

Chinese Language Learning for Foreigners

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Chinese Language Learning For Foreigners I

Agnes S.L. Lam



Chinese Language Learning For Foreigners I:

Chinese Language Education in the United States Jiening Ruan, Jie Zhang, Cynthia B. Leung, 2015-11-10 This book offers historical philosophical and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States It provides a comprehensive cross disciplinary look at changes in CFL CSL education over time in China and the U S and the philosophical political and sociocultural influences that led to these changes The essays address a wide array of topics related to Chinese language education including A historical overview of the field Theories that apply to CFL CSL learning Policies and initiatives for CFL CSL by the Chinese and U S governments Medium of instruction Curriculum and instruction for CFL CSL learners at K 12 and college levels Technology for CFL CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo Ke, 2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education *Chinese Language Learning for Foreigners* Yang Tiange, 1993-01-01 **Chinese Language Education and Second Language Chinese Acquisition** Jing Jin, Sihui (Echo) Ke, 2025-01-14 This edited volume presents the latest scholarly endeavors to synergize Chinese linguistics with Chinese language education and L2 Chinese acquisition a direction of inquiry that has emerged as a rapidly developing area and attracted both teaching practitioners and linguists interests in recent years The studies presented in the volume approach a diversity of issues ranging over linguistics informed Chinese language education in the contexts of Hong Kong mainland China and overseas countries language pedagogies along various linguistic approaches L2 Chinese development of different linguistic properties bilingualism and multilingualism among adult and school learners as well as linguistically grounded Chinese language learning and teaching via digital means The volume offers to deepen the reader s understanding of the existing theories on Chinese language education and L2 Chinese acquisition and the linguistic theories regarding the nature component modules and development of the human language faculty It also offers new pedagogical inspiration based on cutting edge empirical research for Chinese language teaching in different educational settings Of interest to scholars in the fields of Chinese language teaching and learning second language acquisition or applied linguistics this volume contributes to the emerging field of educational applications of linguistics and presents an overarching framework that bridges a long lasting division between language teaching practice

and linguistic research *How foreigners learn Chinese through the PinYin System* HUI LING CHEN

COMPILED, 2014-01-16 Now we are in multicultural community We need understanding and communication among countries As a Chinese teacher I have learnt a simple way through tried and error to learn Chinese which is suitable for western people We can learn Chinese Pinyin by the Method of Chinese Learning by Transfer from English International Phonetic Alphabet to Chinese Pinyin So I want to recommend the book *Elementary Chinese* to you Let the world know China better and Let China reach out to the world With the further Reform and Opening more and more foreigners want to know China and study the Chinese language From my years of English learning I have noticed studying Chinese with the help of Transfer Among the English International Phonetic Alphabets many alphabets are similar to the Chinese Phonetic Alphabets The Transfer has obvious effects for the foreign beginners in reading the words correctly and improving their self taught abilities There are three parts in this book The first part is how to learn Pinyin by the Method of Chinese Learning by Transfer from English International Phonetic Alphabet to Chinese Pinyin The second part is to grasp Chinese spelling by practicing Pinyin The third part is to learn how to write Chinese by Chinese Basic Strokes An Introduction to the Method of Chinese Learning by Transfer from English International Phonetic Alphabet to Chinese Pinyin 1 Contrast between the Chinese Pinyin and English International Phonetic Alphabet There are 48 phonetic alphabets in English with 20 vowels and 28 constants 20 vowels including 8 double vowels and 12 single vowels Vowel is the critical phoneme in forming syllable and word and its right reading is the key in studying standard English pronunciation There are 47 Chinese Pinyin 6 simple finals with the same function as the 12 single vowels in English phonetic alphabets 9 compound finals and 9 nasal finals with the same function as 8 double vowels and 23 initials just like the 28 constants The precise sounds of the finals are key in Standard Chinese pronunciation 2 Chinese pronunciation is termed Voice Front Approach that is the front of the oral cavity exercises more and pronounces While English pronunciation is termed Voice Rear Approach that is the rear of the oral cavity exercises more and pronounces The book will talk about the learning of Chinese Pinyin by Label of English Phonetic Alphabet Sound Symbolism Approach and Phonetic Alphabet Transfer Approach It will help the foreigners learn the Chinese Pinyin and know the ways to read Chinese characters from the comparison of the places of articulation in phonetic alphabets and Pinyin With the purpose of transfer the book will teach the foreigners to learn Chinese by Phonetic Alphabet Sound Symbolism Approach of the English International Phonetic Alphabets and the Chinese Pinyin From my point of view the greatest advantage of the method is that it is simple practical and easy to understand with operability Surely it will give a shortcut for the westerners to study Chinese I have intended to continue with Volume 2 and Volume 3 which will show the Chinese long history brilliant culture and traditional customs to the world and make China known to the world **Computational and Corpus Approaches to**

