

Creativity in Chinese Language Teaching and Learning

Research and Practice in Challenging Times

Applied Chinese Language Studies XII

Edited by
Shejiao XU
Lijing SHI
Xuan WANG



Creativity in Chinese Language Teaching and Learning
Research and Practice in Challenging Times

Applied Chinese Language Studies XII

Edited by
Shejiao XU
Lijing SHI
Xuan WANG

Selected Papers from the British Chinese Language Teaching Society
The 2022 International Conference

Creativity in Chinese Language Teaching and Learning—Research and Practice in Challenging Times

Applied Chinese Language Studies XII

BCLTS editor: Shejiao XU, Lijing SHI, Xuan WANG

Commissioning editor: Ranran DU

Cover design: Wenqing ZHANG, Ranran DU

Layout/Illustrations: Beijing Shuxiang Chuancheng Culture Development Co. Ltd

First published in Great Britain in September 2023 by **Sinolingua London Ltd.**

Unit 13, Park Royal Metro Centre

Britannia Way

London NW10 7PA

Tel: +44(0)2089611919

Email: editor@sinolingualondon.com

ISBN 978-1-907838-69-9

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior permission from the publisher. Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the publisher will be pleased to make the necessary arrangements at the first opportunity.

Acknowledgements

Our sincere gratitude goes to The Universities' China Committee in London (UCCL) for its continuous funding support towards the great success of the BCLTS International Conference (both online and in-person) in 2022 and Sinolingua London Limited for its meticulous editing work and professionalism in the publication of this volume.

We also would like to thank Confucius Institute at Open University for hosting the conference, starting from designing and producing conference posters and agenda to providing venues, facilities and efficient technical support to the conference. The conference wouldn't be successful without great help and support from Open University.

前 言

春风又绿杨柳岸，又一期英汉会年会论文集面世。与往年相比，本期论文集有两个不同之处。

首先，这本论文集是英汉会历史上首次得益于世界汉语教学学会“全球中文教育主题学术活动资助计划”的学术成果。2021年8月，时任英汉会会长施黎静博士和副会长王璇博士反复策划修改，合作提交了申请书，向世汉会申请四万人民币经费举办“国际中文教育与创造力—2022年英国汉语教学研究会专题研讨系列活动”。该项目于2021年11月获得批准并启动。从2022年1月开始，项目与特聘专家李利教授（埃克塞特大学）、阚茜博士（英国开放大学）和宋连谊博士（伦敦大学亚非学院）紧密合作，在接下来的半年中带领英汉会面向本土教师和会员以及其他国家和地区的汉语教研同行，充分利用英国高校平台和网络科技资源举行了四场专题研讨。2022年2月组织了“创造力与二语教学的理论框架”网上研讨会。2022年4月在伦敦亚非学院举办了“国际中文教材与创造力”线上线下混合式研讨工作坊。尤其是2022年6月在英国开放大学召开的2022年英汉会年会，通过混合式学术研讨大会着重探讨了“国际中文课堂教学与创造力”与“国际中文教育与科技的创新运用”两大主题。本期论文汇集了2022年年会研讨之精华。

2022年英汉会年会全称“第19届高等教育中文教学国际会议暨英国汉语教学研究会2022年国际年会”，由英汉会与英国开放大学网络孔子学院合作举办。会议主题为“国际中文教育教学与创造力—挑战性时期理论与实践 (Creativity in Chinese language teaching and learning - Research and practice in challenging times)”。四位国际知名的语言教育学者围绕主题发表了精彩深入的主旨演讲。他们分别是赵杨教授（北京大学）、李崑教授（伦敦大学教育学院）、Agnes Kukulska-Hulme教授（英国开放大学）和金立贤教授（澳门城市大学）。

在《中文慕课学习者在线学习行为研究 - 以 Chinese For HSK4 课程为例》为题的演讲中，赵杨教授介绍了对北京大学 Chinese for HSK4 慕课近三万名学习者学习行为的研究，依据学习者的学习行为特点采用聚类法进行数据分析，并通过建立神经网络和逻辑回归模型，对其学习效果进行预测。李崑教授的发言题目是《跨语言与汉字转写：通过汉语教育中的共同

学习(重新)创造社会语言现实(Translanguaging and Transcribing Sinographs: (Re)Creating sociolinguistic realities through Co-learning in Chinese Language Education)》。他强调多语交际中的语言游戏和超语概念,尤其是对汉文字的有趣改写与混合于中文教学的重要性,因为这不仅激励学习者,塑造他们的批判性世界观,还使得学习成为教师与学生共同建构知识的过程。而 Agnes Kukulska-Hulme 教授的主旨报告《探索移动语言学习中的创造力(Exploring Creativity in Mobile Language Learning)》通过详尽的文献回顾探讨了当下极具挑战性的社会经济背景下,创造力如何移动技术与其他学习资源相结合发挥作用。金立贤教授则在题为《在语言教学中培养批判性思维和创造力(Developing Critical Thinking and Creativity in Language Teaching)》的报告中,运用中国传统思想和西方当代语言学的视角和方法,探讨了批判性思维的概念和定义,并阐述了批判性思维和创造力如何在语言教学中相互影响和相互补充。四位专家的深厚科学素养以及所带来的最新科研成果开阔了与会者的学术视野以及对学科前沿的了解。

除上述专家提纲挈领、深入浅出的演讲外,本次会议还设有“创造力与技术”、“创造力与语言教师”、“创造力与语言教学”、“人工智能技术与教学”、“对外汉语与语言学”、“课堂教学创新”、“教师发展”、和“课程创新”八个分主题,共三十七场学术演讲。特别值得一提的是英国开放大学 Ursula Stickler 博士题为《未来的语言教师—创造力与适应力(Language Teachers of the Future: Creative and Adaptable)》的演讲,基于多年对于计算机辅助语言教学的研究和对欧洲语言教师的培训经验,她的演讲证据丰富详实,互动活泼,反响尤为积极。年会还另设了“国际中文虚拟交换项目(Virtual Exchange and Teaching Chinese as a Foreign Language)”专场研讨。为鼓励多种模式的学术交流,会议亦举办了学术海报展,并评选出四份优秀海报在英汉会网站上进行展示。

此次大会共计近五十位发言人,各自围绕会议主题阐述了独特的学术观点,分享创新理论与实践,讨论如何发挥科技辅助语言教学的最大潜能,拓展课堂教学中的创造力。会议发言人中有 44% 来自英国高校,其中英汉会会员占 36%。另有 40% 来自中国大陆及港澳台地区,还有部分来自美国、瑞士、澳大利亚和俄罗斯的发言人。广大参会者也在线上和线下积极参与互动和问答。会议的参与总人数达一百二十五人,其中三十五人线下参会,九十人通过网络平台参与,分别来自英国、中国大陆及港澳台地区、德国、比利时、瑞士、俄罗斯、美国、澳大利亚和以色列。

在会后的调查问卷中,参会者的反馈一致良好,有老师留言说,“这次会议的内容专业、深入,有很多优秀实践的具体例子”。整体而言,这次学术会议既有世界一流专家的大力参与,又有一线教师的观察与思考;既有理论框架的探讨与再运用,也有创新实践活动的介绍与审视。

会议发言紧密联系国际中文的日常教学和教师发展，与会者不但可以了解到专家和同行在教学与科研中的最新成果，也对国际中文教育的发展和自身的职业发展有了更深刻的认识。

基于上述背景，本论文集在内容和形式上亦有创新，这也是本论文集的第二个不同之处。我们特约了两篇“外来”专家的发言讲稿，试图打破“汉语界”和“外语界”之间的藩篱，通过多交流、多沟通、请进来、走出去，让我们这个学术团体所深耕的领域能与时俱进，更有活力与生机，同时也让没能参会的老师们有机会接触了解当今著名专家发言的重点和要点，把先进的知识传播得更广更远。此外，除了典型意义上的学术论文之外，本集收录了教学反思型文章。对国际中文教育者来说，科研与实践同样重要；所谓“两手都要硬”，理论与基于大量实践的深度反思都有借鉴意义，且可互相促进。我们希望能通过这样的文章反映出一线教师的宝贵经验和职业心声。

论文集的成功出版当然离不开英汉会委员会的精诚合作以及各合作伙伴的大力支持。借此机会我们谨代表英汉会全体会员向本次大会组委会再次表示诚挚的谢意，包括英汉会委员会成员徐社教博士、陈青博士、郭蓉博士、张巧超博士、司马麟先生（Don Starr），以及英国开放大学网络孔院院长阚茜博士和她的团队。特别感谢英汉会学术主编徐社教博士，这是他任职四年间参与编辑的第三本年会论文集，他为这份职责付出了大量的时间和精力。编一本论文集也许不难，但勤勤恳恳地做四年编辑工作，这在英汉会历史上可谓前无来者。此外，对于英中协会伦敦高校中国委员会（Universities' China Committee London）长久以来给予英汉会的扶持，以及华语教学出版社伦敦分社的杜然然女士精益求精的专业水准，在此也一并致谢。我们的项目已于2023年4月顺利结项，再次鸣谢世汉会的大力支持，尤其是会长钟英华教授和学会秘书处万众老师对我们项目的关心和认可。

施黎静、王璇

2023年4月16日于伦敦

Preface

The 19th BCLTS Annual International Conference on Teaching and Learning Chinese in Higher Education was held both online and in person at a time when the COVID-19 was still raging across the world. It was a rare opportunity in almost three years for teachers, researchers and practitioners to be able to meet face to face again and exchange ideas and research on Teaching Chinese as an International Language (TCIL). The excitement of reconnecting with old friends was transfused into the smiling and happy faces of all the conference attendees. This volume of the Conference proceedings is dedicated to remembering the exciting time that every attendee had enjoyed, to sharing the latest research and practices in TCIL, and to expounding the Conference theme ‘creativity in Chinese language teaching and learning: research and practice in challenging times’. It is our privilege to have a very special Featured Contributions column to publish Professor Agnes KUKULSKA-HULME and Dr. Ursula STICKLER’s talks on creativity and new technology in this volume.

Featured Contributions

What is creativity in language teaching and learning? What are the relations between creativity and new technology? The two featured contributions to this volume set to answer the two questions. Before defining the term creativity, Agnes KUKULSKA-HULME briefs the trends in pedagogical innovation and creativity in mobile assisted language learning and research agendas for the future. In KUKULSKA-HULME’s sense, creativity is innovation, inventiveness, ingenuity, resourcefulness and affective engagement leading to discovery. It arises from new technologies which bring forth changes and challenges in society, economy, and environment. Creativity provides opportunities to make, create or co-create knowledge for both teachers and students.

From a developmental perspective, Ursula STICKLER considers creativity as a skill which develops from the basic level of ICT competence to specific technical competence in dealing with constraints and possibilities of the technological medium. The next level of development starts from facilitating communicative competence and online socialisation to the top level of creativity, choice and own style. Language teachers play various roles, such as a visionary, a traditionalist, a designer, a mediator and a critical voice in the new era of technology. Training, researching, and theorising are the

ways to support online language teachers' creativity and choice.

The two featured contributions emphasise the importance of new technology that has produced opportunities and challenges in the process of achieving creativity for language teachers and students. The selected papers of this volume explore the linguistic, cognitive, sociocultural and pedagogic dimensions of creativity, i.e. creativity in teaching, creativity in learning, creativity in Chinese linguistics and creativity in teacher development.

Part I Creativity in Teaching

Creativity in teaching is achieved with the help of new technology that provides a multimodality learning environment for learners. Microlecture-Assisted Distance Learning is one of the examples which facilitates learning without borders. Needs analysis in technology-assisted language teaching is particularly important as it is the basic of creativity: creativity does not exist without a thorough understanding of students' needs. The three contributions in this section look into the issue of creativity in language teaching from cognitive and practical perspectives.

Amily GUENIER and Zhen ZHANG use a Needs Analyses survey to identify students' learning needs and objectives in their study on Business Chinese courses. Their research shows that students are employment-oriented and would like to know more about the Chinese business culture and develop intercultural communication skills. Multimodality is the most preferable mode of teaching.

Xiaochen LIU and Huiyao XU believe that Microlecture-Assisted Distance Learning is one of the best options for children who study Chinese in Malaysia. Usually, micro-lectures are well-designed and attractive to young learners because of the elements of sound, music and animated pictures. Their study proves that children's attention to the micro-lectures is particularly on contents and keeps stable and consistent throughout the lectures; however, teacher's intervention disrupts their learning.

Yan CUI in her paper explores the features, underlying thread and structures of Tung's well-known textbook, *Colloquial Chinese* and her two books *Elementary Chinese Listening* and *Styles of Modern Chinese Literary Language*. Her way of approaching the three books is based on her insightful understanding of students' needs, contrastive analysis of Chinese and English and her lifelong teaching experience. The core part of her recommendation is that lessons should be created and tailored to the needs of students when a thorough understanding of the learner, the textbook and the learning environment is appropriately achieved.

Part II Creativity in Learning

Learning involves changes of students' attitudes, behaviours and values as a result of experiencing new technologies and pandemic in particular. Creativity derives from innovative ways of incorporating digital technologies, Computer-Assisted Language Learning (CALL) and online learning into traditional classroom teaching. The three articles in this section report the attitudinal and behavioural change of students after using the new learning tools.

Zhiqiong CHEN's study focuses on the teacher integration of digital technologies to promote in-class active participation in activity design. Her research findings reveal that technology integrated activities have brought pedagogical benefits to students when they work together: they participated anonymously, communicated in different forms and through different channels simultaneously. It helps in prompting classroom participation and interactions. Based on these findings, CHEN addresses the implications of this study which could be helpful to teachers and students who are intending to apply these technologies.

As a sub-area of CALL, Virtual Exchange (VE) has received increasing attention in the past twenty years, especially during the pandemic. Congxia LI's research looks into how the critical cultural awareness (CCA) has changed and developed in a VE project between a UK higher education institution and its Chinese counterparts. Her research demonstrates that the VE experience can enhance participants' ability in identifying values, making evaluative reasoning, interacting and mediating in a culturally diverse environment of language learning.

Xiaoying YU explores the possibilities of adding additional dimensions to the traditional in-person class during the pandemic when universities, teachers, and students were forced to transfer from face-to-face teaching to online learning. Her study describes the design and implementation of a hybrid second-year Chinese language class, aiming to show how hybrid learning combines the benefits of traditional in-person and online classes and how it can facilitate flexible timetabling and socializing in learning communities both online and offline.

Part III Creativity in Teacher Development

The key word for teacher development is professionalism. It is about teachers' attitudinal and functional development. A systematic understanding of teachers' interests, technological and pedagogical knowledge is essential for creativity in teacher development. In this section, Junmin XIAO and Bingqing WANG explore the issues related to teachers' Technological Pedagogical Content Knowl-

edge (TPACK). They administered an 83-item questionnaire with seven subscales to 307 teachers from universities in China. Their research findings show that the participants were generally confident in their Content Knowledge, Technological Knowledge and Pedagogical Content Knowledge, while perceiving their TPACK, Technological Content Knowledge and Technological Pedagogical Knowledge to be relatively weaker. Social factors such as teachers' age, educational background, teaching experience etc. have an impact on teachers' TPACK. Implications to teacher training support are discussed as well.

In a similar vein, Xuanying SHEN and Jia YU investigate teachers' interests in using interactive plugins. They choose the top-ranking plugin Quiz as the teaching tool in their research project to explore teachers' acceptance and use of Quiz. The results show that interactivity has a significant effect on the perceived usefulness and perceived ease of use. The relationship between perceived ease of use, organizational climate and perceived usefulness appears to be weaker.

Zhaoxia PANG questions the teaching practice available in the TCIL and proposes that good practice should be followed by using pedagogical literature as theoretical background and students' feedback as evidence to facilitate teaching. Special emphasis should be put on the basic essentials, i.e. the fundamental elements to make teaching delivery successful, which, seems to have been side-lined in the studies and discussions in the area of teaching Chinese as foreign language.

Xueying FENG looks into novice teachers' use of questions in online one-to-one Chinese language teaching. Her study shows that the numbers of questions the novice teacher used during her instruction time were lower than expected. Presentative questions tend to be more used and the number of responsive questions seems higher than experienced teachers. A developmental trend is observed in her study: questions on vocabulary and text structure were increased. But in general, the effectiveness of questioning for the novice teacher is not high. It is reminded that novice teachers should be given more time to practice using questions in class.

Part IV Creativity in Chinese Linguistics

Creativity in Chinese linguistics lies in a fresh and new approach to linguistic features of the Chinese language. The three articles in this section on Chinese visual verbs, Chinese animal compound words and herterglossic features of learners' writing have taken dependency grammar, domain theory and engagement theory as their research frameworks. The syntactic features of Chinese words and learners' writing are well documented in these studies.

Jie ZHOU studies the syntactic features of visual verb *zhùshì* "stare" from three levels: dependency grammar, verb-dependent syntactic dependence, verb-dominated syntactic collocation

strength, and verb-dominated syntactic dependency type. Her study shows that *zhùshì* “stare” and its dominant components can form five syntactic dependencies, namely the relationship between sentence and core, juxtaposition, verb-object relationship, fixed-middle relationship and subject-verb relationship. When *zhùshì* “stare” and its dominant components form the relationship between the sentence and the core, the syntactic collocation is the strongest; *zhùshì* “stare” can be combined with syntactic components such as adverb, object, subject, and attachment components such as “to”, “with”, and “in”.

Yang ZHOU investigates the derivative procedure of modern Chinese animal compound words with metaphors and metonymies. N1+N2 animal compound words with metaphors and metonymies have two source domains. N1 and N2 map to the target domain when they extract similarities in reference to each component. ZHOU suggests that metaphorical teaching should immerse learners to understand the formation and cultural connotation of Chinese words, especially for the higher-level students who would like to further develop their Chinese language ability and communicative competence.

Ting LI adopts a heteroglossic approach to engagement to compare the essays written by learners of Chinese and Chinese native speakers. Her study suggests that learners of Chinese tend to use more dialogic expansion but less dialogic contraction language resources to engage themselves in essay writings, their non-formative use of Chinese and undecisive standpoint may result in the lowering of credibility and insufficient dialogic space in negotiating opinions and standpoints with others.

With an umbrella term of creativity, this volume explores important aspects of Chinese language teaching, learning, linguistics and teacher development. It is particularly important to focus on creativity at the time when online teaching became almost the only option for language teaching and learning during challenging times. As one of the authors Yan CUI pointed out in her paper, “practice is the source of creativity” (p. 59, in this volume). Creativity is impossible if theory is not linked to practice. With more and more students learning Chinese and continuing their journey to a mastery level, we believe that teaching while theorising is one of the best ways to move towards an ideal situation that research results could be applied to daily teaching practice.

Finally, I would like to add a personal message since this is my final year working as the editor for the BCLTS. In the past four years, I have developed from someone who knew little about the editorial work to one who truly appreciates the kind of dedication, skills, and, importantly, creativity, it takes to do the job properly, although I know my work is far from being perfect. My sincere thanks goes to the BCLTS Committee (2020-2023) for its great support and encouragement and all the authors who have

produced excellent work for me to read, learn and appreciate.

Dr Shejiao XU

February 2023

Table of Contents

Acknowledgements	I
Chair's Foreword	II
Preface	V

Featured Contributions

Exploring Creativity in Mobile Language Learning Agnes Kukulska-Hulme	1
Creativity in Language Teaching Ursula Stickler	21

Part I. Creativity in Language Teaching

Multimodal, Multicultural, Meaning Making of Intercultural Business Communication in Business Chinese Teaching Amily GUÉNIER, Zhen ZHANG	33
A Study on the Attentional Performance of Young Children in the Context of Microlecture-Assisted Distance Learning Xiaochen LIU, Huiyao XU	49
Practice is the Source of Creativity-A Case Study of Preparing Three Teaching Materials for the SOAS Students Yan CUI	59

Part II. Creativity in Language Learning

Increase Student Active Classroom Participation with Technologies- Students' Perceptions of Integrating Vevox, Talis Elevate, MS Teams in Classroom Activities Zhiqiong CHEN	77
---	----

Designing and Integrating a Virtual Exchange Project for the Development of Critical Cultural Awareness	
Congxia LI	94
Hybrid Learning in Chinese Language Class	
Xiaoying YU	108

Part III. Creativity in Teacher Development

Research on CSOL Teacher’s Technological Pedagogical Content Knowledge (TPACK) for Online Teaching: An Investigation of In-service CSOL Teachers in Chinese Universities	
Junmin XIAO, Bingqing WANG	121
Using the Technology Acceptance Modal to Explore Chinese Language Teacher’s Acceptance and Use of LMC Quiz	
Xuanying SHEN & Jia YU	143
Effective Teaching Methods to Support Intended Learning Outcome	
Zhaoxia PANG	156
A Study of the Novice Teacher Questions in Online One-to-One Chinese Language Teaching	
Xueying FENG	169

Part IV. Research in Chinese Linguistics

The Syntactic Features of Visual Verb zhùshì “stare”	
Jie ZHOU	177
The Derivative Mechanism of Modern Chinese Animal Compound Words with Metaphors and Metonymies	
Yang ZHOU	186
The Study on Engagement System and Rhetorical Persuasion Function in Academic Discourse by Learners of Chinese	
Ting LI	198

Exploring Creativity in Mobile Language Learning

Agnes Kukulska-Hulme

The Open University

Abstract: Mobile language learning harnesses the power of mobility combined with computational assistance to enable new language learning experiences in the digital era. At their best, these learning experiences can improve language acquisition and practice, while also enhancing the development of desirable skills and talents such as creativity, problem solving, self-regulation, collaboration and translanguaging. Putting creativity under the spotlight, the aim is to explore how this concept relates to research and practice in mobile language learning, where it remains underexplored. We consider how creativity sometimes comes into play when mobile technologies are combined with other learning resources, and when overcoming adversity in challenging socio-economic contexts where learners have limited access to mobile devices, learning materials and support.

Keywords: learning futures, creativity, mobile assisted language learning

1. Introduction

It is my great pleasure to address this conference today. We are going to be exploring together the idea of creativity in relation to mobile language learning. As Regine (Hampel) mentioned, mobile learning has been my field of research and practice over the past twenty years or so. I haven't particularly focused on creativity in my work, but I always welcome the opportunity to explore something new. So, when the idea came up to look at creativity, I took the opportunity to reflect on whether

creativity was playing a role in mobile language learning research and whether it is a recognized theme in our work.

So today we're going to be looking at the theme of creativity in relation to mobile language learning. As mentioned, I lead the Learning Futures Research and Innovation programme in the Institute of Educational Technology (<https://iet.open.ac.uk/themes/learning-futures>).

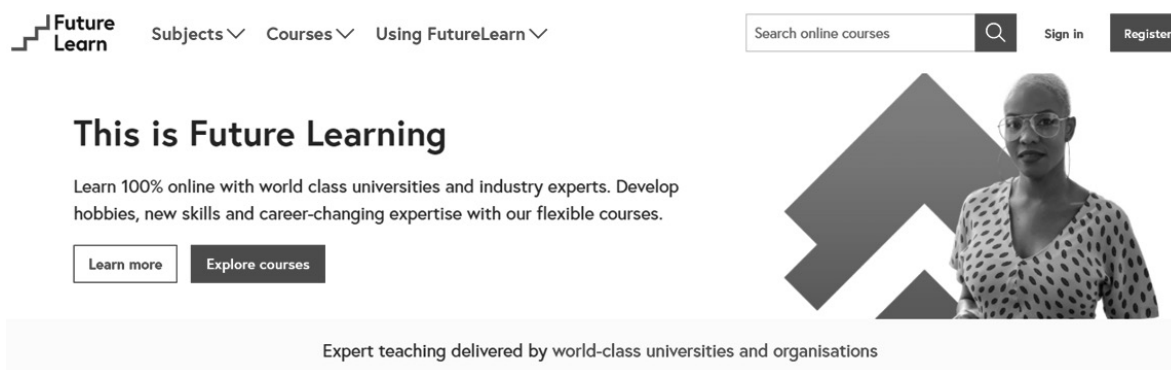


Figure 1. Future Learning

In this program, we have multiple projects that are developing new ways of teaching, learning and assessing. For example, we led the early work on the pedagogical design of the FutureLearn online platform enabling social learning (Figure 1). I am not going to be talking about all those projects today, but I will touch on another major activity, which is the production of the *Innovating Pedagogy* reports. In our program we believe that although technologies may change, innovations in pedagogy are what we should be focusing on and these can bring lasting benefits. We routinely identify many pedagogical innovations that are enabled by technology.

Here's our overall agenda for this talk: I will start by telling you something about our work on emerging trends and pedagogical innovations. And I'm going to touch on how mobile learning, as a pedagogical innovation and a field of research, has changed over the years. I know that in any audience there are people who are very familiar with mobile learning and plenty of people for whom it is something new, so I try to strike a balance. It's important to realise that mobile learning is now a very diverse area of research and practice, and there are many ways of understanding what mobile learning is about. Next, we can consider the role of creativity in mobile-assisted language learning to date. And what about the future? We are in a position to shape the future. We can do that through our research and by formulating research agendas for the future, and that will help us focus on particular values and aspects that we want to develop.

2. Trends in pedagogical innovation

To begin with, a few words about the trends that we've been investigating over the past ten years.

2.1 *Innovating Pedagogy reports*

The Open University *Innovating Pedagogy* reports are led by the Institute of Educational Technology and co-authored with external partners. They are all available for download at <https://iet.open.ac.uk/innovating-pedagogy>.



Figure 2. Innovating Pedagogy reports

This series of reports was launched back in 2012, at a time when MOOCs were a novelty and there was a growing need to understand and disseminate the pedagogical possibilities of new technologies. Every year we produce this report which contains ten innovations, so we now have nearly one hundred innovations. It is very interesting to look back over this work and consider the meaning of all that innovation.

Last year, we produced the 2021 report which I'll be talking about, and we have also produced one for this year which will be published shortly. When developing this latest report, we took the opportunity to look back over everything that we've been working on and found that there have been ten major themes that have emerged through the innovations that we've been describing. They're listed here in Table 1.

Table 1. Overarching themes from the past 10 years of innovating pedagogy reports

Ten overarching themes	Examples
1. Connecting with others	Crowd learning
2. Emotions	Learning through wonder
3. Justice	Decolonizing learning
4. Resourcing learning	Learning analytics
5. New settings for learning	Place-based learning
6. Frameworks to support thinking and learning	Computational thinking
7. Learning in an open world	Massive open social learning
8. Learning in daily life	Esports
9. Making learning personal	Dynamic assessment
10. Engaging learners	Immersive learning

They're not in any particular order, so I'm not saying that the first one is the most important theme, but it is one way of bringing together what we've covered in these reports. Interestingly, many of those innovations are about connecting with others, which is very relevant to today's world, and the role of emotions has been foregrounded in many of innovations. Justice or social justice as another key theme, maybe because we are leading these reports at the Open University and we care deeply about social justice. 'Resourcing learning' can be about making different technologies available to produce materials or to analyse course materials and understand how they are used. There are of course many new settings for learning as we know: there are formal and informal settings, including the home setting, and there are ways of learning in different places that change the nature of what we do. Of course, there are also new frameworks to support thinking and learning in these new settings and environments. We also recognize there is a move towards being more open in our approaches to education; for example, sharing materials and resources more widely and recognizing learning in daily life, and we are trying to make learning more personal to the learner or individual. We're also trying to engage our learners, and that might be through creativity.

These are the major themes we have discovered. It's not the only way of looking at those hundred innovations, so I do invite you to look at our reports and see what themes you can discover there.

If you've not seen these reports before, here is briefly last year's report - you can see the ten pedagogies we presented (Table 2). In the report we describe each one with examples.

Table 2. Themes in Innovating Pedagogy 2021

<p>Best learning moments Positive mental states for enjoyable and effective learning</p> <p>Enriched realities Extending learning with augmented and virtual reality</p> <p>Gratitude as a pedagogy Reflecting on attitude to improve wellbeing and learning</p> <p>Using chatbots in learning Using educational dialogues to improve learning efficiency</p> <p>Equity-oriented pedagogy Finding fairer ways to improve learning for all</p> <p>Hip-hop based education Culturally relevant learning through hip-hop</p> <p>Student co-created teaching and learning Teachers and students creating materials and curricula</p> <p>Telecollaboration for language learning Using communication tools for collaborative language learning</p> <p>Evidence-based teaching Using evidence from research to inform teaching</p> <p>Corpus-based pedagogy Using authentic language data to support language teaching and learning</p>

As people go about their learning in different environments, they can capture their emotional state and perhaps recognize that they learn better in some environments than in others – in other words, they can recognize their ‘best learning moments’. And they can also capture what’s happening around them, for example for language learning purposes. It’s a very rich area of exploration. You can see that we’re looking at the role of emotions like gratitude, we’re looking at technological innovations like chatbots. We are looking at the social change that is taking place, the growing emphasis on equity, at least in some parts of the world, and the role of culture. For some topics, including ‘Using chatbots in learning’, ‘Telecollaboration for language learning’, and ‘Corpus-based pedagogy’, we worked closely with our Chinese partners at Beijing Foreign Studies University, a very nice and fruitful collaboration. This worked very well, and then this year we have worked with the Open University of Catalonia.

Looking back at our reports, I could see that we have been writing about creativity, even though we did not identify it as one of our ten overarching themes. I think we’ve touched on three senses of creativity as a theme in these reports.

2.2 Creativity in three senses

2.2.1 Creativity as innovation, inventiveness, ingenuity, resourcefulness

The first sense I would identify as being an innovation theme, including inventiveness or ingenuity as well as resourcefulness. Often it comes through in taking advantage of opportunities arising from new technologies (see Table 3). For example, when chatbots came along, they weren't designed for language learning, but now people are exploring how we can use chatbots to provide more opportunities for students to practice their language skills, or to reflect on how language is used when interacting with artificial agents.

Table 3. Major trends of creativity in Innovating Pedagogy (IP)

1) Opportunities arising from new technologies Using chatbots in learning (IP2021 ¹) Corpus-based pedagogy (IP2021) Telecollaboration in language learning (IP2021)
2) Changes and challenges in society, economy, environment Roots of empathy (IP2019) Social justice pedagogy (IP2020)

Creativity also arises out of the changes and challenges that are happening around us in society, our economies and the environment, and the learning environments as well. Here we can identify 'roots of empathy', a pedagogical approach that came from our partners in Israel who were very interested in issues of intercultural communication and developing understanding between different people. Social justice pedagogy is another example, from another report, that reflects changes in society. So, that's the first meaning of creativity that I could see in our reports.

2.2.2 Creativity as opportunities to make, create or co-create

The second meaning struck me as being about opportunities to make, create or co-create something, particularly where students are encouraged to create materials and resources and tell us about their experiences in a creative way; so here we have examples from the 'maker culture' (IP2013) communities, where they are making something collaboratively and sharing in different ways. 'Making thinking visible' (IP2019) is using resources to show our understanding and our thinking; it means making student assumptions and ideas visible for both teachers and students by creating charts, models, videos, virtual objects, and texts that bring together audio, images and videos. This can be done individually or collaboratively (see Figure 3 below).

