

## Abstracts

### Session A-1

#### **The Bilingual Education Programs Overview and Teacher Qualifications in New York State**

JIAN LIU (刘健)

#### **Bilingual Education in the Office of Bilingual Education and World Languages at the New York State Education Department**

Many educators might be confused about the differences between bilingual education and foreign language programs. Many pre-service teachers might also wonder what the job market in the New York State (NYS) public schools is like and what the requirements for becoming a bilingual teacher are. In this session, the presenter will give a general overview of the difference between the Dual Language (DL) and Transitional Bilingual Education (TBE) programs. In addition, the presenter will share the 2018-2019 DL and TBE programs distribution within NYS public schools and the teacher certification requirements of becoming a bilingual educator in NYS.

### Session A-2

#### **TPRS Chinese Teaching**

Dandan Yang

#### **Confucius Institute at Alfred University**

Combining theory and practice, this presentation will present the author's use of "Teaching Proficiency through Reading and Storytelling" in American elementary school. The article will first introduce the theoretical background of "TPRS", and then illustrate the three key steps of the "TPRS" method: 1) vocabulary teaching, 2) writing stories, 3) reading and creating stories. Last, the presenter will share her own teaching using this method as well as her teaching reflections.

TPRS was created by Mr. Blaine Ray in 1990 based on second language acquisition theory, comprehensible input, and his own foreign language teaching practice. The method has been proved effective and is widely used in teaching Spanish and French. It has also been experimented in Chinese instruction. The author watched videos about how other foreign language teachers used the TPRS, then she practiced this approach in her own Chinese classes. The author's teaching practice shows that the use of TPRS significantly improves students' participation and enthusiasm for speaking. Not only can students use gestures to understand and memorize classroom content, but also teachers can increase Chinese output and reduce English usage. This teaching method can comprehensively and quickly cultivate students' comprehensive level and communicative ability in foreign language listening, speaking, reading and writing. Therefore, the teaching method can also be applied to Chinese teaching in American schools.

The author would like to communicate and share with peers about TPRS in Chinese, and welcome criticism from peers.

### **Key Words**

TPRS, classroom management, comprehensible input, ample practice, repetition, circling

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### **Session A-3**

#### **Content-Based Instruction in Sport Chinese Teaching**

**Chen Wang**

**Beijing Sport University**

Since the earliest CBI concept proposed by Saint Augustine in 389 A.D.: "Language learning needs to focus on meaningful content learning.", CBI has become an approach of second language teaching, which organizes teaching around the content or information students want to obtain, rather than around linguistics or other forms of syllabus. On the other hand, with the approach of the 2022 Beijing Winter Olympics, the number of foreign students in sport is increasing. Therefore, in the context of the new era, the teaching strategies of Sport Chinese courses need to be developed and improved.

Although the basic theoretical ideas of different advocates of CBI are the same, there are still some differences in the specific implementation measures. This project will combine CBI concept with internet technology, explore more on Theme-Based Model, and try to help the foreign students major in sport items get used to academic study fluently and smoothly.

It includes theme-based teaching materials, students' big data management, CBI class teaching and group discussion, and assignments with integrated information from several different sources, etc.

In this way, it can help students develop their Chinese competence within specific Sport areas, and make the teaching diversified and practical. Finally, the students can be immersed in the language, as well as understand and use the language to solve the problems in reality.

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**Session A-4**

**How to make the learning of Chinese characters interesting and interactive with PowerPoint**

**Starry He**

**Qingdao Yew Chung International School**

Learning Chinese characters is not an easy task and can be a challenge for most students who learn Chinese as a second language. Whether the Chinese teachers can make it more interesting and interactive to learn these characters in the classroom is very important, especially for younger students. In this speech, I will introduce how to use the animation and the switching function of Power Point to create some interesting Chinese character learning games. In this way, students will feel that learning Chinese characters can be very easy, relaxing and fun, and they will be more enthusiastic about learning Chinese.