Chinese Language Learning Xiaofei Lu, Berlin Chen, 2019-02-06 This book presents a collection of original research articles that showcase the state of the art of research in corpus and computational linguistic approaches to Chinese language

teaching learning and assessment It offers a comprehensive set of corpus resources and natural language processing tools that are useful for teaching learning and assessing Chinese as a second or foreign language methods for implementing such resources and techniques in Chinese pedagogy and assessment as well as research findings on the effectiveness of using such resources and techniques in various aspects of Chinese pedagogy and assessment

Chinese Language and Culture Education Chunyan Zhang,2024-04-02 Against the background of the Australian government's strategic plan to promote Asian languages in schools this book is an innovative autoethnographic inquiry into what actually occurs in the implementation of a Chinese language and culture program in an Australian context Drawing on eight years of socio cultural and educational fieldwork in a primary school Chunyan Zhang examines complex fluid and heterogeneous daily teaching practices and the ways in which ideas of China are assembled presented and performed She asks the following questions What is China Where does Taiwan fit into the China depicted in a multicultural globalised classroom Can Chinese communism or Chairman Mao be avoided in teaching English speaking learners What kind of China is brought in here while what kind of China is being silenced and othered Through the partial connection between method assemblage and Daoist concepts Zhang develops a water like pedagogy in teaching She uses the knowledge flow model to examine the imbalanced knowledge flow within teacher student interactions From finding China as a hybrid assemblage to proposing China as method Zhang's investigation makes an important contribution to the sociology of Chinese language education This book is an essential and rich content resource for primary and secondary teacher education and research teacher candidates and educators in Chinese as a second language education

First Language Use in Second and Foreign Language Learning Miles Turnbull,Jennifer Dailey-O'Cain,2009 This book focuses on the use of the first language in communicative or immersion type classrooms Through the intersection of theory practice curriculum and policy the volume calls for a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching

Language Education in China : Policy and Experience from 1949 Agnes S.L. Lam,2005-10-01 Language Education in China Policy and Experience from 1949 is unprecedented as a comprehensive study of the multilingual circumstances in China It tracks policy changes in the learning of Chinese foreign languages and minority ethnic languages in China since the establishment of the People's Republic of China in 1949 On the basis of survey and interview data the experiences of different age cohorts of learners are presented as windows to the realities of language education policy implementation over the last half century The effects of political changes language backgrounds and various motivations for learning at both the national and individual levels are vividly presented in this composite story of China and learners in China

Identity of Chinese Heritage Language Learners in a Global Era Zhen Li,2022-09-30 Identity of Chinese Heritage Language Learners in a Global Era enriches the current research on heritage language HL learner identity by examining how identity is constructed negotiated and performed in the narratives of university Chinese HL CHL learners

in Hong Kong This monograph has identified three sub categories of CHL learners domestic born Chinese third culture Chinese and overseas Chinese sojourners Through systematically examining these CHL learners life history narratives about language learning language use and social experiences from early childhood to university time this monograph shows how CHL learner identity is dynamically constructed and changed through self and social positioning across a wide range of spatio temporal contexts It also adopts investment agency and imagined communities to examine the shared discourses which reflect the relationship between identity and the larger social processes that involve transnational or postcolonial encounters This monograph contributes to reflections on the emerging discourses of HL learner identity in the context of multilingualism and transnational migration It challenges the stigmatised image of CHL learners as diasporic subjects or language minority students in the literature and conceptualises CHL learners as transformative linguistic and social actors in processes of transnational migration and institutional change This monograph is targeted toward educators researchers and professionals working in the fields of heritage language overseas Chinese studies migrant studies and intercultural studies

Rethinking Heritage Language Education Peter Pericles Trifonas,Themistoklis Aravossitas,2014-09-11 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education *Rethinking Heritage Language Education* is an edited collection that brings together emerging and established researchers interested in the education field of Heritage Language Education to negotiate its concepts and practices and investigate the correlation between culture and language from a pedagogic and cosmopolitical point of view The scholars who have contributed to the growth of Heritage Language Education as a discipline reconsider and enrich their findings by drawing new lines across the boundaries of research and practice It complements the previous work of these theorists filling a void in the current literature around the question of Heritage Language Education

English Language Learning in the Asian Context 2nd Edn Paul Robertson,2005 *Interculturality in Learning Mandarin Chinese in British Universities* Tinghe Jin,2020-11-29 As China and Chinese language learning moves centre stage economically and politically questions of interculturality assume even greater significance In this book interculturality draws attention to the processes involved in people engaging and exchanging with each other across languages nationalities and ethnicities The study which adopts an ecological perspective critically examines a range of issues and uses a variety of sources to conduct a multifaceted investigation Data gathered from interviews with students of Mandarin sit alongside a critical discussion of a wide range of sources *Interculturality in Learning Mandarin Chinese in British Universities* will be of interest to students and academics studying and researching Chinese language education and academics working in the fields of language and intercultural communication intercultural education and language education in general

