



The 22nd Canadian TCSL Conference

**A Joint Conference with
The Greater Vancouver K-12 Chinese Teacher Association**

The 2023 AGM of the Canadian TCSL Association

第二十二届加拿大汉中文教学研讨会
暨大温哥华K-12汉语教师协会联合座谈会
加拿大中文教学学会 2023 年会

April 29th, 2023 @ Crofton House School, 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

Co-Organizer 协办

The Greater Vancouver K-12 Chinese Teacher Association

大温哥华K-12汉语教师协会

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

Schedule 会议日程*

(Each presentation is **20 minutes** max with **5 minutes** for Q & A.)

8:30-9:00	Refreshments: Meet and Greet
9:00-9:05	Opening Remarks by Association President, Billie Ng 开幕式
9:05-10:20	Presentations - Session 1 论文报告 (一) <i>Moderator: Yanfeng Qu</i> 9:05-9:30 Increase Awareness of Indigenous Peoples in 100- and 200-level Non-heritage Chinese Classes <i>Qian Wang, Pihua Lin, Hsiang-ning Wang, University of British Columbia</i> 9:30-9:55 ChatGPT for Language Learning: Affordances and Challenges <i>Chiu-Hung Chen, Xinliang Jiang, Jing Li, and Xiaohui Ren, University of Toronto Mississauga</i> 9:55-10:20 Innovation of a Micro Credential for Mandarin: Needs, Implementation, and Implications <i>Xiaoping Gao, University of Wollongong, Australia</i>
10:20-10:30	Tea Break 茶歇
10:30-11:45	Presentations - Session 2 论文报告 (二) <i>Moderator: Lily Wang</i> 10:30-10:55 A Glimpse of L2 Chinese Heritage Learners <i>Ertian Sim, Vilan Yang, and Yanyin Zhang, Australian National University</i> 10:55-11:20 Recent Reflections on Designing Content-Based Courses in Chinese Language Program <i>Xiaowen Xu and Yuqing Liu, University of British Columbia</i> 11:20-11:45 《新标准》一级的文化教学 <i>Xin Qi, Confucius Institute at Seneca College/Northeast Teachers' University</i>
11:45-12:20	Lunch Break 午餐
12:20-13:10	AGM 学会年会

*Conference schedule subject to change.

13:10-14:25	<p>Presentations - Session 3 论文报告（三）</p> <p><i>Moderator: Cynthia Xie</i></p> <p>13:10-13:35 Enchant Learning: Weave Meaningful Engagement Online & In-person <i>Billie Ng, Simon Fraser University</i></p> <p>13:35-14:00 Implementing a Compassionate Approach to Teaching in Additional Language Acquisition Classrooms <i>Ceci Zhu St. John's School</i></p> <p>14:00-14:25 Unlock the Power of Book Creator to Engage and Transfer <i>Ping Li, Crofton House School</i></p>
14:25-14:35	<p>Tea Break 茶歇</p>
14:35-15:50	<p>Presentations - Session 4 论文报告（四）</p> <p><i>Moderator: Jennifer Mao</i></p> <p>14:35-15:00 日本汉语初学者别字别词类型初探 <i>Tao Lu, Hiroshima University, Japan</i></p> <p>15:00-15:25 Designing Character Card Games for Second Language Chinese Learners <i>Ben Wang, University of Victoria</i></p> <p>15:25-15:50 Using Animated Character Narratives as a Pedagogical Tool in a Beginner Blended Course <i>Jia Fei, Simon Fraser University</i></p>

15:50-17:00	<p>Round Table Discussions in Parallel Sessions（大中小学分组圆桌讨论）</p> <p><u>College & University Session:</u></p> <p>“Reinventing Teaching in the New Normal”</p> <ul style="list-style-type: none"> • The Australian National University • University of Wollongong, Australia • Hiroshima University, Japan • Canadian Institutions: <p>Capilano University, Kwantlen Polytechnic University, Langara College, Seneca College, Simon Fraser 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></p> <ul style="list-style-type: none"> • A Mandarin 12 unit on names and identity helps learners to better understand who they are and reflect on their relationships to their families and the society. <i>Jennifer Mao, St. Michaels University School</i> • RULER Principles to benefit our physical and mental wellbeing in school, at work, and beyond. <i>Serena Qiang, St. John's School</i> • Field trip to Duncan and school-wide Chinese New Year celebration bring the community together. <i>Sandy Sun, Shawnigan Lake School</i> • A research project on cities in China for mixed-level grade 6 Mandarin classes promotes cultural exploration and language application. <i>Kai Zhang, St. Michaels University School</i>
17:00-17:10	Adjourn 会议结束
18:00-20:00	Golden Ocean @ 2046 West 41 st Ave, Vancouver, BC