**Session A-5**

**An Analysis of Chinese Teaching Content of American K-12 Chinese Teaching Based on the Curriculum Syllabus**

**Qian Liu**

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In recent years, Chinese teaching in the United States has targeted younger students; Chinese learning has spread rapidly in primary and secondary schools. However, the results of Chinese learning in primary and secondary schools are not very satisfactory. A large number of the students who have studied Chinese for many years only display proficiency in Chinese at an elementary level. Teaching activities involves three aspects: "what to teach", "how to teach" and "when to teach". According to the survey conducted, Most of the Chinese teaching researches in America, teacher training, and front line teachers are all focused primarily on "how to teach". However as the Chinese teaching in American middle and elementary schools does not stipulate required textbooks, teachers have freedom in "what to teach" and "when to teach". The resulting haphazard arrangement of teaching content generally lacks scientific and systematic nature. This article examines the Chinese curriculum syllabus of American elementary and middle school teachers and their perspectives, through questionnaire surveys, in-depth interviews, classroom observations, to quantitatively and qualitatively analyze the syllabus and teaching content of nearly 200 Chinese teachers in 38 states in the United States. The research results show that, the unorganized arrangement of "teaching content" is a major root cause of the unsatisfactory learning outcomes. Only by solving this problem can students receive systematic and solid language training, thereby increasing their motivation for learning.

**Session A-6**

**Teaching Social Emotional Learning (SEL) in the Current Online Chinese Classes**

**Shunjun Xiang; Wenjing Huang**

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### **Branson School, California**

Social emotional learning is a very popular topic in the current online classes. Different schools, districts have different curriculum, standards, and expectations for this. By definition, SEL is a process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner. It can be incorporated into each lesson and each subject. In this presentation, we will share how Chinese teachers use this topic in our online lessons to interact with middle and high school students in different levels of language classes.

At the end of this presentation, participants will be able to learn:

1. how to incorporate SEL in online languages classes with students through activities and technology tools
2. our reflections of teaching SEL in the first month of the new school year

### Session B-1

#### **Effects of Recast and Prompt on the Acquisition of the Chinese Language in Classroom Interaction**

**Shun-jin Xu**

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**Abstract:** Corrective feedback takes an important part in classroom interaction. However, researchers hold different attitudes toward the relationship between corrective feedback strategy and second language acquisition. Through a classroom experiment, this paper discusses the effects of corrective feedbacks of recast and prompt on the acquisition of the Chinese language in classroom interaction. Twenty-three students, 10 high-proficiency learners and 13 low-proficiency learners, participated in this study, who were all from East China Normal University. By using SPSS to analyze the results of the pre-test and post-test generated by the two types of corrective feed , the result showed: 1) that both types of corrective feedback had a larger effect on the short-term learning outcomes, while as for the long-term effect, the prompt was better than recast. 2) that recast was more effective to high-proficiency learners, while lower-proficiency learners benefited more from prompt. 3) that prompt was more suitable for correcting lexical and grammatical errors than recast.

**Key words:** corrective feedback; recast; prompt; Chinese as a second language; classroom interaction

### Session B-2

#### **The Efficient Review before Class Is the Right Way to Start lessons**

**Yanping Chen**

**North Syracuse School District**

For the Chinese interest class with only one or two lessons per week, in order to ensure the smooth development of second language teaching, teachers should attach great importance to the efficient review before class to increase students' interest, pay more attention to the language practicality, and awaken and activate what students have learned before. Through my teaching practice, the main points are summarized as follows. First,

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teachers should try to do the review in a real context to grasp the authenticity and practicality of language. For example, before class teachers can chat with students using the greetings or weather or date they learnt before to have the meaningful real conversation or dialogue. Second, teachers should pay more attention to fun in reviewing. For instance, you can compose words with the knowledge you have learned to do the Everyday singing. Third, teachers should be good at discovering the logical relationship between the knowledge points, re-coding them and summarizing them with students. Fourth, establishing an appropriate reward mechanism to enhance students' learning motivation is necessary for teachers. For example, students who behave well can get the Talking King reward and collect five to exchange gifts they want. Only in those ways can students continue the new lesson smoothly and efficiently.

### Session B-3

#### Use TPRS in Teaching a Second Language

Wenfang Gao

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The general rule for human beings in learning languages is to comprehend oral and written discourses and then produce oral and written language, both in the native and foreign language learnings. How to improve students' listening and speaking skills is always the most important and challenging task. This article will talk about the trials I had in my teaching either in Chinese or English.

1. The theoretical basis and teaching characteristics of the TPRS teaching method

(1). Krashen's "Input Hypothesis" mainly includes three meanings.

