



**The 23rd Canadian TCSL Conference
And
The 2024 AGM of the Canadian TCSL
Association**

Saturday, May 4, 2024

**第二十三届加拿大中文教学研讨会
暨加拿大中文教学学会2024年会**

2024年5月4日星期六

Online 线上会议

(With an in-person evening session in Vancouver, BC, CANADA)



加 拿 大 中 文 教 学 学 会
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

Organizer 主办:

**The Canadian Teaching Chinese as a Second
Language Association**
加拿大中文教学学会

Organizing Committee 组委会:

Billie Ng 吴丽珠 (Chair), Simon Fraser University

Yanfeng Qu 曲延风, Kwantlen Polytechnic University

Ping Li 李平, Crofton House School



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

Conference Program 会议日程*

*Each presentation is **20 minutes** max. with **5 minutes** for Q & A and each workshop is **15 minutes** max.

*Conference program subject to change.

8:45-9:00	Meet and Greet Online
9:00-9:05	Opening Remarks by Conference Convenor Ping Li and Association President, Billie Ng 开幕式
9:05-10:45	Presentations – Thematic Session on Pedagogy in the Era of OER and AI (主题论文报告) <i>Moderator: Lily Wang, University of Regina</i> 9:05-9:30 Introduction to Open Educational Resources Textbooks in the First-Year Non-Heritage Courses at UBC: <i>Qian Wang, Pihua Lin, the University of British Columbia</i> 9:30-9:55 Create Engaging Course Materials with OER: <i>Billie Ng, Simon Fraser University</i> 9:55-10:20 OER-Powered Innovation: Transforming Language Education for Second-Year Chinese Heritage Learners: <i>Hsiang-Ning Wang, the University of British Columbia</i> 10:20-10:45 Instructors’ Role with Emerging of AI Learning Tools: <i>Jingsong Ma, University of Toronto</i>
10:45-10:55	Tea Break 茶歇
10:55-11:45	Presentations – Parallel Session A (会场 A 论文报告) <i>Moderator: Yujia Jiang, the University of Fraser Valley</i> 10:55-11:20 Putting Theory into Practice in CSL Teaching: <i>Tong Chow, Capilano University</i> 11:20-11:45 Characters vs. Words in International Chinese Education: A Critique at the Initial Levels: <i>Helen Wu, University of Toronto</i> Presentations – Parallel Session B (会场 B 论文报告) <i>Moderator: Xiaowen Xu, the University of British Columbia</i> 10:55-11:20 语言与文字的六项基本规律: <i>Jingsheng Ren, Chinese Canadian Writers’ Association</i> 11:20-11:45 词汇教学是海外中文教学的重中之重: <i>刘 濂, Toronto First Mandarin School</i>
11:45-11:55	Tea Break 茶歇

11:55-12:45	2024 Canadian TCSL Association AGM 2024 年加拿大中文教学学会年会
12:45-13:30	Lunch Break 午餐
13:30-14:45	<p><u>Workshops – Parallel Session 1A 工作坊（1A） on Hands-on Teaching Strategies & Learning Activities</u></p> <p><i>Moderator: Cynthia Xia, Simon Fraser University</i></p> <p>13:30-13:45 综艺节目游戏在国际中文课堂的运用: <i>周思佳, Liverpool University, UK</i></p> <p>13:45-14:00 Designing Guided-Discovery Learning Activities for Teaching Chinese Characters and Tones: <i>Ben Wang, University of Victoria</i></p> <p>14:00-14:15 Empowering Chinese Learners: Cultivating Spoken Proficiency and Autonomy through Extensive Reading and Discussion: <i>Li-Jung Lee, UBC</i></p> <p>14:15-14:30 走出教室，实践汉语: <i>Na Wu, Trinity Western University</i></p> <p>14:30-14:45 Cultivate Reading Strategies, Paragraph Writing Skills and Autonomy for Beginner Learners through Narration Input: <i>Wen Hui Chen, UBC</i></p> <p><u>Workshops – Parallel Session 1B 工作坊（1B） on Heritage Learner Teaching and Literature Pedagogy</u></p> <p><i>Moderator: Helen Wu, University of Toronto</i></p> <p>13:30-13:45 Teacher and learner perspectives on incorporating learners’ Chinese heritage language backgrounds in post-secondary Mandarin classrooms: <i>Mina Guan, University of Victoria</i></p> <p>13:45-14:00 Promoting an Insider View in Poetry Learning: <i>Bin Zheng, the University of British Columbia</i></p> <p>14:00-14:15 Making a Lively Chinese Classroom--Using Classical Poems, Popular Songs and Calligraphy to Enrich Students’ Learning Experience: <i>Gang Pan, York University</i></p> <p>14:15-14:30 Assessments in Undergraduate Literature Courses: Why and How: <i>Xiaowen Xu, the University of British Columbia</i></p>
14:45-14:55	Tea Break 茶歇
14:55-15:40	<p><u>Workshops – Parallel Session 2A 工作坊（2A） on Vocabulary and Character Teaching</u></p> <p><i>Moderator: Ben Wang, University of Victoria</i></p> <p>14:55-15:10 Enhancing Learner Autonomy in Morphological Awareness for Chinese Beginners: <i>Ting-Hsuan Chang, the University of British Columbia</i></p> <p>15:10-15:25 Teaching Calligraphy and Chinese Characters in a Funny Way: <i>Haiping Sun, Qingdao University/Confucius Institute, Edmonton</i></p>

