

2022 VICTORIAN  
CHINESE LANGUAGE TEACHERS' CONFERENCE

2022年维多利亚汉语教师大会



9-10 December 2022, The University of Melbourne

2022年12月9-10日, 墨尔本大学



Chinese Language  
Teachers' Association of Victoria  
维州中文教师协会



# 2022 Victorian Chinese Language Teachers' Conference

Chinese Language & Pedagogy —  
Perspectives on Chinese Teaching & Learning Abroad

9 - 10 December 2022

University of Melbourne

## 2022年维多利亚汉语教师大会

中文教育与中文教学—  
海外中文教学透视

2022年12月9-10日

墨尔本大学

HOSTED BY

THE CHINESE LANGUAGE TEACHERS' ASSOCIATION OF VICTORIA

主办：

维多利亚州中文教师协会

## Theme of the Training Course (Conference)

Chinese education outside China appeared at the end of the sixteenth century, but Chinese education in schools in the true sense began in the middle of the last century. For more than a century, Chinese education outside China has developed rapidly, especially in the past 30 years. In many overseas countries, there has been an unprecedented Chinese fever. This is not only reflected in the surge in the number of schools offering Chinese courses and the number of people learning Chinese, but also various Chinese learning activities and cultural exchange activities have sprung up like mushrooms after a spring rain, which has greatly promoted the development of overseas Chinese education. In the past three decades, many countries have made remarkable achievements in Chinese education and accumulated a lot of valuable experience.

However, at the same time, it also encounters problems that need to be solved urgently in the development of Chinese education, and faces great challenges. These are mainly reflected in how to strengthen the establishment and training of Chinese teachers, especially new teachers, to meet the needs of students from diverse backgrounds and different levels; how to improve traditional Chinese education and introduce new education methods to attract more non-Chinese background students to continue or choose Chinese to learn; how to develop localized Chinese teaching materials and resources to increase the applicability and timeliness of students' learning content; and how to establish an effective integration of Chinese education between elementary, secondary and higher education.

At this conference, well-known experts and scholars from the United States, Britain, Canada, Australia and other western countries engaged in Chinese education, teaching and research will analyze the above topics and put forward their unique opinions. In addition, the special presentations on each day will further provide some practical experiences and insights in Chinese pedagogy as well as teaching and learning in particular, and also allow participants to communicate and exchange views with each other and explore these topics together.

## 大会主旨

海外的中文教育出现于十六世纪末，但真正意义上的学校的中文教育始于上世纪中叶。一个多世纪来，海外的中文教育发展迅猛，尤其是近三十年来，在许多海外国家，呈现出前所未有的中文热。这不仅体现在开设中文课程学校数和学习中文人数的激增，而且各种有关中文学习的活动和文化交流活动亦犹如雨后春笋般涌现，大大地促进了海外中文教育的发展。众多国家在近三十多年的时间里，中文教育的成绩斐然，也积累了不少宝贵的经验。但同时也遇到了中文教育发展上亟待解决的难题，面临着极大的挑战。这些主要体现在如何加强中文教师、尤其是新师资力量的建设与培训，以满足多元背景和不同层次学生的需求；如何改进传统中文教育、引进新教育方法，从而吸引更多非中文背景学生继续或选择中文学习；如何开发本土化中文教材和资源，增加学生的学习内容的应用性和时效性；以及如何建立初、中、高等教育间中文教育的有效衔接一体化等。


本次大会将有美国、英国、加拿大、澳大利亚等西方国家从事中文教育教学和研究的著名专家和学者就以上论题进行解析并提出他们独到的见解。另外，每天的专题讲座可以让与会者进一步了解当前中文教育于教学方面一些具体的实践，并相互交流，共同探讨。