First, the only way for humans to obtain language is to understand information, that is, to acquire language knowledge by absorbing comprehensible input.

Second, INPUT should not be too simple nor too difficult to understand. Use "i+1", in which "i" represents the learner's current language level, that is, a certain stage in the natural order. "i+1" is the next level of language goal to reach, which should be slightly higher than the learner's current language level.

Third, it is emphasized that listening is the most important for language acquisition.

(2). Blaine Ray's TPR Storytelling summarized the three "core concepts" of the teaching method into comprehension, repetition, and interest. Three major teaching processes are to establish meaning, to ask a story, and to read and discuss.

2. With the theoretical basis, combining my teaching experiences, here are characteristics of the TPRS teaching method in actual application.

(1). Using the target language can reach more than 95%

(2). Use intuitive pictures or native language to display new vocabulary. Show them to students when saying the related words.

(3). Repeatedly practice (Demo) vocabulary and sentence patterns to give enough correct demonstrations.

(4). Ask story-based "W" questions to increase listening input.

(5). Do not correct mistakes specifically, but repeat the sentences in the right way when students answer incorrectly.

3. Teaching feedback

Comparing traditional teaching, students' listening and speaking skills improve obviously. As the training goes, reading and writing skills will certainly improve.

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**Session B-4**

**How do teachers and students play an active role together in "student-centered" classroom teaching**

**Wang Ping**

**Confucius Institute at Alfred University**

The efficient and orderly advancement of classroom teaching requires teachers and students to form a joint force. The proper function of teachers is the key to the actual effect of the "student-centered" teaching model. This teaching model does not weaken the role of teachers in classroom teaching. On the contrary, this teaching model puts forward higher and more comprehensive requirements for the role of teachers. Combining relevant teaching practices and centering on the whole process of classroom teaching, it is explored that teachers should grasp the psychological changes of children in the "student-centered" classroom teaching, mobilize the enthusiasm of students, and give full play to their positive role in the classroom. Optimization of students' classroom learning effects.

Keywords: student-centered; role change; class rules; autonomy

**Session B-5**

**Reflection on virtual Mandarin class**

**Chuyue Zhang**

**Geneva Central School District**

As an English teacher in High school, teaching Chinese as a foreign language is quite a brand new domain for me which needs a lot of theories and practice. I had been here in late Oct. last year, and now it is almost one year. It is a great pity that I missed several important trainings before I went into classroom. My report mainly depends on what I have learnt from the professionals, Mandarin teachers and native teachers, as well as my own working experience of teaching English in China for 13 years, teaching Chinese in person and online here, even the virtual English and math class for my daughter Wendy every day for almost one year. Many teacher encounters different problems in our teaching process. I will reflect my one-year teaching from 2 perspectives. First, I will reflect on how to build a good relationship with the students though we never meet in person. There is a great connection between the teacher-student relationship and the teaching effect. Second, I will reflect on my teaching process on the basis of 5C of foreign language education with examples.

**Session B-6**

**My Chinese classroom management and classroom culture**

**Xiaochao Tao**

Through the establishment of a series of classroom management schemes, including the printing and use of Chinese classroom terms, the arrangement of desks and seats, the use of mobile phone temporary storage basket, the teaching and testing of Chinese classroom activity terms, how can we promote the use of Chinese classroom terms in combination with teaching units. It also includes student progress ladder table, student monthly performance column, semester report, homework design and feedback, student homework portfolio sorting, student rewards and punishments, Talk Show King award, writing neatly, semester excellent award and so on to promote classroom management and learning evaluation. It stimulates the healthy competition in the classroom, effectively assists Chinese language teaching, and consolidates the learning effect of language knowledge. Always keep the artistic principle of TCSL classroom management in mind, keep learning, respond flexibly, teach students according to their aptitude with an open and inclusive mind, stimulate students' motivation to learn Chinese through effective classroom management, improve their passion for learning Chinese, and let more students take Chinese as elective course.