	<p>15:25-15:40 Task-based instruction for teaching Chinese Characters with a hands-on approach via tactile experience: <i>Janet Yeung, University of Victoria</i></p> <p><u>Workshops – Parallel Session 2B 工作坊 (2B) On Field Trips and Experiential Learning</u></p> <p><i>Moderator: Hsiang-Ning Wang, the University of British Columbia</i></p> <p>14:55-15:10 Connecting to Chinese Canadian Stories: A Field Trip to the Chinese Canadian Museum: <i>Cynthia Xie and Jia Fei, Simon Fraser University</i></p> <p>15:10-15:25 Creating authentic learning experiences for Mandarin 12 and AP students through field trips: <i>Jennifer Mao, St. Michaels University School</i></p> <p>15:25-15:40 Utilizing Virtual Museum as a Flipped Classroom Model in Intermediate-Level Chinese Language Teaching and Learning: <i>Hong-yang Tao, the University of British Columbia</i></p>
15:40-15:50	Tea Break 茶歇
15:50-16:40	<p><u>Round Table Discussions in Parallel Sessions (大中小学分组圆桌讨论)</u></p> <p><u>College & University Session:</u> facilitated by Yanfeng Qu, Kwantlen Polytechnic University</p> <p>“Reimagining Teaching in the New Normal”</p> <p>Capilano University, Kwantlen Polytechnic University, Langara College, Confucius Institute/Edmonton, Simon Fraser University, Trinity Western University, York University, the University of British Columbia, University of Calgary, University of Fraser Valley, University of Regina, University of Saskatchewan, University of Toronto, University of Victoria, etc.</p> <p><u>K-12 Session:</u> facilitated by Ping Li, Crofton House School</p> <p>Engagement lies at the heart of learning, yet the challenge remains: how do we effectively teach it and unleash the full potential of each student? What strategies can we employ to inspire our students to take ownership of their learning journey?</p>
16:40-16:45 18:00-20:00	<p>Closing Remarks by the President and Adjourn 会议结束</p> <p>In-person Session Venue: TBA</p>

Website: <http://www.canadiantcslassociation.ca/annualmeeting.html>
Email: cantcsla@gmail.com



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

The Canadian TCSL Association
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.

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.



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

Contact Links

General Inquiries: cantcsla@gmail.com

Membership Inquiries: membership@canadiantcslassociation

The Fifth Executive Board of Directors 第五届常务理事会 (2021-2025)

会长:	吴丽珠	(西蒙菲莎大学)
副会长(秘书):	谢青	(西蒙菲莎大学)
副会长(总务):	曲延风	(昆特兰理工大学)
副会长(公关):	吴娜	(西三一大学)
副会长(财务):	李平	(Crofton House私立学校)
副会长(会议):	田军	(维多利亚大学)
学报委员会主席:	田军	(维多利亚大学)
资讯委员会主席:	吴娜	(西三一大学)
工作坊委员会主席:	王详宁	(英属哥伦比亚大学)
学生项目委员会主席:	李平	(Crofton House私立学校)
会员委员会主席:	王莉	(里贾纳大学)
	吴小燕	(多伦多大学)

