



## **The 21st Canadian TCSL Conference**

**A Joint Conference with  
The Greater Vancouver K-12 Chinese Teacher Association  
The 2022 AGM of the Canadian TCSL Association**

**第二十一屆加拿大漢語教學研討會  
暨溫哥華 K-12 中文教師學會聯合座談會  
加拿大中文教學學會 2022 年會**

**Zoom Meeting ID: 926 2503 6667  
April 30th, 2022**



**加 拿 大 中 文 教 學 學 會  
Canadian Teaching Chinese as a Second Language Association  
Canadian TCSL Association  
Web: <http://www.canadiantcslassociation.ca>**



**Canadian Teaching Chinese as a Second Language Association**  
**加 拿 大 中 文 教 学 学 会**

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**Canadian Teaching Chinese as a Second Language Association**  
**加 拿 大 中 文 教 学 学 会**

**Schedule 会议日程**

8:30-8:35	<b>Opening Remarks by Association President, Prof. Billie Ng 开幕式</b>
8:35-9:50	<b>Presentations - Session 1 (3 papers) 论文报告 (一)</b> <i>Moderator: Jun Tian, University of Victoria</i> 8:35-9:00 Building a Vigorous Online Community for Effective Learning in a Blended Course <i>Bin Zheng, University of British Columbia</i> 9:00-9:25 Rethinking Social Interaction and Connection in Remote Chinese Language Teaching <i>Yina Liu, University of Alberta</i> <i>Hongliang Fu, Mulgrave School</i> 9:25-9:50 The Overlooked Aspect: Making the Teacher More Effective and Productive <i>Kaidrian Yu, Makebell Ltd.</i>
9:50-9:55	<b>Tea Break</b>
9:55-11:10	<b>Presentations - Session 2 (3 papers) 论文报告 (二)</b> <i>Moderator: Li Wang, University of Regina</i> 9:55-10:20 Designing Assessment Tasks to Reflect the Needs of Breadth Requirements in Introductory Chinese Courses <i>Qian Wang, University of British Columbia</i> <i>Pihua Lin, University of British Columbia</i> <i>Hsiang-ning Sunnie Wang, University of British Columbia</i> 10:20-10:45 文学课“双班合流”教学模式新探——里贾纳大学文学课汇报 2.0 <i>Haiming Li, University of Regina</i> <i>Li Wang, University of Regina</i> 10:45-11:10 Differentiated Instruction Through Virtual Language Exchange <i>Chiu-Hung Chen, University of Toronto Mississauga</i>
11:10-11:15	<b>Tea Break</b>
11:15-12:30	<b>Presentations - Session 3 (3 papers) 论文报告 (三)</b> <i>Moderator: Hsiang-ning Sunnie Wang, University of British Columbia</i> 11:15-11:40 Content-based Game Design in Chinese Classroom <i>E-mei Wang, University of Calgary</i>

	<p>11:40-12:05 Exploring the In-depth Use of Cultural Works in the CSL Classroom 探索大学 CSL 课堂中文化作品的深度运用 <i>Jing Wang, University of Toronto</i></p> <p>12:05-12:30 探索以成人思维方式为中心的汉语教学方式 <i>Gang Pan, York University</i></p>
12:30-12:50	<b>Lunch Break 午餐</b>
12:50-13:30	<b>AGM</b>
13:30-14:45	<p><b>Presentations - Session 4 (3 papers) 论文报告 (四)</b> <i>Moderator: Na Wu, Trinity Western University</i></p> <p>13:30-13:55 中文课堂如何“翻转”效果佳? <i>Xuefei Hao, Michigan State University</i></p> <p>13:55-14:20 Multimodal Pedagogies in Virtual Chinese Language Teaching <i>Yina Liu, University of Alberta</i> <i>Jing Jin, University of Alberta</i></p> <p>14:20-14:45 Exploring Chinese as a Foreign Language Flipped Instruction in Technology-supported Learning Environments <i>Tingting Wang, Auburn University</i></p>
14:45-14:50	<b>Tea Break</b>
14:50-16:00	<p><b>Panel Presentations - Session 5 (3 paper) 论文报告 (五)</b> Panel Topic: The Integration and Practice of Diversity, Equity, and Inclusion (DEI) in A Chinese Language Classroom and Beyond <i>Moderator: Yanfeng Qu, Kwantlen Polytechnic University</i></p> <p>14:50-15:10 Prompting Learner Diversity and Autonomy in the Beginner Chinese Classroom with Differentiated Self-Directed Project <i>Pihua Lin, University of British Columbia</i></p> <p>15:10-15:30 Integrating Social Equity to Chinese Learning at the Advanced Level with Students from Culturally Diverse Backgrounds <i>Li-jung Lee, University of British Columbia</i></p> <p>15:30-15:50 Let's Talk about Unspoken Love: Inclusion of Love in Life and Life in Love in an Intermediate-level Chinese Heritage Classroom Differentiated Self-Directed Project <i>Hsiang-ning Sunnie Wang, University of British Columbia</i></p> <p>15:50-16:01 Discussion</p>
16:01-16:06	<b>Tea Break</b>