Key words: classroom management; classroom culture; homework design; quarter- report; use of progress ladder

### Session C-1

#### Content-based Language Instruction - Integrated Culture Learning into Online Language Immersion Classes

Yuan Xu

Chinese language immersion program team leader at New Century International Elementary School, and founder of *Patrick Xu Laoshi* - WeChat Public Account and YouTube Channel  
Sue Chen

Chinese language teacher at University of North Carolina at Greensboro, High Point University, StarTalk Chinese Program, Greensboro Day School, and Greensboro Chinese School

Provide the relevant background information and explain the motivation for your study. Remote teaching has become the mainstream teaching method during the outbreak of the COVID-19 pandemic. Under such circumstances, teachers encountered great difficulties to transfer the entire classroom to cyberspace. Teachers found it a great challenge to implement all the teaching plans online. To provide cultural instruction in online language immersion programs became even harder. As a result, cultural contents were sadly reduced or even removed from the curriculum. Nevertheless, language carries the culture and at the same time language is part of the culture (Jiehui Ren, 2016). Especially for language immersion programs, culture is an indispensable part of the curriculum. Furthermore, only by understanding the history and culture of the language users can we better learn the language. How to integrate culture learning in online language immersion classes has become an issue that cannot be ignored. In this presentation, the presenters will share effective methods for teaching culture through activities based on students' ages, language skills, and curriculum. In addition, the presenters will have an in-depth discussion on designing lesson plans according to students' cognitive abilities, Backward Design Approach, and Task-based Language Teaching Approach in a remote learning environment. Furthermore, through analyzing the characteristics of online teaching, we will categorize distance learning Apps and select age-appropriate tools for remote teaching.

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## Session C-2

### **Analysis of American Children's Immersive Teaching Classroom Activities——Taking Meadow Brook Elementary School as an example**

**Yutong Wei<sup>2</sup> Ying Xiang<sup>3</sup>**

**Beijing Sport University**

The immersive teaching model originated in Quebec, Canada in the 1960s, which is known for its efficient foreign language teaching effect. Chinese immersion teaching in the United States was created in the 1980s. With the continuous increase of the "Chinese fever" in recent years, the development of this project has received more attention in the academic community. Combining the relevant theories and design strategies of classroom activities in children's Chinese immersive teaching, this article was written based on the author's internship experience at Meadow Brook Elementary School in Michigan, USA. A series of classroom activities are designed and implemented in the first grade Chinese immersion classroom. After that, the author investigates the students in the form of questionnaire. This survey conducts a statistical analysis of the classroom activities from five perspectives which are immersive teaching model, classroom activities in the immersive teaching mode, the effectiveness and

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<sup>2</sup> First author.

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satisfaction of the classroom activities in instructional design, and views on auxiliary methods in classroom activities. In the end, the article provides some suggestions in the aspects of the design and the implementation of the classroom activities, and the improvement of evaluation mechanisms, in order to give some inspiration for international Chinese teaching.

**Key words:** Chinese immersion teaching; American children; Classroom activities

### Session C-3

#### On Teacher Instruction Language in the Chinese Immersion Classroom -Based on Geneva Elementary School

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**Abstract:** With the rapid development of Chinese as a foreign language, different types of teaching methods and teaching modes have emerged one after another. Among them, the immersive teaching introduced to the United States is considered to be a better second language teaching mode. Chinese language immersion in U.S. elementary schools has received increasing interest in recent years. The author of this paper had the opportunity to teach in a Chinese immersion program in an elementary school in New York. During her three years' teaching, she carefully observed and adopted the immersion approach, which was well-received by the American primary students. This paper introduces what the elementary Chinese immersion mode looks like and what are the characteristics of teacher instruction language during Chinese immersion teaching. It is hoped that the presentation will provide reference for the Chinese immersion teachers.

**Key words:** Chinese immersion mode; Teacher instruction language; Chinese immersion classroom

#### **Instruction:**

Teachers' language refers to the use of the language, the target language of learners adopted by the teacher. (Karen E. Johnson, 1999). It plays an irreplaceable role in Chinese teaching. As we all know, language is an important tool to impart knowledge, an intermediate medium of feedback information, and a bridge to communicate feelings. Sukhomlinskii said: "Teacher's language has aesthetic color, which is a delicate key." Chinese immersion program provides complete language immersion in a comfortable environment designed to maximize learning speed and effectiveness. In the Chinese immersion classroom, the best way is to use the target language-Mandarin effectively. Therefore, Chinese teacher instruction language plays a very important role in the immersion classroom.