President	Billie Ng (Simon Fraser University)
Vice-President, Secretary	Qing Xie (Simon Fraser University)
Vice-President, General Affairs	Yanfeng Qu (Kwantlen Polytechnic University)
Vice-President, External Affairs	Na Wu (Trinity Western University)
Vice-President, Treasurer	Ping Li (Crofton House School)
Vice-President, Conference	Jun Tian (University of Victoria)
Chair, Journal Committee	Jun Tian (University of Victoria)
Chair, National Data Base Committee	Na Wu (Trinity Western University)
Chair, professional development workshop committee	Hsiang-Ning Wang (University of British Columbia)
Chair, Student Programs Committee	Ping Li (Crofton House School)
Chair, Membership Committee	Li Wang (University of Regina) Helen Wu (University of Toronto)



2024 Annual General Meeting
Saturday, May 4th, 2024

Agenda

- I. Approval of Agenda
- II. Approval of 2023 AGM Minutes
- III. President's Report
- IV. Vice Presidents' Reports:
 1. General Affairs
 2. Treasurer
 3. Conference
 4. Secretary General
- V. Committee Chairs' Reports:
 1. Membership
 2. Student Programs: Ping Li
- VI. Looking forward:
 1. Maple Leaf award
 2. Election 2025
 3. Others

Abstracts

(Listed alphabetically by the last name of the (first) author)

Enhancing Learner Autonomy in Morphological Awareness for Chinese Beginners

Ting-Hsuan Chang, the University of British Columbia

Chinese, as an independent language, has a unique language system that differs from others. Among all the differences, the ability to recognize and read Chinese characters (Hanzi) often intimidates beginners the most. However, having good morphological awareness not only impacts the increase of vocabulary knowledge but also enhances reading comprehension (Li, Dronjic, Chen, Li, Cheng & Wu, 2016). Therefore, this presentation focuses on demonstrating how to nurture learners' morphological awareness through in-class teaching, assignments, and providing supportive learning materials. This approach results in successfully cultivating students to develop their own learning strategies for morphological awareness and increased learner autonomy outside the classroom and beyond the class materials. Additionally, this presentation will also demonstrate a method for measuring students' morphological awareness, enabling teachers to better monitor students' growth. With these tools and strategies, educators can empower students to overcome challenges in learning Chinese characters and foster a deeper understanding of the language.

Cultivate Reading Strategies, Paragraph Writing Skills and Autonomy for Beginner Learners through Narration Input.

Wen Hui Chen, the University of British Columbia

For beginners learning Chinese, the emphasis often lies in developing conversational skills, listening comprehension, and character recognition. However, due to a lack of exposure to cohesive paragraphs and explicit guidance on reading and writing strategies, upper beginners frequently encounter challenges in reading longer sentences and producing coherent paragraphs. This presentation demonstrates how to effectively utilize narration input, designed classroom exercises, and post-lesson assignments to enhance students' reading strategies and paragraph-writing abilities. Furthermore, it explores how these activities enhance students' comprehension of the underlying principles governing the Chinese written language and foster a culture of autonomous learning, sparking interest in reading and writing.

Putting theory into practice in teaching Chinese

Tong Chow, Capilano University

This Abstract summarizes the following focus on Chinese teaching and learning, through a span of 26 years of teaching and hands-on experiences at Capilano University and acting as Principal Examiner of Chinese B (as a second language) by the author. It also includes a component of the inter-connectedness between Chinese language and culture with the field of interdisciplinary studies. Key Focus: 1) Chinese teaching and learning approach – best practice through connection between pedagogy and real world practice with deliverables and learning outcomes 2) Work integrated learning (WIL) – experiential learning through examples of integrating classroom delivery with real life end results 3) Integration between high school programs and university entry level courses – using International Baccalaureate (IB) assessment examples 4) Inter-connectedness between Chinese learning and interdisciplinary studies – through examination of the course INTS 110: Making Change: Regional Research in Action Goal: To share some of the highlights in putting theory into practice in teaching Chinese and welcoming feedback from colleagues across Canada and elsewhere in the world.