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)



2023 Annual General Meeting
Apr. 29th, 2023

Agenda

- I. Approval of Agenda
- II. Approval of 2022 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)

ChatGPT for language learning: affordances and challenges By Chiu-Hung Chen, Xinliang Jiang, Jing Li and Xiaohui Ren

This paper reports an exploratory project on the affordances and challenges that ChatGPT provided for two streams of university students: 1) Chinese as a Foreign Language (CFL, henceforth) learners in the first- to third-year Chinese language courses; 2) native speakers of Chinese in an academic writing course. ChatGPT, an artificial intelligence (AI) chatbot, released in November 2022 by OpenAI, is a software application that uses AI to simulate human-like conversations with its users (OpenAI, 2022). In their meta-analysis review of 25 empirical studies on the use of chatbots in language learning, Huang et.al. (2022) found favorable outcomes in technological, pedagogical and social affordances, as well as limitations. As ChatGPT was not included in Huang et al (2022), the current project wishes to contribute to this line of research by exploring the affordances and challenges that ChatGPT could provide for the two streams of the learners mentioned above. When designing ChatGPT-supported learning activities, we followed the backward design approach, identifying learning outcomes, creating assessments that gauge learning effectiveness, and designing ChatGPT-supported activities that help students achieve the learning outcomes. The ChatGPT-supported activities in this project included: 1) interactions between students and ChatGPT on discussing the grammatical mistakes that the students made in their assessments; 2) comparing students' own assignments with the ones written by ChatGPT; 3) critique opinions or arguments generated by ChatGPT on discussion topics or essay structures, choices of word, and tones. Preliminary results indicated that while the students enjoyed the novelty and convenience brought forth by ChatGPT and felt motivated when they were able to communicate with ChatGPT (the CFL learner stream), they also found that ChatGPT could not follow their instructions in delivering desirable outcomes (both streams), and also made mistakes and awkward sentence structures (the native speaker stream). Pedagogical implications on the results will be discussed.

Using animated character narratives as a pedagogical tool in a beginner blended course by Jia Fei

This presentation discusses the importance, challenges, and practical recommendations of character instruction in the context of remote and blending learning, as well as introducing an OER in enhancing character instruction. Learning Chinese characters is an integral yet challenging part of Chinese language studies as the orthography system at multiple levels manifests the uniqueness, aesthetics, and philosophy of the language. Since Pandemic, CFL educators experimented with technology-enhanced character instructions to meet needs under new instructional models such as remote teaching or blended teaching (Xu, et al., 2021). Virtual resources can serve as useful self-learning tools for students in such learning environments as empirical findings have shown that engaging students in interpreting and understanding the narratives of character components have been an effective strategy in enhancing character recognition and writing (Gao, 2020; Yang & Gao, 2020).

This presentation reports the findings of a small research project which examines the impact of technology-enhanced character instruction, in particular, the use of animated character narratives as a virtual pedagogical tool in a blended course. Through the research project, thirty animated character narratives were developed, converted into videos, and integrated into the beginner curriculum as its online asynchronous component. Surveys and focus group interviews were conducted to collect feedback from students and teaching assistant on its impact on learner motivations, learning experiences, and learning outcomes. Students reported that character narratives increased their motivations in learning, provided scaffolding in understanding the components, and helped retain the memory of the meaning. In the last part of the presentation, presenters will demonstrate the development of the animated character narratives, share the video information as OER, discuss practical recommendations of using this resource, and ways to further adapt these narratives for student-centred, interactive activities to promote creativity, active learning, and intercultural awareness.

Innovation of a microcredential for Mandarin: Needs, implementation, and implications by Xiaoping Gao

The recent decades have seen a significant increase in online courses, particularly during the COVID-19 pandemic, necessitating the adaptation of educators to new delivery methods. The trend also applies to teaching and learning Chinese as a foreign language, which faces challenges such as limited resources, cultural differences, and inflexibility in traditional Mandarin instruction. Microcredentials offer a solution by providing flexible and concise learning opportunities. However, existing online courses often lack synchronous interactions, which are crucial for developing spoken and conversational skills in second language acquisition. To address these challenges, I have developed a microcredential for beginner-level spoken Chinese that incorporates flexible and synchronous language interactions. This presentation will focus on the needs, essential elements, developmental procedures, implementation, and implications of the microcredential. I will also provide tips for overcoming any challenges encountered during the development and implementation process. The course was designed using a needs-based approach, incorporating everyday and workplace communication needs, and covering grammar and vocabulary included in commonly used textbooks. The course provides a comprehensive and effective platform for learning and practicing Mandarin using online resources such as self-created audio and video recordings, animations, interactive quizzes, and real-life tasks and communication opportunities. As the first of its kind, this microcredential aims to offer an engaging and effective learning experience for Mandarin beginners, allowing them to develop intercultural and communicative competencies using their fragmented time and meet their immediate study and employment needs. I hope that this presentation will inspire other language educators to explore innovative and engaging methods of teaching Mandarin.