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### Session C-4

#### Chinese Immersion Teachers' Perceptions of Their Teacher Education Programs

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### Abstract

Chinese Immersion Teachers' perceptions are essential to obtain a better picture of the preparedness of the current Chinese immersion teachers (CIT). However, limited research has been found related to the current CITs' perspectives of their teacher preparation and training. This study conducts a literature review to examine the current status and challenges of immersion education with a focus on Chinese immersion programs, and discusses the characteristics and issues of Chinese language immersion teachers by focusing on the corresponding issues. This study reviews the cross-cultural challenges addressed by Chinese immersion teachers and their expectations of the immersion teacher education, training and development needs. To meet these expectations, this study will collect the essential aspects of the discussions from previous research and outlined the key components for the pre-service immersion teacher education and the in-service immersion teacher training and developments.

### Introduction

The first foreign language immersion program was founded in 1965 in Quebec, Canada (Genesee, 1985). Based on the experience of the first immersion program and other similar programs in Europe and Asia, foreign language immersion programs became popular in the 1990s in the United States of American (USA) (Johnson & Swain, 1997). According to the Mandarin Immersion Parents Council, the first total Chinese Immersion Program was built in San Francisco in 1981. The CIPs gradually gained their reputations and grew to a total of 264 schools in July 2019 (MIPC, 2019; W. Wang & Ruan, 2016). Chinese immersion education provided Chinese language learners an alternative choice to learn Mandarin Chinese (Fortune & Ju, 2017).

Following the rapid development of Chinese Immersion Programs (CIPs) in the U.S., there has been an increase in demand for qualified Chinese Immersion Teachers (CITs) (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014). There have been constant struggles faced by immersion programs aimed at recruiting qualified teacher candidates due to the uniqueness of immersion education, inadequate immersion preparation programs, and the lack of understanding by the school districts about the teacher's preparedness for immersion education (Freeman-Nepay, 2017; Met & Lorenz, 1997; Veilleux & Bournot-Trites, 2005). The shortage of qualified and certified CITs challenged CIPs as well (Chen, 2019). Therefore, the preparation and training of CITs are been viewed as one of the significant challenges in Chinese Foreign Language (CFL) teaching area (S. Wang & Wang, 2010).

### Objectives and Hypotheses

1. The purpose of this study is to find out more information related to Chinese immersion teachers (CITs)' perspectives of their teacher preparation and training programs.
2. This study will provide relevant information related to CITs' perceptions towards their teaching education programs, which will aim at improving the level of preparedness of CITs in their teaching assignments.
3. By exploring teachers' perceptions, this study would reveal certain teacher education programs' strengths and needed improvements.

### Literature review

1. Language Immersion Programs

#### 1.1 The Effectiveness of Language Immersion Programs

**Language Proficiency.** Research has demonstrated that language majority students in Immersion Program developed native-like comprehension and fluency level as well as increased second language proficiency, and in the meantime increased second language proficiency while maintaining and developing their native language (Choi, Lee, & Oh, 2018; Fortune, 2012; Howe, 2012; Met & Livaccari, 2012)

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**Academic Performance.** A substantial amount of research has pointed out the increase of immersion students' academic learning slope and their higher achievement scores compared to the students in regular school programs (Day & Shapson, 1996; Lindholm-Leary & Howard, 2008; Zhou & Li, 2015).

**Psychosocial and Intercultural Competence.** As indicated previously, immersion programs aimed to develop students' high levels of psychosocial and intercultural competencies (Lindholm & Aclan, 1991; Met & Livaccari, 2012).

### 1.2 Challenges of Language Immersion Programs

The challenges faced by language immersion programs included staffing (the shortage of qualified or certified language teachers), curriculum development and program articulation (Fortune, 2012; Hickey & de Mejía, 2014).

### 1.3 The Characteristic of Language Immersion Teachers

Immersion teachers are urged to possess unique qualifications that non-immersion teachers are not required to have. Such qualifications include: 1) the pedagogy knowledge to design content-based lessons and to conduct both language and content instructions; 2) the skills to maintain the target language learning environment and to handle cross-cultural communications with parents and other staff members (Freeman-Nepay, 2017; Met & Lorenz, 1998; Veilleux & Bournot-Trites, 2005).

## 2. Chinese Immersion Programs in the U.S

**Chinese Immersion Programs Issues.** The CIPs followed the district and school-level curricula and the existing English thematic topics but conducted content teaching in Chinese language (Chen, Yang, & Chen, 2017; Zhou & Li, 2015). In this case, the CIPs need to develop (adapt or translate) the subject-area content curricula to Chinese and develop a curriculum for Chinese language and literacy (Met, 2012).

