



The Current situation, Problems and Countermeasures in “Three educational priorities”

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中学中文教育的挑战： 选科之痛

One of the main challenges of
teaching Chinese in secondary
schools: **Subject selection**

Low Numbers

According to a 2016 report by Australia-China Relations Institute, the number of students learning Chinese in Australian schools was 172,832, or 4.7 per cent of total school student numbers.

But the report found that more than half of students who begin Chinese in primary school do not continue it in secondary school, if they have a choice to opt out.

And the number of students taking Chinese up to year 12 was very low.

"By Year 12 only 4,149 [2.4 percent of the Chinese learners, 0.1 percent of the total student cohort] are still studying Chinese," the report read.

Australia 'missing out' as students continue to shun learning Chinese (sbs.com.au), 12/03/2019



Three main factors for L2 students dropping out Chinese:

1. The presence of strong numbers of first language speakers, locally born or otherwise, who share their classes and have an advantage in assessments;

(The Current State of Chinese, Indonesian, Japanese and Korean Language Education in Australian Schools, Asia Education Foundation, 2009)

2. Their lack of success in developing proficiency, which is due to the intrinsic difficulties of Chinese for an English speaking learner, combined with insufficient teaching of certain aspects, and a totally inadequate provision of time needed for the task;
3. They often attempt to learn the language in an environment at school, in their family, and in the community, that is less than optimum.

(The Current State of Chinese, Indonesian, Japanese and Korean Language Education in Australian Schools, Asia Education Foundation, 2009)

Why are Australian L2 students learning Chinese?

<https://www.sbs.com.au/news/australia-missing-out-as-students-continue-to-shun-learning-chinese/5b7e839a-b695-436c-ac7a-612944d7ffce>

Two Types of Motivation

The instrumental motivation: refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on.

The integrative motivation: refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society.

(Gardner and Lambert, 1959)

CULTURE IN LANGUAGE LEARNING AND TEACHING

In achieving high motivation, culture classes does have a great role because learners like culturally based activities such as singing, dancing, role playing, doing research on countries and peoples, etc. The study of culture increases learners' not only curiosity about and interest in target countries but also their motivation. For example, when some professors introduced the cultures of the L2s they taught, the learners' interests in those classes increased a lot and the classes based on culture became to be preferred more highly than traditional classes.

(Genc and Bada, 2005)

Traditional Chinese Culture VS Contemporary Chinese Culture

Chinese festivals:

Traditional:

春节、中秋节、端午节.....

Contemporary:

国庆节长假、双十一节、女神节.....

Traditional Chinese Culture VS Contemporary Chinese Culture

Chinese technologies:

Traditional:
四大发明、木牛
流马、九连环.....

Contemporary:
大疆无人机、网
购、抖音
(TikTok)

Bibliography

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Bilal Genc and Erdogan Bada (2005). CULTURE IN LANGUAGE LEARNING AND TEACHING, Page 74.



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