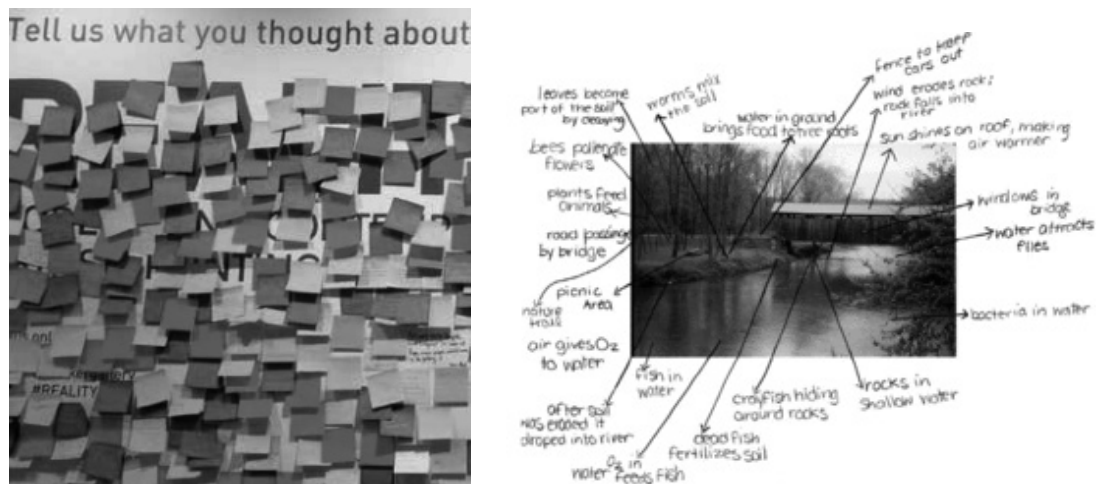


Figure 3. Making thinking visible

You could say that's not new, but it is new if you do it in different ways, if you use new resources and new technologies, novel ways of doing this. Conventional ways of creating charts and diagrams or models, along with the use of digital technologies including videos and virtual 3D objects, bring together lots of creative resources.

This can be done individually or collaboratively at a distance, so these are new possibilities and they can be used in language learning. It is a relatively easy way of enabling learners to become more engaged and to express themselves in the course of learning a language.

There's also 'student co-created teaching and learning' (IP2020). The co-creation of teaching and learning materials by teachers and students working together leads to greater empowerment of students and better relationships. Students can share responsibility with teachers for designing materials, activities, and assessments (see Figure 4).



Figure 4. Student co-created teaching and learning (Photo by airfocus on Unsplash)

This is an interesting idea about how we develop new courses and the role that students can play in that process. It's not something that has been done in the past very much but I believe it is being encouraged in a lot of places now, so we will see more co-creation of learning materials and teaching materials by the students and teachers working together. Through co-creation, students are more engaged, they have a voice and more of a say in what they are going to be learning, and there's a shared responsibility as well. Co-created assessments are more challenging: do we change the assessment according to student ideas? It implies new ways of working because we must have an ongoing relationship with students. Over time, students and past students or alumni may be contributing to the development of a new culture of co-creation, which brings a lot of benefits. It can be quite challenging, though, so you need to weigh up whether you want to do that, but it is an interesting approach.

And then we come to the third interpretation of creativity in relation to the reports.

2.2.3 Creativity as affective engagement leading to discovery

In this category what I could see were some pedagogies that were focusing on effective or emotional engagement, which led the students on a journey of discovery. This could be thought of as creative discovery, and so here are a few examples of those pedagogies. Geo-learning (IP2013) was in our report ten years ago; it was about those early days of developing trails in mobile learning. Place-based learning started off in an informal context, for example families creating trails in woodland for other families to follow and leaving boxes of hidden treasure or information they could pick out and learn from, and they could leave some objects or information for others. So it was an excellent idea and very much connected to the idea of mobility in learning and content created informally, but with families very much involved.

Then there is learning through storytelling (IP2014), which plays well into the potential of mobile technologies to enhance this aspect, because how do we tell stories? Partly through recording our experiences, capturing what's happening to us and around us. You can capture these stories on the go through images or video and you can share them, so it's very relevant to mobile assisted language learning as well.

There is also playful learning (IP2019), and games-based learning (IP2019), which is a huge area of growth. And that connects us with Learning through wonder (IP2019), a pedagogy that is more traditionally associated with sciences than with language learning, but why not languages as well? I think it applies equally to discovery of extraordinary things about cultures and about how languages are used. Multisensory learning (IP2020) also plays into that area of engagement and discovery.

So, that's what I could find in our reports in terms of the creativity theme, and I'm sure there's more in there but that was an initial run through.

It made me reflect as well on what we had written about mobile learning, because we don't identify that as an explicit pedagogy, but to my mind, it's because mobile learning is so rich in diverse ideas, there's so much there and you can't really do it justice if you put it all down on two pages. However, for the purpose of this presentation, let's say a few things about mobile learning. Let's reflect on the ways it has changed because it has been changing massively. You could see it as an evolution, but in some ways it's also a revolution that has brought new ways of thinking about learning.

3. Mobile learning (r)evolution

Back in 2013, Helen Crompton developed a definition for mobile learning; mobile learning has been defined as “learning across **multiple contexts**, through **social and content interactions**, using personal electronic **devices**.” (*emphasis added by the author*).

Those remain key elements of mobile learning, but not always realized in practice. When we approach it in a very reductionist manner and mobile learning is seen as just accessing materials in a convenient way, we're kind of missing the point. Of course, it's great to have convenient access, but there's so much more to it. And even if we look at the three key elements, we can see how those elements have changed. 'Multiple contexts' used to be connected to the school and museum experiences or other organized school trips. That's learning across multiple contexts, but now we're looking at connecting learning across levels of education, connecting learning with work environments, work with leisure and also with community life. These are multiple contexts we're talking about now, so it is a much richer concept.

Similarly, 'content and social interactions' used to be mainly about interactions among classmates using set materials provided by teachers. Now we're talking about interactions happening virtually with anyone in the world, and people creating and sharing content, so it's a very different nature of interaction and relationship with mobile devices.

Devices used to be just smartphones and tablets. Now we have a wider array of devices, so mobile learning is not just about mobile phones, it's also about wearable technologies, sensors in the environment embedded in objects, and the smart systems on home devices that many of us now have at home, where, to some extent, we can use them for learning. So, the field has changed a great deal and continues to evolve.

3.1 Varied conceptions of mobile assisted language learning

Therefore, we can identify that there are many possible conceptions of mobile assisted language learning. When we write about it in papers, we should be stating what our conception is, because other people will make different assumptions about its meaning. I've alluded to learning more easily and effectively through convenient access and frequent language practice, so that's of course very important and access is key to populations across the world. Mobile technologies have transformed that access for many people but not for everyone. I'll come back to that at the end of my talk.

Of course it's learning with different types of content as I've just mentioned. That's changing, for example the use of mobile games. Augmented reality is the next thing that we're seeing being developed more and more.

Acquiring new skills and competencies while learning a language (including mobile communication, mobile literacies...) is a major aspect of mobile learning, so if we're talking about developing creativity, mobile phones expand mobile communication possibilities and the development of literacies that are specific to the use of mobile technologies and a vast range of media.

Learning from context and locations includes the home, work, museum, forest, etc. But now we are also learning in mobile societies. A society changes when technology permeates society, but the society is also changing in other ways, so the way that language is used in society is changing and therefore mobile language learning is also about taking note of that, in other words understanding those changes.

Learning in "mobile societies" (Traxler, 2009; Traxler et al., 2019) is learning in societies permeated by personal digital technologies that are transforming society and language use. And orienting our learners towards this means looking at how language is being used in society, maybe even from beginner level - that's a real challenge, and a controversial thing to say, that maybe not just at advanced levels, maybe early on in their language learning where people are already seeing how language is used on social media, they need to understand how it's changing and how it's evolving.

And then the last point here is about learning within a mobile ecology of learning partners and resources – including human and artificial beings (teachers, peers, support staff, family, friends, crowds on social media, artificial agents, robots).

This is the rich ecology that people are tapping into as they learn with different people, and online they can join many communities of learners. They can access more resources than in the past - again, not everyone, but certain groups have been privileged and they are increasingly interacting with human and artificial beings, so there's a richer ecology of resources and learning partners and that's all

part of what we mean by mobility in mobile assisted language learning.

3.2 Creating contexts

There's a lot to consider now with mobile learning, particularly because we've been developing our thinking around contexts and mobile contextual learning. Back in 2007, there was a workshop where the community came together and talked about the role of context in mobile learning and the idea of a learner-generated context was developed.

As Cook and colleagues have written, it is "learner generated context and not 'merely' the generation of content" (Cook et al, 2007:57). This idea has permeated research to some extent. In our co-edited book on *Mobile Learning: The Next Generation* (Traxler & Kukulska-Hulme, 2016) we focus on context; in a chapter in that book Mike Sharples writes about "creat[ing] context through interactions with our surroundings, by holding conversations, making notes and modifying nearby objects" (Sharples 2016:145).

So, learners are active participants in their learning, but they are also in that physical environment where they're moving through the world and creating their contexts for learning. In terms of ideas, I think it's very exciting territory but also quite difficult to realise in practice except through experiments in small projects. Rolling it out to make this more generalizable in education definitely has its challenges.

3.3 Artificial intelligence in education

Another challenge that we are facing comes from artificial intelligence in education. This is a big societal development in many parts of the world - but again not everywhere, because of costs associated with artificial intelligence, and the required skills as well. Often teachers feel left out of these developments, and they don't necessarily have a good understanding of artificial intelligence or the time to engage with it. And yet, sometimes they are forced into that because technology is taking them in that direction, so we need to ask big questions around what AI will do in the future, what people will do. How will they work in tandem? What are the skills of the future?

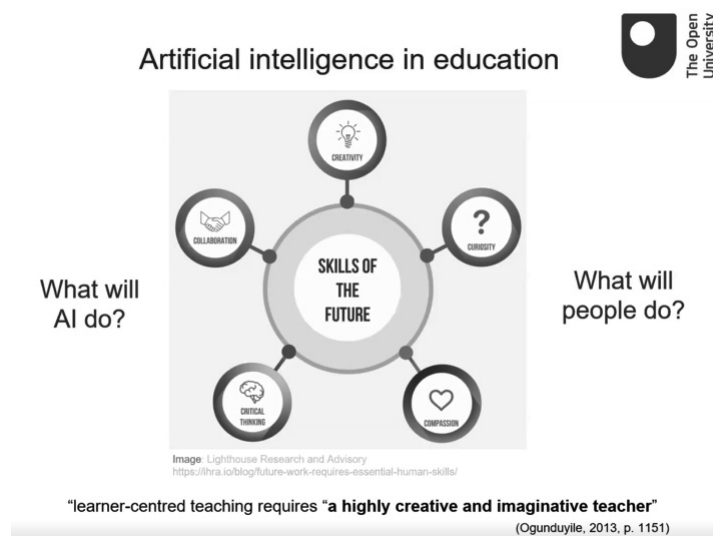


Figure 5. Artificial intelligence in education (Diagram adapted from Ben Eubanks, <https://lhra.io/blog/future-work-requires-essential-human-skills/>)

I didn't produce this diagram (Figure 5), but I picked it out because it mentions several skills, including creativity. Then we have curiosity, compassion, critical thinking and collaboration. I think particularly in relation to all those sorts of skills, we need to ask ourselves: Are these inherently human skills and capabilities? To what extent will AI encroach on our own territory, take our place and do the things that we now do? We can see that AI is doing more and more. Even just a few years ago we were saying AI will never be able to do these things, but it's all changing. AI is now able to generate text, stories and novels, therefore it is overtly encroaching on traditionally creative endeavours.

This has huge implications for us because if our students use AI to generate text, how shall we assess those texts, and how do we know who has produced that work? It will have a huge impact on education, but we're not yet very aware of it, so we do need to understand AI a great deal more.

As for curiosity, will AI be curious? AI is curious and seeks to know more about humans. AI systems collect data about people and use the data. Those AI systems are collaborating with each other as well. But their curiosity may be different from human curiosity.

What about critical thinking? If AI is trained to think critically, it will think critically, but this pushes us to delve deeper into what we mean by critical thinking. If AI can fake compassionate eyes, it doesn't actually have a heart or a zest for life, so for the time being there are many human qualities and capabilities that will not be replaced by AI. AI also does not have the human experience of living life across physical contexts and on the internet.

3.4 Mobile Open Social Learning for Languages (MOSL4L) – a new paradigm

The ‘mobile open social learning’ paradigm (see Figure 6) highlights the integration of learning while mobile, with access to and creation of learning resources in an open way, and the ability to take part in social interactions on the internet.

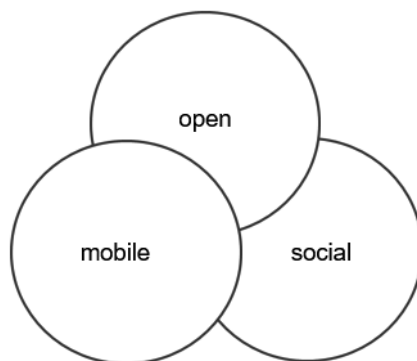


Figure 6. MOSL4L paradigm (Read, Kukulska–Hulme, Barcena & Traxler, 2021)

We sketched this out in a recent paper in which we were trying to say that these spheres of language learning, as well as language use, are becoming more integrated. So we shouldn’t only be considering how people are learning while they’re mobile but also how they are learning in open and social ways.

4. Creativity in Mobile Assisted Language Learning (MALL)

I decided that for this presentation I would look into what recent literature tells us about creativity in MALL, so I looked at some recent published reviews of research on mobile and contextual learning (c.f. Hwang & Fu 2019, Sangmin-Michelle Lee 2022).

Creativity isn’t identified as a common prominent topic or trend; that’s not to say it’s not in there, but it’s not being talked about, it’s not being pulled out as something important. There have recently been a lot of these reviews because I think the field has reached that stage of maturity with people saying: Let’s look back at what’s been done. Let’s try and understand the real benefits of these mobile learning approaches, what has been done in terms of empirical work and what has been established. In these reviews there is not much specifically about creativity, however it’s possible to find some mentions in individual papers.

In one of these reviews that has recently been published, we read that “context-aware technology

enables situated language learning, in contexts in which learners can experience authentic language input and generate creative language output (Cheng, Hwang, Wu, Shadiey, & Xie, 2010; Wong, 2013)” (from the systematic review by Sangmin-Michelle Lee 2022: 296). That sounds like a very explicit reference to creative use of language. The author of the review cites a few studies there and I recognized the one from 2013. I remember reading about it at the time - Wong Lung-Hsiang in Singapore has done a lot of work on creativity in language learning in relation to Chinese language learning in Singapore, looking at children and their learning at home and in school. For example, how the children understood Chinese idioms and produced some resources at home that could then be shared with other learners and with their teachers, connecting the home environment with school and enabling the children’s engagement and their self-expression in that process.

There was also other work, for example, by Wong et al. (2015) and Petersen et al. (2013) a few years ago. The latter was about the LingoBee app which was developed to allow groups of learners to collect vocabulary items and share them in a forum and add pictures, pronunciation and comments about how items of vocabulary were used. It was a collective way of learning vocabulary, engaging the learners. That was described as a creative way of learning, but they didn’t delve into creativity. There have been other more recent papers whose authors have specifically talked about creativity and I’d just like to say something about three of them. All three papers are about new learning environments.

4.1 Some recent MALL papers concerned with creativity

1) Mellati, M., Khademi, M., & Abolhassani, M. (2018). Creative interaction in social networks: Multi-synchronous language learning environments. *Education and Information Technologies*, 23(5), 2053-2071.

So the first one is interesting, as its title refers to creative interaction. It is a study on WhatsApp interactions on smartphones to support vocabulary learning among Iranian female students. So it’s a form of mobile learning; however when you look at the paper, you find that the creative aspect is not explicitly addressed and it is not looking deeply into whether the interactions are creative or not. There’s a kind of narrative around enabling learners to share and to discuss their vocabulary acquisition. That seems to be a creative process, whilst not being looked at in more detail.

2) Hu, K., & Lee, J. (2020). Fostering creativity and language skills of foreign language learners through SMART learning environments: Evidence from fifth-grade Korean EFL learners. *TESOL Journal*, 11(2), e489.

The second paper is more targeted and more precise, looking at creativity and the value of fostering creativity; how can we encourage and nurture creativity. This study is on elementary school

children in South Korea. The authors are talking about creative pedagogy from many perspectives, for example, creative teaching that can enable students to engage in creative learning, and also ‘teaching for creativity’.

3) Rustam Shadiey, Xueying Wang, Taoying Liu & Mengke Yang (2022). Improving students’ creativity in familiar versus unfamiliar mobile-assisted language learning environments, *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2021.2023891>

The third paper is from China. It’s a study of university students using tablets in China in class and in outdoor settings. What they’re looking at here is whether familiarity with the environment has an impact on creativity.

Our learners are sometimes put into unfamiliar environments. We say to them: use this new technology that is not familiar to you, you need to get to know it and then learn, whereas other environments are more familiar to them. So, either using familiar environments or familiarizing the learners with the environment first, seem to be good approaches. It is common sense but having some evidence to back this up is a good idea, and indeed they were looking to see whether students’ creativity could be improved by being more familiar with the learning environment. It was found that familiarity with the learning environment enabled students to gain higher scores on productivity based on a particular test of creative thinking - Torrance Test of Creative Thinking. Of course, it’s not the only way to test creativity but they adopted a very good approach.

4.2 Five recent themes in mobile assisted language learning

It is also worth mentioning a book entitled *Mobile Assisted Language Learning Across Educational Contexts* which I co-edited with a colleague in Italy, Valentina Morgana. It is relevant to our creativity theme today because the case studies included in this book talk about learning environments that are favorable to language learning and I think they are also favourable environments for creativity. The chapters are case studies that draw upon storytelling, extensive reading experiences that have given learners the freedom to choose what they read, virtual exchange opportunities to meet more speakers of the target language, and mobile collaboration (Morgana & Kukulska-Hulme 2021).

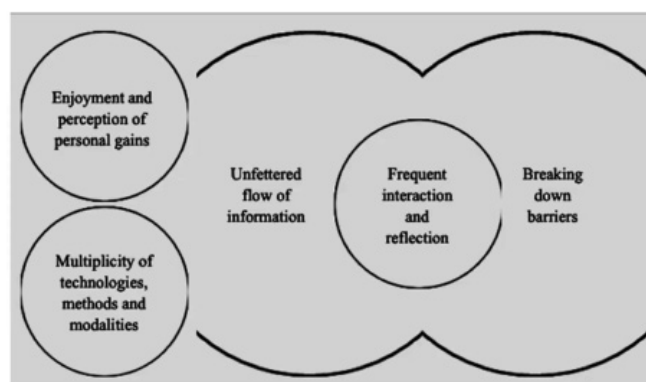


Figure 7. Major themes in MALL

As shown in Figure 7, the students are able to learn in ways that allow more enjoyment and perception of personal gains, which is one of the big themes in the book. Teaching and learning often takes place through a multiplicity of different technologies, methods and modalities. There's more frequent interaction and reflection, and a kind of unfettered flow of information between the learners, and finally, the sense of breaking down barriers. I don't have time to go into these themes in more detail, but in my view they describe ways of creating favourable conditions for learning and potentially for creativity.


So, just one quick example from the book (*Mobile Assisted Language Learning Across Educational Contexts*, 2021) – the chapter by Bertoluzzi, Bertoldi & Marenzi (2021). It's about informal storytelling events in libraries for young English language learners in Italy during the pandemic. The events were moved to gardens rather than taking place in the library. What they did was create an easily accessible online environment for student teachers to be able to learn how to connect with young learners, help them to enjoy learning and reading. This environment connects teachers, teacher educators, librarians, volunteers, narrators, parents and childminders - all sorts of people are contributing. And their interactions could be at any time. They could plan their activities any time, rehearse them together online, rehearse storytelling, create resources in enjoyable and creative ways, they could give feedback to one another, and have continuous reflection on actions. It's a brilliant case of how the mobile and creative approaches can come together.


4.3 Challenges and opportunities for creativity

Finally, I wanted to mention a research project that we're working on at the moment which explores the use of mobile technologies and the use of English and English language learning in very challenged contexts, namely marginalized populations in four countries - two of them are in Africa and


two in Asia (see Figure 8).

Project: Reaching out to marginalised populations in under-resourced countries - roles of mobile technologies and English







Sudan



Senegal



Bangladesh



Nepal

1. Define marginalisation in education, identify affected communities
2. Collect accounts of experiences from marginalised students, teachers and parents
3. Analyse education practices mediated by mobile technology, English language and local languages
4. Draw out policy, pedagogical and research implications for the use of technology, English and local languages

Figure 8. The project: Reaching out to marginalized populations in under-resourced countries – roles of mobile technologies and English

In this project funded by the British Council, we're focusing on children aged thirteen to fifteen in both rural and urban settings. The urban settings include a squatter community. They don't have good resources, but surprising things go on in these settings and it's not always what we assume I suppose, but certainly there are challenges there: particularly of course in the availability of technology, the lack of connectivity, the costs of technology ownership and use. The young people often have to share technology such as mobile devices. It's often not their own device that they are using. They may have low proficiency in English, but they are expected to learn through English in many cases. They have limited skills in terms of digital literacy.

Here are some examples of what they have told us:

"I have a phone, but I rarely use it because I can't afford a data connection" (SN²)

"I can't touch the phone at home and I'm not allowed to touch it" (BD)

"We face difficulties because of network connectivity" (SD)

Then there are creative or ingenious ways of overcoming some of the difficulties that they face:

"I attend online class from my aunt's house...I use my mother's mobile" (NP)

"We come here, we use our mobile phones as we have free WiFi for students" (SN)

So young people are finding solutions to their problems, but not always ideal solutions.

5. Research agendas

As we look to the future, we know that there are many new developments that involve advanced technologies, but also challenges among less well-resourced populations across the world. I've often talked about the characteristics of future learning, using some of the words that you can see around the outside of this circle: mobile, seamless, intelligent, connected, immersive, experiential, authentic etc. (see Figure 9)

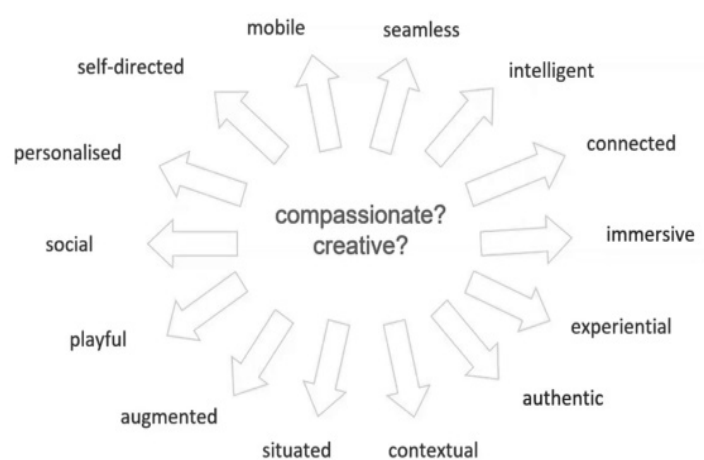


Figure 9. Characteristics of future learning

They are all true descriptors but maybe the terms 'compassionate' and 'creative' should now be included in that repertoire, especially if we consider them to be essential human characteristics that may be left behind as the world of education moves into more automated ways of teaching and learning.

I've done some thinking around future research questions that we should be posing in mobile assisted language learning. I wrote a paper about that recently (Kukulka-Hulme 2021). Through that paper, which was published in a new Chinese journal, I invited people to contribute to a conversation around future research questions because we need to be thinking globally about where research in MALL should be taking us. Local developments are important, but increasingly other fields are thinking on the global level, for example in healthcare or medicine they are saying: What are the key questions we should be asking? How can we work together? And we don't do enough of that in our field of MALL.

So, post-Covid, what are the pressing global and local challenges that we should be addressing

through both formal and informal education and language learning?

What are our research agendas? Who sets those research agendas? Sometimes it's us, but sometimes other people set those agendas and we fall in line. Maybe the funders of our projects set the agendas, or ministries of education, and so on. Even within someone else's agenda, we often still have some agency to formulate our research questions for a project or study.

Should creativity be higher up in research agendas, and if so, within that very broad topic of creativity which are the aspects that we should focus on? I'm very interested in people's perspectives on this issue.

So, that brings me to the end of my talk. If you want to find out more about our work, then please have a look at the Learning Futures Programme in our institute. At the Open University we also have the ORO platform where we share our publications, and many of them are open access. You can have a look at some of our work and the *Innovating Pedagogy* reports that I mentioned at the beginning. Thank you very much for listening!

Notes:

1. IP2021 refers to *Innovating Pedagogy 2021*.
2. SN, BD, SD, NP refer to countries like Senegal, Bangladesh, Sudan and Nepal respectively.

Editor's Note: This is an edited transcript of the presentation given by Agnes Kulkulka at the Conference.

References

Cook, J., Bradley, C., Lance, J., Smith, C. & Haynes, R. (2007). Generating learning contexts with mobile devices. In N. Pachler (ed.), *Mobile learning towards a research agenda* (pp. 55--74). The WLE Centre, Institute of Education.

Hwang, Gwo-Jen & Fu, Qing-Ke. (2019). Trends in the research design and application of mobile language learning: a review of 2007-2016 publications in selected SSCI journals, *Interactive Learning Environments*, 27(4): 567-581.

Kulkulka-Hulme, (2021). A. Reflections on research questions in mobile assisted language learning. *Journal of China Computer-Assisted Language Learning*, 1(1): 28-46. <https://doi.org/10.1515/jccall-2021-2002>.

Morgana, V., & Kulkulka-Hulme, (2021). A. (eds): *Mobile Assisted Language Learning Across*

Educational Contexts. Routledge.

Petersen, S. A., Procter-Legg, E., & Cacchione, (2013). A. Creativity and mobile language learning using LingoBee. *International Journal of Mobile and Blended Learning (IJMBL)*, 5(3): 34-51.

Read, T., Kukulska-Hulme, A., Barcena, E., & Traxler, J. (2021). Mobile Open Social Learning for Languages (MOSL4L). *Journal of Universal Computer Science*, 27(5): 425–436.

Sangmin-Michelle Lee. (2022). A systematic review of context-aware technology use in foreign language learning, *Computer Assisted Language Learning*, 35(3): 294-318.

Sharples, M. (2016). Making sense of context for mobile learning. In J. Traxler & A. Kukulska Hulme (Eds.), *Mobile Learning: The Next Generation*. Abingdon: Routledge, 140-153.

Traxler, J., & Kukulska-Hulme, (2016). A. eds. *Mobile Learning: The Next Generation*. Abingdon: Routledge.

Wong, L. H., Chai, C. S., Aw, G. P., & King, (2015). R. B. Enculturating seamless language learning through artificial creation and social interaction process. *Interactive Learning Environments*, 23(2): 130-157.

Author information

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University, where she leads the Learning Futures Research and Innovation Programme and the Innovating Pedagogy series of reports. Her work encompasses online distance education, mobile learning and language learning. In addition to over 300 academic publications and papers, she has authored policy and practice reports for UNESCO, British Council, Commonwealth of Learning and Cambridge University Press. Her recent co-edited book, *Mobile Assisted Language Learning Across Educational Contexts* (Routledge, 2021), promotes sharing of innovative practices. She is currently working on several projects exploring mobile technology use among ethnic minorities, in low-income countries and among disadvantaged groups. She is also embarking on a new project on the future of English and digital/mobile technologies in Higher Education across East and South Asia (China, India, Bangladesh and Indonesia, 2022-25). Many of Professor Kukulska-Hulme's publications are openly accessible on ORO: <http://oro.open.ac.uk/view/person/ak35.html>

Creativity in Language Teaching

Ursula Stickler

The Open University

Abstract: Creativity in language teaching is considered as a skill, which develops through specific technical competence and dealing with constraints and possibilities of the medium, facilitating communicative competence and online socialization. Creativity is more about choice and own style. The differences between emergency remote teaching and planned online teaching are well reflected in their goals and purposes; the former is only an immediate reaction to COVID-19, while the latter is more for long term learning infrastructure and staff development. This paper also discusses the roles of future language teachers. It is suggested that training, researching and theorising are the three ways to support online language teachers' creativity and choice.

Keywords: creativity, language teaching, emergency remote teaching, planned online teaching

1. Creativity as a Skill

I'm going to talk about creativity as a skill. We have seen a lot of examples already today of very creative teachers doing things with videos, with padlets, and the move between asynchronous teaching and synchronous teaching. So, I'm going to take a slightly more distant view and look at creativity and what it is actually based on, a little bit about the emergency remote teaching, and the future role of language teachers and how we can support their creativity.

Table 1. Seven levels of online teaching skills (Based on Hampel & Stickler, 2005: the skills pyramid)

7	Own style
6	Creativity and choice
5	Facilitating communicative competence
4	Online socialization
3	Dealing with constraints and possibilities of the medium

2	Specific technical competence for the software
1	Basic ICT competence

The Skills Pyramid (simplified in Table 1) was what Regine Hampel and myself created 17 years ago. When we did research with our own distance and online language teachers, we looked at how they actually learned to teach online and what kind of skills they needed to become good, competent online teachers. The basic skill at that time was ICT competence: you really had to learn how to use a computer, basically. And specific technical competences for the software, for whatever they used, Blackboard, or what has been chosen by the university. A particular skill for language teachers, particularly if you have to move between different software types, is dealing with the constraint and the possibilities of the medium. So not just the negative, we were also looking at the positive side; and for language teaching, the online socialization, the communicative competence, the skills are particularly relevant. But there is also on the higher levels of the pyramid then, creativity, choice, their own style. This is where we come to the creative part of language teaching.

Table 2. Updated skills (based on the pyramid in Stickler & Hampel, 2015)

3	Creativity, choice, and own style	Negotiating online teaching spaces
2	Facilitating communicative competence and online socialization	
1	Specific technical competences and dealing with constraints and possibilities of the medium	
0	Basic ICT competence	

So, 10 years later, Regine and I updated the pyramid (See Table 2), because in 2015, we found that the teachers just had ICT (Information and Communications Technology) competence. You didn't need to teach them how to use a mouse or how to create a PowerPoint, anything like that, we took that for granted, but then still build on the skills in the pyramid form – the more solid to the basis is, the easier it gets to move up in the pyramid of skills.

And something new in 2015 was the increased use of social media and private use of social media and social communication online. We found that teachers have a new role in negotiating what type of space is teaching space and what software, what space is a private space. For example, with Shao Wei's example of the padlet you could see that the students were actually using this as a teaching and learning space. And it was a dedicated space. They would be disclosing private information, but it was dedicated to the teaching and learning. It's not like just getting all your students onto your own Facebook page. That is a new skill teachers had to learn: to negotiate online teaching spaces.

2. Emergency remote teaching (ERT) vs. planned online language teaching

What came after we did all the research on training teachers on the skills? Suddenly a need to move teaching online because of the COVID-19. And that was not just these trained teachers and skillful teachers, the competent teachers. Everybody suddenly had to, with no preparation, go and teach online, which means that the solid basis of the pyramid suddenly was missing.

And I'm very grateful to Hodges and their colleagues (Hodges et al. 2020) to create this term - emergency remote teaching (ERT) to make a distinction between what happens if you plan, if you train, you have staff development, or if suddenly you have to jump into teaching online: this distinction between emergency teaching and the planned online teaching. To give a bit more detail here, see Table 3.

Table 3. ERT vs. planned online teaching

Emergency	Planned
responding to lack of face-to-face option supporting continuation of study investment in short-term fixes and staff training stressful circumstances	building a learning community supporting experiential, active learning investment in long-term infrastructure and staff development

In an emergency, you are responding to a lack of a face-to-face option, so it was like the previous speaker told us from the Edinburgh experience: There wasn't the option of going into class and doing your normal thing. So, you had to respond in a different way and most universities chose to do it online. Whereas the planned online teaching, you actually try to build a learning community, you're taking the longer view. In the emergency, you support continuation of study, learning in any form. Whereas in planned online teaching, you support experiential, active learning. It's moving pedagogy as well as just moving the medium. And in the emergency, during the pandemic, we saw a lot of investment in short term fixes, so it was training staff to quickly do something. Throwing lots of money on the technology to enable them to teach under stressful circumstances, whereas in the planned online teaching we see a lot less investment, but this investment is in long-term infrastructure and staff development.