**Chinese Immersion Teachers Issues.** According to Cody (2009), most of the immersion teachers didn't attend immersion schools, or have practicum experience in an immersion setting. In this case, the behavior management, curriculum planning, and cross-cultural communication challenged CITs the most (Chen, 2019; Zhou & Austin, 2017).

## 3. Language Immersion Teacher Education

Erben (2004) claimed that immersion teacher education should consist of (1) the initial preparation programs that provide pre-service teachers professional education, and (2) the professional development programs where in-service teachers can gain competences in additional areas. For instance, the pre-service immersion teacher training could offer (1) the background and history knowledge of immersion schoolings, (2) the philosophy and concept of immersion teaching, and (3) the pedagogy and techniques of teaching immersion classes (Collinson, 1989; Erben, 2004; Koshiyama, 1995). As immersion teachers received most of their trainings after they started teaching in the immersion programs, the effective in-service training and mentoring also provided immersion teachers with ongoing supports (Hickey, 1997, 2007; Hickey & de Mejía, 2014; Met & Lorenz, 1998).

## Method

This study follows a qualitative methodology using a semi-structured interview as a tool to investigate the perceptions about teacher preparation and training programs of selected Chinese immersion teachers from various Chinese immersion programs. The obtained data will be analyzed by using the qualitative thematic analysis method.

## Significance of the Research

The result of these findings could be incorporated into the curriculum of CIT education programs to further improve the quality of immersion education. The research findings could also provide relevant information that can be shared with the administrators of Chinese immersion programs (CIPs) to better understand teachers'

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challenges. This could help CIPs in the U.S. adjust their professional developments and provide corresponding support to help CITs overcome cross-cultural challenges. The results of this research could also be used at higher educational institutes to design or modify teacher preparation programs' current curricula, especially within the immersion setting.

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### Session C-5

#### The Practice and Thinking of Chinese Teaching on "non-immersion Course Forms" at Geneva North Street School

Jing Kang

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Confucius Institute of Alfred University and the Geneva School District have cooperated in Chinese language programs since 2013. In September 2014, the Geneva School District started Chinese immersion program from kindergarten to third grade. For rest of the classes which are not in the immersion program were assigned to the non-immersion course which has been called language-culture course. Chinese teachers go to the classrooms of each class to have Chinese lessons for non-immersion classes. There is one lesson per class per week, and the time slot is 30 minutes. I was teaching 17 Chinese non-immersion classes varied from the 2nd grade to 4th grade through 2019-2020 school year. Every classroom has around 20 students, so I had about 340 students in total. For 4th graders they have studied Chinese for at least 3 years and 2nd graders for 1 year, but somehow the students' Chinese proficiency was still at the just can say "你好" level, let alone communicate in simple Chinese. In this paper I would analyze the present situation of non-immersion Chinese teaching in North Street Elementary school and the students' needs from Chinese teaching. On this basis, it will summarize the achievements we've got by the prior mandarin teachers so far and analyzes some problems existing in the Chinese teaching of the "non-immersion course forms" in North Street School, try to put forward the corresponding countermeasures, and further sums up the thoughts on.

One question would raise in the end:

How to combine language teaching and culture teaching well?

**Session C-6**

**Reflections on Co-teaching Model in Mandarin Immersion Program in Elementary Schools**

**Wanda Wang**

**Geneva School District**

Cooperative teaching model is commonly used in American elementary school. So how does this model operate in elementary school mandarin Chinese project and what is the effect? In this article, the writer focuses on the results of two cooperative teaching models in teaching, and then summarizes the advantages and disadvantages of this model in elementary school mandarin teaching projects based on her teaching experience, such as facilitating the synchronization of Chinese teachers with American teachers teaching content, learning and teaching methods, sufficient time to integrate into the teacher group and establish a better relationship with students, but in the actual operation process this model may also bring certain invisible pressure and difficulties to Chinese teachers in teaching and class management. Lastly, based on her personal working experience, the writer puts forward suggestions for more effective use of this model in Mandarin teaching.

Contents

Background information

Introduction of Co-teaching Model

The writer's personal working experience of co-teaching in North Street School, Geneva, NY

Advantages and disadvantages of Co-teaching

Suggestions on how to improve co-teaching experience in elementary school mandarin teaching.