## Conference Program

Date	Time	Activity
<b>December 9 Friday</b>	8:30-9:00	Registration
	9:00-9:30	Opening Ceremony
	9:30-11:00	Keynote speech 1 by Professor <i>Patricia (Patsy) Duff</i> , Department of Language & Literacy Education, University of British Columbia, Vancouver, Canada. <i>Topic: Sociocultural Approaches to Chinese Language Teaching and Learning</i>
	11:00-11:30	Group photo, morning tea, viewing of sponsor booths
	11:30-1:00	Keynote speech 2 by Associate Professor Jin Liu, School of Modern Languages, Georgia Tech University, Atlanta, USA. <i>Topic: Translanguaging as a Pedagogical Approach in Chinese Language and (Inter)culture Course</i>
	1:00-2:00	Lunch and viewing of sponsor booths
	2:00-3:00	Presentation 1 by Professor Carsten Roever, Faculty of Arts, the University of Melbourne, <i>Victoria, Australia. Topic: Language Teaching in the Foreign Language Setting: Challenges &amp; Opportunities</i>
	3:00-4:00	Presentation 2 by Mr Juncai Lin, Leading teacher, International Programs and Chinese Language Program Coordinator at Bendigo Senior Secondary College, <i>Victoria, Australia. Topic: An Innovative and Sustainable Model for Schools' Chinese Language Program</i>
	4:00-5:00	Open Discussion & Reflection
<b>December 10 Saturday</b>	8:30-9:00	Registration
	9:00-10:30	Keynote speech 1 by Professor George Xinheng Zhang, Richmond American University, Richmond, United Kingdom. <i>Topic: Teaching Chinese as Foreign Language: Theory and Practice from a Multilingual and Multicultural Perspective</i>
	10:30-11:00	Morning tea, viewing of sponsor booths
	11:00-12:30	Keynote speech 2 by Associate Professor Xiaoping Gao, School of Humanities and Social Inquiry, University of Wollongong, NSW, Australia. <i>Topic: Innovative Pedagogy and Technologies in International Chinese Education</i>
	12:30-1:30	Lunch and viewing of sponsor booths
	1:30-3:00	Presentation 1 by Dr Catherine Bryant from VCAA. <i>Topic: VCE Chinese: Ensuring SAC Tasks Meet the Requirements of the Study Design and the Principles of Assessment</i>
	3:00-3:30	Closing Ceremony
	6:00-9:00	CLTAV Annual General Meeting & Conference Dinner


## Conference Speakers (listed according to the order of presentation time)


Conference speakers	Biography & Abstract
<p>Professor Patricia (Patsy) Duff</p> 	<p>Patricia (Patsy) Duff is a Professor of Applied Linguistics and Distinguished University Scholar in the Department of Language and Literacy Education at the University of British Columbia in Vancouver, Canada. She is also Associate Dean, Research, in the Faculty of Education, and immediate Past President of the American Association for Applied Linguistics. Patsy’s main scholarly interests are related to the teaching, learning, and use of English, Mandarin, and other international and heritage languages in transnational contexts, plus Indigenous languages in the Canadian context; theories of second language learning and socialization in multilingual settings; the integration of second-language (multilingual) learners in schools, universities, and society; sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education. She has published and lectured widely on these topics. Her books include <i>Inference and Generalizability in Applied Linguistics</i>, <i>Case Study Research in Applied Linguistics</i>, <i>Language Socialization</i>, and <i>Learning Chinese: Linguistic, Sociocultural, and Narrative Perspectives</i>.</p> <p><b>Title:</b> Sociocultural Approaches to Chinese Language Teaching and Learning</p> <p><b>Abstract:</b></p> <p>Contemporary second language learning theory (e.g., Douglas Fir Group, 2016; Duff, 2019) emphasizes various social, cultural, ideological, and affective dimensions of language teaching and learning, and not just cognitive or linguistic dimensions (although also important). In this presentation, I discuss research drawing on sociocultural theory in Chinese language education to examine the experiences of both heritage- and non-heritage learners of Chinese in terms of their identities, agency, communities, and learning trajectories (Duff, 2022; Duff et al., 2013). I identify factors that appear to facilitate or impede students’ progress and investment in the continuing learning of Chinese. I then suggest how changes in curriculum, learning resources, activities, and instruction can help address students’ changing needs and interests, giving examples from a university Chinese language program in Canada. I conclude by suggesting some areas for future research and innovation.</p>