Teacher and learner perspectives on incorporating learners' Chinese heritage language backgrounds in post-secondary Mandarin classrooms

Mina Guan, University of Victoria

Although research on heritage language (HL) in language classrooms is rich in the K-12 context, few studies relate HL to additional language learning in the post-secondary context, a context with transformative potential for HL learners (re-)connecting to their heritage (Li, 2011). This project considers the unique experiences of HL speakers of Chinese varieties as learning tools in post-secondary Mandarin classrooms using a qualitative research method (Miles et al., 2014). Three Mandarin teachers and four Chinese heritage language learners (CHLLs) from BC post-secondary institutions were interviewed about practices and attitudes toward incorporating learners' CHL backgrounds in university classrooms. Interview transcripts were then verified and inductively coded (Huang, 2019). Out of the 159 codes from teacher perspectives, four major themes emerged. For learner perspectives, 225 codes were identified, and eight major themes emerged, four of which are parallel with teacher perspectives. Reports of CHL incorporation practices from teacher (n = 36) and learner (n = 18) perspectives address a range of strategies which consider aspects of CHLL backgrounds beyond their linguistic identities and emphasize practices which are personal, authentic, meaningful, and challenging. Reports of attitudes concerning CHL incorporation from teacher (n = 73) and learner (n = 29) perspectives were shaped by several inter-related factors: perspectives on teaching CHLLs, benefits and challenges of CHL incorporation practices, and attitudes and experiences in mixed CHL and non-heritage language classes. Insights gained from the analysis will offer pedagogical recommendations and inform practices for post-secondary Mandarin teachers with CHLLs.

Empowering Chinese Learners: Cultivating Spoken Proficiency and Autonomy through Extensive Reading and Discussion

Li-Jung Lee, the University of British Columbia

Intermediate-level Chinese learners often encounter challenges in advancing their spoken proficiency due to limited comprehensible input and inadequate opportunities for error correction. According to Krashen's hypotheses of the Theory of Second Language Acquisition, acquisition occurs when learners have ample time to test their comprehension of the new language through natural, comprehensible, and communicative input, particularly when the affective filter is effectively managed. This presentation highlights the implementation of extensive readings and discussions within weekly one-on-one sessions. It demonstrates how this method fosters learners' enjoyment of reading, a key indicator of reading proficiency according to the Common European Framework of Reference for Languages (CEFR) and helps them develop strategies tailored to their individual weaknesses in interacting with native speakers. Additionally, it discusses how these activities contribute to bridging their interests, fostering learner autonomy, and building their perspectives toward Chinese-speaking society, nurturing a lifelong commitment to language learning.

词汇教学是海外中文教学的重中之重

刘 廉, *Toronto First Mandarin School*

回顾海外中文教学大半个世纪的历程，它的壮大是毋庸置疑的。但它是否卓有成效，让学生真正“学到、学好”中文，而不只是“学”，像家长质疑的那样“怎么学来学去总是那么几个字？”这是一个值得我们深思的问题。

除了尽可能摆脱客观条件的掣肘，我们应该突破陈旧、传统的教学方式，找出海外中文教学的结症和重点：

海外中文教学现状(略)

定位问题 (略)

教学重点 (略)

1 为什么词汇教学是重中之重

a/词汇教学的意义

b/词汇教学的本质

2 应该怎么做

a/词汇教学步骤

b/词汇教学的难点

c/词汇教学的成果和最终体现

海外中文教学还没有形成一个完整的体系，“各自为阵”是我们今后仍要面对的常态。但是，海外中文教学有着不可估量的潜力，伴随着它的就是“任重道远”。

我们一代代从先辈的手里接过他们接力棒，语言文化的传承成了我们的责任，为此，我们感到无比的荣光

Instructor's Role with Emerging of AI Learning Tools

Jingsong Ma, University of Toronto

While AI learning tools can significantly enhance the teaching and learning experience for Chinese as a second language, there are still several important roles and responsibilities for instructors in the classroom.

Firstly, instructors create opportunities for students to engage in meaningful communication and interaction in Chinese. They facilitate discussions, lead group activities, and provide guidance on language usage, cultural nuances, and communicative strategies. Instructors tailor instruction to meet the diverse needs and learning styles of individual students. They provide personalized feedback, identify areas for improvement, and offer guidance on language development and skill enhancement based on students' strengths and weaknesses.