16:06-16:41	<p><b>Panel Workshops: - Session 1 (3 workshops) 工作坊 (一)</b></p> <p>Panel Topic: Cultivating Students' Critical Thinking Step by Step in Assessments  Moderator: Cynthia Xie, Simon Fraser University</p> <p>16:06-16:14 Helping Students Form Skills in Formative Assessments  Xiaowen Xu, University of British Columbia</p> <p>16:14-16:22 Nourishing Students' Cross-Media Creativity in Assessments  Zhaokun Xin, University of British Columbia</p> <p>16:22-16:30 Developing Students' Critical Minds in Reviewing Sample Writing  Bin Zheng, University of British Columbia</p> <p>16:30-16:40 Discussion</p>
16:40-16:45	<b>Break</b>
16:45-17:29	<p><b>Workshops: - Session 2 (4 workshops) 工作坊 (二)</b></p> <p>Moderator: Ping Li, Crofton House School</p> <p>16:45-16:56 怎么教“恐怕”?  Xuefei Hao, Michigan State University</p> <p>16:56-17:07 Using Quizlet in K-5 Mandarin classroom  Serena Qiang, St. John's School</p> <p>17:07-17:18 混合课的挑战: 线上学生如何参与  Xueshun Liu, University of British Columbia</p> <p>17:18-17:29 Create Rich Learning Experiences with H5P Interactive Slides  Billie Ng, Simon Fraser University</p>
17:30	<b>Adjourn 会议结束</b>

**Information of Presentations and Workshops:**

**Presentations:** Each presentation is 20 minutes with 5 minutes for Q & A.

**Panel Presentations:** Each presentation is 20 minutes with 10 minutes for discussion at the end of the Session.

**Workshops:** Each workshop is 6-8 minutes with 3-5 minutes for Q & A, with a total of 11 minutes each.

**Panel Workshops:** Each workshop is 8 minutes with 10 minutes for discussion at the end of the Session.

**Website:** <http://www.canadiantcslassociation.ca/annualmeeting.html>

**Email:** cantcsla@gmail.com

## **Abstracts**

(in the order of the presentations and workshops)

### **Building a Vigorous Online Community for Effective Learning in a Blended Course Bin Zheng**

A vigorous community has significant influence for effective learning, especially in an online teaching context. This presentation introduces the instructor's practices on building a community where students feel connected, comfortable, and confident. The teaching context is a higher-level content course with 66% asynchronous part and 33% (1 hour per week) synchronous part which takes place in Zoom. These practices include:

1. Kick off the course with a self-introduction discussion. A "Self-introduction" forum is introduced at the beginning of the course on Canvas discussion board. Students are encouraged to post as well as to interact with others. The instructor, as a member of the community, also participate.
2. Make Canvas discussion board a space for not only academic communication, but personal sharing. Before every synchronous meeting, students are expected to post their understanding of a designated question stemming from the content of asynchronous lecture videos. They are also invited to "share any point(s) that impresses/interests" them which is not necessarily academic, with no limits on either topic or length, graded with complete/incomplete.
3. Boost the effectiveness of breakout room discussion. Breakout room discussion plays an important role in team building, which consequently contributes to the broader learning community. Efforts on this include instructor's involvement as an icebreaker at the beginning and a curator during the discussion, in addition to assigning a meaningful collaborative work that requires every member's contribution to a shared Google slide. In this process, positive comments on students' shining points can greatly influence their self-efficacy, which positively affect their tendency of knowledge sharing, as well as the quality of team collaboration, both contribute to a vigorous learning community.