China-Africa Higher Education Engagement Yi Sun,2025-09-30 This book explores China s expanding role in global higher education analyzing its development models in the Global South through initiatives such as the Forum on China Africa

Cooperation FOCAC and China's Belt and Road Initiative BRI Centering on African and BRI country students at China's first and only China Africa International Business School it offers fresh theoretical and empirical insights Drawing on rich data this book examines China's alternative aid approaches and philosophies students motivations post graduation aspirations and their interpretations of the Chinese Dream Highlighting the economic and political implications of China Africa higher education ties it provides a timely analysis and actionable recommendations for policymakers educators and researchers An essential resource for understanding China Africa higher education and China's development model

Learning English and Chinese as Foreign Languages Wen-Chuan Lin, 2019-09-19 Learning English and Chinese is becoming increasingly important to the prospects of young people This book compares English as a Foreign Language teaching in Taiwan with Chinese as a Foreign Language education in England in order to highlight how classroom activities are embedded within multiple settings including ethnic or other social group cultures family and community resources and school visions or goals The book illustrates how in Taiwan different ethnic groups recognise access and value English language learning to varying extents Its findings illuminate why some ethnic groups are highly motivated to learn English and are able to gain privileged economic positions in the job market In England access to Chinese is marked by social class and the book argues that this could augment an educational apartheid that already exists in language teaching in secondary schools thereby exacerbating existing inequality

Chinese Identities, Ethnicity and Cosmopolitanism Kwok-bun Chan, 2005-12-05 Drawing upon wide ranging case study material the book explores the ever changing personal and cultural identity of Chinese migrants and the diverse cosmopolitan communities they create The various models of newly forged communities are examined with the added dimension of personal identity and the individual's place in society With particular emphasis on the changing face of Chinese ethnicity in a range of established places of convergence Chan draws on extensive experience and knowledge in the field to bring the reader a fresh fascinating and ultimately very human analysis of migration culture identity and the self

Emotion recognition using brain-computer interfaces and advanced artificial intelligence Yizhang

Jiang, Maozhen Li, Pengjiang William Qian, Yaoru Sun, 2023-02-17

Self-Concept in Foreign Language Learning Reiko Yoshida, 2024-05-06 This book explores self concept in foreign language FL learning tracing the trajectories of a group of Japanese language learners at an Australian university to illuminate new insights about the factors impacting positive self concept and implications for language learning more broadly The volume calls attention to the ways in which learners perception of themselves as FL learners plays a fundamental role in FL learning Drawing on data from a longitudinal study including student diaries interviews and classroom observations Yoshida outlines shifts in self concept as learners progress from secondary school to university courses to study abroad and beyond The book demonstrates how the learner journey is marked by a growing recognition of the importance of practice for achievement but also a greater sense of self consciousness with learners agency in creating opportunities for themselves to practice their FL as a key factor in improving self concept

over time This work offers unique observations about self concept for learners who already have global English as a first language inspiring ways forward for future research and language teaching in other under studied languages The book will appeal to students and researchers in applied linguistics SLA and foreign language learning as well as stakeholders in Japanese language programs *Study Abroad Contexts for Enhanced Foreign Language Learning* Velliaris, Donna M.,2018-04-13 Popular opinion has long assumed that learning a foreign language requires not only traditional classroom instruction but also immersion among native speakers of the language This opinion is so strongly held that students who study through immersion are believed to become more proficient than those who do not Study Abroad Contexts for Enhanced Foreign Language Learning is a critical scholarly publication that explores the importance and efficacy of international travel in the learning of a second or additional language Including various topics such as auditory orthographic training grammatical ability and learner autonomy this book is geared toward academicians students and professionals seeking current and relevant research on language acquisition through immersion and its value **Chinese English** Zhichang Xu,2022-09-15 This book offers a distinct exploration of Chinese English which has the largest rising population of speakers in the World Englishes WE family Xu focuses on the fundamental issues of names and norms that are closely related to Chinese English and the narratives of the speakers of Chinese English In addition to current approaches to WE research this book proposes a novel theoretical and analytical framework based on classical Chinese and Western philosophies The volume has an empirical basis drawing upon interview and questionnaire survey data from proficient speakers of Chinese English It is also based on an extensive review of the relevant literature on both WE and Chinese English and it draws upon the author s research experience of over two decades on the subject This is the third research book on Chinese English that the author has contributed to WE literature and it will be a valuable read for students and scholars alike

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