Conference speakers	Biography & Abstract
<p data-bbox="177 1003 448 1077">Associate Professor Jin Liu</p> 	<p data-bbox="488 293 1414 539">Jin Liu is Associate Professor of Chinese Language and Culture in the School of Modern Languages at Georgia Tech in the United States. Earlier she taught at Cornell University, Middlebury College summer Chinese school, and Princeton University summer program in Beijing (PIB). She received her Ph.D. in East Asian literature and culture from Cornell University and her M.A. in Chinese linguistics and B.A. in Chinese language and literature from Beijing University (PKU).</p> <p data-bbox="488 568 1414 1167">Her interdisciplinary research studies contemporary Chinese popular culture from the perspective of language, writing, sound, voice, and music. She is the author of the book, <i>Signifying the Local: Media Productions Rendered in Local Languages in Mainland China in the New Millennium</i> (2013), and co-editor of the book <i>Chinese Under Globalization: Emerging Trends in Language Use in China</i> (2012). She has widely published articles on Chinese independent films, eco-cinema, rap music, Internet culture, youth culture, sociolinguistics, Chinese language pedagogy, and digital humanities in peer-reviewed journals including <i>positions: Asia Critique</i>, <i>East Asian Journal of Popular Culture</i>, <i>Journal of Chinese Cinema</i>, <i>Chinese Literature: Essays, Articles, Reviews (CLEAR)</i>, <i>Twentieth-Century China</i>, <i>Modern Chinese Literature and Culture (MCLC)</i>, <i>Journal of Modern Literature in Chinese (JMLC)</i>, <i>Chinese Language and Discourse</i>, <i>Chinese as a Second Language</i>, and <i>Digital Scholarship in the Humanities</i> (Oxford University Press) (forthcoming). Dr. Liu alternately serves as the Director of the Chinese program at Georgia Tech and currently a board member of China Research Center.</p> <p data-bbox="488 1205 1382 1272"><b>Title:</b> Translanguaging as a Pedagogical Approach in Chinese Language and (Inter)culture Course</p> <p data-bbox="488 1305 1414 1973"><b>Abstract:</b> As Chinese-as-an-additional-language (CAL) practitioners actively seek to bridge the language-culture divide in class instruction and curriculum, various strategies have been adopted to integrate cultural components into traditionally defined “language courses” or vice versa. However, many such strategies follow a “monolingual approach” that views L1 primarily as a source of interference in second language acquisition (SLA). Recognizing the importance of L1 use in additional-language classrooms, I propose to apply the theory of translanguaging as the underlying pedagogy of CAL courses that holistically integrate language, culture, and intercultural learning. This approach fully recognizes students as multilingual and multicultural learners by judiciously and strategically combining L1 and L2 in order to maximize the growth of students’ overall linguacultural proficiency. I will use my capstone course "Intercultural Seminar" at Georgia Tech for students with advanced proficiency as a course example to discuss the implementation and benefits of this approach. This course demonstrates that the translanguaging approach enables in-depth intellectual inquiries and critical thinking and encourages Chinese language learning in an interdisciplinary, intercultural, and interactive context.</p>