3. The future roles of language teachers

During the pandemic, I was and I still am involved with an international research network (ReN) investigating technology and language teaching, we call it Trajectories and Perspectives of language teachers in the 21st century (<https://aila.info/research/list-of-rens/tplang21-perspectives-and-trajectories-of-the-language-teachers-in-the-21st-century/>). We decided to collect some information about how language teachers see the future of language teaching. Some people say, we are just going back to normal, but the consensus is: it is not going back to normal. You're taking something with you from the change that you've learned during this online teaching, that other styles are possible. So, what we wanted to find out from teachers is, how do they see the future of the profession, not immediately after the pandemic, but in 10 years' time, later on, when all the options are open again.

Here is the question for The Future-questionnaire (TPLang21 AILA Research Network (ReN)):

“Please describe your thoughts based on the following scenario: Digital technologies are changing the ways we communicate, and hence the possibilities for language teaching and learning are continuously changing, too. Imagine you are teaching in the year 2030, and your students use the latest technology for their learning. What is your role as a teacher? What qualities do you bring to language teaching? What type of qualifications do you have? What type of learning activities do you design for your students? How do you evaluate whether your teaching has been successful?”

It is a scenario to encourage teachers to think about the future. We received 109 responses, we translated the questionnaire into French, German, Spanish, Italian, Hungarian, and Portuguese. Our thanks go to Aline Germain-Rutherford, Tibor Pinter and Patricia Vasconcelos Almeida. The responses were translated with the help of DeepL and Google translate and checked by the above colleagues, for the translation from the French, Hungarian and Portuguese. Sent through snowballing to our members' contacts.

3.1 Five vignettes of future language teachers

These vignettes are summaries of teachers' responses. It is not one person who responded like this. It's a trend of responses that shows the directions where language teaching could be going. The first one is the visionary.

3.1.1 The Visionary

The visionary is a language teacher who has already embraced technology with enthusiasm. They welcome the opportunity to experiment and use every single new tool. The impact now is fully integrated to language teaching. It's not just the gadget but also the changing attitudes of curiosity and openness, using virtual reality, artificial intelligence (AI), embracing knowledge of current developments and applying that to language teaching. Very importantly, learning from the learners is already in teachers' minds now for the future.

3.1.2 The Traditionalist

The next one is the traditionalist. These are people who couldn't wait for the end of restrictions, then just hope to go back to normality, go back to face-to-face teaching, because they care for students in a different way. For them it is really important to keep the face-to-face communication going and also to stick to tried and tested methods for language teaching.

They emphasize expertise in the target language, accuracy in grammatical forms. They recognize that teaching requires or provides emotional support and they strive to provide the 'human face' of language teaching.

To quote one French teacher: *"I don't think that ICT can completely replace face-to-face teaching with a teacher, although, willy-nilly, I use it a lot these days."*

3.1.3 The Designer

There's also the vignette of the designer, a language teacher who sees teaching as designing materials, also as designing opportunities for independent learning; it is somebody who stands in the background, puts a lot of work into the design of materials. The teacher takes a step back as the students learn with those materials. They include fun and games as elements of language teaching and do not mind taking a back seat. *"I envision my role mainly as a process manager and evaluator."* (A Hungarian teacher)

3.1.4 The Mediator

We have also found a trend that language teaching is mediation. Mediation, not just between their own culture and the culture of the L2 (language being learned) but creating opportunities for learning in a different way by linking, for example, learners of one language with learners of another language in an eTandem setting or eTwinning setting. Organizing these learning opportunities and using a variety of sources, curating content from other sources that teachers have already provided as Open

Educational Resources (OERs) and Open Educational Practices (OEP). And the mediator takes the role of recommending these resources.

It is important to note that the development of this mediation role is made possible through the OER movement, the free sharing of OERs and OEP, and the recommendation and cataloguing of open and free online tools.

3.1.5 The Critical Voice

Providing a critical voice is one future role of language teachers. Language teaching, or language learning, is one of those opportunities where we actually shift a person's consciousness. It's an epistemological shift from one language to another. You are not just taking in new words, you're taking in new world views. So, this language teaching setting is also the opportunity for having a social and critical agenda.

This critical language teacher's goal in teaching the language is not just to create confident speakers, confident communicators, but also critical citizens, independent thinkers, mature and responsible adults.

"Sensitivity to students' needs and the critical issues of the socio-economic, political and historical context, critical reflection on the affordances of recent technologies."

(a Brazilian Portuguese teacher)

4. Supporting online language teachers' creativity and choice

So, how can we support this move towards the future roles of language teaching? What can we do as teachers, teacher trainers and researchers? The answer is threefold:

Training, Researching and Theorising.

4.1 Training: ECML workshops

Through the European Centre for Modern Languages (ECML) we offered workshops for teachers across Europe on integrating technology into classrooms in a sustainable way (for more information, see Robbins & Hopkins, 2023; Stickler, Hampel & Emke 2020). There is also an inventory of freely available online tools for language teaching at www.ecml.at/. A screenshot is shown in Figure 1.

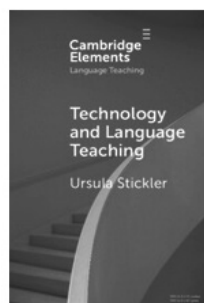


Figure 1. ICT tools and open educational resources

More information about training during the pandemic is brought together in the volume “Online language teaching: Crises and Creativities” , edited by Martina Emke and myself, which will come out in 2023.

4.2 Research

The second step of support is a little bit more long term: researching online language teaching. We are doing that at the Open University. I’ve summarized my research of the past 20 years in this volume “Technology and Language Teaching” , which elaborates on the view that it is an epistemological shift from teaching face-to-face to teaching online, and that language teachers need to be aware of this shift.



Element
Technology and Language Teaching
 Ursula Stickler

Recent publications and projects:

Ursula Stickler (2022). Technology and Language Teaching. Elements in Language Teaching. Series Editors: Jim McKinley, Heath Rose. Cambridge (Cambridge University Press) developing online pedagogies series (with Martina Emke); eyetracking studies (with Lijing Shi).

Figure 2. Researching online language teaching

Our research – myself together with Lijing Shi—includes eyetracking for learning Chinese (see Figures 3 and 4). By using eyetracking technology, we found out how people actually use the online environment, how learners use information that the teacher provides online for their own learning (for more information, see Stickler & Shi, 2015; 2017). Figures 3 and 4 show the heatmaps of students who study Chinese; they provide a comparison of learners with different reading skills.

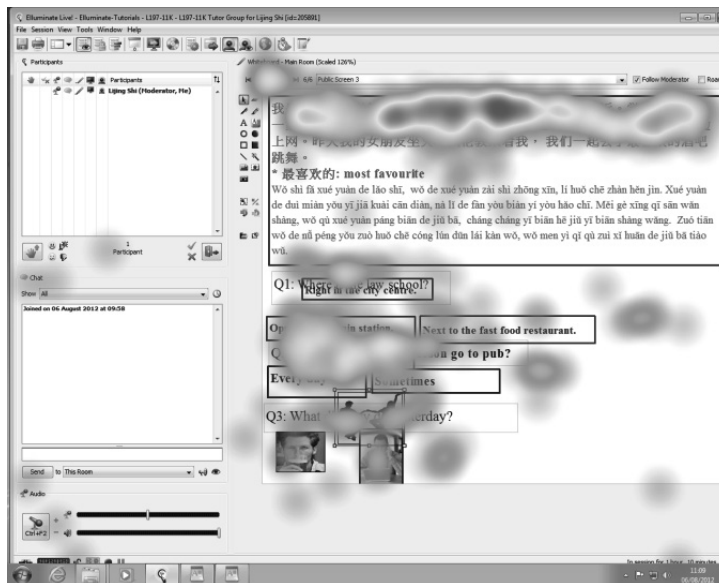


Figure 3. Heatmap of 爱米 reading Characters

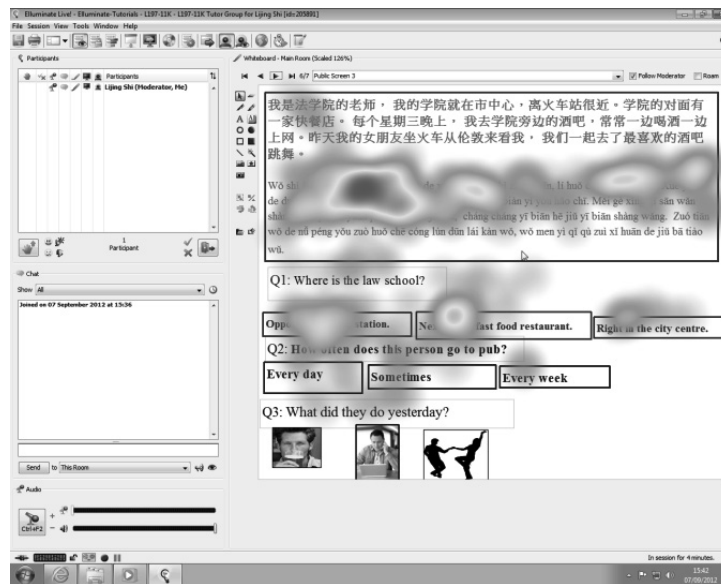


Figure 4. Heatmap of 杰妮 reading Pinyin

4.3 Theorising online language teaching

After the practical tasks of teaching and training teachers, and the next step of conducting research into online language teaching, the research needs theorizing. This is where we are trying to identify the structure, the underlying framework.

The STAR structure of online language teaching (Space, Time, Accreditation and Role) is described in detail in the book (Stickler, 2022). It shows the elements that we need to consider when moving to digital life. That's one of the theories.

The other one that I developed with Lijing Shi (Shi and Stickler, 2019) uses three axes of online language teaching, showing where the teacher has choices, a lot of independence, moving between the three axes, between the visibility of technology, authenticity of communication and directiveness of teacher intervention.

And finally, we get back to the pyramid-style of theorizing (Figure 5).



Figure 5. The necessary basis to be free to be creative

As you can see, the bottom is a really solid foundation. It is based on research, on theory and on staff development; and knowing and selecting tools and the software to exploit its advantages and encourage online socializing. But then towards the top we have creativity and style. The pyramid shape shows how a solid basis of training the teachers can support the development of creativity.

When teachers have a solid basis of technological knowledge, confidence in choosing and exploiting the advantages of online tools, they can then devote more time and effort to the more creative parts of teaching languages online.

Thank you!

Editor's Note. This is an edited transcript of the presentation given by Ursula Stickler at the Conference.

References

ECML. (2020). Take your language teaching online. The ICT-REV team for the European Centre of Modern Languages. Webinar, online, <https://www.youtube.com/watch?v=1Lt1gqzMBv0>

Germain-Rutherford, A. and Stickler, U. (2021). Symposium on trajectories and perspectives of language teachers in the 21st century. *AILA conference*, Groningen, Netherlands, Online.

Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The difference between emergency remote teaching and online learning. *Educause Review* (online), <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

Robbins, J. and Hopkins, J. (2023). Webinars as a rapid response for training language teachers

to teach online in 2020. In Stickler & Emke (eds.) *Online language teaching: Crises and Creativities*. Castledown Publishers.

Shi, L., and Stickler, U. (2019). Using Technology to Learn to Speak Chinese. In *The Routledge Handbook of Chinese Language Teaching* (pp. 509-525). Routledge.

Stickler, U. (2022). *Technology and Language Teaching*. Elements in Language Teaching Series Editors: Jim McKinley, Heath Rose. Cambridge University Press.

Stickler U. and Emke, M. (eds.) (2023). *Online language teaching: Crises and Creativities*. Castledown Publishers, (Forthcoming).

Stickler, U., Hampel, R. and Emke, M. (2020). A developmental framework for online language teaching skills. *Australian Journal of Applied Linguistics*, 3(1): 133-151.

Stickler, U. and Shi, L. (2015). Eye movements of online Chinese learners. *Calico Journal*, 32(1): 52-81.

Stickler, U. and Shi, L. (2017). Eyetracking methodology in SCMC: A tool for empowering learning and teaching. *ReCALL*, 29(2): 160-177.

Author information

Ursula Stickler is Senior Lecturer in the School of Languages and Applied Linguistics at the Open University, UK. She has published in the areas of autonomous and technology-enhanced language learning, teacher training and learner preparation for online language learning. <https://www.open.ac.uk/people/us53#tab3>

Email: ursula.stickler@open.ac.uk

Recent and forthcoming publications include Stickler (2022), and Stickler and Emke (eds., 2023).

|第一部分|

Part 1

Multimodal, multicultural, meaning making of intercultural business communication in business Chinese teaching

商务汉语教学中的多模态、多元文化以及跨文化商务交流中的意义塑造

Amily GUÉNIER

兰卡斯特大学 Lancaster University

张臻 Zhen Zhang

都柏林大学 University College Dublin

Abstract: The growth of international business between China and the rest of the world witnesses the increasing need for employees with Business Chinese (BC) knowledge and international business communication skills. To meet this need, universities have set up BC courses to prepare language-competent global businessmen for working in a multicultural context, therefore effective pedagogy for teaching BC is needed. This study explores such a pedagogy, with a Needs Analyses (NA) survey at the beginning of the study, a multimodal mode of BC course delivery during the study, and students' presentations as an objective test result and a focus-group interview for a subjective result at the end of the study. The NA results show that students take employment as their top-priority need, preferably in a big international company, and next to that is the Chinese business culture and intercultural communication skills. As for the mode of teaching, students chose multimodality as the most preferable. Accordingly, developing students' awareness of Chinese business culture and intercultural communication skills are set as the course objectives, and to achieve the objectives, business-related

teaching materials are purposefully selected from films, TV series, TikTok, WeChat /moments, Weibo, advertisements, and Tmall website, which are in multimodality mode. For the end-of-term presentations, students used images, sounds, animations, subtitles, etc to illustrate their business ideas. Students regarded the integrated skills gained from the BC course as useful for future employment. The focus-group interview results reveal that students enjoyed the learning process as they can apply the knowledge learned from class, and the skills developed via presenting their own business ideas in multimodality mode. However, the study also discovered that too much information or too much media can be a distraction if not handled appropriately, which calls for future research on how to select the right amount of content with the right kinds of media to suit students' needs. This research can serve as a pioneering step for future research on multimodality for language and content teaching, and for other practitioners to apply multimodality to their own areas.

Keywords: needs analysis, Business Chinese, Chinese business culture, intercultural communication

1. Introduction

The expansion of the level and scope of international business raised the demand for effective Business Chinese (BC) communication and therefore BC courses have been developed to meet this growing need. The University College Dublin (UCD) is one of the forerunners in offering BC communication courses for professionals in the banking, finance, and consulting industries and has established long-term cooperation for staff development training with Standard Chartered, BP, Deloitte, HSBC, John Swire & Sons (Swire Group), ICBC, JP Morgan, Google, Huawei, Bocomm Aviation Leasing Ireland Company, and PwC. The experience of training business professionals contributes to the setting up of BC with a focus on intercultural communication skills, which is part of the talent development strategy at UCD, "Skills of working across cultures are increasingly important to success, understanding, and problem-solving." (UCD Strategy 2020-2024). The University of Manchester (UoM) has also been running BC for more than 10 years and many of the graduates have become CEOs or high-profile managers in international companies. The challenges that both universities face now are that current students are no longer satisfied with the four-wall classroom teaching, instead, they request the lecturers to use apps to bring them business context in real-life situations. This study is an attempt to explore a pedagogy that can make good use of multimodality resources to meet students' needs.

2. Literature Review

An upsurge of research has been conducted in the field of BC, the majority of which is concerned with textbook and curriculum design. A variety of teaching pedagogies and approaches have been studied, but their effectiveness has not been consistent and most of the studies are all from the teacher's perspective, and students' voices are rarely heard. Few studies have been conducted from the angle of multimodality. The literature review in this study will focus on students' own needs, Chinese business culture, and multimodality as a teaching mode.

2.1 Needs Analysis

Needs analysis (NA) is essential for any course in that it can accurately inform course designers to determine the teaching objectives, teaching strategies, teaching activities, and learning assessments. Advocated by Basturkmen (2010), the framework of NA includes target situation analysis, learner factor analysis, and teaching context analysis. Target situation analysis identifies learners' needs for their future workplace, and concerns learners' knowledge/skills needed to perform in their future careers (Kardijan, 2017). Communication skills across cultures are also used outside of formal presentations, as recommended by the business graduate employees of Monash University (Crosling and Ward, 2002). Learner factor analysis includes students' immediate needs and long-term needs (Chostelidou, 2010). University students' immediate needs are to pass the exams for credits and their long-term needs are to be prepared with the knowledge and skills for workplace requirements (Akyel and Ozek's, 2010). Therefore, students' both immediate and long-term needs should be taken into consideration when running a course. Learner factor analysis focuses on students and their attitudes toward learning. Teaching context analysis requires teachers to select teaching materials, teaching methods, and teaching modes to meet students' needs. Teaching context can be established through a presented 'situation', social practice, and real-life situation scenarios (Yu, 2014). Active learning and peer-supported learning can be helpful in building a bridge between students' needs to their academic specializations and career expectations (Cheng, 2011).

NA has been widely applied to business courses (Chan, 2018; Hernández, Quintana, & Delgado, 2021), and there are also a few studies of NA with other languages used in a business context, such as Japanese (Nagatomi, 2008), German (Fourie, 2020; Wen-jun, 2019) and Spanish (Serafini & Torres, 2015). However, none of the research is conducted to analyze university students' needs from the angle of

multimodality for business communication in China's context. This study intends to fill in the gap.

2.2 Business culture in China

Without knowing business culture in China, international companies might be in an unfavourable position, especially in the current international environment, including the US-China trade war, the pandemic, the competition with local companies, etc.

One example is the backlash against the luxury brand Dior for the design of a skirt. In its 2022 Fall collection, a pleated wool and mohair skirt design aroused a strong reaction among the Chinese because it looks like a (马面裙) (horse-face pleated skirt), a traditional Chinese Han garment, representatives of ancient Chinese-style skirts. Even though being described as a “hallmark Dior silhouette” by the French fashion house, Chinese customers regard it as a blatant cultural appropriation (文化挪用). As soon as the concept of blatant cultural appropriation is put on a social media by a Weibo user, more than 12,000 Chinese people reacted with criticism which negatively affected its sale in China. The company is not aware that China is deemed to be a harmonious society, and thus any business that offend their national pride will pay the cost. Another example is Prada's outfits with an excessive use of red colour for holiday campaigns. ‘Red’ symbolizes happiness to Chinese people most of the time, but it can also mean blood for fierce fight. When and where to use ‘red’ depends on the context. An outfit with excessive red can only be seen in a horror movie in the minds of most Chinese people, and the company was not aware of the high-context culture in China. Another aspect worthy of international companies' attention could be the location for business, due to its enormous geographical disparities and socioeconomic variations across regions in China. To empirically explore regional differences, Kwon (2012) applied Hofstede's national cultural dimensions to measurements of subnational cultural variation in China and found that the differences in subnational cultures between Shenzhen (a southern region of China) and Taiyuan (a middle region of China) were substantial. A soft drink easily sold in Shenzhen (because of the hot weather) might not please the people in Taiyan, because Taiyan people prefer vinegar to sweet drink. Kwon (2012) claimed that culture-related literature needs to emphasize cultural differences at both the within- and cross-country levels.

Guenier (2022) summarized the key elements of business culture in China as three Hs: Harmony, High context, and Holism. Harmony is the fundamental principle of nature, humanity and society and thus is highly valued in China. In a business context, success can be achieved if a company is in harmony with the environments and with the people involved. Over or undertaking business will disrupt the balance, and discipline is required in maintaining the harmony. In the example mentioned previously, if the Dior company appreciates the Chinese philosophy of harmony and takes care of

Chinese people's affection to tradition, the negative feeling of the product can be avoided.

In a high-context culture, a great amount of information is within the context and therefore for Chinese people, it is not necessary to put everything explicit, as the reader or audience in that culture can get the meaning from the context. Under certain circumstances, people in high-context culture choose their communication style as “婉转” (non-confrontational, non-provoking, non-threatening, polite and graceful), but still carrying the full meaning and force of the message. It might be hard for westerners to anticipate or follow the Chinese train of thought and flow of conversation because a seemingly harmless statement might hide a message within the apparent message. Although the Chinese might not deliberately hide the truth, they frequently do not offer it in a straightforward manner. Given the example mentioned above, if the company knows that the meaning of ‘red’ depends on the context, an unnecessary conflict can be avoided.

“Holism” comes from Traditional Chinese Medicine (TCM), referring to the interconnectedness of the parts of the whole. Holism in a business context is like treating the company in the same way as a holistic healer treats people. As Leon (2022) describes it metaphorically, people have organ systems, and companies have departments and functions. Blood flow is cash flow. The nervous system is the computer system, and the brain is the executive team. Hands are production, and feet are transportation. The bones and muscles are the infrastructure, the physical things make the company work in a coordinated fashion. Over it all is the skin, the single largest organ system in the body, which is like the company's brand. Inside the body is the spirit and soul, companies have culture and values, and their people are the soul. Just like in one's body, every organ is part of the whole body, every function of the company is also part of the whole business. A country works on the same principle, and both south and north are part of the whole country. In the example given above, if the company knows the Chinese holism philosophy, and take the regional difference into account, add some sour flavour to the soft drink for northern people and some sweetness for southern people, it is likely to be welcomed everywhere in China.

It can be seen from the above that a lack of understanding is a significant barrier when doing business in China, and without the necessary cultural insights and sensitivity, it can be easy to make mistakes. On the contrary, it will be an advantage to know China's social ideology, business ethics and management style, etc. Because of the cultural differences, typical Chinese business cultures such as harmony, high context and holism will be introduced in the BC courses.

2.3 Multimodal teaching mode

In this section, a pedagogic approach with multimodality is explored to embed Chinese business

culture in the BC course. Multimodality refers to the coexistence of more than two modes in a specific context, including texts, speech, image, etc., and it is the combination of meanings from different symbol systems (Liang & Lim, 2021). Digital technology has brought to the fore new ways of teaching through providing unprecedented access to online multimodal resources. Various semiotic resources are intertwined, and all contribute to the meaning-making process and both verbal and non-verbal cues are used to interpret a message fully (Laadem & Mallahi, 2019; Li, 2020). In BC courses, a multimodal mode can help students to learn beyond verbal language to understand and produce meaningful content in the target language more effectively and in a culturally appropriately way. This becomes particularly important in BC, as many up-to-date teaching materials can be selected from films, TV series, TikTok, as well as WeChat /moments, Weibo, Advertisement, Tmall website which are situated in real life context with business specific discursive, pragmatic, and cultural features. Multimodal representations can supplement text only learning materials with digital media. The advantages of using multimodal resources have been acknowledged in several studies, showing how exposure to visual and aural elements helps learners to widen vocabulary (Lim & Tan-Chia, 2022), to learn certain pragmatic strategies in conversation, e.g., routines, and to develop oral skills in general (Ding, Glazewski, & Pawan, 2022). More importantly, it gives students the chance to see how paralinguistic elements are used in different contexts and cultures, thus broadening their intercultural communication horizon. In addition, it helps students become more aware of non-verbal cues (e.g., gestures, facial expression, gaze direction, physical proximity, as well as the use of pauses and intonation patterns) and of how they contribute to integrating or supporting the verbal message. Exploring intermodal aspects of teaching helps to shift attention from representation to communication and interaction (Canale, 2021; Weninger, 2021). For example, Xiong and Peng (2021) analysed three types of image-text relations in Chinese cultural context: referential/illustrative, referential/linguistic and denotational relations. Each relation entails different ways of representing cultural values to students. However, as Canale (2022) claims, multimodal studies have paid little attention to ethnographic research, and more situated understanding of discourse and audience are still needed. There is still a gap in the research on applying multimodality to language + content courses such as BC, starting from students' own needs and to have students' own voice heard.

Based on the literature review, two research questions were formulated to drive this study: 1) What are students' needs for learning BC? 2) What are students' perceptions on learning Chinese business culture with a multimodality mode?

3. Research methodology

To answer the research questions (RQs), the following research methods are used in this study.

3.1 NA questionnaire survey

A questionnaire survey of NA was sent to all students registered for the BC course at UCD one semester before the course started, and it was made clear that teaching activities would be arranged based on the NA. The questionnaire was distributed via the university online system and the return rate was 100%.

3.2 Participants

All the students (n=30) registered the BC course at UCD, and all the students (n=38) registered the BC course at the UoM participated in the study. The students at UCD had two-hour BC language course with the content of business culture in China embedded, and the students at the UoM had 3 hours per week with the same content. Along with the in-person classroom teaching, students also used Moodle (UCD) and Blackboard (UoM) to complement the classroom teaching. The BC courses included multimodal resources, experiential learning activities and collaborative learning experiences. Six voluntary students from UoM were selected for the focused group interview at the end of course according to their course assessment scores (2 high + 2 medium + 2 low) for the purpose of having different voices heard.

Chinese language and culture-related courses at UCD are compulsory modules combined with other majors, such as Business with Chinese Studies, Law with Chinese, Food Business with Chinese Studies, and Social Sciences with Chinese, etc. Students registered for Chinese language modules are also provided with a chance to spend one year in China for a residence abroad experience. The immersive study will enrich students' learning experience to better prepare themselves for their future employment. Students at UoM were all final-year students and BC is a selective course for 20 credits. Students at both universities have learned the Chinese language and China-related culture during the past 2-3 years. The BC courses aim to strengthen students' language skills in a business context, develop intercultural communication skills, and enhance their awareness of the business environment and culture in contemporary China.

3.3 Data collection and analysis

For the NA survey, participants' demographic and academic backgrounds were collected after getting all participants' consent (Appendix). Their answers were put in Likert scale 1-5 from strongly agree to strongly disagree and the results were calculated using percentage. A focus-group interview was conducted face-to-face for an hour in English at UoM. During the focus group interview, students were encouraged to reflect what they thought of the teaching content, teaching mode and the learning outcome. The interview was conducted in a relaxing atmosphere and students triggered ideas with each other, and for certain areas such as multimodality, they had an in-depth discussion. Episodes of the BC course at both universities were video-recorded, and a theme-analysis method was used for analysing the use of multimodality mode. Therefore, the quantitative data from NA, the qualitative data from interviews were triangulated with the theme-analysis of tutors' video recordings.

4. Findings and discussions

4.1. NA results

Students' highest-priority need is identified as employment, as shown in Table 1. This is in line with Kardijan's et. al, (2017) target analysis that students need the knowledge and skills for employment most, especially for final-year students. This result is also consistent with Guenier, Wang and Xing's (2022) findings that students need to establish a career after they graduate.

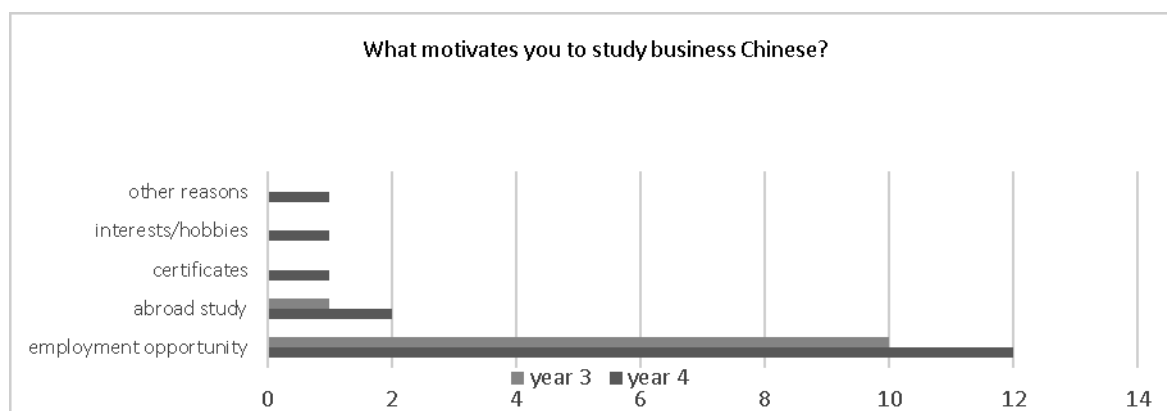


Table 1. Students' needs for learning BC

Next to employment is the Chinese people's behaviour code when doing business with 47% students regarding it as the essential knowledge to understand, including understanding Chinese people's ideology and philosophy, Chinese people's attitudes towards work, time, and collaboration. Only 13% of the students had a more specific needs to learn about the modern trends, market, and societal fashion with a developmental view. Students were aware of the importance of knowing the Chinese business culture when doing business in China or with the Chinese in international companies. Therefore, the Chinese business culture should be included in the BC course.

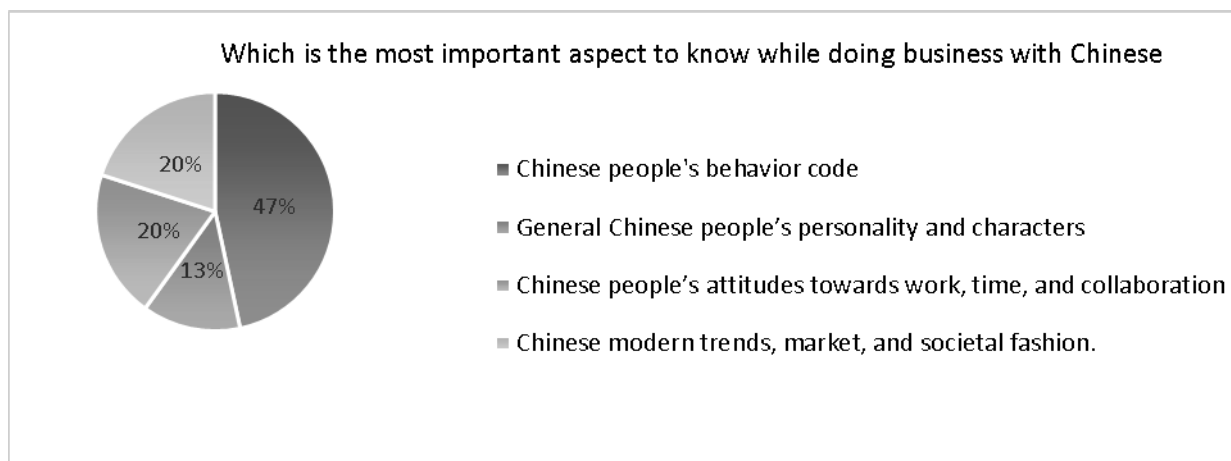


Table 2. Most important aspect to know while doing business with Chinese in students' perspective

	Not a priority	Low priority	Medium priority	High priority	Essential priority
To understand Chinese local beliefs and ways of thinking	-	2	11	14	3
To understand local society culture in a professional way	-	2	8	13	6
To understand the short business conversations, news, reports, and related messages in Chinese.	-	1	6	15	8
To use business terms in my everyday professional life.	-	-	5	15	10
To deliver a speech related to my profession in Chinese.	2	5	9	9	5
To follow professional development training courses conducted in Chinese. or the Business Chinese course	3	6	8	10	3

Table 3. Learning needs rank for the Chinese Business course from students' view

According to the ranking order in Table 3, students need to understand the short business conversations, news, reports, and related messages in Chinese, to use business terms in everyday professional life, to understand Chinese local beliefs and ways of thinking and to understand local society culture in a professional way. Surprisingly, “to deliver a speech related to profession in Chinese” and “to follow professional development training courses conducted in Chinese” were relatively low. This is probably because the students in this study have learnt Chinese at the university for two or three years and thus are competent and confident in their Chinese language. In the open-ended sections of the questionnaire, students added that they need to be able to talk and collaborate with colleagues of diverse backgrounds, to have sophisticated conversations with boss about your performance, to use appropriate courtesy when communicating with professionals in China and Chinese speaking countries, to network at business conferences, to create a company schedule, to create a company website, and to look for profitable businesses and/or improve identified businesses.

As for the content of the BC course in Table 4, culture lecture is ranked on top of the list. Indeed, students need the Chinese business culture knowledge and the skills for business communication. Along with language skills, they can learn the combination of culture content and language used in that context. This can be assisted with content and cultural workshops.