Secondly, instructors provide insights into the cultural context, customs, and traditions associated with the Chinese language. They foster cultural awareness and sensitivity among students, helping them navigate cross-cultural interactions and understand the broader cultural significance of language use. Instructors complement AI learning tools with supplementary instruction, resources, and activities to enrich the learning experience. They may introduce multimedia materials, guest speakers, cultural events, and experiential learning opportunities to enhance students' language skills and cultural competence.

Thirdly, instructors encourage critical thinking and problem-solving skills in language learning. They guide students in analyzing authentic texts, interpreting cultural artifacts, and applying language knowledge in real-world contexts, fostering deeper understanding and proficiency. Instructors design assessments and evaluations to measure students' progress and proficiency in Chinese. They administer tests, quizzes, projects, and presentations to assess language skills, content knowledge, and cultural understanding, providing constructive feedback for improvement. They continuously reflect on their teaching practices, seek feedback from students, and adapt instructional strategies to optimize learning outcomes.

While AI learning tools can augment the teaching and learning process, instructors remain essential in providing guidance, support, and expertise to facilitate students' language acquisition and cultural understanding in Chinese as a second language classrooms. Their role extends beyond delivering content to fostering a dynamic and enriching learning environment that empowers students to become proficient and culturally competent language learners.

Creating authentic learning experiences for Mandarin 12 and AP students through field trips.

Jennifer Mao, St. Michaels University School

Experience Chinese culture firsthand with our immersive field trip for Mandarin 12 and AP students. Delve into history, heritage, and language through visits to Chinese Canadian Museum and the Chinatown Storytelling Center in Vancouver. It was an unforgettable educational journey beyond the classroom.

Create Engaging Course Materials with OER

Billie Ng, Simon Fraser University

Blended courses aim to optimize student learning by carefully structuring pre-class, in-class, and post-class activities. The approach begins with identifying learning objectives and designing materials for students to engage with before class. In-person sessions focus on interactive activities that build upon pre-class learning. Post-class review materials reinforce learning. I will share ways to leverage the following free tools to develop context-relevant course materials and learning activities to foster a dynamic and engaging learning environment.

Classkick (reading, listening & speaking): <https://classkick.com/>

Immersive Reader (reading, listening & speaking)

<https://www.youtube.com/watch?v=bvUgo3VvLMs>

Chinese Worksheet Generator (vocabulary, character stroke orders):

<http://chineseworksheetgenerator.org/>

Book creator (writing, reading, sharing): <https://bookcreator.com/>

Cross Word Puzzle Maker (sentence structures): <https://crosswordlabs.com/view/crossword-puzzle-maker>

H5P slides (listening, speaking, reading, writing): <https://h5p.org/>

Canvas Discussion Board (writing, reading, sharing)

Google Jam board (sentence structures, writing)

Google Docs. (writing, reading, sharing)

PPT (animated character stroke orders)

Making a Lively Chinese Classroom--Using Classical Poems, Popular Songs and Calligraphy to Enrich Students' Learning Experience

Gang Pan, York University

汉语教材往往注重教授学生实用的语言交际能力。在教材之外加入古诗、流行歌和书法等非实用性内容可以提高学生学习汉语的兴趣。本工作坊旨在分享本人在汉语班教授古诗、流行歌和书法的课堂活动和教学安排，并探讨如何通过古诗、流行歌和书法来 1. 增强学生的学习体验，2. 教授学生深层汉语，3. 在汉语班建立学习共同体并活跃学习气氛。

语言与文字的六项基本规律

Jingsheng Ren, Chinese Canadian Writers Association

在北美进行对外汉语教学，首先要弄明白一个基本问题：在中国教汉语和在海外教汉语，虽然同样是教汉语，但前者属于母语教学，后者属于外语教学。母语教学与外语教学具有本质上的区别。所以，在中国的语文课上成功的教学方法，用到海外的中文课堂上，或许就是失败的。在海外进行中文教学，首先要从语音（听、说）开始，语音先行，文字（读、写）在后。对比汉语的语音（听、说）与汉字（读、写），本文总结出六项基本规律加以说明。随着 AI 人工智能的发展，未来社会的对外汉语教学会发生很大的变化。懂得了这六项基本规律，会对未来搞好中文教学具有很大的帮助。