Conference speakers	Biography & Abstract
<p data-bbox="188 992 437 1066">Professor Carsten Roever</p> 	<p data-bbox="485 295 1398 645">Carsten Roever is Professor in Applied Linguistics in the School of Languages and Linguistics at the University of Melbourne. He grew up in Germany and completed his first degree as a teacher for English and Psychology at the University of Duisburg. After teaching English in business and adult education, he did a PhD in Second Language Acquisition at the University of Hawai'i (USA), and subsequently worked for a year in TOEFL assessment research at the Educational Testing Service in Princeton, NJ. He has been at the University of Melbourne since 2002, and is currently Deputy Associate Dean, Graduate Studies, and Director of the Graduate School of Humanities and Social Sciences in the Faculty of Arts.</p> <p data-bbox="485 676 1398 1245">Carsten's research interests lie at the intersection of second language learning, pragmatics and language testing, and he has also done research and teaching in intercultural communication and discourse analysis. He is interested in how second language learners develop their ability to use language for interpersonal communication and extended interactions, and how their pragmatic and interactional abilities can be assessed in large-scale tests and in language classrooms. He has worked with his research students on a variety of target languages, including English, Arabic, Vietnamese, Indonesian and Chinese, and has taught PDs for school teachers in Victoria and at Melbourne's Confucius Institute. He was the editor of the Australian Review of Applied Linguistics for six years, and has written over 50 journal articles and numerous books, with his most recent volume "Teaching and testing second language pragmatics and interaction: a practical guide" published by Routledge in 2022. Carsten has been learning Chinese since 2016. He is trying to solidify his A2 level and loves the very different experiences of being a classroom student and a "street learner".</p> <p data-bbox="485 1276 1410 1348"><b>Title:</b> Language Teaching in the Foreign Language Setting: Challenges &amp; Opportunities</p> <p data-bbox="485 1357 600 1384"><b>Abstract:</b></p> <p data-bbox="485 1393 1410 2033">Teaching a second language in the foreign language setting (e.g., teaching Chinese in Australia) brings with it a range of challenges: students get much less input than those living in the target language environment, their motivation is often extrinsic or abstract, and they have very limited practice opportunities. Can foreign language learners develop the ability to speak and understand fluent and idiomatic language, and what can teachers do to facilitate that? I will argue that it is indeed possible for foreign language learners to develop fluent production and comprehension and a sense of idiomaticity while paying attention to correctness without being paralysed by a fear of making mistakes. Several methodological approaches exist, from less known ones such as the silent way and suggestopedia to the widely used communicative language teaching approach and, more recently, task-based language teaching. I will highlight the contributions of these methods, and suggest that Paul Nation's (1996) "four strands" of listening, speaking, grammar and fluency provide a practical way to structure lessons to help learners use Chinese fluently, accurately and somewhat idiomatically.</p>



Conference speakers	Biography & Abstract
<p data-bbox="220 712 405 748">Mr Juncai Lin</p> 	<p data-bbox="488 394 1414 743">Since 2013, Juncai has been the leader of the operation of an innovative and sustainable Chinese language program that benefits more than 5000 students across 28 schools in Victoria. He leads a team of 20 Chinese language teachers and other curriculum leaders for the development of a sequential and high quality curriculum from Prep - Year 10. He has always been committed to providing high quality support and arranging professional development program to all team members. Juncai is also the board director at National Chinese Museum of Australia and a committee member of the Team China Schools who leads and organises the annual exchange program between Suzhou and Bendigo.</p> <p data-bbox="488 786 1318 887"><b>Title:</b> Leading teacher, International Programs and Chinese Language Program Coordinator at Bendigo Senior Secondary College, Victoria, Australia</p> <p data-bbox="488 929 600 958"><b>Abstract:</b></p> <p data-bbox="488 999 1414 1420">Bendigo Senior Secondary College runs one of the largest regional cluster Chinese language program in Australia. The program originated from the exploration of an innovative and sustainable solution to the challenges facing regional schools, which include ongoing language teacher shortage, lack of sequential and high-quality resources, and lack of support for new teachers, etc. After ten years' of its development, the program has now successfully connected twenty-eight regional schools across Victoria and delivered Chinese language lessons to more than 5000 students from Prep to Year 12. This presentation aims to share with our teachers audience about this sustainable model and how the team of 20 teachers in this program work together on a weekly basis make innovation of Chinese language teaching and learning possible throughout this journey.</p>