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**Session D-1**

**Research on the Teaching of Legislative Chinese Verbs Based on The Multimodal Teaching Mode**

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The multimodal teaching mode is a teaching mode that uses a variety of sensory means such as hearing, sight, and smell. Legislative Chinese lexicon has the characteristics of strong professionalism and high abstraction, and thus they are difficult to learn and remember. Using the multimodal teaching mode can provide a variety of teaching ways to mobilize students' multiple senses, so as to effectively promote the learning effect.

This study extracted 2230 legislative words with a frequency over 10 from the legislative Chinese corpus (Luo & Wang, 2017, 2018) and got 801 verbs. Through referring to the *A Thesaurus of Modern Chinese* (Su, 2013), these verbs are divided into three categories: biological activities, movements and changes, and social activities. Based on Zhang's (2015) multimodal discourse theory, combined with traditional vocabulary teaching methods (Gao,

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2007), this study explores the teaching of legislative verbs using the multimodal teaching mode. The study has the following findings. (1) The verbs of the legislative lexicon are mainly social activities. Among them, there are very few words that can be taught by the direct method. Only a few verbs can be taught using body language, GIF pictures, or teacher's talk as the main modality symbols. (2) When the translation method is used in the process of verb teaching, texts are important modality symbols to help students understand the meaning of words. (3) The most common word structures in legislative Chinese verbs are coordination structure and attributive structure. When the word-formation analysis method is used, pictures, body language, texts, and GIF pictures are used as auxiliary modal symbols, while teacher's talk is the main modality symbol. The application of multimodal teaching mode in legislative Chinese verb teaching can provide new teaching ideas for legislative lexicon teaching, help improve teaching efficiency and learning effect, and enrich the applied research of multimodal discourse analysis theory.

*Keywords:* multimodality; legislative Chinese; verbs; vocabulary teaching

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### Session D-2

#### Ways to Learn Hanzi/Chinese Characters at the Novice Level Onsite and Online

Ruomu Wang

St. Michael Catholic Academy and IBPS-Chinese Language School

Hanzi (Chinese characters) seems to be the biggest hurdle in learning Chinese language. This presentation will explore the ways of creating a print-rich environment and having students exposed to Hanzi from the first days of school to alleviate the difficulty of Hanzi learning eventually. It will first introduce current researches on the effect of print-rich environment on literacy development in the United States and the related theory-the sense of Chinese characters in China. Then it will share methods of integrating Hanzi into: 1) classroom environment, such as labeling classroom furniture, highlighting Hanzi in bulletin boards and word walls, and maximizing the language transfer; 2) class routine, like coloring the Chinese Advent calendar (“九九消寒图”); 3) interactive listening activities, including karaoke-effect texts, word card game and Quizizz games; 4) interpersonal speaking activities, like printed conversation prompts and slides of functional chunks with Hanzi and pictures; 5) interpretive reading activities, such as leveled book reading, anagram and dot-to-dot worksheets. Meanwhile, teaching cases of customizing the strategies to online teaching and school reopening during the pandemic will be shared, and to what extent the customization can improve the efficiency of learning Hanzi will be analyzed.

**Session D-3**

**Apply intercultural teaching method and output hypothesis into ancient poetry teaching**

沉浸式教学法的输出理论以及跨文化教学法在古典诗词教学中的应用

**Li Ji**

**Jinan University Guangzhou, China.**

My research applies the intercultural teaching method, SLA output hypothesis into poetry teaching. The aim is to enhance students' learning experience, so as to deepen their understanding of Chinese poetry culture and develop students' intercultural thinking and communicative competence.

Ancient poetry is a precious part of Chinese culture. However, for international Chinese education, the classical poetry teaching is still a lot to improve, not only in the teaching method, but also in how to apply the teaching theories into practice. Canadian linguist Merrill Swain put forward the Output Hypothesis based on her study in Canadian immersion program for teaching French.

My presentation will explain how I use the output hypothesis and intercultural teaching method into the poems: “逢雪宿芙蓉山主人”, “清平调” in my teaching experience. And the impact is to open educators' mind with intercultural teaching method to develop students' communicative competence, in Chinese classic poetry teaching.

