

傳承與創新：臺灣全球華語文教學策略芻議

Greater NY Conference on Chinese Education

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Chinese Language Teaching: The Past

First Known Chinese
Language Textbook for
Foreigners:

老乞大

- The title of the book means 'Understand Chinese'
- Used from the Yuan dynasty (1271-1368) through the Ming (1368-1644) and Qing dynasties (1644-1911).



The Jesuits in the Ming Dynasty



Matteo Ricci (1552-1610)

Traveled to China in 1582 and remained there until his death.

TCFL in the 19th Century



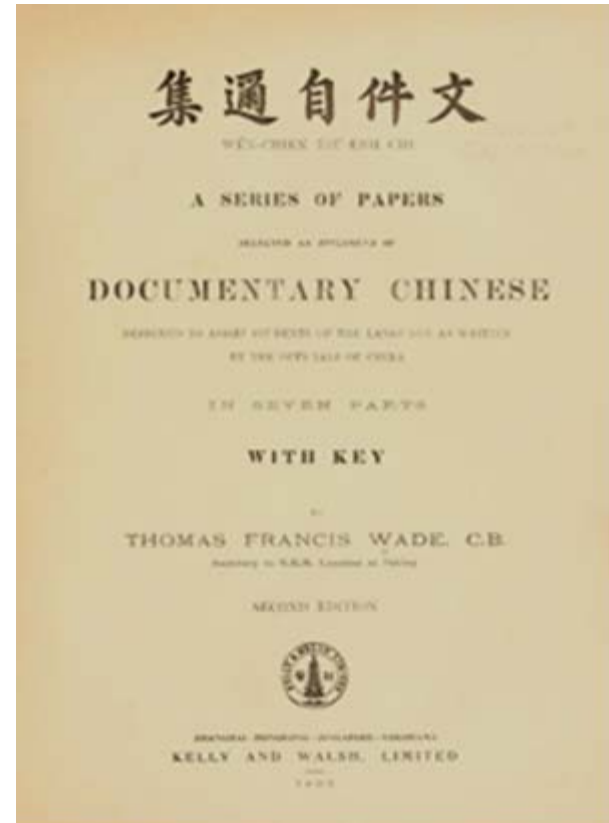
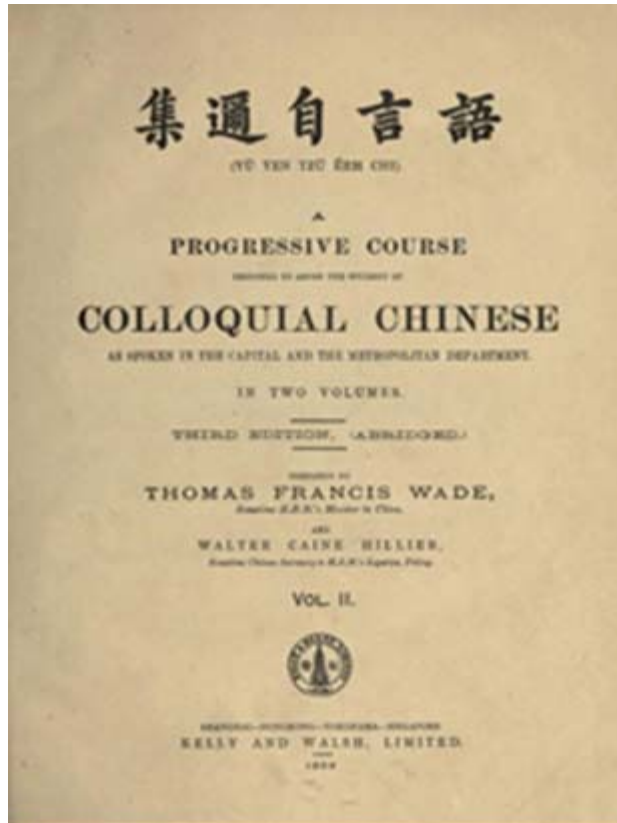
S. Wells Williams

**Samuel Wells
Williams (1812-1884)**



- Pioneer learners, linguists, researchers
- Contributed to and created publications, dictionaries, and language textbooks
- First to bring Chinese language instruction to American institutions

TCFL in the 19th Century



Famous textbook by Thomas Wade (1818-1895)
Colloquial Chinese and Documentary Chinese

First Chinese Teacher in the U.S.



**Harvard University
Ko K'un hua
(1838-1882)**

20th Century: Chinese in the U.S.

Higher Education

- Attack on Pearl Harbor by the Japanese in December 1941
- U.S. Army Chinese Language School at Harvard, linguist Y.R. Chao (1892-1982) designed programs to train officers during WWII
- Wrote textbooks, innovated teaching methods, intensively trained teaching staff and students



Context: Federal funding support is available for Chinese Studies but there is a lack of general interest.

Chinese studies, East Asian Studies, and Chinese language were only taught at elite institutions.

The University Era (50's to 80's)

- Establishment of Chinese programs at college level; very few high school programs
- Chinese for scholars: Focusing on preparing graduate students to study Chinese literature, history, philosophy, etc.
- Teaching staff: Language teachers, TAs (second class citizens)
- Study abroad: Taiwan (IUP, Tunghai, NTNU, etc.)

Context: After 1949, Mainland China was closed to foreigners. Taiwan became the major overseas Chinese language training center.