Teaching Calligraphy and Chinese Characters in a Funny Way

Haiping Sun, Qingdao University/CI Edmonton

书法是中国独有的艺术形式，汉字是中文教学中的重要部分。将二者结合，增强趣味性，既可以让学习者感受书法艺术的魅力，又能够降低海外汉字教学的难度。笔者的教学设计：用生活中的树叶、绘画颜料以及笔墨宣纸等材料，利用大篆的象形性特征，结合生肖文化、传拓艺术等，引领学生（grade1—3）在玩叶子的过程中学习篆书及汉字中常用的独体字。事实证明，这个教学小技巧符合学习者的年龄及心理特征，教学效果不错。

Utilizing Virtual Museum as a Flipped Classroom Model in Intermediate-Level Chinese Language Teaching and Learning

Hong-yang Tao, the University of British Columbia

There has been some research which suggests that flipped classrooms lead students to good usually better performance than simply attending lectures in many practical engineering courses (Reidsema, 2017). This research explores the impact of a student-centred flipped classroom model, integrating active learning strategies and advanced teaching technology, on language education, particularly in intermediate-level Chinese courses at UBC. Drawing on research by Deslauriers et al. (2011), the approach emphasizes "interactive learning" and "peer learning." The case study will shed light on the redesign of Chinese lessons across key steps of the course description, uploaded content, student-centred learning, micro lectures, and assessment. The redesigned curriculum begins with a comprehensive course description and instructional guidelines to enhance student success and engagement. Students engage with course materials and get the panorama of Chinese history, including major dynasties, significant events, and prominent figures by watching provided videos. They are armed with relevant vocabulary and grammar patterns by reading pre-provided lecture slides based on Integrated Chinese II Level 2 Lesson 18. Students then select a dynasty of interest, forming groups for a flipped classroom experience. Each group curates two representative artifacts for the creation of a dynasty-themed virtual museum exhibition hall, blending textual information, images, and videos. The artifacts are relics spanning politics, economy, ideology, art, philosophy, culture, notable figures, clothing, food, architecture, and transportation. The culmination involves group presentations to the entire class as an interpreter virtual museum. The instructor is providing concurrent micro-lectures for real-time formative assessments. This research endeavours to examine the effectiveness of the flipped classroom approach in enhancing language learning, focusing on students' self-study, synthesizing, and communicative skills in the target language. The study contributes insights into optimizing language education through innovative pedagogical methodologies.

Participants will:

- Acquire insights into the development and benefits of flipped classroom approach for fostering innovative teaching and learning.
- Get inspiration to design and redesign the language teaching pedagogy for Chinese language students at varying proficiency levels.
- Learn some solid skills of utilizing relevant technology and tools to enhance language class delivery and streamline learning assessment process.

Designing Guided-Discovery Learning Activities for Teaching Chinese Characters and Tones

Ben Wang, University of Victoria

In this workshop, I will share sample discovery learning activities—designed to be completed with the instructor’s guidance—aimed at teaching Chinese characters and tones to beginner-level learners. These activities promote inductive learning, a departure from the more traditional deductive approach, by encouraging students to actively identify linguistic patterns by observing and analyzing the examples provided by the instructor. The workshop will focus on designing guided-discovery learning activities to help learners acquire patterns related to (1) Chinese characters—specifically, their radicals/components, configuration and stroke order, and (2) tone sandhi, which includes tone changes of yi ‘one’ and bu ‘not’ as well as third tone sandhi.