Table 4. Culture teaching methodology in Chinese class

<i>Culture teaching methods</i>	<i>Total</i>	<i>Percentage</i>
<i>Culture lecture and presentation</i>	13	43%
<i>Along with language learning</i>	8	27%
<i>Workshops (separated from language content)</i>	6	20%
<i>No special culture content in my class</i>	3	15%

4.2. Multimodal mode for BC course

Based on the NA survey results, Chinese business cultural elements and social culture in a work/professional setting, etc. are included in the content of the BC course. To introduce these contents, multimodal teaching mode was used. A purposefully chosen selection of clips cut from films, TV series, TikTok, WeChat /moments, Weibo, Advertisement, and Tmall website was used as they pertain to the different genres and are characterised using Chinese in business context.

Qualitative data from the open-ended question on the survey were collected for students' views on the use of multimodal resources for BC learning, which was reinforced with the focus group interview at the end of the study. The positive impact on students' learning were reflected in students account

that “Multimodal language resources are fun and funny, but it makes it easy for us to understand and as a result, we are eager to learn more”. Different voices were also heard from the comments relating to the concern of “too much information, distracting, fragmented” “too much time are digital devices are bad for health” .



Figure 1. Live broadcast



Figure 2. Business dinner

The students value the multimodal mode as they can get hints from colours, facial expressions, online live comments etc., as shown in Figure 1. Referring to Figure 2, a student commented that “From the table arrangements, I can tell who the key figure at the table is and who are subordinates. From the subtitle, I can tell who the guest is and who the host is. I think it is a great way of learning.” Students enjoyed the multimodal learning experience and considered it as helpful for their understanding, including the language used and the cultural context. The access to Moodle and Blackboard is also helpful in that students could preview and review, which made their classroom learning easier. The affordability of the stable internet access was another factor of why students enjoyed the multimodality learning experience.

At the end of the semester, students at both universities presented their business ideas in Chinese with multimodality of images, sounds and PPTs. They regarded the added roles to a student as a photographer, a narrator, an actor or actress in their own advertisements, and an editor, etc. enriched their learning experience and the skills gained during the process are useful for their future employment.

This finding of the usefulness of multimodality is in line with Valeiras-Jurado and Ruiz-Madrid (2015) who claimed that gestures, visual images, linguistic, paralinguistic and kinesics features are often combined to persuade customers in business. All possible aspect that could enhance the communicative purpose has to be considered including dress, move, look, and even walk (Vishnyakova & Vishnyakova, 2022). The findings are consistent with previous studies (Gilakjani, Ismail, & Ahmadi, 2011; Zamzamy, 2021) that students are more engaged with digital technology and frequently delighted to use the multimodal resources which enhance their learning experiences. However, the multimodal pedagogy goes beyond the superficial voice and colour, it is the teachers’ work to engage

students in more in-depth critical issues to communicate messages to audiences. Teachers need to encourage students to analyze critical features of proposed texts and how they work with audiences. This involves the strategic insertion of discussion of exemplar texts into the teaching process in such a way that student autonomy is not limited.



Figure 3. student presentation on Figure 4. student presentation on KFC business strategies

Students engaged in BC language learning activities in the exploration of the complex array of semiotic resources that contribute to the meaning making of the message, but within a wider-ranging syllabus whose goal is to promote overall communicative competence. The BC course with a multimodal mode offers a great opportunity for students to practice and enhance their awareness of multimodal communication in the business context.

To answer RQ1 on students' needs for learning BC, students put employment as their top priority and next to it is to know the business culture in China's context. To answer RQ2 on Chinese business culture in the BC course with multimodality teaching mode, the quantitative and qualitative data demonstrate that students benefitted from the multimodality mode in terms of the language used and Chinese business culture.

5. Conclusion

This study has identified students' top-priority needs in BC as employment and Chinese business culture, which informed the BC course designs to use multimodality to introduce Chinese business cultural elements. The multimodality mode was welcomed by the students in that the images, sounds, subtitles, etc. opened multiple channels for students to digest the information. The added roles as a photographer, editor, narrator, and interpreter etc. when doing their own presentations trained the integrated presentation skills which they regard as useful for future employment. The future research can focus on choosing the right amount of learning materials and the adequate media to avoid distractions.

References

- Akyel, A. S., & Ozek, Y. (2010). A language needs analysis research at an English medium university in Turkey. *Procedia Social and Behavioural Sciences*, 2(2), 969-975.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*, Springer.
- Berns, A., Isla-Montes, J.-L., Palomo-Duarte, M., & Doderó, J.-M. (2016). Motivation, students' needs and learning outcomes: A hybrid game-based app for enhanced language learning. *SpringerPlus*, 5(1), 1-23.
- Chan, C. S. (2018). Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English. *English for Specific Purposes*, 52, 27-46.
- Canale, G. (2021). The language textbook: representation, interaction & learning: conclusions. *Language, Culture and Curriculum*, 34, 199-206.
- Canale, G. (2022). *A Multimodal and Ethnographic Approach to Textbook Discourse*. Routledge.
- Cheng, A. (2011). ESP classroom research: Some basic considerations and future research questions. In Belcher, D. D. Johns, A. M. & Paltridge, B. (eds.), *New Directions in English for Specific Purposes Research*, Ann Arbor, MI: University of Michigan Press, 44-72.
- Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs. *Procedia Social and Behavioural Sciences*, 2, 4507-4512.
- Crosling, G., & Ward, I. (2002). Oral communication: The workplace needs and uses of business graduate employees. *English for Specific Purposes*, 21(1), 41-57.
- Ding, A. E., Krista Glazewski, K. & Pawan, F. (2022) Language teachers and multimodal instructional reflections during video-based online learning tasks, *Technology, Pedagogy and Education*, 31:3, 293-312, DOI: 10.1080/1475939X.2022.2030790
- Fourie, H. (2020). *An evaluation of a first-year university course in Business German*. North-West University (South Africa).
- Gilakjani, A. P., Ismail, H. N., & Ahmadi, S. M. (2011). The effect of multimodal learning models on language teaching and learning. *Theory & Practice in Language Studies*, 1(10).
- Guenier, A. D. W. (2022). A multimodal course design for intercultural business communication. *Journal of Teaching in International Business*, 31, 214-237.
- Guenier, A. D. W., & Li, L. (2022). Think Globally, Teach Locally: Representation of Chinese Culture in the Chinese Textbooks of Ireland. *International Journal of Chinese Language Teaching*, 3(2), 40-56.
- Guenier, A., Wand, J., Xing, M. (2022). Language+1: A curriculum design and implementation for Business Chinese. *Journal of Languages for Specific Purposes (JLSP)*, 9(1), 1-21.

- Hernández, B. M. R., Quintana, C. V. R., & Delgado, L. D. F. (2021). Are ESP Courses Necessary? The Perspectives of Students and Graduates from a Northern Mexican University. *Shimmering Words: Research and Pedagogy E-Journal*, 11, 118-133.
- Kardilian, D. (2017). The gap between learning needs and its implementation in English for hospitality specific purposes program. *English Review: Journal of English Education*, 6, 125-135.
- Kwon, J. W. (2012). Does China have more than one culture?. *Asia Pac J Manag* 29, 79–102.
- Laadem, M., & Mallahi, H. (2019). Multimodal pedagogies in teaching English for specific purposes in higher education: Perceptions, challenges and strategies. *International Journal on Studies in Education*, 1(1), 33-38.
- Leon, C. (2022). Holism as a business philosophy. <https://www.linkedin.com/pulse/20140721224941-6393745-holism-as-a-business-philosophy?articleId=7043361700153256983>, retrieved on Dec, 29, 2022.
- Li, M. (2020). Multimodal pedagogy in TESOL teacher education: students' perspectives. *System*, 94, 102337.
- Liang, W. J., & Lim, F. V. (2021). A pedagogical framework for digital multimodal composing in the English Language classroom. *Innovation in language learning and teaching*, 15(4), 306-320.
- Lim, F. V., and Tan-Chia, L. (2022). *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*, Taylor & Francis.
- Nagatomi, A. (2008). Sararii-Man Neo: Integrating Business Japanese into Japanese Language Instruction. *Global Business Languages*, 13(1), 2.
- UCD Strategy (2020-2024). Rising to the future. <https://www.ucd.ie/newsandopinion/news/2019/december/11/ucdstrategy2020-2024risingtothefuture/>
- Valeiras-Jurado, J., & Ruiz-Madrid, N. (2015). *A multimodal approach to product presentations*. Paper presented at the 32nd International Conference of the Spanish Association of Applied Linguistics (AESLA)-Language Industries and Social Change.
- Vishnyakova O.D., Vishnyakova E.A. (2022). Linguistic and Cultural Knowledge Acquisition in Terms of the Multimodal Approach To EIL Studies. *Professional Discourse & Communication*. 4(1), 81-92. <https://doi.org/10.24833/2687-0126-2022-4-1-81-92>
- Wen-jun, W. (2019). On the practical teaching of Business German translation based on Skopos Theory.
- Wenniger, C. (2021). Multimodality in critical language textbook analysis. *Language, Culture and Curriculum*, 34, 133-146.
- Xiong, T., & Peng, Y. (2021). Representing culture in Chinese as a second language textbooks: a critical social semiotic approach. *Language, Culture and Curriculum*, 34(2), 163-182.
- Yu, J. (2014). Investigation of students' felt needs in view of curriculum reconstruction for Business English major. *Foreign Language World*, 2/57, 25-33.
- Zamzamy, D. A. (2021). *Development of Multimodal Language Teaching Materials for Indonesian Language for Foreign Speakers (BIPA) During Pandemic Time*. Paper presented at the English Language and Literature International Conference (ELLiC) Proceedings.

Appendix: Participants' bio information

Year	Major	Chinese related modules taken before besides Chinese language (listening reading speaking written)	Chinese proficiency
4	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent
4	Food business with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
4	Politics and Chinese	Chinese politics related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
4	Politics and Chinese	Chinese politics related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent
4	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 3 or equivalent
3	Commerce International with Chinese	Non	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Non	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related; Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese politics related	HSK 4 or equivalent
3	Commerce International with Chinese	Non	HSK 4 or equivalent
3	Commerce International with Chinese	Non	HSK 4 or equivalent
3	Commerce International with Chinese	Chinese economy related	HSK 4 or equivalent

4	Commerce International with Chinese	Non	HSK 5 or equivalent
4	Commerce International with Chinese	Chinese economy related	HSK 5 or equivalent
4	Business management with Chinese	Non	HSK 4 or equivalent
4	Business management with Chinese	Chinese economy related	HSK 4 or equivalent
4	Chinese study	Chinese economy related	HSK 5 or equivalent
4	Chinese study	Chinese economy related	HSK 4 or equivalent
3	Chinese study	Chinese economy related	HSK 5 or equivalent
4	Chinese and French	Chinese economy related; Chinese politics related	HSK 4 or equivalent

Author information

Dr Amily Guenier is a lecturer in Chinese Studies and Deputy Director of the Confucius Institute at Lancaster University. She is specialized in Business Chinese, Translation, Traditional Chinese Medicine, and Intercultural Communication. She has published in prestigious journals, including *System*, *Computer Assisted Language Learning*, *Journal of Languages for Specific Purposes*, *Journal of Teaching in International Business*, and *International Journal of Computer-Assisted Language Learning and Teaching*.

Email: a.guenier@lancaster.ac.uk

张臻，都柏林大学孔子学院教师，拥有超过 14 年的一线教学经验。曾在北京创办并运营汉语教学机构，主攻商务汉语教学。于 2017 年起任教于都柏林大学孔子学院，主要负责本科生项目和本土爱尔兰教师硕士项目的课程，及学院的教材研发、师资培训等工作。研究方向为商务汉语教学、海外汉语教师发展及本土化汉语教材开发。

电子邮件: zhen.zhang@ucd.ie

A Study on the Attentional Performance of Young Children in the Context of Microlecture-Assisted Distance Learning

微课辅助远程教学情境下幼儿注意力表现研究 ——基于马来西亚某幼儿园中文课堂观察分析

刘晓辰 LIU Xiaochen

徐荟尧 XU Huiyao

北京外国语大学 Beijing Foreign Studies University

摘要: 微课作为一种新型的教学资源,具有时间短、内容精、设计优等特点。作为教辅材料使用,可以较好地配合教师组织各类课堂教学活动,以期吸引学生学习注意力、提升学生课堂活动的参与度,从而整体提高学生的学习效能。本文通过对马来西亚某幼儿园中文课堂的观察和分析,探讨微课在辅助远程教学情境下,幼儿注意力表现及中文学习方面的问题,并得出结论:微课可以有条件地在幼儿远程中文教学中使用;微课与其他课堂教学活动相比,在吸引学生注意力方面具有稳定性;当学生习惯观看微课进行学习时,会有意识地集中注意力,但重复播放微课时,教师对学生教学行为的干预会影响学生观看微课学习的效果。

关键词: 微课, 中文教学, 课堂活动, 幼儿注意力

远程教育经历了传统远程教育和现代远程教育两个阶段。以互联网的普及使用为分界,20世纪90年代以前,远程教育主要以函授教育和广播电视教育形式为主。随着计算机技术和多媒体应用的发展,以网络教育为主的现代远程教育在21世纪飞速发展。2007年,Salman Khan在美国创办了可汗学院(Khan Academy),创造了一名教师、一台电脑就可以实现教学的神话,并推动了翻转课堂模式的产生。网络教育的快速发展带动了教学平台的研发,2012年开始,众多慕课平台纷纷兴起,学生可以随时随地不限次数地实现网络自主学习。

近10年来,移动智能终端技术日臻成熟,人们可以利用碎片化时间通过手机、平板电脑等进行学习。2011年,“微课”概念被引入中国,并迅速走红。作为一种新型教学资源,微课具有时间短、内容精、设计优等特点。微课作为教辅材料使用,可以较好地配合教师组织各类课堂教学活动,从而在一定程度上提高学生的学习兴趣。

注意力集中水平(又称“专注水平”)是指在一定时间内,个体的心理充分指向并集中于

当时应当指向和集中的对象上的状态，表现在完成学习任务的过程中能集中注意力。注意力的测量的方法主要有四种：仪器测量法（张灵聪，1995；张运亮等，2005；张蕾，2015）、软件测试法（张灵聪，1995；叶龙、沈梅，1999；张蕾，2015；陆颖之、徐畅，2010）、课堂活动法（邵俊彦、沈雪莲，2000），以及问卷或量表法（陈国鹏等，1998；殷恒蝉，2003）。注意包括无意注意和有意注意两种，无意注意是一种自然而然发生的、不需要做任何意志上的努力的注意，凡是对幼儿有直接兴趣的事物，都能引起其注意；有意注意是一种有自觉的、有目的、需要做一定意志上的努力的注意。由于孩子的神经系统发育还不够完善，难以通过自我控制来维持有意注意，容易分心，年龄越小，控制注意力的时间越短。一般3岁幼儿的注意力可连续集中3—5分钟，4岁幼儿可集中10分钟左右，5—6岁幼儿可以集中15分钟左右，注意力集中水平将随着年龄的增长逐渐提升。而幼儿园通常要求儿童上课要坐20分钟以上，我们并不能被动地等待孩子的自我发育的完善，而应该采取相关策略提升其注意力，以提高学习效率（马天宇等，2016）。

1. 文献综述

在学生课堂注意力方面，国外学者在较早时间就开展了研究并得出部分结论。有学者指出，学生在课堂上的注意力在大约10—15分钟后趋于减弱（Davis, 1993）。另外，有学者认为，尽管学生在讲座开始时注意力很高，但在10—15分钟后注意力已经达到了低点（Wankat, 2002）。还有学者表示，当讲座开始时，大多数学生都在集中注意力，而对大多数学生来说，集中注意力大约持续10分钟（McKeachie, 1986）。

在教学活动中，学生的注意力与学习效果紧密相关。有研究发现，学习成绩差的学生，在注意力持续性操作测试（continuous performance test）中的错误率和疏漏率都较高（Swanson, 1973；Anderson, 1973）。有学者研究发现，9—13岁学生的注意力与其各科学业成绩之间均存在显著相关（王称丽等，2012）。还有研究发现，注意广度、注意持续性对语文、英语成绩有正向预测作用，注意广度、注意持续性、注意转移对数学成绩有正向预测作用，其中注意广度与学生成绩关系最密切，而注意稳定性中的分心程度与数学成绩呈显著负相关（张曼华、刘卿，1999）。日本研究者采用CPT技术对5—12岁女生进行研究后发现，在注意过程的稳定性方面，五六岁女生的变化最为显著，区分目标物和分心物的能力，8岁之后有了显著的提高，注意力的持续性方面在11岁后出现显著变化（Kanaka等，2008）。注意力对儿童学业成绩的影响存在性别差异。还有研究发现，男生语文、数学成绩都与听觉、视觉注意力有显著正相关，而女生的语文成绩与听觉、视觉注意力有显著关系，数学成绩未呈现出相关性（赵勇，2008）。

在多媒体辅助教学的研究方面，有学者认为学习者通常处理和记忆图像的效率比他们阅读或听到的要高得多（Shorter & Dean, 1994）。近年来，在线教育视频讲座的数量大幅增长，从

K-12 教程到大学讲座，不同的视频讲座（例如，讲座捕捉、旁白演示、画中画和可汗风格的视频讲座）以不同的方式呈现多媒体信息（Chorianopoulos & Giannakos, 2013; Griffin et al., 2009; Ilioudi et al., 2013）。从理论角度来看，有研究表明，视觉和听觉模态同时呈现的信息可以提高学习性能，尤其是在感知和信息传递方面，因为学生认知负荷减少，工作记忆得到优化使用。动画和叙述相结合的多媒体学习通常比以文本或叙述形式呈现信息更能显著提高学生在记忆测试中的表现（Mayer, 2001）。

目前，与微课相关的国际中文教学研究多以成年人作为考察对象，幼儿中文教学基础理论研究和应用研究较为滞后（赵勇，2008）。因此，我们设计了本次实验，探索微课辅助远程教学情境下幼儿注意力表现的几个问题。

2. 研究过程

2.1 研究问题

通过教学设计、教学实践和课堂观察，主要研究讨论以下三个问题：

- 1) 在远程教学环境下，微课与其他课堂教学活动相比是否为合适的课堂活动？
- 2) 使用微课进行汉字教学时，如何更好吸引学生学习注意力？
- 3) 在选择微课进行汉字教学时，教师是否应予以干预？对学生完成学习任务有何影响？

2.2 知情同意

在开展本研究前，通过课程项目负责人，与幼儿园校长取得联系，告知家长和学生研究的初衷和内容。所有家长和学生知情并同意。

2.3 研究对象和内容

本研究以马来西亚某幼儿园 K1 班（5 岁，n=7）、K2（6 岁，n=9）幼儿为对象，其中男孩、女孩各 8 名。在教学实践期间，有 1 名幼儿经常性缺勤，最终有效观察人数为 15 名。教学实践形式为中文体验课，课程时间为 2021 年 12 月至 2022 年 2 月，1 小时/周，共 8 周。

由于学生有一定的中文基础，但未系统学习汉语拼音和汉字。在课程开始前，经向幼儿园华文教师了解，学生的中文听说水平高于读写水平。根据学生这一特点，教学材料选用《汉语乐园》教材中部分话题，设计口语交际练习，参考小学一年级《语文》课本中汉语拼音部分，

系统教授学生学习汉语拼音。另外，通过使用微课，每课学习两至三个独体字或常见形声字，增强学生汉字读写能力。教学内容设计如下：

表 1. 课程内容设计

课次	主题	交际内容	拼音学习	汉字学习
第一课	你好，小朋友	寒暄用语	a o e i u ü y w	日月山
第二课	一二三，木头人	数数字	b p m f d t n l	上中下
第三课	老狼老狼几点了	询问时间	g k h j q x	瓜 鱼
第四课	祝你生日快乐	询问日期	z c s zh ch sh r	马 羊
第五课	你喜欢什么动物	了解生肖	ai ei ui ao ou iu	燕 王
第六课	春天来了	了解季节	ie üe er	多 出
第七课	左三圈 右三圈	了解左右	an en in un ün	爸 妈
第八课	坐飞机去旅行	了解中国	ang eng ing ong	爷 岁

教学内容的呈现主要以课堂讲解和课堂活动方式。基于前人研究，5—6岁幼儿控制注意时间为15分钟，将教学任务分为4项，即：导入、交际用语学习、拼音学习、汉字学习。每项教学任务控制在10分钟以内，完成一项教学任务后，穿插一项教学活动，巩固学习内容，缓解学习疲劳，并吸引学生注意力。

3. 研究方法

本研究主要采用时间抽样观察法，分为集体观察和个体观察两个维度。集体观察即在汉字学习期间，教师播放微课《猪迪克识字》，讲解、练习，观察全班所有幼儿行为，记录幼儿行为出现的次数。个体观察即在教学全过程，遴选3位有代表性的幼儿，观察记录他们每次课堂活动后5分钟内注意力情况。其中，3个作为个案进行研究的幼儿分别为：

- A. 6岁，男生，华裔，对学习汉语热情较高，性格活泼，善于参与课堂活动。
- B. 5岁，男生，印度裔，有汉语学习意愿，不愿主动开口讲话，可以参与课堂活动。
- C. 6岁，女生，马来裔，在家长陪伴下学习汉语，在父母引导下参与课堂活动。

研究数据主要采用量表记录、课堂观察、教师访谈等方式收集和记录。

1) 课堂观察：在特定教学活动中，请助教老师对幼儿进行观察并记录幼儿上课时的课堂关注情况，主要用于集体观察环节。

2) 量表记录：每节课按单位时间对教学活动的类型、教学内容、幼儿注意程度进行记录，主要用于个案观察环节。

3) 教师访谈：为了确保量表记录和课堂观察数据更加准确，对教师进行课后访谈，通过教

师反馈，对数据进行核对和修正。

4. 数据描述与分析

4.1 个体观察

根据课堂观察，把学生在课堂活动结束后 5 分钟内的学习注意力情况分为“很好”“一般”“不好”三类。其中，“很好”表示 5 分钟内学生基本可以注视屏幕，倾听老师的讲解，并与老师互动；“一般”表示 5 分钟内学生有东张西望，偶尔做与教学无关的事的情况，但短时间内可转移注意力到学习上；“不好”表示 5 分钟内学生大部分时间在做与教学无关的事，甚至离开镜头范围。课堂观察记录表记录了 3 名学生的注意力情况（见表 2）。

从记录数据来看，3 名学生基本都可以较好地课堂活动结束后的 5 分钟内集中注意力学习。“很好”的情况占比 51%，“一般”的情况占比 42%，“不好”的情况占比 7%。

“绕口令”在维持学生学习注意力情况最好；“学微课”“快问快答”“来跳舞”较为稳定，没有出现“不好”记录；“做游戏”出现“很好”的几率大，但也出现某一次活动“不好”的情况。“来唱歌”“听音乐”出现了“不好”记录。

表 2. 学生注意力课堂观察记录表（个体观察，n=3）

	课堂活动	活动结束后 5 分钟内学习注意力情况		
		A	B	C
第一课	绕口令	很好	很好	很好
	学微课	很好	很好	很好
	来唱歌	很好	一般	一般
第二课	做游戏	很好	很好	很好
	学微课	很好	一般	一般
	做游戏	很好	很好	一般
第三课	快问快答	很好	一般	一般
	学微课	很好	一般	一般
	做游戏	很好	很好	很好
第四课	绕口令	很好	一般	很好
	学微课	很好	一般	一般
	来唱歌	一般	不好	一般

第五课	快问快答	很好	一般	很好
	学微课	一般	一般	很好
	来唱歌	一般	一般	一般
第六课	听音乐	一般	不好	不好
	学微课	很好	很好	很好
	做游戏	很好	很好	很好
第七课	做游戏	一般	不好	不好
	学微课	很好	一般	很好
	来跳舞	很好	很好	很好
第八课	听音乐	一般	一般	一般
	学微课	很好	一般	很好
	来跳舞	一般	一般	一般

4.2 集体观察

课堂观察记录表记录了 15 名学生在观看微课学习汉字时的注意力情况（见表 3）。在学生学习汉字时，可以明显观察到，学生从前一阶段进入到汉字学习，视线是集中在屏幕上的，但是老师在讲解或书写演示还未完成时，学生的视线开始出现游离，或者做与学习无关的事。但是当播放第一遍微课时，约 93% 的学生能够将视线回归到电脑屏幕上，并且持续到第一遍微课播放完成。

在课程前期，教师在播放第二遍微课时，对学生学习行为未作干涉。根据助教反馈，自第三课开始，教师在播放第二遍微课时，对学生学习行为进行主动干涉，比如对陌生词汇进行简单解释说明、重复微课中重点词句、提示学生跟读或者认真看笔顺等，约 85% 的学生会延续观看第一遍微课时注意力集中的表现。

表 3. 学生注意力课堂观察记录表（集体观察，n=15）

	关注微课的学生数量		
	播放第一遍	播放第二遍	播放第二遍
		教师未干涉时	教师干涉时
第一课	15	10	
第二课	14	8	
第三课	14		13
第四课	13		12

第五课	15		13
第六课	14		11
第七课	13		13
第八课	14		14

4.3 教师访谈

通过教师访谈，我们对数据中记录到的特殊情况与教师进行了沟通和核对。第一，在第七课“做游戏”活动中，学生注意力出现集体不集中情况。教师反馈与助教课堂观察记录一致，均为活动指令不明、解释时间过长，学生不理解所致。第二，教师认为“绕口令”活动效果并不如课堂观察记录那样好，之所以评价较高，可能是因为此活动出现在第一课，学生对课程的新鲜感较强，而且此活动与学生个人对“绕口令”的喜爱程度有关。第三，教师反馈，总体看来，有肢体活动的“做游戏”是学生最喜爱的课堂活动，且会让学生的注意力时间持续较长，对后续课程内容讲解有很大帮助。第四，教师反馈，在选择微课时，特别注意了学生的年龄、汉语水平、动画效果等因素。由于汉字学习较为枯燥，选择微课进行辅助教学，是整体课程设计中的“有意为之”。

5. 研究结论与教学建议

5.1 微课与课堂活动

通过课堂观察和教师访谈，我们认为，微课可以作为一种教学活动，提高学生（5—6岁幼儿）注意力集中水平。和其他课堂活动相比，微课因缺少学生肢体活动，在吸引学生注意力方面并不是最优选择。但是，在课堂观察中我们发现，当学生喜欢微课内容，对微课内容有期待时，会主动将学习注意力集中在微课学习上，且会持续相当长的时间。我们建议，可以将微课教学“系列化”，以讲故事的方式保持学生对微课的期待感和新鲜感，发挥微课时间短、内容精、设计优等特点，提升学生的学习兴趣。

5.2 微课与汉字教学

经过课堂教学观察和数据记录，我们发现，在远程线上教学中，学生（5—6岁幼儿）注意力集中水平较线下教学明显缩短，通常不足线下教学的一半，约7—8分钟。因此，教师汉

字教学活动的时长应控制在 10 分钟以内。我们建议, 可以将学习活动划分为教师讲解、书写练习和微课三个部分。其中, 微课时长建议控制在 1—2 分钟左右(幼儿), 播放两遍。中小学生和成年人中文教学, 微课时长可适度增加, 但不建议超过 5 分钟。根据前人关于注意力广度的研究, 在 0.1 秒的时间内, 成人一般能把握 8—9 个黑色圆点, 把握 4—6 个不相联系的外文字母, 以及 4—5 个没有联系的汉字(中国心理卫生协会, 2015)。结合本研究, 我们认为, 对 5—6 岁幼儿, 每个微课教学内容设定为 2 个汉字为宜。微课内容可包含汉字的笔顺演示、汉字的意向讲解、动画辅助汉字记忆等内容。

5.3 微课与注意力变化

学生(5—6 岁幼儿)在中文学习过程中, 通常只能专注于一件事情。在本研究中, 我们发现, 学生看视频的时候会停下正在进行的活动而将注意力全部集中于屏幕上。这与前人关于注意力分配研究的结论相一致。因此, 通过教学观察与数据分析, 我们认为, 适时使用微课, 有利于将学生游离的注意移回到课程内容中, 并且能够较好地维护其注意力的稳定性。不过, 微课的选择必须符合学生的特点, 需要考虑学生的年龄、对所学内容的喜好程度、学习内容的难易程度等。只有学生觉得微课有意思, 愿意观看微课进行学习, 学生的学习注意力才能集中到屏幕上。

5.4 微课与教学行为

在使用微课辅助教学时, 必须坚持以学生为中心的教学理念。在学生学习行为出现问题时予以必要干预。在教学观察中, 我们发现, 教师在播放第二遍微课时对学生的提醒和帮助, 有助于学生更好利用微课进行学习, 并可以得到学生积极反馈。比如, 重复老师讲解的词汇, 或者回答“知道这个”。而教师在不干预学生学习行为时, 可能出现学生学习注意力持续时间缩短的情况。比如, 在两遍微课播放之间, 教师没有任何干涉行为, 教师在第二遍播放微课时, 学生的注意力稳定性就会明显缩短, 出现注意力游离的情况。

参考文献

- 陈国鹏等. (1998). 中小学生学习注意力测验. 全国常模制定报告. 心理科学.
- 陆颖之、徐畅. (2010). 基本体操训练对学龄前幼儿注意分配能力的影响. 第九届全国运动心理学学术会议论文集.
- 马天宇. (2016). 以提升幼儿注意力集中水平为目标的教师课堂教学秩序调控策略. 教师, 11: 122—

124.

- 邵俊彦、沈雪莲. (2000). 连续执行任务检测儿童注意力. *健康心理学杂志*, 8 (6) : 619.
- 王称丽等. (2012). 7—15 岁学生注意力发展特点及其与学业成绩的关系. *上海教育科研*, 12: 51—54.
- 叶龙、沈梅. (1999). 注意力集中与转移和瞬时记忆力测试系统. *北方交通大学学报*, 23.
- 殷恒蝉. (2003). 青少年注意力测验与评价指标的研究. *中国体育科技*, 39 (3) : 51—53.
- 张蕾. (2015). 体育运动对学龄前儿童注意力影响的实验研究. *成都体育学院*, 3.
- 张灵聪. (1995). 注意稳定性研究概述. *心理科学*, 06: 372—373.
- 张曼华、刘卿. (1999). 注意力品质对小学生学习成绩的影响. *健康心理学杂志*, 3: 35—337.
- 张运亮等. (2005). 篮球后卫运动员专项认知眼动特征研究. *天津体育学院学报*, 20 (5) : 39—41.
- 赵勇. (2008). 小学低中年级学生注意力水平与学习成绩相关性研究. *现代教育科学 (小学校长)*, 2: 78—79.
- 中国心理卫生协会. (2015). 中国就业培训技术指导中心. *心理咨询师 (基础知识)*: 民族出版社.
- Anderson, R. P., & Halcomb, C. G. (1973). The measurement of attentional deficits. *Exceptional Children*, 39 (7), pp.534-539.
- Chorianopoulos, K., & Giannakos, M. N. (2013). Usability design for video lectures. *The 11th European Conference on interactive TV and video*, June 24-26, Como, Italy, pp.163-164.
- Davis, B. G. (1993). *Tools for Teaching*. San Francisco, CA: Jossey-Bass.
- Griffin, D. K., et al. (2009). Podcasting by synchronising PowerPoint and voice: what are the pedagogical benefits?. *Computers & Education*, 53(2), pp.532-539.
- Ilioudi, C., et al. (2013). Investigating differences among the commonly used video lecture styles. *WAVE 2013 the Workshop on Analytics on video-based learning*, pp.21-26.
- Kanaka N., et al. (2008). Measurement of development of cognitive and attention functions in children using continuous performance test. *Psychiatry and Clinical Neurosciences*, 62, pp.135-141.
- Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press.
- McKeachie, W. J. (1986). *Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Lexington, MA: Heath.
- Shorter, J., & Dean, R. (1994). Computing in collegiate schools of business: are mainframes & stand-alone microcomputers still good enough?. *Journal of Systems Management*, 45(7), pp.36-41.
- Swanson, L. (1981). Vigilance deficit in learning disabled children: A signal detection analysis. *Journal of Child Psychology and Psychiatry*, 22(4), pp.393-399.
- Wankat, P. C. (2002). *The Effective efficient professor: Scholarship and service*. Boston, MA: Allyn and Bacon.