Key words:

- Practices of **Community building in Blended course** with online teaching
- Effective use of **Discussion** on Canvas discussion board and in Zoom breakout rooms

### **Building Inclusive Classroom: Using Funds of Knowledge for Remote Chinese Language Teaching Yina Liu, Hongliang Fu**

Language teaching is profoundly impacted by the restrictions of the COVID-19 pandemic, shifting from in-person to online teaching. As little work presents minority language educators' voices of teaching experiences, there are emerging needs to understand Chinese language educators' hybrid and remote teaching experiences in Canada.

In this proposal, we are two educators at the intersection of Chinese language teachers and early literacy researchers in different teaching contexts (one at IB independent school in BC, one at a complementary Chinese school in western Canada). We use autobiographical narrative inquiry to study our own teaching experiences in light of the pandemic arc. This inquiry offers us an invaluable

chance to explore our ways of building inclusive classrooms. In this presentation, we will focus on how we engage students and parents to bring their funds of knowledge for remote Chinese language teaching.

This narrative inquiry hopes to shed light on the importance of negotiating teachers' understanding of social connections among students, teachers, and parents in remote language teaching in this pandemic era. By highlighting our pedagogical experiences teaching minority language, this inquiry opens space to maximize the outcomes of supporting language teaching in both regular K-12 and complementary schools.

Keywords: Chinese language teaching; inclusive classroom; remote teaching; social connection

### **The Overlooked Aspect: Making the Teacher More Effective and Productive** **Kaidrian Yu**

The future of teaching will have an online component. With it comes the problem of distractions that will only get worse with the growing Metaverse.

Which means the problem of creating engaging teaching materials for the online environment will remain; and complicating matters further is students' shrinking attention spans and teacher workloads.

Creating effective learning content for online consumption is hard and time consuming, creating content students actually want to consume is even harder.

How does a teacher hold students' attention when students would rather watch TikTok? By tapping teachers' creativity.

Yet, creating engaging learning content – whether primary or supplemental – is not easy when teachers face heavy workloads or deal with tools that are time consuming or hard to use, that tend to destroy fleeting creative inspiration.

To enhance learning effectiveness, teachers need tools that help them create materials students want to engage with in a format they want to consume, quickly and easily.

We discuss the experience of teachers located around the globe who have been able to create short content with a tool that lets teachers turn potential distractions -TikTok videos, photos, etc. into lessons and/or by converting everyday signs, advertisements, stories into effective content, or create lessons as they make short videos, write or dictate stories while automating the tasks of splitting radicals, providing pronunciation, generating pinyin or translations, so teachers can better focus their creative energies.

### **Designing Assessment Tasks to Reflect the Needs of Breadth Requirements** **in Introductory Chinese Courses**

**Qian Wang, Pihua Lin, Hsiang-ning Sunnie Wang**

Universities in the States and Canada are moving away from the so-called "Language Requirements" and start to use the more broadly defined breadth requirements instead. This may have a negative impact on the language course enrolments. In order to increase the competitiveness of Chinese language courses, it is important for us to re-design our learning objectives and design assessment

tasks that reflect the needs of breadth requirements of a university degree. We need to shift our focus from Chinese language proficiency to Chinese language as a way of perceiving the world. The goals of a language program in a university should be different from that of a vocational school. In addition to the accumulation of language knowledge, such as vocabulary, patterns and the increased skills, learning activities and assessments that encourage intercultural understanding and interdisciplinary competence should be highlighted as important learning objectives in a Chinese language course. Some of the innovative assessment tasks created in UBC introductory level Chinese courses will be shared with their description, requirements, as well as marking rubrics. Preliminary results show an increased breadth of student achievements and positive feedback from students. It is argued that these assessment tasks help the program to align program teaching with student needs and overall university learning outcomes and, as a result, increased program visibility.

### 文学课“双班合流”教学模式新探——里贾纳大学文学课汇报 2.0 Haiming Li, Li Wang

2018年秋季里贾纳大学汉语专业开设了《中国文学概论》这门新课，采用了“双班合流”的授课模式，即汉语母语使用者和汉语二语学习者在同一时间地点共同上课。在那次实践中，我们发现了一些潜在的不足，尤其是针对高年级汉语二语学习者这一群体。2021年，我们第二次开设这门课，有意识地调整了针对这一群体的培养方法。新的措施可以归纳为两点，一是提供针对性教学材料以传达清晰的培养目标，二是充分利用“学习社群”的概念整合班级资源。我们希望通过此报告中分享这些实践经验，共同探讨如何优化针对汉语二语学习者的文学课开设模式，以及如何优化“双班合流”的教学模式。