OER-Powered Innovation: Transforming Language Education for Second-Year Chinese Heritage Learners

Hsiang-Ning Wang, the University of British Columbia

This presentation offers an overview of the development of an Open Educational Resources (OER) project initiated in 2021 for the second-year Chinese heritage course at the UBC Chinese Language Program. The OER project aims to address the specific learning needs and goals of Canadian Chinese heritage learners in Chinese language and cultural learning, integrated with critical life skills for college students. The presentation will introduce the inclusive course design, curriculum development, textbook creation, and aligned pedagogy, along with diverse student learning activities. The curriculum design is tailored to engage students in meaningful cultural exploration while enhancing their language proficiency. The creation of the OER textbook involves the collaborative effort of instructors and students, ensuring that the content is relevant, accessible, and reflective of the learners' experiences. Aligned pedagogical approaches integrate language learning with critical thinking skills, preparing students for academic success and real-world application. Additionally, reflections on the OER project will be shared for effective teaching and learning. These reflections encompass insights gained from the implementation process, including successes, challenges, and opportunities for future improvement. By sharing experiences, the presenter aims to contribute to the ongoing discourse on effective language education and the integration of open educational resources in curriculum development. This presentation hopes to inspire educators to explore innovative approaches to language teaching and learning that prioritize inclusivity, diversity and student-centeredness.

The Introduction to Open Educational Resources Textbooks in First-Year Non-Heritage Courses at UBC

Qian Wang, Pihua Lin, the University of British Columbia

This presentation aims to provide an overview of the UBC Chinese Language Program's venture into the development of Open Educational Resources (OER) textbooks for first-year nonheritage courses, initiated in the spring of 2023. Beginning with the initiation and motivation behind adopting OER, the presentation will extend to offer a snapshot of the textbooks and other instructional resources created. The framework of development planning and the technologies employed in the process will be highlighted. Furthermore, we will address the integration of OER textbooks into course design and assignments. Finally, we will delve into reflections on the experience and utilization of the developed textbooks. This presentation aspires to contribute valuable insights into the strategic utilization of OER in language education, shedding light on both the process and outcomes of this pedagogical initiative.

Characters vs. Words in International Chinese Education: A Critique at the Initial Levels

Helen Wu, University of Toronto

Based on authoritative Chinese proficiency grading standards, such as HSK and YCT, and essential textbooks targeting different groups, one observes that the number of Chinese characters is usually more significant than that of words and phrases at the initial levels. This is not a myth but a fact. There have been heated discussions about character-based vs. word-based teaching in the field, yet as most textbooks list New Words instead of New Characters for each lesson, word learning becomes the de facto way for students.

This paper examines the strengths and weaknesses of characters vs. words for overseas learners. The reality facing students is that to read a short text, there is a list of new words to learn first, while the number of characters is frequently more than that of words. No wonder Chinese is too complex for students as the current way is strange. Throughout history, the number of characters has always been much smaller than words, never the opposite. All writings, masterpieces, or general pieces do not require more characters than words, but why does the illogical way dominate teaching Chinese as a foreign, second, or heritage language?

The *Chinese Proficiency Grading Standards for International Chinese Language Education* published in 2021 was on the right track to list 300 characters and 500 words in Band 1 of the Elementary Level. Yet, this proportion between characters and words is still far from the actual use in the real world of Chinese. Having engaged in numerous practices with few characters, many words and phrases, and long texts, this research, using specific illustrations, concludes that the proper ratio between characters and common words and phrases at the initial levels could reach at least 100 vs. 1,000.

走出教室，实践汉语

Na Wu, Trinity Western University

在课堂上，老师和学生通过各种方式，如使用闪卡、语言游戏以及视听练习，帮助学生学习汉语词汇的发音和含义，掌握语法规则，并进行句型练习。完成语言词汇的认知测试和对话训练后，我带领学生走出教室，到校园里人流较多的地方寻找中国留学生，鼓励他们积极与这些留学生或会说中文的同学交流。对话内容紧扣课堂上刚刚学过的知识。这一活动通常持续约 40 分钟，结束后我们会返回教室进行总结。

Connecting to Chinese Canadian Stories: A Field Trip to the Chinese Canadian Museum

Cynthia Xie and Jia Fei, Simon Fraser University

In our Chinese language courses, one of the main aims is to enhance students in both linguistic proficiency and cultural appreciation. Vancouver, with its abundant Chinese language and cultural resources, offers fertile ground for this endeavor. One notable addition to this cultural landscape is the Chinese Canadian Museum, inaugurated on July 1 st , 2023. It is built to share personal stories of Chinese Canadian experiences, fostering respect and collaboration among all communities and across generations. We organized field trips to the Chinese Canadian Museum in two distinct classes: an intermediate level heritage class and an elementary level non-heritage class. The purpose of this learning experience is multifold: to develop language skills related to Chinese Canadian stories, to learn about the Chinese Canadian history, and to prompt contemplation on the contemporary relevance of inclusivity and respect across cultural groups. In this presentation, we intend to share the design of these field trips, report students' experiences, and offer insights gleaned from our reflections on this project.