Unlock the Power of Book Creator to Engage and Transfer by Ping Li

What more can we do as language educators to help learners make meaning, achieve deep learning, and transfer their learning from textbook and beyond? Come to this session to experience the advantages of employing Book Creator as part of a language learning inquiry process to support and empower learners to uncover concepts, make connections, and think creatively and constructively to describe their experiences, emotions and ideas while "constructing" meaning in individual, partner, group, whole class activities and/or projects with transferable skills. The presenter will showcase some student sample works to demonstrate what magic this intuitive tool can work to promote learner ownership of language learning, build confidence in every learner to have a voice, make the classroom a richer, more inclusive space, transform classroom engagement and drive authentic learning. Examples of how this tool can provide teachers with accessibility and flexibility for designs of activities, lesson plans, and projects will also be shared. It is hoped that participants will take home some applicable ideas and strategies to refine their existing practices.

日本汉语初学者别字别词类型初探 by 卢涛

日本汉语初学者在汉语作文、日译汉及词汇测试中会出现各种类型的汉语词汇书写错误，比如他们会将“旗袍”写成“旗咆、旗跑、旗包、旗饱”以及“中国衣服”等等。本稿将日本初学者的汉语词汇书写错误类型划分为七类，即 1) 日语字词替代汉语字词、2) 已知词汇代替生词、3) 字形相似词汇混淆、4) 构词汉字脱落、5) 字序颠倒、6) 错误类推即编造新词、7) 交叉错误等，并分析产生这些错误类型的原因，以促进对日汉语教学的词汇教学、汉日词汇对比研究。并在此基础之上，通过调查英语母语者等为对象的汉语教学中出现的词汇书写错误，探讨汉语偏误分析的个性与共性问题。

Enchant learning: weave meaningful engagement online & in-person

By Billie Ng

We are finding it challenging to get student's attention these days. Students seem distracted, they tune out, they are disengaged. We put many things online assuming if they do not come to class, they will catch up on their own. But many don't. We need to find ways to engage students, to make learning meaningful.

We are also finding more students need a nudge. We need to be that nudge. We can nudge in supportive meaningful ways in their journey to success.

This presentation shares a few successful engaging strategies in blended courses. These may be synchronous or asynchronous, all weaved into the course tapestry to help students achieve the learning goals. Learning apps to support such strategies will also be shared.

《新标准》一级的文化教学 by 齐心

摘要: 本文首先探讨了文化的内涵,指出文化与语言密不可分,文化不仅指文学艺术等范畴,还包括人们所持的价值观、信念、风俗习惯和生活方式等很多方面。然后,从相关的文件入手,如《国际中文教育中文水平等级标准》、《国际中文教育用中国文化和国情教学参考框架》和《国际中文教师专业能力标准》等,探讨文化教学的重要性和意义。再后,从《国际中文教育中文水平等级标准》一级 300 字的视角,探讨文化教学的可行性和具体教学内容,让学生在愉悦的氛围中既学语言,又学文化。最后,在进行文化教学时,应讲究教学策略,注重文化内容的层次性、时代性、真实性、相关性、发展性、多元性和实用性。

A Glimpse of L2 Chinese Heritage Learners

By Ertian Sim, Vilan Yang and Yanyin Zhang

A large number of Chinese people have migrated to non-Chinese speaking countries historically, and particularly since 1980s. Their second and third generations have grown up in these countries, constituting a significant cohort of ‘heritage learners’ in the L2 Chinese (Mandarin) classes around the world today. Their Chinese language proficiency, motivation to learn or not to learn Chinese, and Chinese language learning experience are complex and vary a great deal, posing a unique challenge to L2 Chinese language teachers.

The present study reports the survey results of 60 people (age 17-27) of Chinese background in Australia. The survey elicited information on 1) their current Chinese language/dialect background; 2) their Chinese language learning experience, 3) their self-assessment of Chinese language proficiency, and 4) their motivation to learn (or not learn) Chinese.