Conference speakers	Biography & Abstract
<p data-bbox="225 958 459 1037">Professor George Xinsheng Zhang</p> 	<p data-bbox="544 421 1406 1070">Dr George X Zhang is a professor of Chinese at Richmond, the American University in London, an Honorary Fellow of the Chartered Institute of Linguists (CIoL) and Vice President of The European Association of Chinese Teaching (EACT). Previously he worked as the Director of the Language Centre, and London Confucius Institute at School of Oriental and African Studies, University of London. He served as the chair of the British Chinese Language Teaching Society (BCLTS) between 2006 and 2008. Professor Zhang has researched and published on language policy, language standards, language learning and teaching and teacher education. He led and coordinated the European Benchmarks for Chinese Language project (EBCL) between 2010 and 2011, and Chinese in Step (《步步高中文》) a series textbook of which he was the chief editor, won the award of "Outstanding International Chinese Language Teaching Materials" in 2010.</p> <p data-bbox="544 1106 1406 1173"><b>Title:</b> Teaching Chinese as Foreign Language: theory and practice from a multilingual and multicultural Perspective</p> <p data-bbox="544 1211 655 1240"><b>Abstract:</b></p> <p data-bbox="544 1292 1406 1989">With regards to the learning and teaching of Chinese language, Australia and the UK share much in common in terms of linguistic ecosystem and language policies featured with multilingualism and multiculturalism. While this environment provides opportunities for learning and teaching Chinese, it also presents a lot of challenges. Following the previous talk two years ago on different perceptions and subsequent teaching practices in teaching Chinese as an international language, this talk first briefly examines key concepts concerning teaching Chinese as a foreign or second language, and multilingual and multicultural environment in which how Chinese is perceived and learned as a foreign language, and then shares some of the speaker's reflections and views on pedagogies and practices of the teaching of Chinese now and in the future in such environment, based upon his personal experience, observation and research in a hope to engage in a discussion on the relevant issues with CLTAV colleagues at the conference.</p>

Conference speakers	Biography & Abstract
<p data-bbox="212 913 469 987">Associate Professor Xiaoping Gao</p> 	<p data-bbox="544 409 1406 1133">Dr Xiaoping Gao is Associate Professor of Chinese and Discipline Leader for Languages and Linguistics in the School of Humanities and Social Inquiry at the University of Wollongong. She has over 26 years of experience teaching international Chinese and has won four prestigious international, national and university teaching awards. Xiaoping has led more than 30 learning, teaching and research projects. Her research expertise includes second language pedagogy, teaching methodology, educational technology, second language acquisition, teacher education and intercultural communication. She has over 50 peer-reviewed publications in the above areas, including a co-edited book, <i>Frontiers of L2 Chinese Language Education: A global perspective</i> (Routledge, 2022). She is a committee member of Languages and Cultures Networks in Australian Universities (LCNAU), the Chair of the Wollongong Academy of Tertiary Teaching and Learning Excellence (WATTLE) Executive Committee, a member of the University Education Committee, an editorial board member of <i>International Journal of Chinese Language Teaching</i>, and the guest editor of <i>Technology-Enhanced Chinese Language Education</i></p> <p data-bbox="544 1173 1366 1240"><b>Title:</b> Innovative pedagogy and technologies in International Chinese Education</p> <p data-bbox="544 1281 655 1310"><b>Abstract:</b></p> <p data-bbox="544 1350 1414 1827">Amongst the rapidly changing milieu of International Chinese Education, teachers are continually challenged with how to keep abreast with the new developments in the field and implement innovative pedagogies and technologies to enhance student experiences and learning outcomes. This presentation introduces theoretically grounded pedagogical approaches that are conducive to the teaching of Chinese, particularly challenging components for L2 learners. It also explores how to use technology-mediated resources and freely available web-based tools to enhance flexibility, authenticity, connectivity, creativity and engagement in Chinese language classes. Real-world examples and student-centred classroom activities are also discussed to inform professional knowledge and practice in language teaching.</p>