附录

教师访谈问题:

1. 为什么在第七课“做游戏”活动中，学生注意力出现集体不集中情况。
2. 数据中体现“绕口令”教学效果很好，为什么？
3. 在教学组织中，教师认为哪些课堂活动可以较好地吸引学生的学习注意力？
4. 为什么选择微课进行汉字教学？

作者简介

刘晓辰，英国开放大学在读教育博士，北京外国语大学孔子学院工作处副处长。曾任马来西亚马来亚大学孔子学院中文教师。主要从事技术增强语言学习、国际中文教育、孔子学院管理等方面研究。

邮箱: liuxiaochen@bfsu.edu.cn

徐荟尧，北京外国语大学国际中文教育专职教师，曾任匈牙利罗兰大学孔子学院中文教师，芬尼久拉耶稣会学校中文课负责人。主要从事国际中文教学、中国文化教学与传播等方面研究。

邮箱: xuhuiyao@bfsu.edu.cn

Practice is the Source of Creativity – A Case Study of Preparing Three Teaching Materials for the SOAS Students

实践是创造力的源泉 ——从亚非学院三本教材的创编及使用看教师的创造力

崔 燕 Yan Cui

伦敦大学亚非学院 School of Oriental and Africa Studies, University of London

摘要: 国际中文教育离不开建立在教学实践基础上各层面教师的创造力, 包括根据需求创设课程、研发创编教材及根据教学对象和环境使用教材等层面的创造力。根据教学创造力理论 (Jones & Richards, 2015), 本文以具体课程设置、三本教材的创编及使用为例, 讨论教师教学中不同层面的创造力并阐明创造力来源于实践。所谈的三本教材是亚非学院在教学实践中所编的教学材料。(1) 佟秉正老师与 Pollard 博士 (1982) 合编的 *Colloquial Chinese* 《汉语口语》; (2) 崔燕 (2009) 创编的数码听力教材 *Elementary Chinese Listening* (《现代汉语基础听力课程》); (3) 崔燕 (2009) 创设的课程与创编教材 *Styles of Modern Chinese Literary Language* (《中国现代文学语言风格》)。研究发现创造力既体现在总结创编经验承上启下推进汉语国际教育上, 又体现在适应快速发展的社会变化提高创新意识上。

关键词: 教学实践, 创造力, 课程与教材创编, 文学语言风格

1. 引言

实践是创造力的源泉。教师的创造力来源于教学实践, 对教育事业的热爱和敬业和创新精神。教学中教师可深入了解教学需求和教学对象; 自觉地观察、发现和解决问题; 激发创造意识; 迸发创造力。创造力的目的是为了满足不同教学需求、提高教学效果。

本文以不同时期编写的三本教材和教学资料为例, 从教学资料的创编、使用和所贯彻教学方法方面, 讨论教师创造力的来源。引言后, 二、三、四部分讨论教师教材创编、课程设置、教材使用和教学方法等方面所反映出的创造力、学习者掌握目的语情况及对教材的反馈。第五部分是结语与建议。总结教师的创造力的核心意义, 为今后的创新铺路搭桥打基础。

2. *Colloquial Chinese* 《汉语口语》教材创编及作者信息

Colloquial Chinese 《汉语口语》编者之一的佟老师是前亚非学院高级讲师，教授汉语，曾是世汉教学学会理事、英汉教学研究会顾问。笔者自三十年前开始在伦敦大学亚非学院执教，在东亚系教授汉语的第一天起就与佟老师一起使用这套教材教授并考核大一学生。佟老师退休后，笔者继续使用其教课二十多年，历经在社会变化中教授不同教育体制下成长的学生，在教材不变学生多变的情况下，深切体会到有效使用教材是对教师各层面创造力的挑战。

2.1 教材的形式、设计、结构与语言特点

《汉语口语》教材结构与语言点源于生活实践，这本教材的英文、中文版本是专门为在非目的语环境中学生习得汉语而设计的。英文版本提供汉语知识、译文和练习，用拼音呈现中文部分。中文繁、简体字本，为学生学习现、古代汉语打基础，去目的语国家继续学习做准备。汉字本除拼音、英译外，其余均为汉字。知识量和进度与学院课程体系密接，各课句型中句子数量与班上人数吻合。语言知识由浅入深、从易到难，话题由近而远，语体由口语过度到书面语。教材中有接人待物的方式、礼貌谦虚的美德、风趣幽默的表达、成语传说的运用、经典语句的妙用、知识量大（掌握 3,875 多项）等特点。表 1、图 1 和图 2 分别展现了教材内容和基本结构。

表 1. 《汉语口语》教材整体结构表

项目	汉字	词汇	语法	句型	短文	对话 1	对话 2	扩展	练习
个数	728	1063	134	107	20	22	30	9	78

表 1 说明《汉语口语》涉及了基础汉语应该具备的所有项目，而 728 个汉字支撑了整个基本的汉语体系。

图 1.《汉语口语》教材中语言知识与练习种类分布

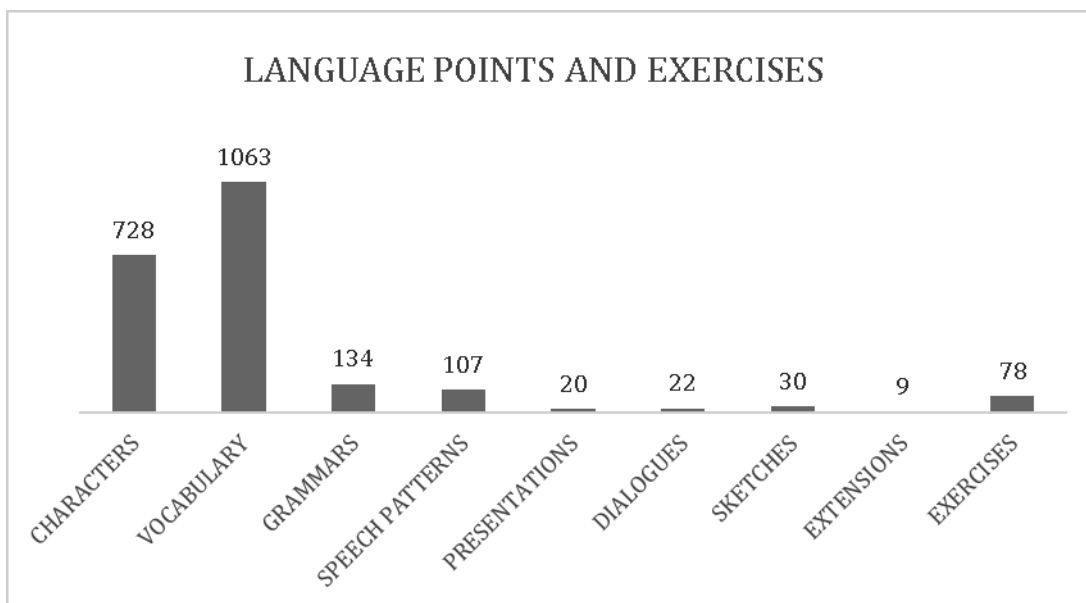


图 1 展现了教材中的语言教学项目、练习及数量（均以“个”为单位而非字数）。教材共有十七课，由不同部分组成。教材有短文、两种类型不同的对话，即：充满新语法和句型的对话与基于短文内容的对话。无论是短文还是对话，字数均随教学进度成上升趋势，如：第三课短文有 147 个字，第十七课短文有 382 个字。此外还有一定数量的扩展与各类练习题。

图 2.《汉语口语》教材中字、词、句占比统计

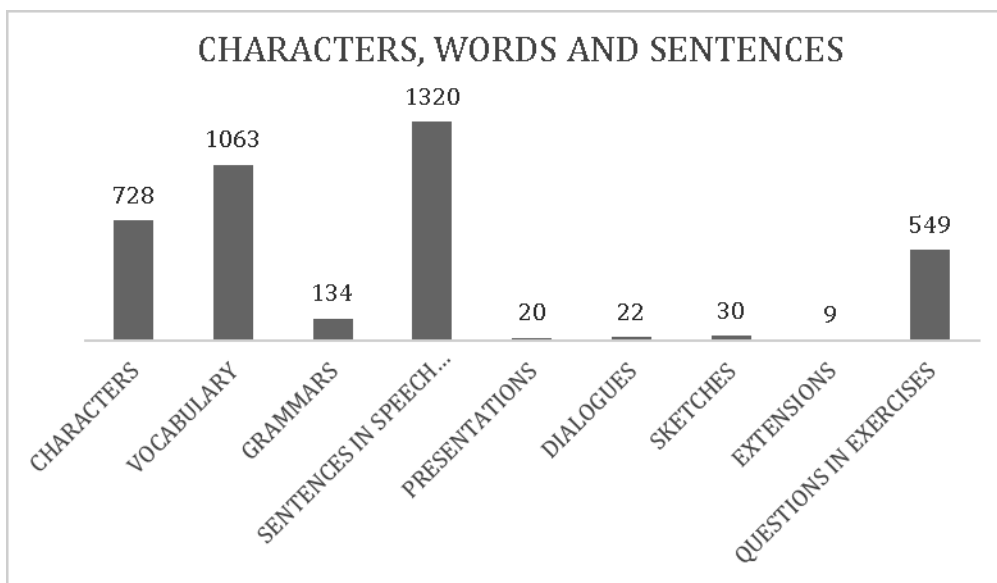


图 2 详细地展现了句型与练习题的数量。每个句型都包括一定数量的例句，句型中的例句总数是 1320 个。每个练习项目中都有一定数量的练习题，所有练习项目中的练习题总数量是 549 个。

表 2.《汉语口语》语言特点与例解

特点	举例	课 / 页
(1) 熟人来访时用语	……, 什么风把你吹来了?	L.15 p.148
(2) 幽默表达	你看你的地图吧, 我们老师说, 上北下南, 左西右东, 地图的上边儿就是北。	L.8 p.63
(3) 幽默结尾	什么?! 李明道? 那不就是我弟弟吗!	L.9 p.72
(4) 谦虚美德	…… 难看极了, 您别看了。	L.13 p.121
(5) 儿童口吻	…… ……, 可是您别告诉我爸爸, 我爸最不高兴我妈打牌了。	L.11 p.93
(6) 从口语到书面语	……眼前是一望无际的华北平原。蓝色的天空像被水洗过一样的明净, 昨晚的闷热也让凉爽的秋风吹得无影无踪。……	L.17 p.176
(7) 经典句	结婚以前她说什么他都说行; 结婚以后她说什么他都不行。	L.11 p.100
(8) 经典句	他把公司的老人慢慢地都换成了他自己的人了。	L.15 p. 153
(9) 经典句	你这么糊涂, 恐怕给人卖了都不知道。	L.17 p.180

教材中的语言与知识很有特色, 体现了汉语的博大精深、涵盖了文明古国的悠久的历史与文化, 以及语言和故事的幽默感与巧妙的表达, 对于教者或学者都是一种享受。表 2 中所选的例子仅是作为代表用以说明。在教学中, 教师首先要吃透所教语句, 清楚句子的使用背景、使用环境、使用句子的人物、使用的时间、地点、场景、使用者之间的关系, 加上教师朗读时应有的表情、声音与语气, 这样, 所教语言就活了, 学生就更加有兴趣、更加有兴致地继续往下学了。

——例 1 表达了主人见到关系很好的熟朋友来访时喜出望外的愉悦心情。反映了中国人的礼仪、好客、打招呼语言的丰富和热情等特点。

——例 2 是当地的一位小朋友给来山里的手里拿着地图但迷失方向的年轻人指路, 他的话没有错儿, 但能帮那位年轻人找到方向吗?

——例 3 是一位在为自己找不到女朋友的弟弟着急操心的兄长对话后有了新发现的惊喜。

——例 4 是对别人赞美自己写字好的回答。这种回答反映了中国人谦虚、含蓄的美德。

——例 5 是自己一个人在家的小朋友与来客的对话。那种天真、无邪的童真表现得淋漓尽致。

——例 6 是选自教材的最后一课也就是“塔顶”里短文中的句子。本课中的语句把学习者引进了语言的大殿堂, 从开始的口语表达过度到了书面语及具有文学色彩的多种语言表达的境界。

——例 7/8/9, 是教材中经典句子的代表, 很真实, 使用性和实用性很强。是二语习得者需要的。

2.2 教师使用教材及教学法层面的创造力

本节中的创造力是指一线教师在教学中的创新能力。有创新意识和适当使用教材的方法是教师达到教学目的的关键。这里适当使用教材的方法是指针对教学对象、根据具体教学要求、教学目的、教学环境等采用的合理的方法教学。譬如（1）调整教授顺序，突出重点：对汉字、生词、句型、短文、对话等采取不同的顺序教学并详解强攻重点。（2）是使用翻译法还是交际法教学，要视具体学生的接受能力而确定。（3）是以学生两人一组、三人一组还是全班共同完成任务，要视学生情况而灵活采用，也就是说具体句型例句应该选用以学生为中心的方法，还是老师一对多的师生互动法，这要视学生的性格、能力强弱与学习的快慢度而定。（4）到底要扩大到多大的量给学生增加教材以外的语言与文化知识，要根据具体教学进度和教学情况。本文认为要用不变的教材内容教授在变化了的社会环境中成长的学生，尤其是来自不同文化、教育、成长背景和能力各异的学生，方法不当会影响他们理解、掌握目的语。这就需教师教学层面的智慧与创造力。

表 3. 创新性使用教材举例

	教学方法	目的与内容 + 举例说明
1	听、画、说融合法学习新课文	提升听、说能力，如：第三课，第八课课文；第三课说的是一对夫妇各自的喜好；第八课是关于一位进山看望朋友的人进山后的故事。 步骤： 1. 首先介绍、教授、讲解汉字、生词、语法、句型 2. 再上课学课文前，让学生每人拿出一张白纸与颜色不同的笔 3. 听老师说（读）课文 4. 学生们根据所听内容边听边画图（同时可请一到两个志愿者在前面白版上边听边画） 5. 老师可以说三遍以确认每位学生都听懂了 6. 请一个学生用中文看着自己画出的画讲故事，另一个学生用英文看画说故事 7. 大家再看课文，这时同学们已经懂了课文中的意思并都能上口说了。
2	认字、阅读、翻译法	提升接收能力：精读课文能力

3	角色扮演法	<p>提高语言输出能力。要视语言功能和话题来决定，如：第六课顾客与售货员</p> <p>步骤：</p> <ol style="list-style-type: none"> 1. 首先学完第六课中所有的汉字、词汇、语法、句型与课文 2. 请学生准备一些物品带到下次的课上 3. 上课时把教室设计成一个市场模式 4. 学生自主决定角色是售方还是买方 5. 老师发放给学生一些真实货币及物品 6. 市场开始营业，学生进入角色采购物品、寻问价钱、讨价还价、成功交易 7. 市场结束；学生们分享交易 8. 每人小结活动收获
4	讲故事法	利用书中的 30 多个人物的关系、爱好等讲述故事，提高语言使用能力，复习词汇、语法、句型
5	增加知识法	根据课文了解中国姓氏、职业
6	与时俱进法	紧跟时代，利用课本上的这些词汇和表达，如：“十亿中国人”、“两块半（人民币）”、“小姐”、“同志”、“爱人”、“干部”、“人民公社”、“苏联”等，对照今天中国的情况。
7	文化观念比较法	利用课本中表示“颜色”的词汇，以及“黄皮肤、黑头发、黑眼睛”的表达，对比中西方人的不同，并指出这是中国人的骄傲。
8	互动法	<p>利用转述提高语言使用能力，如：让学生转述“你喜欢喝绿茶吗？”——“他问我喜欢不喜欢喝绿茶。”</p> <p>步骤：</p> <ol style="list-style-type: none"> 1. 首先学习语法、句型 2. 把学生分成 A、B、C 三人一小组 3. 相互转述每个人的话，以此方法练习转述技巧 <p>如：A 问 B：小华的朋友能看中文小说吗？ B 对 C 说：A 问我小华的朋友能不能看中文小说。</p>
9	描述真实物件的位置法	<p>用奖励方式说、做，如：桔子跟苹果中间的那块糖是我的，来提高语言使用能力</p> <p>步骤：</p> <ol style="list-style-type: none"> 1. 学习语法与句型后 2. 教师把可以带入课堂的东西有序地摆放在讲桌上，如：大白兔奶糖放在苹果旁边的小碗里；糖在字典与书的中间；等等 3. 每个学生不分先后描述哪块糖是他的 / 她的 / 自己的 4. 最后每人都能正确地用新学的语法、句型描述他的 / 她的 / 自己的糖在哪里，说正确的获得奖品——糖（教师必须摆设十四、五个不同的小“场景”以满足每个学生的需求。）
10	文化差异对比法	避免误会，如：讲解“小胖儿”是昵称。电话中，“您找谁？”不代表粗鲁。“你胖了！”“你怎么瘦了？”表示关心。
11	纠正错误模仿法	<p>避免错误。“请客人”可以说成“请客”，但把“接客人”说成“接客”，“同屋”说成“同房”，见“女售货员”便组新词为“女孙子”就错了。</p> <p>但是教师要谨慎使用，“黑人”、“那个”等敏感词。</p>

12	插图配画法	<p>帮助理解，提高兴趣。</p> <p>例如： 教师根据要教的课文内容或主题，准备好相关图片或实物，如：人民币可在讲第六课时配合使用；颐和园与十七孔桥图片可在学第十七课时使用；书房与客厅的画可用来帮助学生学第十六课课文。</p>
----	-------	---

在上表中的例子是教学中许多方法中的几个，其中较详细地说明了“听、画、说融合法”、“角色扮演法”、“互动法”及“插图配画法”的具体做法。这些方法对学生的习得水平的提升起到了积极作用。

教师运用跨文化交际知识，缩短社会与课堂距离，使教学与社会挂勾，体现了教师的创造意识和创造力。教师如厨师需要根据食客的需求，把食材做成适合他们的可口饭菜。一线教师的任务是如何把已有的“食材”做成“营养丰富”、“学生爱吃”又“易消化吸收”又“健康”的美食。

2.3 学生掌握目的语情况

学生能否掌握好目的语与教学法有关。适当的教学方法体现了教师教学层面的创造力。上世纪的交际法、听说领先法，强调口语能力，课上课后有大量口语训练。教师运用对话、问答、角色扮演、交换信息、游戏、看图说事等方法给学生创造使用汉语机会，用滚雪球（见：篇尾注释）方式提高学生口语能力，效果很好。

进入二十一世纪后，教学目的以认字阅读为主，课上强调以“看”学课文。教师改用新方法提升学生阅读能力。

书面作业、测验与考试，一是能消化知识，二是可以反映问题。特别是翻译和填空题，更能监测到学生对汉语掌握的程度。如：把 T'ung & Pollard (1982: 156) She told me that her uncle left for America by plane this morning. 译成中文，有人译成：“她告诉我她的叔叔今天早上到美国坐飞机去了”或“今天早上她告诉我她叔叔在美国坐飞机走了。”这个翻译练习是出现在学生学习了“means of conveyance”：我每天坐公共汽车来” T'ung & Pollard (1982: 84) 的语法 / 句型之后。通过翻译，可以看到学生在掌握汉语句型中的问题。正确的翻译应该是：她告诉我她叔叔今天早上坐飞机去美国了。从句里的主语是“叔叔”，“坐飞机”是介词短语作状语，“去美国”是谓语动词短语，“了”表示时态。这句汉语中的介词短语应该是在动词短语之前，而英文的句子结构和顺序则是谓语动词一般是置于作为状语的介词短语之前。学生的错误暴露了他们对汉语的句子结构的理解和掌握存在问题以及对词类或短语的功能作用不清楚的问题。再如：用“得”“的”“了”“地”填空或回答问题，或者翻译句子等。这些也是学生极易混淆的难点，特别是用汉语拼音表达的练习题，的 (de)，得 (de)，地 (de) 拼音句中学生在理解句子方面增加了很大的难度。请看练习题（在教材里所有的汉语练习题都是用拼音方式出的，这里笔者

用简体字代替)：

- (1) “秋天到 ____，天气渐渐凉起来 ____。”
- (2) “……。当然 ____，如果不用功，中文是学不好 ____！ (T'ung & Pollard, 1982: 287)
- (3) “昨天他跟我说 () 上星期他请 () 老王吃 () 三顿饭。”
- (4) “你这个表是不是在东门百货公司买 ()？是和老李一起去买 () 吗？ (T'ung & Pollard, 1982: 177)
- (5) “他没练过字，写不 () 这么好的字。” (T'ung & Pollard, 1982: 216)
- (6) “他 () 话不是普通 () 人 () 普通话。 (T'ung & Pollard, 1982: 63)
- (7) “他的字写得好不好？”
- (8) “你看得懂看不懂这幅画？” (Give both affirmative and negative answers to these questions) (T'ung & Pollard, 1982: 217)
- (9) “He walks very slowly./He walked to the door very slowly.” (Translate into Chinese.) (T'ung & Pollard, 1982: 241)

教学中须重视学生反馈，反馈带给一线教师灵活的创新机会，教师可结合反馈有效传递知识。

3. *Elementary Chinese Listening* (《现代汉语基础听力课程》) 的创编

这套基础汉语数码听力教材是本文作者在 2005 年编写的辅助教材，配合《汉语口语》课本的使用，供学生在听力课内外使用，有课本与网上免费使用资料两种形式。

3.1 创编教材的背景

研发创编的背景与动力来源于实际教学。SOAS 设置了听力课但没有听力材料，真实的口语材料和已有的材料均不适用于亚非学院汉语本科大一学生，靠教师课前现编句子，但课后没材料可听，没练习可做。听力课常变成答疑、朗读或语法补习课。课上一刀切式的方法，使强者“吃不饱”，弱者“吃不了”。考试无章可循。教学质量、学生出勤受到极大影响。问题亟待解决，听力教材迫在眉睫，研发创编势在必行。

2005 年，作者作为 SOAS-UCL CETL (Centre of Excellence in Teaching and Learning) 项目的一员，结合新环境和设备（电脑将取代磁带），创编了这套数码听力教材并于 2009 年出版。这是亚非学院第一套为基础汉语课创编的听力教材。课本人手一册，网上数码材料可在全球随时随地点击进入，方便、快捷。

3.2 听力材料的目的、设计、结构、特点

Cui (2009) 指出本听力课目的是让学生通过听不同材料、不同声音、不同语速和大量单句、短文、对话及问题，完成不同任务练习的方法提高精 / 泛听理解力，复习巩固同步从《汉语口语》中所学知识，扩大词汇量和语言文化知识，接收新词（旧字组新词）和新生词汇与信息，提高语言接收和输出技能。

课本中的听力材料从内容、词汇、句型、语法、表达、问题、话题到任务练习贴近实际，语速接近生活。网上数码声音与文字材料和实体课本中包括所有听力内容和词汇与任务练习，共二十三课，与学校的教学结构相吻合（22 个教学周、2 个假期，2 个阅读周）。除第一课语音外，第二课到第二十三课每课有四个 Stages，Stage One 是 15 个单句附有 2 种练习题：翻译句子及就每个单句回答问题。Stage Two 是一个对话和不同的任务练习，Stage Three 是两篇短文及任务练习，Stage Four 是十个问题。

下面各图表展示听力材料项目及数据。

图 3. 声母、韵母、声调学习、训练项目与数据图

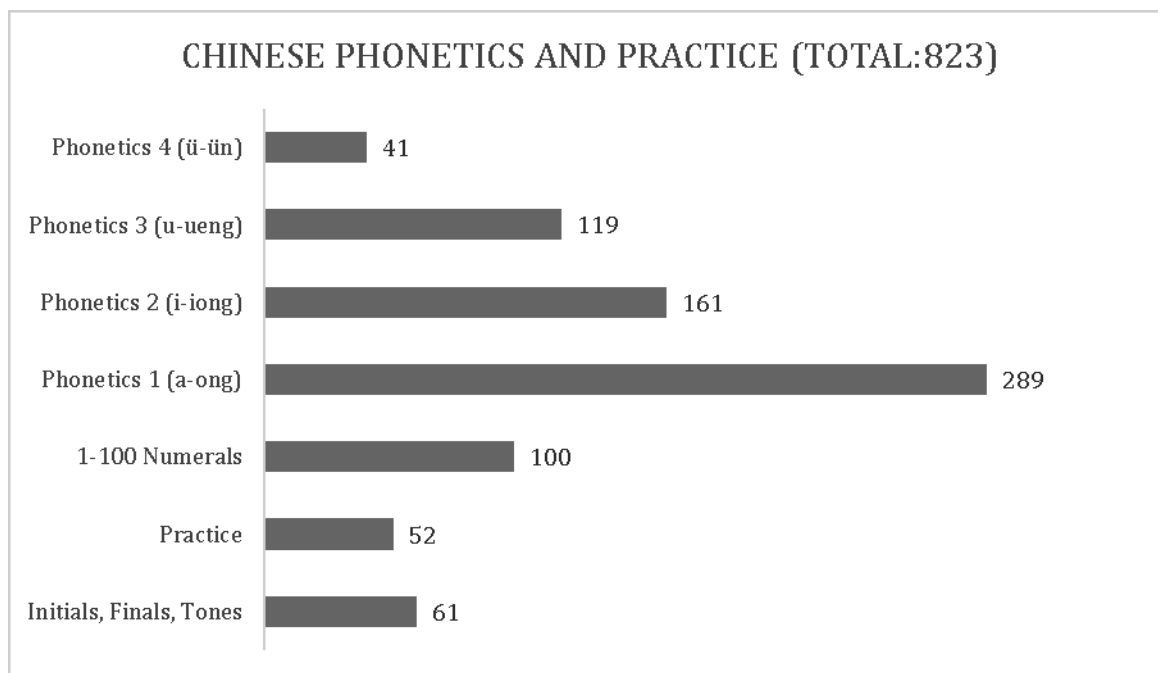


图 3 展示了第一课中的语音学习、训练项目与数据，语音包括声母、韵母、声调、由三者组成的词汇练习以及 1 至 100 的数字。

图 4. 语音词汇训练图

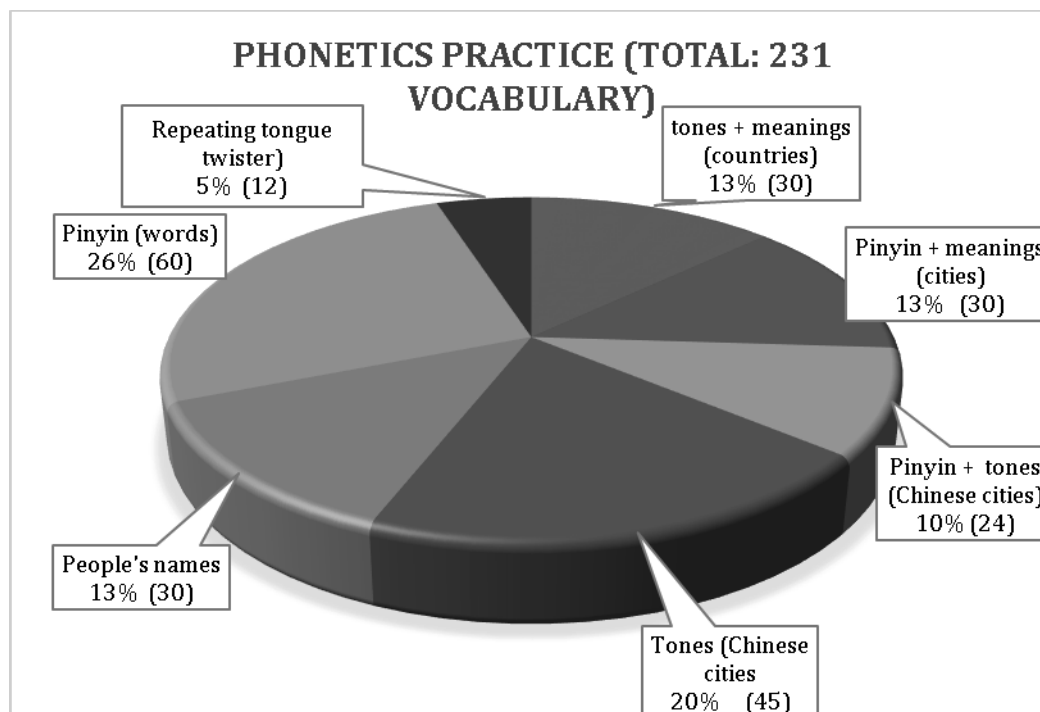


图 4 展现了在第一课中学习了拼音和声调后提供的更进一步的语音训练项目，学生听后需要完成的练习任务。这些练习任务是：听词汇（国家名称）并写出声调和英文国家名称；听词汇（城市名称）并写出拼音及英文名称；听词汇（中国城市名称），写出拼音并注明声调；听词汇（中国城市名称）并注明声调；听词汇（人名）说（写）出英文名字；听词汇并写出拼音；跟读绕口令。以下是听力教材中的具体练习任务（上图中的各项任务练习全称）：

1.1.1. Listen and repeat

1.1.2. Listen and repeat

1.2.2. Listen and write down the tones and the English meanings

1.2.3. Listen and write down Pinyin and English meanings

1.2.4. Listen and write down Pinyin and tones

1.3.1. Listen and write down the tones

1.3.2. Listen and give the English names

1.3.3. Write down the missing words in Pinyin

1.3.4. Listen and repeat

按照 SOAS 大一汉语听力课每周三课时的安排，第一课语音学习和训练部分分成三个

STAGES, 每节课完成一个 STAGE 的练习。每个 STAGE 中有多种不同的听力练习。如, 1.1.1. 表示第一课 STAGE 1 第一题

1.2.2. 表示第一课 STAGE 2 第二题

1.3.4. 表示第一课 STAGE 3 第四题

语音听力训练是循序渐进的。

图 5. 听力材料类别分布图 (以“个”为单位)

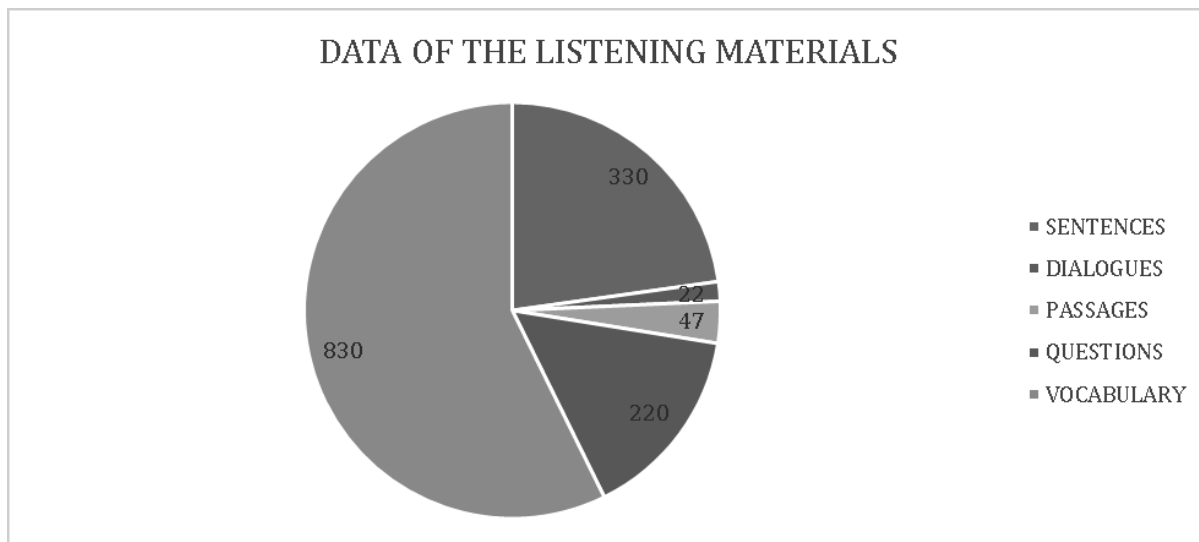


图 5 是听力材料中学生所听具体项目及项目的数量, 以及每课中的生词量。从第二课起到第二十三课, 每课中有四个 STAGES, 分别是听 15 个单句 (STAGE 1), 一共 330 个; 听 1 个对话 (STAGE 2), 一共 22 个; 听 2 个短文 (STAGE 3), 一共 47 个; 听 10 个问题 (STAGE 4), 一共 220 个; 每课平均学 40 个左右的生词; 一共 830 个。每项听后都要做一定数量的练习。