Assessments in Undergraduate Literature Courses: Why and How

Xiaowen Xu, the University of British Columbia

Literature has been an important content in many undergraduate courses offered in humanities in Canadian research-intensive universities (RIUs). Courses on special topics such as Chinese literature are offered in Departments of Asian Studies (UBC) and open to all disciplines. There are heavy components of academic essay writing in these courses, often exceeding 50% of the assessment grade weightage. Part of the assessment is done as summative at the end of the course, and part as formative during the course. In this age of AI and other generative tools, why and how we human instructors matter in literature courses can be embodied in why and how we design assessments. The instructors are evidently aware of students' needs for guidance, and how to provide that guidance effectively in assessment design needs an endless effort on instructors' ends to include students' perspectives.

This presentation will first discuss the theoretic concept of shaping undergraduate courses as existing to “produce learning” (Barr and Tagg, 1995), and then examining its impact on assessment designs, particularly on that of formative assessments to become closely connected to pedagogical approaches to literature content. Then a question about how to embody student-centered pedagogical approach in assessment designs will be raised and discussed. As a result, the presentation will tentatively propose a few future directions to make teaching and learning an integral unit in education. Ultimately, it is hoped that this presentation could invite more colleagues to concur that by understanding formative assessment as a strategy to support students' learning and summative assessment as a portal to report learning outcomes to others, an instructor can start converting their role in assessment designing from a judge into that of a facilitator and even a partner in students' learning journey to acquire, enrich and enhance their academic communication skills.

Task-based instruction for teaching Chinese Character with a hands-on approach via tactile experience

Janet Yeung, University of Victoria

Task-based instruction for teaching Chinese Character with a hands-on approach via tactile experience Using a task-based instructional approach (Long, 2014; Huang, 2021), this field-tested beginner-level lesson is designed with the objective of teaching adult English-as-a-first-language speakers to become familiar with selected Chinese characters, mediated by a sequence of tasks to facilitate character identification, character production, and application through story-telling. This workshop will briefly describe the task cycle that involves pre-tasks (activation of background knowledge and mix-and-match), main tasks (production and storytelling), a post-task (form-focused instruction), and a follow-up task (for consolidation) to fulfill the pedagogical objective. Specifically, this workshop will focus on a unique strategy for encouraging learners to produce Chinese radicals with playdough, thereby creating tactile experience to reinforce the perception, production, and retention of Chinese characters. In addition to informing the work of language teachers who are interested in an experiential based instructional approach to teaching Chinese characters, the presenter will also share ready-for-use tasks and materials for attendees' adaptation of the tasks to their own instructional contexts.

Promoting an Insider View in Poetry Learning

Bin Zheng, The University of British Columbia

传统的诗歌教学注重内容、风格，对诗歌形式的讲授常停留在区分古、近体，对仗、词的长短句呈现等基本层面，学生在实际分析诗词时，一旦涉及形式，往往出现知识性错误。因此，笔者加强了对形式的讲授，并引入 insider view，指导学生以作者身份创作诗词，从而加深对形式规范的理解。笔者的词体教学从学生常见错误入手，引导学生解析词牌词谱，继而尝试创作。这一设计收到了良好效果，学生对词体有了准确的理解，并激发了以诗词抒情言志的热情和信心。

综艺节目游戏在国际中文课堂的运用

周思佳 (西交利物浦大学)

游戏化 (gamification) 被广泛认为是提升学生学习兴趣、增进课堂参与度的有效手段。近年来, 各类综艺节目层出不穷, 提供了丰富的游戏素材。本工作坊拟以 2023 年明星真人秀《亲爱的客栈》中的大众心理挑战赛为例, 展示如何利用游戏设定来激发学生讨论, 增强课程的互动性和趣味性。该活动适用于中高级语言课程的不同教学环节, 例如: 课堂破冰、话题辩论、期末复习等。工作坊还会进一步探讨影响游戏能否在语言课堂成功使用的主要因素。