Incidents Impacted on National Language Learning in the U.S.

- 蘇聯成功上太空 (Sputnik 1957)
 - National Defense Education Act 1958)
- 2001年 911 事件

Government Efforts

- Department of Education:
- FLAS grants
- FIPSE grants
- IRS grants

Government Efforts

- STARTALK funded by National Security Agency (ODNI) in 2007
 - K-12 Student and Teacher Programs: More programs in high schools as well as lower levels and teacher training to meet the shortage of quality teachers at K-12 levels

The National Security Education Program (NSEP) DoD

- National Security Education Program (NSEP) was established by the David L. Boren National Security Education Act (NSEA), as amended, [P.L. 102-183, codified at 50 U.S.C. 1901 et seq.](#) It was signed into law by President George H. W. Bush on December 4, 1991. The NSEA mandated the Secretary of Defense to create the National Security Education Program (NSEP) to award:
 - Scholarships to U.S. undergraduate students to study abroad in areas critical to U.S. national security.
 - Fellowships to U.S. graduate students to study languages and world regions critical to U.S. national security
 - Grants to U.S. institutions of higher education to develop programs of study in and about countries, languages and international fields critical to national security and under-represented in U.S. study.
 - Also mandated in the NSEA was the creation of the National Security Education Board (NSEB) to provide overall guidance for NSEP.

Government Efforts

Flagship (Government + Institutions)

- Graduate Programs in 2002
- Undergraduate Programs in 2006
- K-12 Initiatives in 2006
 - Portland School District and University of Oregon
 - Utah Board of Education and BYU
 - Hunter College K-12 Blended Learning Pilot

Other Initiatives

- Asia Society: Chinese Language Initiatives, CELIN (Chinese Early Language Immersion Network)
- College Board: AP Chinese, Chinese Language and Culture Initiatives
- Language Associations (regional, national)
- National/International Conferences
- Journals and publications

Enrollment in Chinese Language Classes

- MLA (2009) enrollment survey:
- 按照學生人數分成在學校常教的語言 (commonly taught languages) 和少教的語言 (less commonly taught languages)。
- 中文在2010年的最新統計資料已經排名在第六名，屬於常教的語言，但是與西班牙文相比，還是微不足道。甚至於美國手語的學習人數還超過中文。日文也排在中文前面。

大學裡的外語課程

- 大學裡常發生的是外語系被合併或裁減
- 傳統上由文學歷史等有博士學位專業教授負責,下設外語項目語言講師
- 近十年來成立的外語系聘請具有外語教育博士學位專業的教授來負責系務
- Enrollment increased around Olympics in Beijing and has recently decreased (?)

中小學教學趨勢

- 開課形式在幼稚園和小學低年級以外語、雙語或沉浸式比較受到矚目。
 - 紐約州法律規定學校必須對不會說英語的學童提供雙語課程，因此目前在紐約市內對雙語老師有很大的需求量。
 - 猶他州的州長將中文定為雙語的教授語言。到2018年將會有數以萬計的學生從高中畢業。
 - 混合式模式
- 這批學生對大學中文課程會起什麼影響還有待觀察。

沉浸式教學統計資料

- **Mandarin immersion schools in the United States in 2014 by Elizabeth Weise**
- <http://miparentscouncil.org/2013/11/20/mandarin-immersion-schools-in-the-united-states-in-2014/>

以語言能力為導向的教學趨勢

- 以美國國防語言學校為代表
- GLOSS (Global Language Online Language Support System:
- <http://gloss.dliflc.edu/>

Defense Language Institute

- 美國國防語言學校在64周內密集訓練軍官，每天上課 6 小時，經過國防語言能力測驗考試（DLPT），語言學習目標為從 0 達到 口語2 級，聽力2級，閱讀 2 級。

Flagship: 大學教學趨勢

- 創造沉浸在語言和文化環境的經驗
- 以語言能力為導向的高效率教學方式
- 提供學生專業語言的學習課程
- 使用中文來學習知識
- 海外生活和中作經驗
- 培養全球專業人才：將語言學習和全球化教育以及提升工作競爭能力結合起來

A “Languages for Jobs” Initiative:

- <http://www.cfr.org/united-states/languages-jobs-initiative/p28396>

學習各種語言所需時間調查

- 按學習困難等級分四級 (Category I to IV):
- Category I: Spanish, French (600 hours)
- Category II: German, Vietnamese (1200 hours)
- Category III: Russian (1200 hours)
- Category IV: Chinese, Japanese, Korean, Arabic
(2500 – 3000 hours)

Strategies in Promoting Chinese Language and Culture Learning in Global Overseas

- To have a grand vision to ensure quality language and culture instruction using best practices
- Select or build model programs in A, B, and C.
- Disseminate models through network for broader impact.

Collaboration with local Institutions and organizations

- Supply teachers and teaching assistants as well as conducting teacher training locally
- Provide scholarships for studying abroad and awards for outstanding performance in learning Chinese locally
- Organize conferences (national and regional) to find solutions for teaching Chinese language and culture
- Implement projects to support research and instructional material design
- Conduct teacher training for weekend heritage schools
- Improve language testing exams to assess students' learning

Discussions

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Chinese Flagship Center:

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Chinese For All course management system:

www.new.chineseforall.org

Chinese Literacy Project: www.chineseliteracy.net