图 6. 任务练习数据图

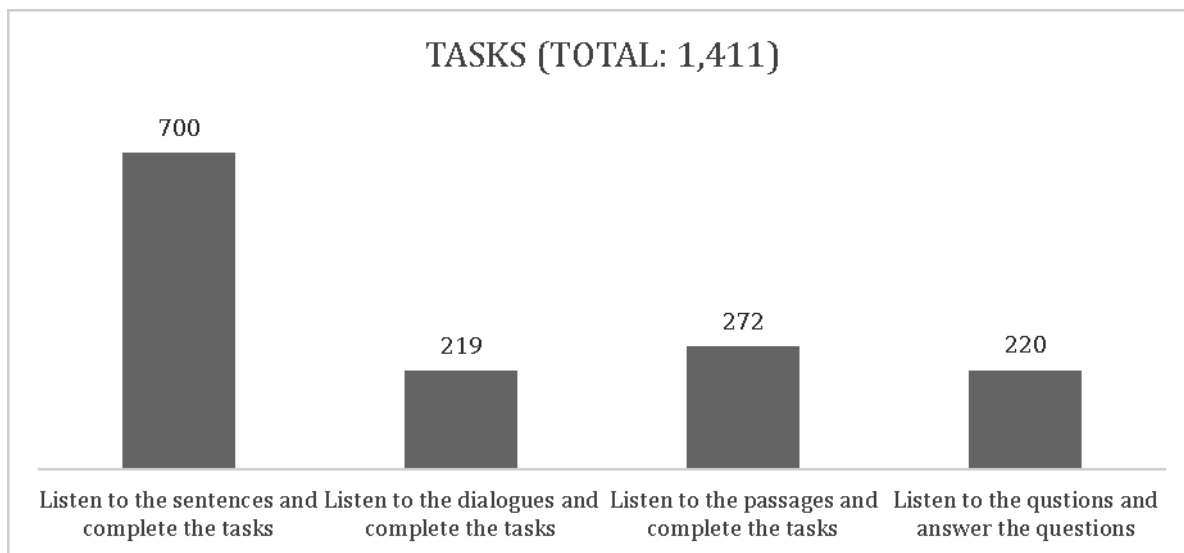


图 6 是学生完成四个 STAGES 后要完成的任务练习种类及任务练习量, 总共有 1,411 个练习。如表 4 所示, 第二课到第二十三课, 每课中的任务练习有四个 STAGES。STAGE 1 是听十五个单句后完成两种任务练习, 第一种是听后翻译各句, 第二种是听后具体回答问题。STAGE 2 是听对话后回答一定的具体问题。STAGE 3 是听两个短文后完成一定数量的任务练习。STAGE 4 是听并回答十个问题。这个题可与听说结合。

表 4.《现代汉语基础听力课程》各种任务的数量

种类	听单句完成任务	听对话完成任务	听短文完成任务	听问题并回答
数量	700	219	272	220

3.3 听力材料及任务练习举例

听力材料中的语音训练主要集中在音、调方面, 同时扩大文化知识并学习有用的生词。在单句、对话和短文里, 笔者一方面根据二语习得理论 (Nava & Pedrazzini, 2018) 给学生提供复习巩固词汇语法及使用机会, 另一方面适当增加中国的语言文化知识、风俗习惯及社会上新出现的词汇。听力教材中的任务练习设置方面以训练提高精听、泛听理解力为主。问题回答部分可结合听、说写的技能。话题、问题均与社会各方面紧密相连。通过“习得”学习者提高听力水平。

第二语言习得者, 尤其是成年人在第二语言的习得过程中, 会受到母语、文化、经验、经历、环境、观念和能力的影 响, 这些因素是不能被教师忽略的。作为教师, 要帮助学习者克服影响对二语的理解和掌握的阻力。给习得者提供上升空间。因此, 本听力教材中所提供的语言知识 (词汇、表达法) 与文化知识水平均高于学习者在语法课上所学的东西。而不是局限于规则。这种把词汇和语言表达形式、意思、及使用提供给学习者的做法可以迅速提升学习者对汉语的使用能力。

表 5.《现代汉语基础听力课程》中听力内容举例

PHONESTICS	西安 慈禧太后 狄更斯 赫尔辛基 参赞 新鲜 (L.1)
SENTENCES	不论我是研究北京的四合院儿还是胡同儿, 我都得亲自到那儿去看一看。(L.22)
DIALOGUE	……略 B: 我去的都是少数民族地区: 西藏、内蒙古、新疆、宁夏等少数民族地区都去过。 A: 您是怎么去的那些地方的? 您在内蒙古骑过马吗? B: 我是坐飞机去的西藏, 别的地方都是坐火车去的。我喝过西藏的酥油茶, 在蒙古喝过马奶、骑过马, 吃过新疆的哈密瓜, ……略。 ……略 (L.13)

PASSAGES	北京的秋天是最吸引人的季节，游客们都爱在秋天到北京去，站在高高的长城上，你能看到远处的城墙像龙一样飞舞在山顶上。那景色相当优美。走在颐和园的十七孔桥上，你会觉得自己像画中人一样。坐在北海公园的游船上，在蓝天白云和绿色湖面之间你会突然有了舍不得离去的想法。……略(L.21)
QUESTIONS	新发的繁体字和简体字对照表你有了吗？(L.23)。
VOCABULARY	下海 考研 方老 打汉字 房地产 数码 遛鸟 师范大学 龙井茶 亚非学院 申请表

表 5 展现的是听力教材中的内容举例。PHONESTICS 一栏中是第 1 课语音部分的内容，学生学习和训练语音的同时也学到了新的词汇与知识。SENTENCES 一栏里给出了第二课中 STAGE 1 里的一个单句。DIALOGUE 一栏里给出了第 13 课 STAGE 2 中部分对话的例子。PASSAGE 的项目里是第 21 课 STAGE 3 中的部分短文的例子。QUESTIONS 一项中给出了第 23 课 STAGE 4 里的一个问题作为例子。VOCABULARY 一栏中是词汇表里词汇的举例（从第 3 课到第二十三课每课都有词汇表）。为缩短社会与课堂距离，词汇表里增加了与社会发展接轨的词汇，这是弥补《汉语口语》中没有的社会新发展中新产生的词汇的好方法。有的是新词，如：数码，有的是用学过的字组成新词，如：方老，打汉字，下海，有的是根据学生需求提供给他们要用到的词汇：如：亚非学院，师范大学，申请表。

表 6. 教材中听力任务练习举例

Stage 1. Type One:	Listen to the sentences and translate them into English.
Stage 1. Type Two	Answer the following questions either in Chinese or English based on each of the following sentences.
Stage 2. (7.2.1.) (7.2.2.)	According to the dialogue, please list at least five benefits of doing Taiji. Retell the story in your own words in Chinese.
Stage 3. (8.3.1.) (8.3.2.)	Listen to passage 1 and write down Chinese words and phrases from the passage in the following categories: 1) 人; 2) 住的地方; 3) 树; 4) 吃的东西; 5) any Chinese adjectives. Listen to passage 2 and decide whether the following sentences are true or false and retell the story in English.
Stage 4.	Answer the following questions orally in Chinese and then write down your answers in Chinese (characters).

前面讲过，自第二课起至第二十三课，每课有四个 STAGES，STAGE 1 是听 15 个单句，任务练习有两种：TYPE ONE 和 TYPE TWO，TYPE ONE 是精听，翻译句子，TYPE TWO 属泛听，听后回答问题。STAGE 2 是听对话，听后完成任务练习。STAGE 3 是听两个短文，听后完成任务练习。STAGE 4 是听十个问题，要求学生口头 / 笔头用中文回答。表 6 展示的是四个 STAGE 中的任务练习。其中 STAGE 2 里的“7.2.1”和“7.2.2”说明是第七课 STAGE 2 里的任务练习 1 及任务练习 2。“8.3.1.”和“8.3.2.”分别指第八课里 STAGE 3 中的任务练习 1 和任务练习 2。

3.4 听力教材研发使用后情况小结及学生反馈

听力教材使教学有了计划、目标和系统，阶段测验及期末考试井然有序，教学质量、效果和学生出勤率显著提高，听力课可接纳学生百分之百，要求免上的现象消失了。课内外听、练材料充足。能力强、差学生可同时上课，自由进步且无上限，听力课与语法和综合课同步，既复习、巩固已学知识，又学习新知识，使用所学词汇、语法、句型和表达法。任课教师不再为“无米之炊”发愁，教师接力式上课衔接顺利，考试测验有章可循，听力材料与社会接轨。

教材创编及使用的能力，包涵教师在教材创编中和教学中输入语言文化与跨文化交际的创造力，特别是在引导学习者从语法过度到语言运用方面 (Carter, 2016)。因内容来自教学实践，满足了学习者需求，因此他们普遍对听力材料有好评。请看反馈举例。

“...As we were preparing to go into our year abroad with a minimum range of vocabulary and grammar, this listening book helped us understand a lot about Chinese culture and traditions. It helped us transition from the beginner style to more mid-level language skills, so we would not be used to native speakers talking to us so slowly. It showed realistic ways of the speed of a conversation and helped us to develop an ear for it.

Overall, using this book helped us improve our level and listening skills; such consistency brought a sense of routine to the ears to get used to the language.

Additionally, the materials for listening were very accessible to use as they were online and for free. This was very useful, it helped us with preparing for class; studying for exams; and generally, for practising our Chinese listening skills. This was a great advantage to not forget what we already learned and to practise new vocabulary. It also helped us for outside of University hours to go back to the content for revision.”

《汉语口语》、《现代汉语基础听力课程》使用至 2020 年。两本教材均是多年亚非学院东亚系中国语言文化系大一学生的汉语教学材料。使用这两套教材的大一学生们为后来的学习、比赛、工作打下了扎实的汉语基础。

4. Styles of Modern Chinese Literary Language (《中国现代文学语言风格》) 的创编

4.1 开创设置课程背景与目的

创设新课程体现了教师设置课程层面的创造力。这个新课程是建立在笔者多年教学实践基

础之上的成果。为学生在知识结构层面填补了空白。在创设新课程前，笔者在 SOAS 已教授过十多年现代汉语初、中、高级等各类课程，教授并考核从汉语零起点起的大一汉语本科生到高级汉语的大四生或硕士和博士生，还有其他科系学汉语的学生。教学实践使笔者对学生和汉语教学体系有了深入了解，清楚学生们特点与需求。学生进入汉语高级阶段后更渴望新知识，于是中国现代文学语言风格课程诞生。本课程的目的是在继续提高语言技能的同时，拓宽知识，帮助学生提升自主学习能力，用目的语学习目的语的能力 (Cui, 2009)。具体做法是学生通过学习文学作品和文学语言风格，了解现代汉语的发展，学会观察鉴别语言现象，学会使用修辞手段，提高表达能力。

4.2 教材设计、结构及特点

教材设计选编标准是以学生的知识结构、技能、现代文学与现代汉语、风格与修辞、输入与输出的能力为基点。选材符合 McGrath (2016) 所提出的标准，即：教材要符合教学大纲和学生需求；主题有趣；文化知识适宜；符合学生的语言和认知要求；符合逻辑性。教材也考虑了篇幅长短、可读性、可听性及可用性等。教材中有不同时代的 15 位男、女作家的作品 21 篇左右。作品包括诗、散文、短篇小说、长篇小说节选等。作家包括鲁迅、朱自清、郁达夫、许地山、徐志摩、冰心、贾平凹、钱钟书、史铁生和张抗抗等。另外，本教材的练习也很丰富，有阅读作品写出内容大意；鉴别分析语言现象、风格；模仿造句；使用所学的表达风格手段写作文。

需要强调的是，无论是创编课程，创编教材还是使用教材，教师要考虑到教学实践中的三大方面，一是系统方面：清楚大学教学系统、环境、设备；二是教学方面：了解教学大纲、教学框架、结构；三是学习者方面：了解学生的文化背景、知识水平、知识结构、学习能力、所学科目、强弱项及学习者之间的差异。

表 7. 教材中的文学语言风格范例

1	……，却是朱唇紧闭，洁齿轻咬，薄薄的花瓣层层相裹，透出一副傲慢的冷色，	张抗抗 (L.27)
2	一日不下瘾发，二日不下手痒，三日不下酒肉无味，四日不下坐卧不宁。	贾平凹 (L.17)
3	这秋蝉的嘶叫，在北平可和蟋蟀耗子一样，简直像是家家户户都养在家里的家虫。	郁达夫 (L.3)
4	……，但是太阳依然不饶人地迟落早起，侵占去大部分的夜。夜仿佛纸侵了油，变成半透明体：它给太阳拥抱住了，分不出身来，也许是给太阳陶醉了，	钱钟书 (L.24)
5	当它熄灭着走下山去收尽苍凉残照之际，正是它在另一面燃烧着爬上山巅布散烈烈朝晖之时。	史铁生 (L.23)

表 7 中的例句展示了文学作品中不同的风格及形成风格的手段，例句不仅精彩美妙，而且

还富有节奏感。从这些不同的风格特点可以观察出作家个人成长经历、社会历史环境、时代特点及现代汉语发展的轨迹，也给学生提供了窥视作家人文思想发展的脉络。

本课程的任务是帮助学生理解作品内容，培养学生独立思考，观察、鉴别语言现象和风格的能力。在理解作品内容方面就是把学生的生活经验带入对作品的理解当中，而不是使用翻译法学习作品。例如，当作品中涉及到历史古迹与庆典时，可让学生谈自己的经历并加以引导地去理解作品内容和作家思想。在学习作品之前，先让学生谈自己在中国学习与生活时去过的公园、胡同和四合院儿，以及亲身参加和体验的庆典活动与内心的感受。这是为学习和理解作品做铺垫。同时，教师本人也可把自己的亲身经历与学生分享。教师可以讲授在北京四合院儿里的生活及四合院儿里的优雅环境，比如散发着清香的紫、白丁香树；不同时节绽放的花朵与结出的诱人的果实——葡萄、无花果、梨、杏儿、枣儿、石榴等。也可以引导学生谈论北京的秋天、探讨作家对人生的看法，并结合自己的实际情况，思考自己对人生的看法同作家有什么不同。通过这种教学方法，学生不仅学到了语言、风格表达法，而且有机会用目的语深入讨论作品的精髓与作家以及自己学习的感受。这是学生学习目的语、文化与现代文学语言风格及作家的事半功倍的有效方法。

本课程最大的亮点是学生用中文讨论作品和语言风格。这很受学生欢迎，选修人数居高不下。本课程满足了学生渴望新知识和提升自主学习能力的愿望。

4.3 学生对课程和教材的反馈举例

学生对本课程很感兴趣，他们学习的积极性、主动性、自觉性很高。学生反馈举例：

-This module offers us a great opportunity to gain some understanding of Chinese literature through language studies.

- The students who still need to work on expanding their vocabulary and improving their grammar can benefit from this course by observing the texts and the “Chinese way” of creating a sentence. Students who are already confident with their Chinese can focus more on the content of the texts and the language phenomena to further expand their knowledge.

...we do not only focus on the contents of the text, but also on the use of language in the texts. Moreover, we get to apply this knowledge to our own creative writing. Therefore, this module is focused on the active application of the skills learned, rather than being of a purely informative character.

5. 结语

笔者用实例阐明了教师的创造力来源于教学实践。在实践中创设课程、创编教材及创新教学方法。创造力不局限于面对面的课堂教学，也可广泛用于线上线下教学。特别是疫情后，在授课形式上出现了与网络课程相结合的新型教学方式，因此，使用各类教学资源便是将来重要的教学取向。这里笔者就如何灵活使用本文中所谈教材分别给出以下建议。

《汉语口语》中的精华部分视教学情况选用，如：成语、幽默表达、经典语句等。练习可用于自测。

《现代汉语基础听力课程》可作为教学资源灵活有效使用，利用网上数码材料的优势，采用多功能教学或自学方式，提高汉语使用力。

《中国现代文学语言风格》集多方面知识于一体，是学习中国现代文学、现代汉语、文学语言风格、了解中国作家，现代汉语的发展实用性很强的教学材料。可以采用代入法进行教学，从学生个人的经验出发，由浅入深，由易到难。

注释

所谓“滚雪球”式提高口语能力的方法就是给每个学生机会把新学到的词汇、语法和句型及时融入到自己的真实情况表达中。教师可用不同功能的语言引导学生并提出具体要求。譬如，第一次学生说“大家好，我姓白，我叫白天明。我很忙。”第二次可加上“我喜欢学中文。我也喜欢看中国电视。我很喜欢吃中国饭，可是我不会做。我很想学做中国饭。”第三次，可以加上“我家有六口人，我的爸爸、妈妈、大哥、我和两个妹妹。我也有许多好朋友，他们不都是中国人。”第四次，可以加上“下课以后我总是去图书馆看书。周末我常跟我的同学去公园。公园里风景很美。里面有湖、有树、有好看的花，还有很多游客。”第五次，可以加上：“我觉得虽然汉字不好记，可是写多了就能记住了，熟能生巧嘛！我一定要努力学好中文，我打算以后当一名翻译家。……”第六次，可以与社会接轨，加上“今天是二零二二年十二月三十一号，星期六，是年末、月末和周末。明天是二零二三年的元旦，一月一号，星期日，祝大家新年快乐！”如此下去，“雪球”会滚得越来越大，学生的口语能力也就越来越强，且使用汉语的自信心也越来越高。

参考文献

- Carter, R. (2016). *Language and Creativity*. New York, Routledge Taylor & Francis Group.
- Cui, Y. (崔燕) (2009). *Elementary Chinese Listening* (《现代汉语基础听力课程》) Simplified and Traditional Version. London, LWW-CETL SOAS-UCL University of London. Available at <http://www.lww-cetl.ac.uk/elementarychinese>
- Cui, Y. (崔燕) (Ed.). (2009). *Styles of Modern Chinese Literary Language* (《中国现代文学语言风格》). London, Penguin Culture Limited.
- Jones, R.H. & Richards, J.C. (Ed.). (2015). *Creativity in Language Teaching: Perspectives from Research and Practice*. London, Taylor & Francis Ltd.
- McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching*. Edinburgh, Edinburgh University Press.
- Nava, A. & Pedrazzini, L. (2018). *Second Language Acquisition in Action*. London, New York, Oxford, New Delhi, Sydney. Bloomsbury Academic.
- T'ung, P.C. and Pollard, D.E. (1982). *Colloquial Chinese*. London and New York, Routledge Taylor & Francis Group.
- T'ung, P.C. (佟秉正) (1983). *Character Text for P.C. T'ung & D.E.Pollard Colloquial Chinese* 《汉语口语》汉字本 Simplified Character Version. Great Britain. P.C.T'ung.

作者简介

崔燕博士研究领域和研究方向包括国际中文教育及中国现代文学语言风格。出版代表作包括由复旦大学出版社于2015年在上海出版的专著《老舍的文学语言风格与发展》；由世界汉语教学学会秘书处编论文选，高等教育出版社于2013年在北京出版的论文“试论海外大学汉语教师应具备的基本能力”等。

电子邮件: yc2@soas.ac.uk

|第二部分|

Part 2

**Increase student active classroom participation with technologies-
students' perceptions of integrating Vevox, Talis Elevate, MS Teams in
classroom activities**

**运用技术工具促进学生积极参与课堂教学活动：学生对利用
Vevox、Talis Elevate、MS Teams 设计课堂活动的看法**

陈智琼 Zhiqiong CHEN

华威大学 Warwick University

Abstract: It is crucial for teachers to know students' understanding in 2nd language learning and then provide appropriate and immediate feedback in the classroom. To promote in-class active participation, the teacher integrated different digital technologies, namely, Vevox, Talis Elevate and MS Teams file sharing in activity design. This study aims to understand students' perceptions of using technology to enhance active classroom participation. The findings revealed that technology integrated activities have brought pedagogical benefits to students by enabling them to participate anonymously, communicate in different forms and through different channels simultaneously, work together and share knowledge. It helped in prompting classroom participation and interactions. Based on these findings, the implications of this study are addressed which could be helpful to teachers who are intending to apply these technologies. Future studies are also suggested.

Keywords: classroom participation, Vevox, Talis Elevate, MS Teams file sharing

1. Introduction

1.1 Classroom participation

Students' participation in classroom activities is a request from most teachers. Jones (2008) believes that in the classroom students should share their insights with others, prove their active and contextual thinking, check their beliefs, and open them to others for critical review and find and use their own voice. All these should be agreed by current teaching professionals. Classroom participation plays a dual role in learning and teaching. On the one hand, studies show positive links between in class participation and student academic achievement (Akpur, 2021). "When actively engaged with the learning materials, their instructor and their peers, learners achieved more' (Howard, James, & Taylor, 2002:214). On the other hand, through observable in-class participation, the teacher could gain the insights into learner's learning progress (Skinner & Belmont, 1993 in Mundelsee & Jurkowski, 2021).

1.2 Participation in L2 classroom

Classroom participation in a foreign language classroom is often associated with students' verbal contribution (Bernales, 2016), which furthermore is connected to willingness to communicate (WTC). WTC refers to "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre, Dornyei, Clément & Noels, 1998: 547) and is traditionally considered to be positively attributed to L2 learning. However, it is not always easy for students to commit to L2 production, particularly verbally, as there are many variables that could affect WTC. In the conversational context, Cao (2014) categorised factors underlying situational WTC into three interconnected dimensions: environmental, individual, and linguistic dimensions. The linguistic dimension concerns factors such as reliance on the 1st language to communicate, and level of target language proficiency. Environmental factors are external to students, such as topic, task type, teacher, class interactional pattern. Individual factors include personality, self-confidence, and emotions.

While verbal communication in the target language is a clear indicator of student participation, some studies suggest non-verbal participation is another indicator. Bernales (2016) proposed that "classroom participation involves the use of the L2 or the L1 in oral interactions as well as in thoughts

pertaining to class during the L2 lesson” (p. 380). Evnitskaya and Berger (2017) also argued that students’ willingness to participate is “a social, public demonstration of one’s interest (i.e. willingness) to engage in the ongoing pedagogical activity through specific embodied and/or verbal actions which are timed and sequentially appropriate, on the one hand, and interactionally recognizable by other participants, on the other hand” (p. 88).

Whether learners display willingness to participate verbally or through attentiveness and embodied orientations to activities which could be difficult to notice, it is crucial for teachers to assess their understanding of the subject knowledge and then provide timely, meaningful feedback to address gaps in knowledge and clarify misunderstandings. Precise information can only be obtained through students’ explicit evidence in student-teacher and student-student interactions, which requires students’ active classroom participation. At the same time, teachers should be cautious not to just collect information from a few outspoken learners, but to involve as many students as possible in the interaction.

1.3 Aim of the study

Considering the barriers to students’ WTC in the target language, the broadened definition of classroom participation and the need for classroom interactions from a teachers’ perspective, the author intended to increase active classroom participation/interaction in the following three aspects. First, to create an environment where students can “speak” out without the fear of being embarrassed in front of others. The author believes that technologies offering anonymous participation could potentially create such an environment. Second, to give students more channels through which they can “speak” at the same time, orally or in written form. The emphasis here is on *simultaneous* presentations, as in many cases it is not possible for each student to “speak” in turn. This means that technologies allowing sharing responses should be considered. Third, but not the least, to enable students to work together to support each other. Again, this requires technologies that provide space where students could not only cooperate, but also share the work. To reach the goal, the author has integrated technologies namely, Vevox, Talis Elevate and Microsoft Teams file sharing function in activity design. The present paper will introduce the use of each technology and discuss students’ feedback on them. It aims to investigate from the students’ perspective, first, whether technology implementation helped to increase interactions/active classroom participation; second, if it did, in what ways; and third, what factors hindered students from actively participating in relevant activities.

2. Method

2.1 Setting of the study

This study involved a group of language degree students to whom Mandarin was a compulsory subject. They had been learning Mandarin for at least one year before joining this course and their proficiency level was equivalent to A2. There were 14 students in total who had two hours of face-to-face teaching twice a week. All four language skills were integrated in each lesson. Flipped classroom method was used in which learners learned the basics in a variety of ways before the lesson and then demonstrated their understanding through in class activities. All students brought their own laptops or mobiles to class which set the stage for participating in activities designed with technology. Those activities were assigned to students regularly so each week they experienced one or more technology. The frequency and reasons for choosing each technology were determined by the purpose of the activity, e.g., practicing grammar, vocabulary, writing, speaking, etc. After 15 weeks of teaching an anonymous questionnaire was used to collect student feedback.

2.2 Use of Vevox

Vevox (<https://www.vevox.com/>) is a personal response system with which students participated in activities individually and simultaneously with their smart phone or laptop in class. The default setting of the author's institute is anonymous participation so it is unknown who made each response. This is the main reason why Vevox was used. The teacher chose to integrate Vevox quiz in PowerPoint (PPT) to give students short tests through sets of multiple-choice questions to quickly grasp their understanding of certain information. Activities were mainly about identifying the correct use of vocabulary, grammar, and recognising characters. Reading comprehension was tested sometimes. The number of participants as well as the number of responses were displayed on PPT slide once the quiz question had started. With these figures, the teacher could monitor participations and adjusted the closing time for a particular question. Once the question was closed, the percentage of responses to each option was shown on the slide with which the teacher then decided how much detail should go into each question and target students' misconceptions. After the lesson, all the PPT slides were given to students so they could go over the questions and answers again outside the lesson.

2.3 Use of Talis Elevate

Talis Elevate (<https://talis.com/talis-elevate/>) is a web-based collaborative annotation platform and students can access it on their PC, laptop or smart phone. The reason for choosing this platform is that it allows all students to input and share responses at the same time and anonymously. In this study activities designed with Talis Elevate normally require students to not only give answers but also explain the reason, so the teacher could understand how they processed the information. For example, in this study students needed to identify some inappropriate grammar in a passage and then give the correction together with explanations. They could also read an exemplary piece of writing and discuss which parts they liked and/or could take away with reasons. The explanations were often done in a combination of Mandarin and English to make sure students could express ideas clearly. Students were instructed to annotate the resource uploaded on Talis Elevate and comment on others' responses, which worked similarly to Google docs. The differences were that with Talis Elevate, first, alongside sharing their responses as "class comment", students could leave private personal notes. Second, students could not amend the resource that they were working on, once uploaded, the original resource appeared as an image. Third, everyone can annotate at the same time and every annotation will be saved automatically. The teacher either commented on individual's comments for quick feedback and/or praise while students were still working on the resource or chose to give verbal feedback to the whole class at the end, depending on how common and how serious the problem was. Students could choose to input class comments anonymously if that made them feel more comfortable. In fact, all the learners responded anonymously. The teacher embedded Talis Elevate in Microsoft Teams, so it was very easy to locate all the materials.

Same as Vevox, Talis Elevate provides analytics of each activity which enabled the teacher to quickly gauge how many students had viewed the resource and how many had made class comments. It was also very useful to receive a weekly report from Talis Elevate knowing exactly who the inactive participants were.

2.4 Use of Teams file sharing

The teacher used the document share function of Microsoft Teams (<https://www.microsoft.com/en-gb/microsoft-teams/file-sharing>) mainly for productive activities, such as creating sentences, preparing speaking scripts, etc and students needed to type answers in the target language. Since whatever students produced will be recorded and shared as Teams files, the author hoped such a technology

could encourage student participation. Each time the activity document, either Word or PPT, was uploaded in different channels and then in class, each randomly formed group/pair was assigned to a channel. In these activities, learning strategy, Think-Pair-Share (TPS) was applied so learners needed to work cooperatively. Each student should take time to think individually first and then work with partner(s) to exchange and/or elaborate ideas before sharing refined work in the whole class.

While students were working together, each Teams file showed participants' name synchronously, through which the teacher could monitor participation and progress. Based on such information, the teacher could give students a push or help accordingly. However, the teacher will not be able to distinguish who did what. Upon completion, the teacher shared every group's work (whenever possible) and went through it one by one. All the work stays in Teams for students to access any time after the lessons.

2.5 Data collection

Students' feedback was collected through an anonymous questionnaire after they had been taking activities that were designed with these technologies for about 15 weeks. To better understand students' perception of classroom participation, students were first asked to indicate the reasons why they participated. Then they needed to detail what they liked/disliked about using each technology. Finally, they were asked to share their thoughts on using technologies to increase classroom participation. 12 out of 14 learners who attended the lesson on the day, took the questionnaire. Due to time constraints, no further interviews or focus groups were conducted. Although analytics is available from both Vevox and Talis Elevate to indicate students' participation, this study focused on students' self-evaluation data.

3. Results

3.1 Students' reasons for joining classroom participation

To understand the immediate needs behind student classroom participation, rather than long-term benefits, such as improving academic achievement, a list of possible reasons for classroom participation was given to students to choose from. The result (see Figure 1 below) showed that the top three common reasons were: 1) to test their skills; 2) to demonstrate and/or improve their L2 proficiency;

and 3) to get feedback from the teacher. The extra reasons added by one student were “to see if I actually understand a topic’ and “to obtain answers that I couldn’t find online’ which were actually covered in the top three reasons.

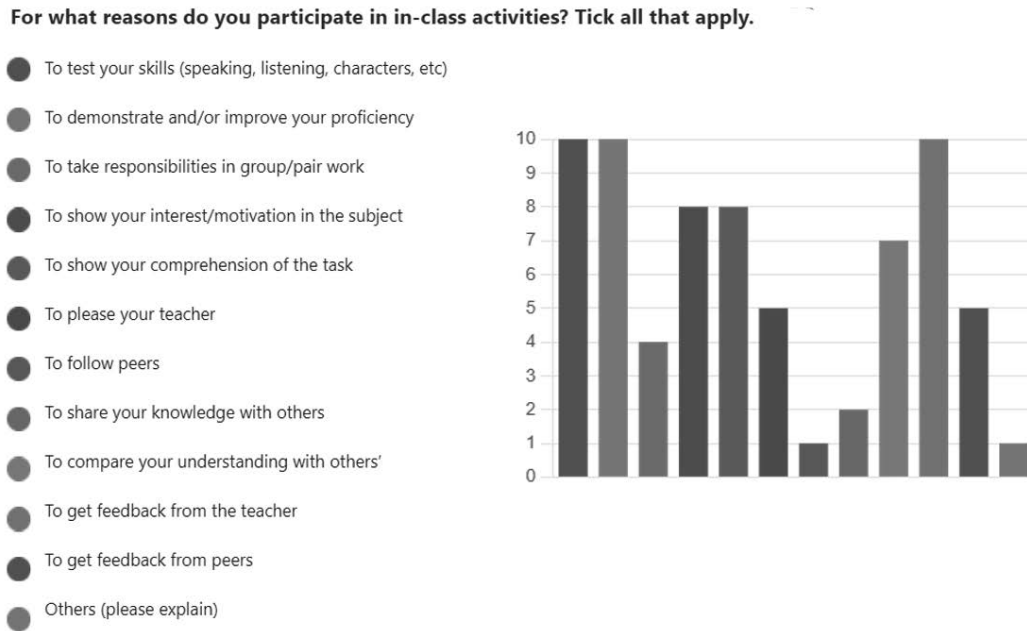


Figure 1. Students’ response to the reasons why they participate in classroom activity

3.2 Feedback on Vevox

Regarding the likes of Vevox, 50% of students used the word “anonymity’ or “anonymous’ and believed such a feature eased the fear of making mistakes. They also found receiving feedback after answering each question very helpful and Vevox was “a funnier way’ to test themselves and “an engaging way to answer questions.”