Conference speakers	Biography & Abstract
<p data-bbox="210 837 472 869">Dr Catherine Bryant</p> 	<p data-bbox="544 427 1414 943">Catherine Bryant is Languages Program Manager in the Curriculum Division at the Victorian Curriculum and Assessment Authority. In this role, she works on various projects that support the development and implementation of languages curricula in Victoria from foundation to Year 12. Prior to joining the Languages Unit at the VCAA, Catherine taught secondary Japanese and humanities in a number of Melbourne schools. Catherine completed her PhD in 2016 in the Department of Education and Social Sciences at Swinburne University of Technology. Her research was published as a book in 2016 by Australian Scholarly Publishing, and is called "From Small Beginnings: The Victorian School of Languages." Prior to her career in education, Catherine completed a BA (Hons) and MA (Thesis) at the University of Melbourne with research interests in the areas of Japanese and history.</p> <p data-bbox="544 987 1374 1055"><b>Title:</b> VCE Chinese: Ensuring SAC Tasks Meet the Requirements of the Study Design and the Principles of Assessment</p> <p data-bbox="544 1099 655 1122"><b>Abstract:</b></p> <p data-bbox="544 1167 1414 1637">This presentation will provide an overview of the features of the VCE Chinese study designs. It is intended to assist teachers to design and deliver VCE programs that are in accordance with the requirements of the study designs. It will also address the importance of the five key principles that underpin the assessment of progress and achievement in the VCE; that assessment must be valid, reasonable, equitable, balanced and efficient. Catherine will unpack these principles for teachers and explain what they mean when developing SAC tasks for VCE Chinese. Catherine will also provide a brief guide to the supporting documents that the VCAA has published for teachers. Finally, Catherine will give a brief overview of the VCE school based assessment audit, and offer some tips to support teachers when undertaking the audit.</p>

## Conference Dinner Information

### Venue

金百合 Golden Lily

Address: Level 1/850 Whitehorse Rd, Box Hill, VIC 3128

Tel: 9890 0731

### Public Transport

We recommend attendees take public transport to the conference dinner restaurant.

#### Train

The railway station close to the restaurant is Box Hill Station.

#### Tram

Tram No.109 runs along Whitehorse Road. Get off at Nelson Road, Stop 57.

#### Bus

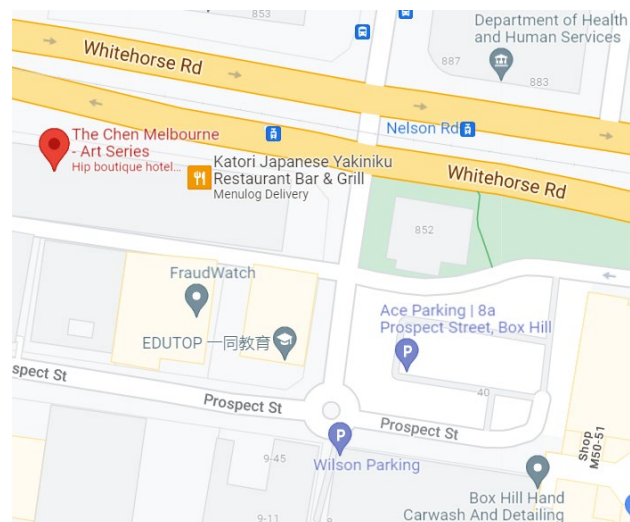
A number of bus companies run services close to the venue. Visit Public Transport Victoria for details: <https://www.ptv.vic.gov.au/>

### Parking

Limited parking is available in the following carparks:

- Ace Parking: Enter via Nelson Rd
- Wilson Parking: Enter via Nelson Rd

Street parking is available on Fairbank Ln, Whitehorse Rd and Prospect St (ranging from 1-4 hours).



## Organising Committee of the Conference

### Chair:

- **Mr Jixing Xu**, President, Chinese Language Teachers' Association of Victoria

### General Secretaries:

- **Mr Wei Ha**, Vice-President, Chinese Language Teachers' Association of Victoria
- **Mr Bo Zhang**, Treasurer, Chinese Language Teachers' Association of Victoria
- **Mr Patrick Dempsey**, Secretary, Chinese Language Teachers' Association of Victoria

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- **Mr Shuo Huang**, Committee Member, Chinese Language Teachers' Association of Victoria
- **Mr Eric Gong**, Committee Member, Chinese Language Teachers' Association of Victoria

## Other Acknowledgments

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