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**Session D-4**

**An Online Interactive Teaching Empirical Study of the Verb-Resultative Construction**

**Shujie Zhang**

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Verb-resultative construction is an important and difficult point in the field of teaching Chinese as a foreign language. From the perspective of causal event framework, this study intends to carry out an online interactive teaching experiment with Chinese integrative pedagogy, combing corpus statistics to analyze the common types and contexts of verb-resultative construction. Based on the analysis of experimental results, we will discuss the learning effect and the correlation with online Chinese interactive teaching mode.

The research question:

1) From the perspective of causal event framework, what is the learning effect about online interactive teaching of verb-resultative construction?

2) If there are correlations between causal event framework, Chinese integrative pedagogy, online interactive teaching mode and students' learning effect?

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The experiment design:

The participants are 40 international students with intermediate Chinese level and strong learning motivation, basically grasping English, and their age range is from 18 to 25 years old. They are divided into experimental group and control group.

The independent variable is the online interactive teaching mode of verb-resultative construction. The dependent variable is the learning effect after online interactive learning.

The experimental group take interactive online courses allowing video communication, with the help of Zoom software. About 2 periods, 80 minutes in total. The control group take the recorded courses which students can choose their own learning time. About 2 periods, 60 minutes in total. Teachers answer questions in WeChat groups after classes, the process of communication will be recorded.

### **Keywords:**

Causal event framework; Verb-Resultative Construction; Online Chinese interactive teaching; Chinese integrative pedagogy; Empirical research

### **Session D-5**

#### **Differentiated Instruction in Mandarin Class: A Case Study of a Private School based in a Chinese Community in New Zealand Context**

**Xichen Sun**

**University of Auckland, Pinehurst School, Auckland, New Zealand**

New Zealand is an immigration and multicultural country with distinctive ethnicity, such as Māori, Asian, Pacific, Middle Eastern, Latin American, African ethnic groups etc. By 2018, Chinese New Zealanders account for 4.9% of the NZ population, which turn out to be the largest Asian ethnic group in New Zealand. Many of them originate from China, Indonesia, Malaysia, Cambodia, Vietnam and Singapore etc. The diversity of students' cultural backgrounds inevitably poses the difficulty in differentiated instruction in Mandarin class. On one hand, some students are native Chinese speakers, while others learn Chinese as a foreign language. On the other hand, among those native Chinese speakers, some of them may speak Cantonese, Hokkie, Hakka or other Chinese dialects at home, whereas others are able to speak standard Putonghua in daily communication. In addition to their disparate oral Chinese levels, their Chinese literacy capabilities also varies, which depends on how much family education or after-school learning about Chinese they have received. Thus, this study discusses a pre-test-oriented, topic-driven and student-centred differentiated instruction applied in a private school based in a Chinese community in Auckland, which caters for such a multifaceted student situation. More specifically, Mandarin (i.e. Putonghua) teaching is divided into several main topics in every semester, pre-test is held at the beginning of each topic's teaching and learning, students are grouped according to their pre-test results, and each group is taught differently with a focus on oral expressions, character handwritings or sentence structures.

**Session D-6**

**Who am I?**

**--A case study of a British-Chinese student's identity transition in learning Chinese for one year in China**

**Mengke Li**

**The University of Edinburgh, United Kingdom**

This case study focuses on investigating key identity transition for one British-Chinese (Taiwan Province) student. He never learnt Chinese before his undergraduate study, and he majored in Chinese at a Scottish university as he experienced a placement abroad, learning Chinese in Beijing for one year. Drawing on poststructuralist perspectives in establishing a theoretical position and narrative identity theory as a key conceptual frame, his experiences, beliefs and perceptions were explored in depth. The face to face semi-structured interview was utilised as the research method. He was interviewed three times totally – before he went to China, during his study time in China, and after he came back to the UK. After analysing the data, two themes emerged: cultural identity shifts and motivation/investment, which reflected his engagement with the target language, culture and his sense of self as he experienced Chinese education system, Chinese life and Chinese culture during his overseas study time and on his return. According to the interviews, it can be found that his identity changed from the British-Chinese to the Chinese-British. Thus, this one-year study was not only to learn the Chinese language, but a chance for him to recognise himself. Finally, there is a discussion about the relationship between the second language acquisition and acculturation, from his original Chinese-culture-influenced growing up background and the real Chinese life background.

**Key Words:** identity, investment, recognising