“Nice to have anonymity - can participate without worrying judgement for my mistakes from others”.

“I like how it allows everyone to contribute due to the anonymous characteristic of the platform. We also discuss our answers, so we understand what we need to work on as a class, which I find very helpful.”

“I think Vevox is nice because we make mistakes anonymously and then as a class, we look at the answers step by step. Moreover, it is a funnier way to test ourselves.”

In addition, enabling students to “see everyone’s answers and levels of understanding” and the teacher to check “how well the class understands each topic” were among the positive feedback.

While many students liked multiple choice questions, one felt it was fairly limited with regard to how Vevox allowed them to interact.

3.3 Feedback on Talis Elevate

Again, the anonymity of the technology was most appreciated by the students using Talis Elevate, with 80% of students' feedback mentioning it. Students also suggested that through Talis Elevate, they could see their peers' answers and learn from them or help each other. In addition to sharing their answers, students could take their own personal notes. Another positive feature was that they could access resources any time after the lesson. Following are some of their comments.

"The opportunity to take part anonymously and see other people's answers. There is a lot less pressure to get the right answer since if a section is too hard, either the teacher or another student would be able to answer."

"Useful for making notes and good to be able to see everyone's responses and give suggestions anonymously."

"I love learning from other students and getting new ideas. I like how its anonymous and we can all make collaborative inputs."

"It feels more like a class group work, rather than individual work."

"I like the fact that we can always come back to it at a different time and still see our annotations. I also like the personal tab option so we can make our own private notes."

"I like that we can communicate anonymously as well, and that it is always accessible, even outside of the class."

However, students also pointed out the shortcomings of Talis Elevate, such as the inability to quickly find the meaning of an unfamiliar word or highlight a specific part in the original text. *"You can't copy and paste characters to check the meaning, so it makes it more difficult to understand the text in a timely manner."* Different from European languages in which there is a space between each word in sentences, in Chinese texts, characters are arranged next to each other without any gap. Therefore, up to the date of conducting this evaluation, it was impossible to copy and paste original text from Talis Elevate onto anywhere else, for example an online translation tool. Due to the same reason, learners could not refer to the exact part which they annotated, so *"it is not the easiest to use and annotate on."* One student was concerned about her/his slower speed of response. *"Sometimes it feels a bit like a rush against the clock, in the sense that if others input (correct) answers before I do, I feel it is pointless for me to post my answer as well."*

3.4 Feedback on Microsoft Teams file sharing function

With Teams file sharing activities, half of the students pointed out the ability to share understanding, including working together in groups/pairs and discussing work produced by other groups/pairs. *"Teams is useful to share and reassure our understandings with classmates."* *"It allows us to discuss our answers and correct each other."* Being able to get teacher's timely feedback on their work is also highlighted by half of the students. Some found it especially useful when the teacher indicated errors/provided corrections on files, so they could revise afterwards. *"I like that they (Teams files) can be edited and drawn on by the teacher in class, and that it stays on the PowerPoint for notes afterwards to go back over"*. Because students could *"check the work in class and look at the answers after class"*, they were *"not rushing to write everything down during class time"*. One student also appreciated that while the work was being corrected, there will not be *"particular 'blame' on one group member"*. Another one particularly liked the fact that different groups/pairs could work on different documents, rather than sharing one with the whole class, the way they worked with Talis Elevate. However, this student did not give any detailed reasons. A variety of activities that could be done with Teams is also recognized by students when they found Teams files sharing *"allows for many different types of exercises."*

However, one student stated that he/she preferred to do the exercises independently and therefore preferred Vevox and Talis Elevate. Another was concerned about the effectiveness of collaboration: *"the amount of work achieved during the time, varies depending on who you are grouped with"*. One technical issue noticed by students was that Teams files did not allow multiple participants to edit at the same time.

3.5 General views on using technologies

To the question if they agreed that incorporating technology had increased their participation, 75% of students thought they participated more with Vevox activities. 58% and 67% have the same thoughts on Talis Elevate and Teams files activities respectively. See Figure 2.

How strongly would you agree or disagree with the following statements?

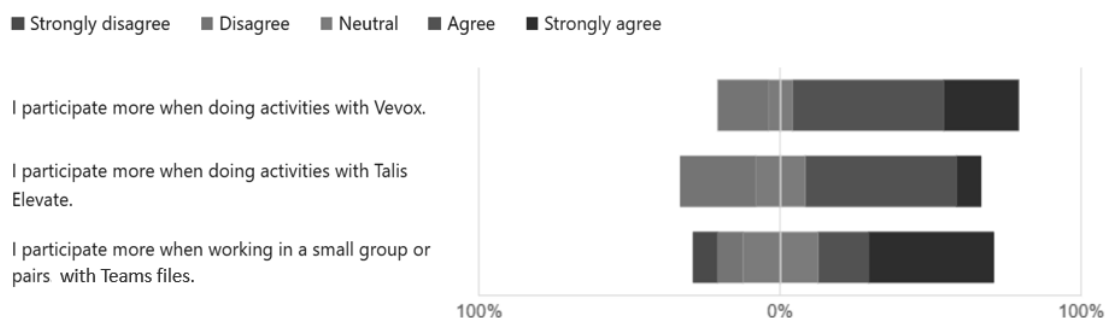


Figure 2. Students' responses to agreement/disagreement that they participated more with the implementation of each technology

When being asked to share their thoughts on using technologies in terms of increasing their in-class participation, 11 out of 12 students gave very positive feedback. They found such activities more entertaining and engaging, boosted motivation and pushed them to participate more. Furthermore, being able to access resources outside the lesson was also an advantage.

"It helps with increasing participation from students which might not be as confident in sharing answers openly with the class, by answering normal questions from the teacher."

"Technologies help our learning and allow us to participate more equally. It is also more entertaining adding a diverse range of activities to the class."

"I think it is a way to boost motivation and enthusiasm as well as making it funnier for us to learn."

"Yes, definitely push it because I feel that they are all useful for my learning even if I sometimes am less willing to do them."

"I like using technology because all of our resources are in one place, so it is all easy to access".

While acknowledging the benefits, students indicated that *"some software works better than others."* A couple of students also showed or hinted their preference: *"For me Teams and Talis are the most useful as you can go back and see it again."* *"I think whole class activities are quite nice."*

4. Discussions

Students' evaluation data showed many positive comments on using each technology. The most

mentioned features were anonymity, and the opportunity to interact with the teacher and others through the feedback process and working together. However, not everyone agreed that they had participated more when using these technologies and the number of people who disagreed varied between technologies. While the reasons for the positive attitude were common, factors behind disagreement were often specific and individualized, but still needed attention.

4.1 Personal academic gain orientated classroom participation

It is important to know students' own reasons for in-class participation. When they understand the benefits of participation, it is more likely that they will not have resistance to these technologies. Data showed that students focused on personal academic gain, rather than group gain. Following the flipped classroom approach, students realised that in the classroom it was no longer the teacher who unilaterally transmitted language knowledge, but that they constructed their knowledge to test themselves and improve their language skills through feedback from the teacher. Only four students considered classroom participation was also to take responsibility for the group/pair work and two would like to share their knowledge with others. It is interesting to compare this result with students' likes of being able to share work with others while working together. One possible explanation could be that they referred to "sharing" as learning from others more than self-contributing. Since the data was collected after students had experienced all technologies, the other reason could be that some students did not feel much gain after working with partners. Due to limited data, the exact reason behind less consideration of group gain remained unknown.

4.2 Preference of anonymity

Based on students' feedback, anonymity is one important contributor to active participation as it reduced students' anxieties stemming from their insecurity about their understanding and use of the target language and from their concern about embarrassing themselves in front of others. This finding echoes many studies carried out in researching the relationship between classroom participation and using student responsive system (SRS)/electronic responsive system (ERS) which is similar to Vevox (Freeman et al, 2006; Latham & Hill, 2013; Persaud & Persaud, 2019). When using Talis Elevate in reading literature, Merrydew (2021) considered anonymity invaluable, especially for quiet and socially anxious students. She believed that it alleviated pressures that some learners would experience in verbal communication because they could choose the way they respond with Talis Elevate, sharing anonymously and taking personal notes, for instance. In this way, Talis Elevate created a more

inclusive learning environment. This study saw students affirm their liking for anonymity in both Vevox and Talis Elevate activities. In Teams activities, both the teacher and students knew who were working on which documents and could observe all group/pair discussions, but it was impossible to distinguish an individual's contribution, especially through written work. This has also given learners a sense of anonymity, although it didn't have the same secrecy as they experienced in the other two technologies, so was not mentioned in students' feedback.

4.3 Increased classroom interactions

In both the Vevox quiz and Teams activities, students addressed the opportunity of getting teacher's bespoken feedback. Although, in Vevox activities, students only needed to submit their choices of options as responses, the teacher could immediately gather common misconceptions shared by the class through Vevox analytics and then focus on them, which students found very useful. On the one hand, prompt and qualitative feedback is considered to have more impact on students learning than delayed feedback given after students have moved on to different topics (*Refocusing Assessment-modern foreign languages*, 2017). On the other hand, the face-to-face tailored feedback process gives students the chance to have a feedback dialogue with the teacher. Offering timely and dialogical feedback are two principles that keep students engaging with feedback (Carless, 2015).

Such feedback processes made activities more engaging with increased teacher-student interaction. Indeed, enhancing teacher-student interaction is reported in many studies regarding the use of SRS/ERS (Gök T, 2011; Persaud & Persaud, 2019). The interaction between student and teacher was also reflected in Teams activities. The teacher could monitor each group/pair's progress either by observing their live discussions or checking each document they were working on, especially when written work was required. When noticing misunderstandings and/or struggles, the teacher could choose to immediately join the group and feedback verbally or explain later in whole class feedback with annotations on the document. Thus, the feedback was given at both class level and individual level and was potentially more effective. Students liked the fact that each piece of their work could be checked in class, and they were able to "see" why they made mistakes through the teacher's feedback.

Apart from student-teacher interaction, Teams activities also provided opportunities for students to interact with each other. Students did not directly comment on the TPS technique, how it helped them in producing languages, for example, offering prolonged thinking time and getting validations from partners. However, most students did show their liking for being able to work together in groups/pairs. "Exchanging ideas with a partner is an essential condition to foster elaboration of ideas and confidence in sharing them in class" (Mundelsee & Jurkowski, 2021: 9). In this respect, implementa-

tion of TPS has contributed to creating a supportive environment in which students' anxiety due to lack of language proficiency could be reduced. The student-student interaction was also indicated in Talis Elevate activities. Despite responding independently, students felt that they could "communicate" anonymously, and it was *"more like a class group work, rather than individual work"*. This was because, while working simultaneously, they could review and/or comment on others' contributions and, moreover, get their own answers reviewed. However, students did not particularly talk about the feedback they received from the teacher. It is possible this was overshadowed by the anonymity offered by Talis Elevate.

It is worth noting that students were allowed to answer questions in English and produce language in written form rather than verbally in Talis Elevate and Teams activities. This could further reduce students' anxiety, as they were not constantly under pressure to produce the target language spontaneously, which in return promoted a willingness to participate.

Classroom interactions not only made the learning more engaging but also connect all the students together to form a learning community in which they share knowledge and resources and support each other. In a learning community, when actively exchanging ideas with others, including the teacher, language learners developed higher order thinking skills alongside acquiring language (Sfard, 1998 in Wonder, 2021). All three technologies also enabled students to view others' work, by which they could measure their own level of understanding in relation to the whole class, apart from learning others' ideas. This furthermore could strengthen the sense of a learning community.

4.4 Activity design related issues

Whilst most students viewed Vevox activities as engaging and entertaining, one pointed out the limitation of the activity type. In this study, only quiz activity was used for short and quick test purposes, despite the availability of some other functions. In future the teacher could explore different functions to offer variety, especially when Vevox has developed more new features.

Regarding Talis Elevate activities, one learner felt it was pointless to post responses once others had done so. Unlike Vevox quiz activities which could be completed in a very short time, Talis Elevate activities often involved longer reading and deep thinking, therefore the impact associated with speed of thinking/responding was greater, positively or negatively. Since the whole class was working on the same document, slower students might feel that they had lost the opportunity to contribute. To solve this problem, the teacher could set up parallel documents so fewer students will work on one document. However, in order not to reduce the dynamics of the group, the number of students working on one document should not be too low. While allowing individuals to contribute comfortably, the teacher

needs to ensure adequate responses for sharing and discussion purposes within the group. There were another couple of students who thought Talis Elevate activities were hard. This might be due to the fact that first, students needed to work on their own. Second, they needed to not only read and understand the meaning, but also provide explanations. Such information is invaluable for the teacher, as it provides an insight into students' learning allowing the teacher to adjust teaching to be more student focused. Therefore, the teacher believes students should be encouraged to take part in Talis Elevate activities as much as they can. At the same time Talis Elevate analytics should be regularly checked to identify weak students, so the teacher could apply some pedagogical interventions.

It seemed that TPS was not everyone's favourite, despite the pedagogical advantages behind it. One student pointed out that the partners they worked with could affect the amount of work achieved in the Teams activity. This might also be part of the reasons why another student preferred to work on their own and thus found the Teams activity less beneficial than Talis Elevate and Vevox. When being placed together randomly to maximize the opportunity to work with different partners, it was inevitable that they worked with people who have different language proficiency and/or traits. Thus, the teacher should pay more attention to students' physical interaction and stimulate collaborations in the instance where they couldn't "get on well".

4.5 Operational issues

There was no operational issue concerning using Vevox. However, 50% of students pointed out some problems of the Talis Elevate platform, such as the inability to copy and paste texts which could make understanding the meaning harder. The inability to highlight exact texts in resources could also confuse learners in terms of finding precise texts that related to class comments. It seemed that such operational issues have affected the learners' preference for this platform. It is understood that Talis Elevate is working on improving these issues in its continuous development. Another issue identified by a couple of students when using Teams files was that they were not able to input at the same time on a shared file. This could extend the activity time and frustrate some eager students. However, the instructor argues that taking turns to input could increase student-student discussions; while one group member physically types in answers, the other(s) could do double checking or continuously contribute ideas.

5. Conclusion

To conclude, the author believes incorporating these technologies, Vevox, Talis Elevate and MS Teams Files sharing into the classroom has, to some extent, increased classroom participation by enabling students to participate anonymously, communicate in different forms and through different channels simultaneously, work together and share knowledge. These features did not proceed independently in activities but were intertwined. In addition, they could not be offered by any single technology. Technology integrated activities helped to promote student engagement and enhanced the interaction between the student and teacher and amongst students, which could contribute to students' active learning. With increased interactions the teacher could then have a better understanding of a student's level of mastery of the subject materials and hence fine-tune the teaching to transform the teacher-centred classroom into a learner-centred one. Furthermore, incorporating technologies in activity design helped to boost student motivation and they find diverse activities more enjoyable.

However, the use of each technology should be underpinned by sound pedagogies to ensure an educational purpose. Teachers need to have a good understanding of each technology, what it can and cannot do. Inevitably, some of the inadequacies of the technology itself may have a negative impact on student engagement in the classroom. Therefore, activity design and the learning strategies adopted play an important role in the achievement of the intended learning outcomes. Moreover, considering students' diverse needs and preferences, the combination of different tools is more likely to work better in regard to designing a diverse range of activities to encourage active participation.

5.1 Limitations and suggestions for future study

One major limitation of this study is that it is based on quantitative data collected through questionnaires only, so answers to some questions emerging from questionnaires remains unclear. For example, why did less than half of the students consider classroom participation was for group gain, and what were the exact reasons why a few individuals did not agree using technologies increased their classroom participation. Future studies should involve more data being collected in different ways, including analytics from some technologies which reveal students' actual behaviour in activities. Hopefully it will give educators a more comprehensive and in-depth look at the impact brought about by these technologies. It is worth continuing to study students' perceptions of how these technologies integrate with different activities and learning strategies and when certain functionalities are improved.

Finally, future studies could go beyond the relationship between technology incorporation and student classroom participation and look at its impact on students' academic improvement.

References

- Akpur, U. (2021). Does class participation predict academic achievement? A mixed-method study. *English Language Teaching Educational Journal*, 4(2), 148-160.
- Bernales, C. (2016). Conflicting Pathways to Participation in the FL Classroom: L2 Speech Production vs. L2 Thought Processes. *Foreign language annals*, 49(2), 367-383. <https://doi.org/10.1111/flan.12200>.
- Cao, Y. (2014). A Sociocognitive Perspective on Second Language Classroom Willingness to Communicate. *TESOL quarterly*, 48(4), 789-814. <https://doi.org/10.1002/tesq.155>.
- Carless, D. (2015). Exploring learning-oriented assessment processes. *Higher Education*, 69(6), 963-976. <https://doi.org/10.1007/s10734-014-9816-z>.
- Evnitskaya, N., & Berger, E. (2017). Learners' multimodal displays of willingness to participate in classroom interaction in the L2 and CLIL contexts. *Classroom Discourse*, 8(1), 71-94. <https://doi.org/10.1080/19463014.2016.1272062>.
- Freeman, M., Blayney, P., & Ginns, P. (2006). Anonymity and in class learning: The case for electronic response systems. *Australasian Journal of Educational Technology*, 22, 568-580.
- Gök, T. (2011). Using the classroom response system to enhance students' learning and classroom interactivity. *Eurasian Journal of Educational Research*, 45, 49-68
- Howard, J. R., James, G. H., & Taylor, D. R. (2002). The Consolidation of Responsibility in the Mixed-Age College Classroom. *Teaching Sociology*, 30(2), 214-234. <https://doi.org/10.2307/3211384>.
- Jones, R. C. (2008). The why' ' of class participation. *College Teaching*, 56, 59-62.
- Latham, A., & Sharon Hill, N. (2013). Preference for anonymous classroom participation: linking student characteristics and reactions to electronic response systems. *Journal of Management Education*, 38(2), 192-215.
- MacIntyre, P. D., Dornyei, Z., Clément, R., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-562.
- Merrydew, A. (2021). Reading literature: Critical pedagogies and Talis Elevate in online learning communities. *Journal of Academic Development and Education*, (13).
- Mundelsee, L., & Jurkowski, S. (2021). Think and pair before share: Effects of collaboration on students' in-class participation. *Learning and Individual Differences*, 88, 102015.
- Persaud, V., & Persaud, R. (2019). Increasing Student Interactivity Using a Think-Pair-Share Model with a Web-Based Student Response System in a Large Lecture Class in Guyana. *International Journal of Education and*

Development using Information and Communication Technology, 15(2), 117-131.

Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational researcher*, 27(2), 4-13. <https://doi.org/10.3102/0013189X027002004>.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of educational psychology*, 85(4), 571. <https://doi.org/10.1037/0022-0663.85.4.571>.

SSAT (The Schools Network), Association of School and College Leaders, National Foundation for Educational Research (2017) *Refocusing Assessment – modern foreign languages*. Available at: <https://webcontent.ssatuk.co.uk/wp-content/uploads/2017/03/17154926/Refocusing-Assessment-MFL-FINAL.pdf> (Accessed: 5 December 2022).

Wonder, K. (2021). Understanding Student Perceptions of Class Participation. *Journal of Effective Teaching in Higher Education*, 4(1), 40-59. <https://doi.org/10.36021/jethe.v4i1.58>.

Author information

Ms Zhiqiong Chen is a senior teaching fellow at the School of Modern Languages and Cultures of the University of Warwick where she has been teaching various academic and non-academic Mandarin modules. She also taught distance Mandarin learners at the Open University from 2009-2020 and worked as a consultant, co-authoring online short Mandarin courses. Her research interests are in language teaching methodology, blended learning and student engagement.

Email: zhiqiong.chen@warwick.ac.uk

Designing and Integrating a Virtual Exchange Project for the Development of Critical Cultural Awareness

培养批判性文化意识的网上国际交流项目： 设计与教学融入

李丛霞 Congxia LI

雷丁大学 The University of Reading

Abstract: Research on Virtual Exchanges has increased in recent years and widely shows positive results in enhancing students' intercultural communicative competence (ICC). However, the critical cultural awareness (CCA) element of ICC has been overlooked by much of the documented research. This article reports on a small-scale pilot study that aims to demonstrate the process of designing and implementing a virtual exchange (VE) project between a UK and a China higher education institution, and its implications in developing learners' critical cultural awareness. Informed by the Byram's (2020) theory of CCA and the literature on designing VE tasks, this small-scale qualitative research investigates the experience of twelve learners of the Chinese language from a UK higher education institution who participated in an eight-week online intercultural collaboration with eight of their Chinese counterparts. The research finds that the VE experience has enhanced their ability in identifying values, making evaluative reasoning, and interact and mediate in a culturally diverse environment. By analysing the factors that contributed to the development of CCA and through demonstrating the design and integration of the VE project into the Chinese language-teaching curriculum, this study hopes to fill in the gap of examining the VE experience and show the advantages of using this method to enrich learners' critical cultural awareness.

Keywords: virtual exchange, VE project design, critical cultural awareness, intercultural competence

1. Introduction

The globalised world we are living in nowadays has become increasingly multicultural and mul-

tilingual; therefore, developing intercultural communicative competence is vital to enabling effective communication with people from different parts of the world (Byram, 1997; Kramsch, 2004; Byram & Guilherme, 2020). In order to create opportunities for authentic communication, facilitate meaningful collaboration and promote first-hand experience of working and learning with partners from other cultural backgrounds, educators have been using virtual interaction to bring their classes into contact with geographically distant partner classes since the 1990s (O’ Dowd & Lewis, 2016).

According to O’ Dowd (2018b:5), virtual exchange (VE) refers to an online collaborative educational initiative in which, through intercultural interaction and collaboration, a group of learners is connected with partners “from other cultural contexts or geographical locations” . It is based on “student-centred” , “international” , and “collaborative approaches” to learning where “knowledge and understanding are constructed through interaction and negotiation with students from other cultures” (Baroni et al, 2019: 8-9). The common goal of these programmes is to provide students with an international outlook that fosters intercultural perspectives and to increase students’ ability to communicate effectively with people from different cultures or nationalities (Curtindale et al, 2020; Lewis & Kan 2021). It is regarded as an alternative means to internationalisation and to encourage the development of intercultural awareness when physical mobility is restricted (Duffy et al, 2022; Giralt et al, 2022; Rienties et al, 2022). Much research reports successful stories of developing learners’ linguistic skills and intercultural competence by incorporating VE programmes in foreign language classrooms (Pertusa-Seva & Stewart 2002; Kan et al, 2013; Lewis & Kan 2021; Duffy et al, 2022).

In language education settings, critical cultural awareness (CCA), which is embedded within the framework of ICC, requires teachers to create learning opportunities that “guide learners in observing clear connections between classroom lessons and real-world issues while exercising critical thinking skills throughout the process” (Nugent & Catalano, 2015:15). Despite the trend towards an increased focus on ICC gains through implementing VE projects, determining the real achievement of students’ ICC and CCA can be difficult (Baroni et al, 2019). Often the interpretation of ICC is a mix of classroom activities emphasising food, festival, folklores, and fashion, “the four F’s” (Meyer & Rhoades, 2006). Its importance in building learners’ ICC has been illustrated by several publications (Kan et al, 2013; Byram, 1997, 2020), but very little research investigates the effectiveness of the VE programme with a focus on developing learners’ CCA.

2. Literature review

2.1 VE Programme & design

According to O’Dowd and Lewis (2016), VE is a powerful tool to address current challenges in university contexts such as internationalisation, mobility, and intercultural foreign language education.

Using the Design-Thinking Approach for VE for pre-service teachers, Buiskool & Hudepoh (2020: 6) state the benefit of incorporating VE into the curriculum as “students have greater opportunities to integrate an international learning experience into their portfolio and have more opportunities to develop competence such as intercultural and linguistic skills, online collaboration, media and digital skills, online teamwork and networking, open-mindedness and critical thinking” . In reviewing the VE research and its impact on foreign language education, Dooly & Vinagre (2021) identify that VE offers a highly flexible pedagogical practice with its design “stemming from the communication-based approach (such as Task-Based Language Teaching or Problem-Based Language Teaching) to language teaching. The approach is a widely acknowledged pedagogical framework for language material design, class planning, and language assessment” .

Gilly Salmon’s (2011) five-stage model for designing online learning programmes provides step-by-step guides for a structured programme of online activities. According to this model, the first step (1) of designing an online activity is to motivate students to take part and to ensure students have the right platform to engage in the e-collaboration; in the online-socialisation stage (2), the online meetings are set up, the participants are introduced and the initial contacts between both parties are established ; In the third stage (3), participants engage in the activities to establish collaborative learning; the participants’ new knowledge was further constructed and consolidated, as reflected in the fourth (4) stage of the model; In the final stage (5), the students reflect on the whole process, which allows for a deeper level of understanding to be developed.

These documented reports offer valuable advice and are relevant to the design and implementation of VE programmes for the planning of the current empirical study.

2.2 Critical Cultural Awareness

Byram’s model for ICC (1997, 2020) is widely adopted by researchers working in the intercultural communication field, emphasising the importance of attitudes, knowledge and skills that are required for fostering the appropriateness and effectiveness in intercultural interactions. The notion of CCA, is defined as an “ability to evaluate, critically, and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997: 53). The objectives of CCA are further explained as the ability to:

- identify and interpret explicitly or implicitly values in documents and events in one’s own and other cultures;
- make an evaluative analysis of the documents and events based on a conscious process of reasoning;

• interact and mediate in intercultural exchanges on the basis of a reasoned analysis, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes. (Byram, 2020: 100-101)

Objective	Kind of evidence
<i>Critical cultural awareness (savoir s'engager)</i>	
(a) Identify values	Part of evidence from assessment of savoirs and savoir comprendre (see above)
(b) Evaluate by reasoning	Part of evidence from assessment of savoirs and savoir comprendre (see above)
(c) Interact and mediate	Part of evidence of savoir faire (see above)

Table 1. The summary of modes of assessment for critical cultural awareness (Byram, 2020: 149)

In this instance, CCA requires students being conscious and analytical of their own knowledge and perspectives when applying the knowledge and skills in multicultural interactions. The criticality is seen as the crucial element to contribute to its full potential to language teaching (Byram, 2012: 9). This echoes Barnett's (2015) notion of 'criticality' which draws together critical reasoning, critical self-reflection and critical action that displayed in four levels: critical skills, reflexivity, refashioning of traditions and transformatory critique (Barnett, 1997).

The foreign language class provides an excellent opportunity to explore CCA, equipping students with a deeper level of cultural understanding and the skill of critical evaluation, and enabling them to gain the experience of applying CCA in the real world (Byram, 1997; Kramsch, 2004). Through investigating 56 German degree students across four universities in the UK and US, Parks (2020) concluded the language degrees have the potential to effectively foster students' development of CCA, but the content modules are a key setting to contribute to learners' criticality. However, as identified by Byram (2012) and Kramsch (2004), CCA - a key element of ICC - is often under-researched. They urge more research to be done on CCA in foreign language teaching and learning.

In order to fill in the gap of the research in designing and implementing VE project to develop Chinese language learners' CCA, this exploratory study aims to answer the following research questions:

- 1) To what extent does the VE lead to an increase in the Chinese language learners' CCA?
- 2) What factors contributed to the (perceived) successful achievement of CCA in VE participants?

3. Methodology

3.1 Research context and participants

The Institute-Wide Language Programme (IWLP) at the University of Reading (UoR) offers languages that students can study as a twenty-credit module, or as a stand-alone one. All twelve IWLP participants in this study were from 1B class, who took IWLP Chinese as a 20-credit-bearing module and took part in the whole VE programme from beginning to end. Out of these students aged between 19 to 22, seven were females. Five students were white British, three were non-white British, two Europeans, one from Thailand and one student from Vietnam. They came from a variety of academic disciplines and were at different stages of their study, from first year to final year. The total contact hours was sixty-three hours, with one week of revision and a final examination in the summer. It is expected that they achieve the A1 level as defined by the Common European Framework of Reference for Languages (CEFR) by the end of the year. Their eight Chinese counterparts were undergraduates at Nanjing University of Information Science and Technology (NUIST), China, one of the international partner universities of the UoR, majoring in Teaching Chinese to Speakers of Other Languages (TCSOL). The English proficiency level varied among them, with at least six years of secondary school English study. Twelve UoR students were divided into three groups of four, each group having two or three native Chinese students that were randomly allocated.

3.2 The VE project

The 8-week VE project adopted the Task-Based Language Teaching approach under the title of “Arranging a Birthday Party for Your Teacher”. The participants were required to work on a sub-task each week and they decided when and how to meet up to complete these sub-tasks. These tasks were closely linked with the curriculum design and learning outcomes that fit in perfectly with the learning objectives of lesson 9: 他今年二十岁 (He is twenty this year). To tackle this task, participants not only needed to retrieve and consolidate the previous language knowledge gained from the lessons before, but they were also required to consider the cultural implications when performing the task. Participants used Zoom as the main tool for group meetings. They also used WeChat (微信) as a supplement for convenient and more private communications. After the initial meeting, students

arranged the meetings among themselves. All groups changed to WeChat (微信 the Chinese version of WhatsApp) after a few meetings. It was mandatory for students to report back to the class in the form of a fifteen-minute presentation. All participants were expected to submit a reflective report to conclude the VE exercise cycle.

The VE project for 2021-22 was the first year to pilot the VE programme being integrated into teaching practice and assessment as a part of the end of term portfolio, which consisted of a 100-Chinese-character essay, 15-minute group presentation, and reflective report (in English). It carries half of the total portfolio marks and counts towards 7.5% of the total final mark.

3.3 *The research methods*

This research takes on the viewpoint of an experimentalist and constructivist and believes that knowledge is “ongoing transactions between the individual and the environment with humans the principal agents of their own learning” (Berg et al, 2012: 18). Due to this stance and the research objective is to understand people’s experience, attitudes and preservatives, this study adopts a qualitative method to uncover underlying reasons of people’s behaviours (Creswell, 2014)

The data of this pilot study consists of twelve individual end of term reflective reports from UoR students and a follow-up interview in the summer term with one student, R7 (Reading student 7), as most students had already left the university when the interview process took place. To protect students’ identity, students were identified as C for Chinese students or R for UoR students plus a number in the study. For example, C3 refers to Chinese student number 3 and R9 refers to Reading student number 9 from the participants’ list. The reflective report answered questions such as: “*Do you think the VE projects helped develop your ICC? If so, in which way?*”; “*Were you unwillingly perpetuating stereotypes in the process?*”; “*Was there anything that you felt uncomfortable about or unfamiliar with during the collaboration with your Chinese partner? And how did you solve this problem if there were any?*”. A semi-structured interview that was about thirty minutes long was recorded and analysed, together with the reflective reports, through the thematic data analysis platform Nvivo.

This study adopted a hybrid approach of both deductive and inductive thematic analysis. This approach complemented the research questions by “using inductive coding to allow for themes to emerge directly from the data” while enabling the “tenets of social phenomenology to be integral to the process of deductive thematic analysis” (Fereday & Muir-Cochrane, 2006: 83). Before starting the in-depth examine of the data set, the researcher defines the codebook (Crabtree & Miller, 1999) that to be applied as a means of organizing text for subsequent interpretation (Fereday & Muir-Cochrane, 2006).

The initial code set was based on the Byram (2020)'s constituent modes of assessment for critical cultural awareness, namely: 1) identify values, 2) evaluate by reasoning, 3) interact and mediate. Further themes were identified through the inductive more in-depth analyse. Using the word cloud facility of Nvivo, more subthemes emerged according to the frequency of the key words mentioned in the reflective reports and the interview.