Preliminary findings reveal that many of the informants are multi-lingual and multi-dialect speakers, thanks to their home linguistic environment and school education. Their L2 Chinese oral and aural skills are self-assessed to be stronger than their L2 Chinese literary skills. The majority of them are not satisfied with their current Chinese language competency and would like to improve, but find Chinese ‘too difficult’. Their desire to learn L2 Chinese is motivated, to different degrees, by what 刘 (2012) called ‘economic, social and cultural’ values of Chinese language in the world today.

The results are significant at multiple levels. They reveal the rich linguistic assets possessed by Chinese heritage learners, as well as the dilemma between their desire to improve their Chinese language competency, and their anxiety of learning commitment. Their self-assessments confirm the linguistic characteristics of the heritage learners (Valdés, 2000). Inspired by the survey findings, we hope serious considerations will be given to how a better learning environment can be cultivated, and how the L2 Chinese curriculum can be constructed to better accommodate the needs of heritage learners.

Designing Character Card Games for Second Language Chinese Learners

By Ben Wang

In this workshop, I will share a teaching activity that engages L2 learners of Chinese in reviewing taught characters while playing a card game that I created. The activity, targeted mainly at students at the beginning and intermediate levels, aims to reinforce associations among the three aspects of Chinese characters: form, meaning, and pronunciation. Details of the design of the card game will be explained to enable participants of the workshop to customize the activity to suit the needs of their students. I will also discuss how the activity can be used as an effective form of formative assessment.

Increase Awareness of Indigenous Peoples in 100- and 200-level non-heritage Chinese classes by Qian Wang, Pihua Lin and Hsiang-ning Wang

Indigenous Engagement is an important topic in higher education and is included in almost all post-second institutions' strategic plans. UBC is no exception. It may seem that as an instructor of a foreign language, Indigenous Engagement doesn't concern us as we are not experts on Indigenous Languages. We argue that we could all contribute by finding out different ways to indigenize our curriculum. UBC Japanese and Chinese Language Programs have been engaged with a pedagogical project to indigenize our curriculums. In this presentation, we would like to share some activities designed for 100 and 200 non-heritage classes in the Chinese program. The goal of these tasks is to raise awareness of the Indigenous Peoples and their communities, as well as encourage students to start making their own exploration. At the 100 level, we added Chinese materials about Indigenous names, terms, important dates, etc. We used an example of an Indigenous student at UBC in the discussion of topics of name, age, family, etc. We also encouraged student self-reflection and discussion of the similarities and differences between the Chinese and Indigenous cultures in terms of names. At the 200 level, based on the topics of direction and dining, students were encouraged to use Chinese to describe directions to an Indigenous Library and totem poles on campus and explore and introduce Indigenous restaurants in Vancouver. We also start to invite them to use Chinese to discuss more complicated issues such as if the city metro system should be extended to the Indigenous territory. By the 200 level, we expect the students to be able to make a simple, one-sentence, land-acknowledgment in Chinese.

Recent Reflections on Designing Content-Based Courses in Chinese Language Program by Xiaowen Xu and Yuqing Liu

In North American universities, language programs aim to build students' communications skills and their ability to understand and interact with culture differently. For example, in content-based language courses, students are expected to gain a deeper awareness of the world of many intercultural communities. The ultimate learning outcomes of such a content-based course would include helping students become a responsible citizen in such a world. As a result, in order to make students' language learning meaningful, one needs to consider many factors, among which are diversity of students' needs and inclusiveness of students' perspectives. These can be very specific embodiments of the university's goal to respect and cultivate diversity and inclusiveness in education.

In recent years, institutional awareness of the need to add diversity and inclusiveness in language courses is evidently growing. This is both a challenge and an opportunity for many language programs. In this presentation, I will discuss how it has led to significant pedagogical transformations in content-based courses. In particular, how it has an impact on instructor's selection of course readings and how students are encouraged to shape their learning with new approaches to these readings. I will also address the alignment of course assessments with the newly added learning outcomes. In the latter case, transparency in teaching and learning (TITL) will be introduced as a major pedagogical strategy to design and deliver content-based courses.

In summary, by renovation of course contents, reconstruction of course learning outcomes, and reinvention of course assessments, we aim to provide university students a diverse and inclusive learning experience that can construct their globalized view of the world and that can nurture them into open-minded and responsible world citizens.

Implementing a Compassionate Approach to Teaching in Additional Language Acquisition Classrooms by Ceci Zhu

What kind of environment do we want to create in a classroom? What attitudes do we want to cultivate in students? I'd like to share with you a few mindful activities to set the tone, to support learner agency/engagement and to allow students to play a key part in their learning. "When learners have agency, the role of the teacher and student changes; the relationship between a teacher and a student is viewed as a partnership." (*The Learner*, IB)