### Differentiated Instruction Through Virtual Language Exchange Chiu-Hung Chen

Differentiated instruction is one of the most effective ways to teach language learners who often come to language classrooms with a wide variety of backgrounds, including their interests, readiness, and learning profiles (Thomlinson & McTighe 2006). In order to accommodate students' diverse backgrounds, Thomlinson (2017) suggested that instructors could consider differentiating content (what to teach), process (how to practice) and product (how to assess) in their curriculum. This paper reports a third-year Chinese language classroom project in which differentiated instructions were adopted. Specifically, we look into the ways of differentiating “process” and “product” by integrating virtual exchange (VE, henceforth) into the project. VE is a pedagogical approach which involves online interaction between two groups of learners from different cultures (O'Dowd, 2018). VE provides a good context for differentiating “process” and “product”. The participants of the project were assigned to a language partner who was also from the same school and met with their partners every three weeks for one hour, with the first half an hour practicing Chinese, and the second half an hour practicing their partners' target language. To



differentiate “process (how to practice)”, the participants of the project, based on their readiness in course materials, were given different tasks to complete, and opportunities to ask questions of their interests to their partners during VE. The VE tasks were mostly in the forms of interview or discussion related to course materials. To differentiate “product (how to assess)”, the participants were provided a variety of choices to present their VE task results. They ranged from in-class presentations, podcasts, e-books, or live interactive dialogues with their language partners. The participants’ and the instructor’s feedback, as well as pedagogical implications about the project will be discussed.

Key words: differentiated instruction, virtual exchange, task design

### **Content-based Game Design in Chinese Classroom E-mei Wang, University of Calgary**

Keywords: Game; Second language classroom; student engagement Chinese students in the classroom today do not only expect traditional lectures on vocabulary and grammatical rules, but also have many chances to apply the knowledge in a designed environment and to confirm their learning through interactive settings. In this regard, to creatively use games through popular online services becomes effective and is often well received by the students.

In the past few years, I have introduced “Kahoot“, “Jeopardy” and “Dustbin“ into my classrooms with several original sections, and repeatedly played them in different classes. The topics of those games include new words and grammar points in the lessons, usage of expressions, knowledge on related culture issues, as well as common errors and misunderstanding.

My practice has clearly indicated that games are useful and powerful for teaching. It is a unique channel for having better communication in a classroom, a unique tool, and often an unexpected format to enrich students' learning experience.

### **探索大学 CSL 课堂中文化作品的深度运用 Jing Wang**

目前二语教学（尤其是初中级）的教材和教学实践往往依循儿童语言习得的发展规律来进行课程设计，因此无法充分利用学生的已有知识和思维能力等优势。而在语言课堂上进行的文化教学又着重于介绍简单的历史文化背景。这虽然可以培养学生跨文化交流的能力，但却未能更进一步将语言教学和文化教学深度结合起来。语言是交流工具，更是知识载体，还是一种可以调动人的细腻情感的艺术形式。在语言教学中，此类情感机能的调动不但能激发学生的学习兴趣，也更利于他们记忆相关知识点。在大学的古典语言（比如古汉语）教学中，以文学作品为基础来教授语言的方法比较常见，但类似方法在现代语言教

学中却较为少见。本文通过北美初中级汉语课堂上对文化作品的运用实践来讨论如何在现有教材基础上深入融合中国文学、音乐等来进行更行之有效的语言教学。学生在语言学习中面对自己感兴趣的知识或有所触动的表达时往往会表现出异常的主动性，这种主动性对语言习得极为重要。因此，如何选择和运用相关文化作品来最大程度激发他们的主动性也是本文关注的焦点。

关键词：对外汉语，初中级教学，文化教学，文学，音乐

### **Exploring the In-depth Use of Cultural Works in the CSL Classroom** **Jing Wang**

Most current teaching practices in the CSL classroom (especially at the beginner and intermediate level) are based on models of child language acquisition. Students do not have the chance to be exposed to real literature in the target language until much later. Such an approach fails to take full advantage of the fact that adult learners are already equipped with the knowledge to understand sophisticated concepts. Meanwhile, though cultural studies are included in foreign-language teaching, they tend to be brief introductions of basic information or knowledge about the foreign culture, which fails to integrate language and culture more deeply. Language is not only a communication tool, but also a knowledge carrier and an art form that can fully engage human emotions. Such emotional engagement can motivate students and help them learn the language more efficiently. While it is common to use literary works as the main sources to teach classical languages (such as classical Chinese), similar approaches are rarely used in modern language teaching. Through analyzing cases of in-depth use of cultural works in the CSL classrooms (beginner and intermediate level), this paper explores how to integrate Chinese literature, music, etc. with textbooks to teach the language more effectively. Students often show great initiative in language learning when the contents interest or move them, so how to select and use literary/music/etc. works appropriately to stimulate such initiative is also key to this paper.

