学生。例如，介绍《红楼梦》时，可以就书中一道膳食为例子加以引申，向学生介绍中医的药食同源、天人合一的思维方式。
- 在语言技能听、说、读、写的练习中，安排学生以中医故事为主题，讲中医故事、写中医故事的活动。通过各种方式，如文化演讲，让学生收集、整理并讲述一位古代名医的故事，一方面学生们的语言技能得到了锻炼，另一方面学生可以通过故事认识人物，通过人物了解一段中国历史以及中华医药的文化精髓。通过讲述这些名医的成长、学习、治病救人的人生经历，进一步启发他们对学习中文和中国文化，甚至对学习中医的兴趣，进而为中华医药在海外的传承播下一粒坚实的种子。
- 课堂活动上教学生做八段锦、五禽戏。让学生了解八段锦、五禽戏是中国传统导引养生的重要功法，正如深入人心的太极拳一样，是悠久的中华传统文化的产物。目的使学生在练习中既学到了养生保健的功法，又体会其博大精深的文化内涵。
- 适时地，点点滴滴地把中医的思维方法和中医药知识浸入在汉字词的教学。例如，“阴”，“阳”，“阴阳”，“阴阳怪气”，“阴阳交错”；再比如成语：“信口雌黄”，“三年之艾”，“哑巴吃黄连有口说不出”，“如法炮制”，“君臣佐使”，等等。

11. Suggestions for future programming, length of study and venue, size of the group, etc.

如果课时许可，请安排一门系统学习经典中医著作的课。如《黄帝内经》。