

CoP-ITL

Case Example from HKBU

Subject area: Chinese for non-Chinese speaking students

Course title(s): Chinese I and Chinese II

Course Code(s): GCLA1015, UCLC1017

The following captures some good practices of the teachers in engaging non-native Chinese speakers to enhance their Chinese skills both in and out of the classrooms.

The teachers deployed some linguistic and cultural activities, such as Chinese calligraphy and paper cutting, to introduce Chinese culture to international students. They also made use of role-play so that the students can imitate the people in the drama to practise their Chinese speaking. To encourage students to express themselves more freely without feeling stressed, students were given the opportunity to choose whether they would use their real names or not in the Kahoot games.

Besides textbook knowledge, the Chinese learners from Central Asia, Western Europe and Eastern Europe were taught to read classic Chinese poems as a way to familiar themselves with the forms of Chinese characters. The students who worked hard on some 20-character Chinese poems at their own time later reported that the poems had been a nice ice-breaker for them to engage with Chinese-speaking people on campus and in town.

In addition, the teachers lined up with other Chinese instructors to organise weekly meal gatherings in teahouses or Chinese restaurants to offer students language exchange opportunities in a casual setting.



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