Key words: CSL, Cultural Studies, Chinese Literature, Chinese Music

### **探索以成人思维方式为中心的汉语教学方式**

**Gang Pan**

现行针对成人学生的汉语教学和教材中有一系列的隐性假设，包括：儿童假设，即将汉语学习者当作儿童来对待；有机假设，强调离开母语来学汉语以防止负迁移；从零开始假设，强调学汉语要从最简单的汉字和句子开始；以教为中心假设，强调从教师角度而不是从学生的角度来设计教学；以语言本身为目的假设，强调学习汉语本身，而不是学习知识。本文认为，从这一系列假设

设计的汉语教材及教学限制了成人学习者从更高效地学习汉语。成人有知识，有自主学习的意愿，有成人经验，有思考能力，有知性和理解能力，因此，汉语教学应该探索一种以成人思维和知识特点出发的方法，以成人现有的知识为脚手架，以母语来帮助学习汉语，发挥学生主导的自主学习，将学习语言的行为变成运用语言的行为，可以快速增长成人的阅读词汇量和语法能力。

关键词：汉语教学隐性假设成人思维方式以知识辅助汉语学习

### 中文课堂如何“翻转”效果佳？

**Xuefei Hao**

因具有促进学生主动学习和参与度的潜力，翻转学习方法在语言教学领域日益受到欢迎。特别是疫情以来，翻转学习的元素越来越多地渗透到中文传统课堂与网络教学（包括混合学习，同步异步课等）中。笔者将通过二零二零年以来一到三年级的具体课程安排与教学实践，在学生参与度，高层次主动学习活动，以及教师的工作量等方面，分享所使用的对策，得失经验，反思和调整，以及对将来课程设计与展望。

通过本次报告，与会者将了解，在翻转模式下：

- 一到三年级的课程设计
- 如何提高学生参与度并促进其层次主动学习
- 教师的工作量如何合理化

### **Multimodal Pedagogies in Virtual Chinese Language Teaching**

**Yina Liu, Jing Jin**

Learning Mandarin Chinese as a heritage or additional language at Chinese complementary schools has been a long tradition for many Asian Canadians across Canada. Broadly, complementary schools refer to various kinds of voluntary schools, including community school, after-school, and weekend language schools. A few studies have explored Asian immigrants' Chinese learning at complementary schools in Canada (Du, 2014; Mizuta, 2017). However, there is a gap in looking at teachers' experiences and perceptions in Canadian settings.

In this presentation, two literacy researchers who are also Chinese language teachers engage in autobiographical narrative inquiry (Clandinin & Connelly, 2000), a methodology that asks the researchers to self-face their earlier landscapes, times, places, experiences, and relationships, regarding their teaching practices in early elementary level Chinese language classes. In personal, educational, and academic settings, they tell and retell their storied experiences of teaching Chinese

in the virtual space. More specifically, drawing on multiliteracies (Kalantzis & Cope, 2012), they acknowledge literacy as multimodal and contains multiple social discourses (including multiple languages and multiple discourses in one language). Through the perspective of new literacies, new kinds of texts and practices that are aligned with the use of technology in the virtual classrooms. With the lens of multiliteracies and new literacies, they will inquire about their current literacy teaching practices and envision teaching complementary Chinese classes in the post-pandemic transition. The two researchers will illustrate the changes that digital technology brings to the classrooms and how digital tools shape pedagogical practices. This paper will shed light on pedagogical practices in Chinese complementary schools in Canada, especially for the post pandemic era. To better understand culturally and linguistically diverse children's biliteracy learning, this presentation will provide insights to help mainstream classroom teachers and policy makers to better understand minority children's after-class literacy development.

**Exploring Chinese as a Foreign Language Flipped Instruction  
in Technology-supported Learning Environments  
Tingting Wang**

Flipped learning is considered to maximize students learning opportunities by actively involving students in applications of their knowledge in class and giving autonomy to students in their content learning outside of class (Bates & Galloway, 2012; Hamdan et al., 2013). Flipped instructional strategy in which lecture or other direct instructional material is delivered outside of class, often using technology, and students participate in guided hands-on activities (e.g., small-group collaboration, jigsaw) in class (Hamdan et al., 2013) has been widely implemented in the content courses in vast disciplines like physics and engineering in a variety of higher education settings. However, there is a shortage of published work exploring flipped instruction in Chinese language learning and teaching. Flipped instruction has been defined as a “new” student-centered teaching approach, which has its foundation in student engagement (Egbert, Herman & Chang, 2014). But some researchers pointed out that simply requiring students to learn content online and practice in class does not necessarily lead to engagement or better learning. Therefore, there is an urgent need to explore components of flipped instructions especially in technology-supported learning environments and the related theory and research for flipped instruction. This conceptual paper link flipped instruction models with student engagement theory and elements, and then describe a flipped Chinese as a foreign language and culture course as a case to generate implications for flipped instructional design for Chinese teaching and learning. The paper concludes by suggesting how flipped instruction work in other computer-assisted language learning contexts and related issues

**Keywords:** Chinese as a foreign language teaching and learning; flipped instruction; computer-assisted language learning; student engagement

**The Integration and Practice of Diversity, Equity, and Inclusion (DEI)  
in A Chinese Language Classroom and Beyond  
Pihua Lin, Li-jung Lee, Hsiang-ning Sunnie Wang**

**Diversity, Equity and Inclusion (DEI)** have been at the core of the mission of many higher education institutes. This panel will demonstrate how DEI issues can be brought into a language program and further language classrooms and beyond through various approaches. The first presentation will show how non-heritage students' different learning motivations can be reinforced and learning needs can be met through the **diversity** of co-curricular activities of language and cultural exploration at the beginner level with the aim of inspiring the students to become independent and lifelong learners. The second presenter will share how social **equity** issues can be integrated into the curriculum at the advanced level through learning objective alignment and multi-sided pedagogical practices, and further equipped students to take initiatives to address inequity issues in society or in the local communities. The third presenter will investigate how the topic and discussion of **inclusion** of love, usually unspoken love in Chinese heritage families, such as love between father and child, love between lovers and LGBTQ+ issues, can be integrated into course design and facilitated in a heritage class at the intermediate level.

Through three DEI-incorporated presentations across levels and streams, this panel will present how language instructors can support and further promote the concept of diversity, equity and inclusion into course design and pedagogical practice to create a supportive learning community and further enhance students' DEI awareness to be active citizens. Pedagogical design, curricular and co-curricular instructional activities as well as students' examples and reflections will be demonstrated. Furthermore, this panel will discuss how the DEI concept can be enhanced through the alignment of learning objectives and assessments in the future.

Key Words: DEI issues, curriculum design, differentiation, lifelong learners

**Cultivating Students' Critical Thinking Step by Step in Assessments  
Xiaowen Xu, Zhaokun Xin, Bin Zheng**

In this workshop, the three presenters will share assessment designs that cultivate students' critical thinking in advanced content-based Chinese literature courses.

In "Helping Students Form Skills in Formative Assessments," the first presenter describes the importance of formative components in written assessments. Detailed descriptions of rubrics building up to summative criteria will help students be more aware of learning goals at specific stages of learning.

In "Nourishing Students' Cross-Media Creativity in Assessments," the second presenter shares tailored assessment items and rubrics through a series of cross-media adaptation projects. In such revised assessments, students have taken the initiative to explore new media software and platforms for animated and multi-perspectival storytelling.

In "Developing Students' Critical Minds in Reviewing Sample Writing," the third presenter discusses how to guide students to review "sample writing" critically. She designs study questions

and class activities on “sample writing” to help students acquire a deeper understanding of writing techniques.

## 怎么教“恐怕”？

**Xuefei Hao**

中文听说读写第三册第二课，学生第一次接触“恐怕”。说“接触”，是因为即使学过，学生也很少使用它，概因仍不确定如何使用。或即便使用，也易与其他词如“怕”混淆。那怎样才能把“恐怕”说清练透呢？在这次工作坊中，笔者将把自己教学中行之有效的实际讲练过程呈现给大家。

## Using Quizlet in K-5 Mandarin classroom

**Serena Qiang**

Retention of vocabulary has been an essential part of learning a new language. As I am in charge of the students who learn Mandarin as the second language, a lot of effort has been made to help the students to reinforce new vocabulary and make tangible progress in learning. Since limited hours of teaching sessions has been a restraining factor for effective learning.

Luckily, technology can play the role of a game changer. I have chosen Quizlet as an instrumental tool to help the students to consolidate and extend their learning both in and outside of the class, and make in-class activities more engaging.

In the workshop, I'll explain in detail how I use “Quizlet” to design lists of vocabulary as well as sentences, as well as how I apply the lists in my daily teaching. An example is a unit on “Wellness” in grade 4, which basically is on food.

Here is the design of my whole unit: 1. Talking about balanced food by learning food names categorized according to the food guide. I will show how I designed the list of vocabulary: Choosing the words for study; Adding voice to my list;

2. In corporation with the home room unit on “Energy”, we discussed how food is cooked and how energy is used in each cooking method.

3. Ordering food in a restaurant: We learned some practical conversational Mandarin by ordering food.

Questions specific to the use of Quizlet involve the following:

— How to create a word list using Quizlet; Issues include how to choose high-frequency words based on students' needs and levels;

— How to add voice to your list; This function is very important for the students to practise after class and independently;

— How to customize your own list based on available list; (How to avoid remaking the wheels and make use of resources already available)

- How to use Quizlet live games in class; (The basic principle of the fair play and skills in teamwork;)
- How to use the “flash card” function to play guessing game
- How to use “test” function for self-test.

## 帮助混合课线上学生参与课堂教学

**Xueshun Liu**

2021 年冬季第一学期，UBC 的许多课程采用混合课型，即学生在线下和线上同时上课的课型。使用这种课型授课需要一定的 IT 设备，但学校教室内的相关设备可让线上加入的学生听、看授课内容，但不能发言参与。这种情况对教学有负面影响，主要原因至少有两个：第一、学生上课时有问题而不能提出并得到解答将增加他们理解和接受教学内容的难度；第二、学生参与教学活动受限不利于学生分析能力的培养。本报告介绍 UBC 文学院 IT 部门提供的解决此困境的一套方案。

## **Create Rich Learning Experiences with H5P Interactive Slides**

**Billie Ng**

(<https://h5p.org/content-types-and-applications>)

When planning for flipped/blended courses, teachers have the following concern.

1. Students may not do pre-view assignments.
2. Students come to class unprepared.
3. Too many assignments. Instructors cannot keep up with marking.
4. Too many posted files and assignments are overwhelming for students.

An effective tool towards addressing the above is the H5P Interactive slides. With the H5P plugin added to LMS (Learning Management Systems) like Canvas, WordPress, Moodle or Drupal sites, teachers can create a variety of interactive contents for different purposes. The interactive slides guide students to learn step by step. Teachers can set up auto input of slide exercise marks into the LMS grade book.

I will share how I create and use the H5P interactive slides for my flipped & blended courses.



**Canadian Teaching Chinese as a Second Language Association**  
**加 拿 大 中 文 教 学 学 会**

**The Canadian TCSL Association**  
**[www.canadiantcslassociation.ca](http://www.canadiantcslassociation.ca)**

The Canadian TCSL Association is a non-political, non-profit organization, registered under the Societies Act of the Province of British Columbia.

Its objectives are to promote and disseminate study and research in Chinese language pedagogy, Chinese linguistics, Chinese culture and literature; to promote and facilitate interactions and collaborations among Chinese teaching academics in the field.

The Association organizes annual symposiums and other events to share ideas, research findings and resources in the field.

The Canadian TCSL Association publishes an online “Canadian TCSL Journal”, maintains a Canadian National TCSL Database, houses a Chinese teaching resources bank, and offers study-in-Shanghai programs to Canadian secondary and postsecondary students. For further information, please visit our website: [www.canadiantcslassociation.ca](http://www.canadiantcslassociation.ca)

The Canadian TCSL Association welcomes all individuals who are currently holding, or who have held a teaching position in Chinese language, Chinese linguistics, Chinese culture and literature at a school, a college, a university, or any other equivalent educational institute. To find out more about the Association and to apply for membership, please visit: [www.canadiantcslassociation.ca](http://www.canadiantcslassociation.ca).





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**Contact Links**

General Inquiries: [cantcsla@gmail.com](mailto:cantcsla@gmail.com)  
 Membership Inquiries: [membership@canadiantcslassociation](mailto:membership@canadiantcslassociation)

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