4. Research Findings

According to Lewis & Kan (2021), intercultural communicative competence is less tangible than cultural knowledge, but often entails a change in people's attitudes and behaviours. In this section, I would like to present the research findings according to the constituent elements of CCA under Byram (2020)'s ICC framework and other subthemes in response to the research questions.

4.1 Identify values

The research data shows that all IWLP participants acknowledged the identification of the cultural differences during the collaborative study with the students in China (although not all students provided examples), and to some extent of interpretation of ideological perspectives. This can be evidenced from the finding of UoR students' reflections on the following aspects:

- the teacher/student relationship

R7 (Reading student 7): "I always thought that the Chinese students fear their teachers and the relationship was formal and distant. However, I was so surprised when C3 (Chinese student 3) told me that she and her classmates brought breakfast for their favourite teacher."

Later in the interview, he expanded his awareness on this aspect by saying:

"Most of them have their teachers' personal WeChat numbers. How strange! I have a close relationship with my tutors, but definitely not that close" (R7).

R4 noticed the different reaction from their Chinese counterparts on the task topic:

"When I saw the topic of the task, I thought, what? throwing a birthday party for my teacher? My Chinese partners thought it was perfectly okay...we talked about our favourite teachers..." (R4).

She then interpreted the differences of the subject as:

"It seems to me that the Chinese professors are more involved with their students' lives." (R4)

- the party arrangement

R4: "...I said that I wouldn't mind going clubbing after the meal...(a party for a teacher) ... I

can't think of anything apart from having a meal and going home."

R10: *"We don't have "包间 (a suite in a restaurant)" in France and we don't have Karaoke in the restaurant... It's very awkward to sing in front of your teacher...creates noise pollution to other ears... talking after a meal would be fine..."*

- privacy and personal space

R8: *"C5 told me that she shares a room with three other girls...I could put up with it for maybe several days or weeks, but not for the whole term or the whole year. There is no privacy..."*

- modern technology:

"It's like you could use WeChat to do everything in China. Talking to friends, buying tickets, paying bills, tracking parcels and personal movements during Covid...It was mind blowing to hear about the development of high-speed trains in China. The use of modern technology in China is far more integrated into daily life than it is here". (R7- interview comments)

The finding demonstrated that during their VE experience, the UK students were able to identify their own ideological perceptions, which were different from their Chinese counterparts and have shown some analytical approach to interpret the differences. In the teacher/student relation case, they were interpreted as being unconsciously stereotyping.

4.2 Evaluate by reasoning

When reflect on the unfamiliarity experienced during the VE, students demonstrated the skills of evaluative analysis with the reference of their own ideology and values. They observed the difference, discussed the subject with their Chinese peers, and evaluated the different cultural values and behaviour based on conscious reasoning.

- birthday party arrangements

R10: *("包间" with Karaoke...singing in front of the teacher)... creates noise pollution to other ears... 中国人喜欢热闹 (the Chinese people like to be in a bustling environment)."*

Through identifying the differences between the two cultures in the nature of informal social engagements and the ideological values of Chinese people enjoying “热闹” (*bustling environment*), he was able to reason that their Chinese partners preferred socialising with food and singing, thus making “包间” and Karaoke the top choices of activity for the party, with a key focus on staying longer over the meal time with a bustling atmosphere.

- birthday present

"I think that the Chinese people are very generous in gifting. They want to give the best to others." (R3)

- privacy and personal space

R8: There is no privacy... The Chinese people like to stay together... Maybe it is because Chinese society has a collective culture and ours is more individualised... we value personal space."

Both students were aware of their own perspectives and values on gifting and personal space, as well as her interlocutor's. They were able to analyse the differences and behaviours through systematic reasoning to create a deeper understanding of the implicit cultural values, which demonstrated a strong indication of CCA development, according to Byram (2020)'s objectives.

4.3 Interact and mediate

According to Byram (2020: 100) the 'ability of interact and mediate' refers to the awareness of the potential conflict between one's personal values and their interlocutors' and the ability to negotiate and develop a satisfactory response. This study reveals that IWLP students had encountered conflicts when choosing a birthday present for the teacher.

R2: "Although we all agreed that we should buy one big present and everyone should contribute towards the cost rather than buy individually, we couldn't agree on what present we should get at the beginning. R1 and I proposed a John Lewis Voucher, R3 thought a plant would be good. Our Chinese partners would rather go for a designer purse or jewellery. We were not impressed. In the end, we agreed on a voucher..."

Students first recognised the risk of the potential conflict and soon identified that the source of the disagreement was caused by different social expectations and ideologies. They were able to negotiate and compromise on the differences in order to achieve mutual acceptance. All these required the students to apply intercultural communicative skills and to think critically before making rational decisions.

4.4 Other- The use of WeChat and “表情包”/ Memes

Apart from the CCA indicators that were identified, the research also revealed that the use of WeChat and “表情包 (memes^①)” helped them communicate with their counterparts through which many videos and learning resources were shared. Students identified “表情包” as a highly effective means of learning the language as it inspires them to review deeper cultural understanding than the message itself conveys. The reason memes can spread on a large scale is that they make up for the dullness of

^① Meme refers to an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations (<https://en.oxforddictionaries.com/definition/meme>).

text communication and the weaknesses of inaccurate expression of attitudes, and effectively improve the efficiency of communication. As they are an alternative way to text and save typing time, they appear in Chinese people's online chat conversations with high frequency, as observed by the Chinese National Language and Writing Committee (李开拓, 2017).



Figure 1. An example of a meme

https://upload-images.jianshu.io/upload_images/26519653-515ee3b5b8cf9b7c.jpg

When asked “Which part of the VE experience did you like the most?” in the interview, R7 said: “Definitely the use of “表情包”. I found it so much easier to learn new words in the memes, and the pictures they use are quite funny but often with cultural insights...I have learnt so many new vocabulary through Memes they (Chinese students) sent to me, words like ‘躺平 (lying-flat, implies slobbing out and giving up)’, ‘搬砖 (picking bricks, meaning working hard)’ ”

R8 recalled her experience of using the memes in the report:

“I really like the “表情包” that my Chinese partners used. Some are quite funny, and you can get the message straight away. For example, a bear wiggles its bum under a duvet, which means “晚安 goodnight”. However, I didn't understand the meaning of 666. After C3 explained it to me, it started making some sense to me.”

During the valuable learning experience both inside the classroom and through social interactions via WeChat, students were able to gain personal views on their Chinese counterparts' life, behaviours, and hidden social values. This encounter helped them to increase their flexibility in adopting new technologies and embracing the accompanying culture.

5. Discussion and Conclusion

This paper describes the experience of designing and implementing a VE project between students studying Chinese as a foreign language at the UoR, UK, and students teaching Chinese to learners

of other languages at Nanjing University of Information and Technology, China. Through the lens of indicators of CCA under Byram (2020)'s ICC framework, it aims find out the extent and factors of the intercultural collaboration develop the IWLP Chinese learners' CCA.

The findings suggested that the VE has challenged students' knowledge of both Chinese and their own culture that has developed their skills of identifying values, evaluating and reasoning ideological perspectives, and negotiating and mediating. They have shown critical awareness of the differences between one's own culture and their Chinese partners' in the areas of teacher/student relationships, leisure and social life, gifting, privacy and personal space, modern technology etc. The findings also demonstrate that the participants were able to evaluate and reason the differences through analytical approach that led to a deeper and more critical interculturality regarding gifting, personal space, and leisure life. The virtual exchange programme has provided a platform for students from different cultures to work together collaboratively in learning and decision-making e.g., to solve a real-world problem. This study has revealed that through intercultural interaction, students have developed their skills of negotiation and mediation that drawn from the culture knowledge of both own and their Chinese partners to solve a potential conflict like buying presents. The use of Memes is also an effective method to develop students' linguistic and cultural understanding in the target language.

The findings illustrate that the successful development of students' CCA depends on several factors. Firstly, the design of the VE project should engage students in authentic and meaningful resources with an emphasis on collaborative learning that reflect linguistic and cultural diversity in communicative practice beyond the reality of dominant cultural and social groups (Liddicoat & Scarino, 2013). Secondly, whether the VE projects are credit-carrying activities for students may influence how much value VE participants assign to them, and how much effort they put into the successful completion of the tasks (O' Dowd, 2013). In this UoR case, only one class took part in the study as the non-credit students in the other class did not fully commit to the project. Thirdly, the participants' own identity and experiences have influenced how they interact with the Chinese students. This research does not report the gender difference that contributes to the different outcomes of student work but indicates the influence of student linguistic and cultural backgrounds. The students who are learning Chinese through English as their second language were more eager to socialise with the Chinese students and were more critical when interpreting the cultural difference, despite the fact that their English was sometimes "difficult to understand" (R2). The British student who had travelled to China was also very keen to share his experience and asked lots of questions in the process and thus developed more skills in interpreting and analysing different values that led to a newfound change in his behaviour (respecting his teachers more, using more Memes in text conversation).

The limitations of this study should be acknowledged, and the findings should not be extrapolated.

It is a pilot study that examines a small number of students from one of the two participating universities. In order to gain a balanced view, future studies should consider comparing the results of both groups of students. The data were based on participants' own reports of their experiences, challenges, and adjustments of their own attitudes, which can be very subjective and less conclusive. It would be helpful for future investigations to include a quantitative method for data collection.

Reference

- Abrams, Z. (2020). Pedagogical Foundations of Teaching Intercultural Communication for L2/Lx Use. In *Intercultural Communication and Language Pedagogy: From Theory To Practice* (pp. 30-53). Cambridge: Cambridge University Press. doi:10.1017/9781108780360.003
- Barnett, R. (1997). *Higher education: A critical business*. London: McGraw-Hill.
- Barnett, R. (2015). A curriculum for critical being. In *The Palgrave Handbook of Critical Thinking in Higher Education*, M. Davies and R. Barnett (eds), 63-76. Basingstoke: Palgrave Macmillan.
- Baroni, A., Dooly, M., García, P.G., Guth, S., Hauck, M., Helm, F., Rogaten, J. (2019). Evaluating the impact of virtual exchange on initial teacher education: A European policy experiment. Leon, Spain: Research-publishing.net.
- Berg, M. V., Paige, R. M., & Lou, K. H. (2012). *Student learning abroad: What our students are learning, what they? Re not, and what we can do about it*. Stylus Publishing, LLC.
- Brown, H. D. (2006). *Principles of language learning and teaching* (5th ed). White Plains, NY: Pearson Education.
- Buiskool, B. & Hudepohl, M. (2020). Research for CULT committee - virtual formats versus physical mobility. Concomitant expertise for INI report. Retrieved from: [https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/629217/IPOL_BRI\(2020\)629217_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/629217/IPOL_BRI(2020)629217_EN.pdf)
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.
- Byram, M. (2020). *Teaching and Assessing Intercultural Communicative Competence: Revisited*/ 2nd edition. Multilingual Matters, 2020. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/reading/detail.action?docID=6401756>. Created from reading on 2022-07-30 09:36:12.
- Byram, M., & Guilherme, M. (2000). Human rights, cultures and language teaching. In A. Osler and H. Starkey (Eds.), *Teacher education and human rights* (pp. 63-78). London: David Fulton.
- Crabtree, B., & Miller, W. (1999). A template approach to text analysis: Developing and using codebooks. In B. Crabtree & W. Miller (Eds.), *Doing qualitative research* (pp. 163-177.) Newbury Park, CA: Sage.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome

- of Internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- Dooly, M. & Vinagre, M. (2021). Research into practice: Virtual exchange in language teaching and learning. *Language Teaching*. 55. 1-15. 10.1017/S0261444821000069.
- Duffy, L. N., Stone, G.A., Townsend, J. & Cathey, J.(2022). Rethinking Curriculum Internationalization: Virtual Exchange as a Means to Attaining Global Competencies, Developing Critical Thinking, and Experiencing Transformative Learning, *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 37:1-2, 11-25, DOI: 10.1080/1937156X.2020.1760749
- Creswel, J. W. (2014). *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. Fourth edition Pearson new international ed. Harlow Essex: Pearson. (<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1418055>). Retrieved January 6 2023
- Curtindale, L. M., Krylova, S.G., & Minyurova, S.A. (2020). Interdependent intercultural task as a tool for developing intercultural awareness through Collaborative Online International Learning in Global Leadership. *Journal of Virtual Exchange*, 3(SI-IVEC2019), 81-92. <https://doi.org/10.21827/jve.3.35803>
- Fereday & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, 5(1), 80-92.
- Gleason, B. & Cherrez, J. N. (2021). Design Thinking Approach to Global Collaboration and Empowered Learning: Virtual Exchange as Innovation in a Teacher Education Course. *TechTrends*. 65. 10.1007/s11528-020-00573-6.
- Kan, Q., Ursula, S., & Cheng, X. (2013). Chinese–English e-tandem learning: the role of pre-project preparation and collaboration. *Chinese Language Globalisation Studies 汉语国际传播研究*, 2(5): 1–10.
- Kramsch, C. (2004). Language, thought, and culture. In A. Davies, & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 235-265). London and New York: Blackwell Publishers. doi: 10.1002/9780470757000.ch9
- Lewis, T. & Kan, Q. (2021). Designing and Supporting Virtual Exchange: The Case of Chinese–English e-Tandem. *Modern Languages Open*, (1), p.19. DOI: <http://doi.org/10.3828/mlo.v0i0.372>
- 李开拓 . (2017) . 《中国语言生活状况报告》 成果再开发利用的思考 , 语言文字应用 , 2, 135-143. <http://www.cqvip.com/qk/80549x/20172/672305387.html>
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. John Wiley & Sons.
- López-Rocha, S. (2021). Refocusing the development of critical intercultural competence in higher education: challenges and opportunities, *Language and Intercultural Communication*, 21:1, 118-131, DOI: 10.1080/14708477.2020.1833900
- Meyer, C., & Rhoades, E. (2006). *Multiculturalism: Beyond Food, Festival, Folklore, and Fashion*. Kappa Delta Pi Record. 42. 10.1080/00228958.2006.10516439.
- Nugent, K., & Catalano, T. (2015). Critical cultural awareness in the foreign language classroom. Faculty Publications: Department of Teaching, Learning and Teacher Education. 194. <http://digitalcommons.unl.edu/teachlearnfacpub/194>

- O' Dowd, R. (2013). Telecollaborative networks in university higher education: Overcoming barriers to integration, *The Internet and Higher Education*, Volume 18, pp. 47-53, ISSN 1096-7516, <https://doi.org/10.1016/j.iheduc.2013.02.001>.
- O' Dowd, R. and Lewis, T. (2016). *Online Intercultural Exchange: policy, pedagogy, practice*. Routledge Studies in Language and Intercultural Communication. London: Routledge. DOI: <https://doi.org/10.1080/14708477.2016.1258963>
- O' Dowd, R. (2018b). From telecollaboration to virtual exchange: State-of-the-art and the role of UNICollaboration in moving forward. *Journal of Virtual Exchange*, 1, 1–23. <https://doi.org/10.14705/rpnet.2018.jve.1>
- O' Dowd, R. (2021) *Virtual Exchange: Moving Forward into the Next Decade*. *Computer Assisted Language Learning*, 34(3), 209-224.
- Oxford Online Dictionary. <https://en.oxforddictionaries.com/definition/meme>, accessed 23/09/2022
- Parks, E. (2020). *Developing Critical Cultural Awareness in Modern Languages: A Comparative Study of Higher Education in North America and the United Kingdom* (1st ed.). Routledge. <https://doi.org/10.4324/9780429341236>
- Pertusa-Seva, I., & Stewart, M. (2002). Virtual study abroad 101: expanding the horizons of the Spanish curriculum. *Foreign Language Annals*, 33 (4) 438-442.
- Rienties, B., Lewis, T., O' Dowd, R., Rets, I., & Rogaten, J. (2022). The impact of virtual exchange on TPACK and foreign language competence: reviewing a large-scale implementation across 23 virtual exchanges, *Computer Assisted Language Learning*, 35:3, pp. 577-603, DOI: 10.1080/09588221.2020.1737546
- Robson, S., Almeida, J., & Schartner, A. (2018). Internationalization at home: time for review and development? *European Journal of Higher Education*, 8(1), 19-35.
- Salmon, G. (2011). *E-moderating: The Key to Online Teaching and Learning*. London. Retrieved from <https://www.gilysalmon.com/five-stage-model.html>

Author Information

Cong Xia Li is a Lecturer in Chinese and the Language Lead for Chinese and Russian in the Department of Languages and Cultures, the University of Reading. She is also a doctoral student of Education at UoR. Her research project is to investigate the development of students' Intercultural Communicative Competence through the Task-Based Language Teaching approach.

Email: Congxia.li@reading.ac.uk

Hybrid Learning in Chinese Language Class

混合式教学模式在中文课堂的应用

于晓盈 Xiaoying YU
密西根大学 University of Michigan

Abstract: Throughout the Covid-19 pandemic, schools, teachers, and students were forced to transfer from face-to-face teaching to online learning. Many instructors adopted a hybrid learning strategy, which has the potential to add additional dimensions to the learning experience by enriching the traditional in-person class and giving students the necessary tools for success. This study describes the design and implementation of a hybrid second-year Chinese language class. It aims to show how hybrid learning combines the benefits of traditional in-person and online classes and how it can facilitate schedule flexibility, socializing within virtual communities including *Gather.Town*, *Harmonize Discussion Board* and *ThingLink*, more possibilities for self-pace, and the ability for more personalized teaching and feedback.

Keywords: Hybrid learning, Gather.Town, Harmonize Discussion Board, ThingLink

1. Introduction

In 2020, the Covid-19 pandemic forced schools to switch from traditional in-person classes to online courses. As a result, education has changed dramatically because of the growth of e-learning, in which teaching is undertaken online and through digital platforms. We found that our colleagues have different opinions on hybrid teaching. Some teachers insist that face-to-face instruction is better, while some think the hybrid model is the general trend of future education. The research purpose of this study is to explore the effectiveness of hybrid teaching in the post-Covid-19 era, with the aim of enhancing teachers' comprehension of hybrid learning. Collaborating with colleagues, we have explored a variety of online teaching activities and educational resources through multiple virtual community platforms. The surveys conducted at the end of the semester showed that students were quite pleased with this hybrid learning course design. We hope this study can provide insight into how to incorporate

traditional in-person and online teaching advantages into future course design. This essay briefly defines hybrid learning and the related theory of hybrid learning and identifies where further work is needed. The paper is divided into five parts: (1) definitions and theoretical concepts; (2) benefits of hybrid learning; (3) case studies of three virtual community platforms; (4) critiques and limitations; (5) conclusion.

2. Definitions and Theoretical Concepts

2.1 Hybrid Learning

Kaleem (2016) defined hybrid learning as an approach that incorporates traditional face-to-face methods and online learning. This approach can help to enhance learning, allowing for greater flexibility in learning and understanding course material. Using technological tools facilitated by the instructor, hybrid learning allows for greater flexibility to engage students, which seeks a balance between classroom and online learning. Sorden (2012) explained hybrid learning from a different perspective. It's not only a combination of in-person and online learning. It is a blend of training approaches that use the most effective delivery method for achieving the learning objective in the post-Covid-19 era.

Benyon (2014) states that a hybrid space is created when, for instance, digital and physical places are tightly connected and overlap. According to the Trentin (2016), the concept of hybrid space refers to dynamic spaces made by constantly movement of users while carrying portable devices that are always linked to the internet and other technology. Learning spaces are traditionally private, hybrid learning space dimensions (see Figure 1) that include physical spaces, virtual spaces, and learning interactions are interconnected to generate a hybrid learning space.

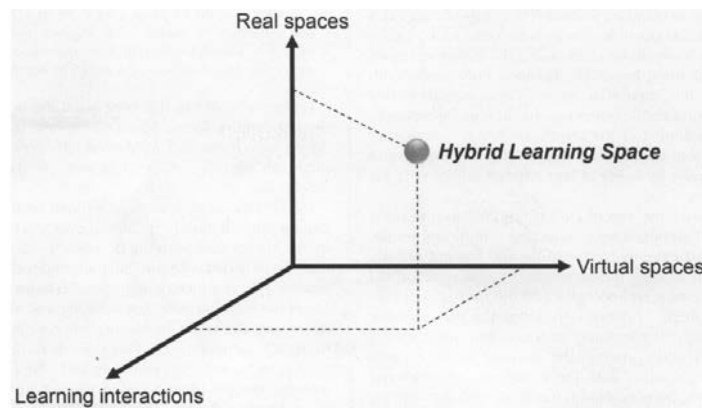


Figure 1. Hybrid learning space dimensions (Trentin, 2016, p. 33).

Klimova & Kacetl (2015) summarized that “in general, hybrid learning is about a mixture of instructional modalities (e.g. onsite, web-based, and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, video), instructional methods (e.g. technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, virtual classrooms, conferencing tools, textbooks or online courses)” (p. 478).

To sum up, hybrid learning is an approach that incorporates traditional face-to-face methods and online learning, which seeks a balance between classroom and online learning. Hybrid space is created when digital and physical places are tightly connected and overlap, creating dynamic spaces made by constantly movement of users while carrying portable devices that are always linked to the internet and other technology. It may be supported by design patterns and/or diverse learning environments, emphasizing the relationship among learners, and between learners and the knowledge to be acquired. There is greater emphasis on motivating learner identity that moves autonomously across dichotomies, characterized by breaking boundaries as necessary.

2.2 Hybrid pedagogy in Language Teaching

Hybrid learning is increasingly widely used, especially in language class and higher education contexts. According to Dziuban, Hartman & Moskal (2005) hybrid learning is a pedagogical technique that blends the efficacy and socializing chances of the classroom with the technologically improved active learning opportunities of the online environment. While training instructors to teach hybrid courses generally concentrates on how to use technology, it is more vital to explore how hybrid pedagogy must be adapted for students (Reynard, 2007).

In hybrid classes, it is essential for teachers to adopt more learner-centered strategies in order to foster student focus on their learning and to promote effective communication among students, both in person and remotely. Such strategies as group work, pair work, and active learning activities can create an engaging atmosphere that encourages students to communicate with each other and bolster their self-confidence.

2.3 Benefits of Hybrid Learning

Face-to-face and online learning each have their advantages and disadvantages. In the traditional classroom, teachers can easily manage the class, and students can concentrate better. However, since Covid-19, if the classroom is too big and when the instructor wears masks, it is difficult for students to hear how Chinese words are supposed to be pronounced. While online classes offer flexibility, it

allows more accessibility for students, which is more convenient. Hybrid learning can combine the advantages of both online and in-person classes. Take my intermediated Chinese language class as an example, we go to the classroom on Wed and Fri to take the drill classes; and take online classes on Mon, Tue and Thu for the lecture class by using Zoom. We have taken this hybrid teaching mode since 2020 for 6 semesters.

In the second-year Chinese language class, we use the lecture-drill teaching mode, introducing the main content of the lesson, grammar pattern, and word usage during the lecture class and then providing drill language practice by engaging students in interactive and meaningful dialogues and various activities in drill class. As shown in table 1:

ASIANLAN 201 Chinese Fall 22

Week 5 Schedule (9/26-9/30)

	Monday 9/26	Tuesday 9/27	Wednesday 9/28	Thursday 9/29	Friday 9/30
Before-Class Preparation	Zoom ID: 948 1882 7286	Zoom ID: 948 1882 7286	Classroom:	Zoom ID: 948 1882 7286	Classroom:
Class Activity	1 Google Jamboard : L3 HW check 2 Harmonize Discussion Board : Term Project milestone 1	Lecture for L4A Go over key vocab and grammar and first part of text	Drill for L4A Drill practice key vocab and grammar in first part of text	Lecture for L4B Go over key vocabulary and grammar and second part of text	Drill L4B Vocab dictation Drill practice key vocab and grammar in second part of text
After-Class Homework	Finish L4A Preview Quiz Submit L3HW	Review L4A	Finish L4B Preview Quiz	Prepare for Dictation L4	Complete L4 Homework Prepare for Unit Test 2

Table 1. Weekly Schedule

Students appreciate the convenience of being able to take the lecture classes online and review the course materials through zoom recordings after class, which provides them with flexibility of being able to learn at their own pace and the ability to review material as needed. In addition, we have used various online teaching tools to help students gain a better understanding of grammar and text content during the online lecture classes, while enhancing their reading and Hanzi typing exercises. For instance, we have used Zoom's chat to have students do sentence-making exercises; the annotation tools for collaboration and brainstorming; and the poll tools to allow students to do multiple-choice and true-false exercises, thus helping them further comprehend the grammar they have just learned. While in the in-person drill classes, students could interact with their peers and instructors to improve their listening and speaking skills. Overall, students feel that hybrid learning is an effective way to learn and provides them with the opportunity to gain knowledge and skills more efficiently and effectively. It provides a safer and more flexible learning environment and increases overall outcomes.

To gain a deeper understanding of students' perspectives on the hybrid learning course, an end-

of-semester survey was conducted. Results showed that the majority of participants (97.7%) thought the course was well-structured and the work requirements and grading system were made clear at the outset. 88% of participants agreed they utilized all the learning opportunities provided in this course. Additionally, 94.4% of participants are satisfied with the course design, feeling that they had learned a great deal. Regarding the type of class desired for the next semester, there was a division of opinion: 75% of participants were extremely satisfied with the hybrid class, 18% wanted a fully in-person class, and 5% preferred a fully online class. Based on the student's end-of-semester reflection, most are satisfied with the blended teaching mode.

2.3.1 Technologies that Empower Hybrid Learning

Prescott (2013) stated that in the hybrid learning environment, instructors can engage students and increase learning by using new classroom facilities and technologies. To promote student engagement and cooperation in a hybrid learning environment, teachers can use technology to bridge the gap between online and in-person student learning. It shows that when students are equipped with the abilities necessary to use the technology available in the classroom, they can transfer these skills to language learning environment outside of the classroom (Egbert et al., 2002). Using technologies, such as Padlet, Quizlet, Kahoot, Zoom may be expanded to online collaborative learning environments. Hybrid contributes to the compensating for the numerous shortcomings in language teaching contexts, such as a lack of exposure to the target language community or the adoption of ineffective learning practices. Therefore, hybrid learning can be a remedy for several issues. By using interactive technologies such as Jameboard, Mentimeter, Poll Everywhere etc, students can participate in the class more actively. This will help to increase the engagement of students and make the learning process more effective. Additionally, hybrid learning allows instructors to provide additional resources, such as virtual community and online discussion forums, which enable students to collaborate with each other and engage more deeply with the material. This increased collaboration, combined with expanded access to resources, can lead to more efficient learning outcomes.

2.3.2 Flexible Learning Experience

Many schools use hybrid learning for its flexibility: a flexible learning schedule, flexibility in teaching styles, flexibility in how students engage with their learning materials, and flexibility in collaboration and communication with peers and instructors (Boyarsky, 2020). Hybrid class vary widely, video conferencing software such as Zoom connects in-person class and remote students to the synchronous class. The hybrid language courses in my program are designed to fit into the schedules of students. For weekly schedule, students are required to take in-person classes on Monday, Wednes-

day, and Friday for drill class; and take online class online for lecture class. The hybrid learning model aims to achieve a balance between in-person class and online learning via the use of teacher-facilitated technological resources.

3. Case Studies of Virtual Community

3.1 *Gather.Town*

As the number of foreign language programs offering hybrid classes at different levels continues to grow, the success of these courses is frequently contingent on teacher preparation and continuous support (Rubio & Thoms, 2012).

Our students now grow up in a digital world of the internet, computer, iPad, and social media such as Instagram, Facebook, Twitter, YouTube, etc. They gain knowledge by communicating with others online and enjoy being engaged and collaborating with the most advanced technologies and visualization options.

One of the key concepts we learned in social cognitivism is the community practice proposed by Jean Lave and Etienne Wenger. A community of practice generally describes groups of people with common interests who come together to achieve goals. The community of practice emphasized that learning took place in social relationships instead of simply acquiring knowledge (Li et al., 2009). The evolution of the community of practice concept relies on face-to-face communication and online collaborative activities. It made me think further about using *Gather.Town* in the classroom.

Gather.Town is a gamified virtual meeting space. Users can customize space by using the build tool and the mapmaker. The pre-built virtual spaces include a classroom, conference room, cafeteria, tea house, library, dorm, lab, and office in the *Gather. Town*. Besides, interactive components such as a whiteboard, google drive, a podium, and a video stream can be added. *Gather. Town* can facilitate the virtual community of discussion and practice about collaborative activities. During the pandemic, we used the *Gather* to design many activities for college students for online classes, such as debates, interviews, role play, and case studies. There are many benefits for students who engage in it, and students were excited to finish group work activities in the *Gather.Town*. This virtual space allows students to share their thoughts, increase learning motivation and create a strong sense of belonging.

Gather.Town was established as a platform to support hybrid learning experiences. It was designed to provide a virtual space for students and teachers to collaborate, communicate, and learn. Instructors

can set up their own Gather Spaces including remote office, team social, and conferences. Gather.Town has generated some positive outcomes. McClure & Williams (2021) highlighted the significance of how peers may engage in Gather.Town, which allows students to learn from one another, cooperate to finish work. Creating a sense of community for students in the hybrid learning environment is important. For example, we will use Gather.Town to do an activity similar to a Chinese dating TV show, *If You Are the One* when we study lesson 6: Dating. In the past, students were often shy and embarrassed in the in-person classroom setting. However, with the virtual platform of GatherTown, they can now customize their characters, and take part in our *If You Are the One* activity more easily and cheerfully. It helps students to strengthen their hybrid learning experience and improve their academic achievement and satisfaction.

3.2 Harmonize Discussion Board

Hybrid learning spaces take on many forms. Harmonize Discussion Board is another technical tool that provides an alternative to the traditional classroom community. Students took online classes at home since the breakout of Covid-19 in 2020, which led to a great degree of social isolation among students. At that time, we began to use Harmonized Discussion Board in class. It is a virtual community that creates an interactive space for academic discussion, daily life sharing, and creative and analytical thinking. It is a virtual community platform that allows students and teachers to post online on different academic topics related to the course, make comments, replies to others' post, and endorse those they find most helpful.

Conversations between individuals or groups stimulate learning through the development and interpretation of communication (Chapanis,1975). Jean Piaget proposed the constructivism theory, which stated that learners construct knowledge based on past experience and pre-existing knowledge. One of the fundamental principles of this theory is that learning is social interaction. Learning should be relevant to real life. Another essential principle of the constructivism theory is that learning is an active process in which the learner should be engaged in a learning experience instead of passively being taught. (Hein,1991). The Constructivism theory demonstrates that learning is a collaborative process, and learners gain knowledge from interacting with their community and society. Harmonize creates a social and interactive virtual community for the students to contribute. Wachter et al. (2000) summarized that a successful virtual community includes the following characteristics:

- Successful communities assist members in identifying the kind of information and resources required to fulfill their requirements.
- In virtual communities, member-generated material and shared content are valued and actively

solicited, integrating content with communications capability.

Harmonize Discussion Board allows students to share their experiences, knowledge, and resources that are relevant to their language learning goals. It helps students to stay motivated and develop a deeper understanding of the target language. Through the discussion board, students can engage in conversations with other language learners, share their thoughts, ask questions, and receive feedback. This helps students develop their language learning by allowing them to practice the language in a safe and supportive environment. Take the 2nd year Chinese class as an example, we have designed a project that involves students posting comments and videos on the harmonize discussion board in relation to the topics related to the lessons. This project has three milestones, with students required to post one comment or video and reply to others for each milestone. Students love to use Harmonize since it is like social media such as Instagram, and Facebook, which they use daily. Additionally, it allows students to practice their language skills in a more relaxed setting and encourages them to reflect on their understanding of the topics discussed in class. Fostering peer-to-peer collaboration helps students gain knowledge through sharing and learning from others. This real-life activity-based learning is a classroom application of constructivism theory.

Harmonize Discussion Board engages students and establishes community, providing media-rich, interactive discussion forums. Also, the instructor can create a grading rubric, and the auto-grading system can reduce the teacher's workload. With Auto-Participation Grading and Milestones, instructors may add various due dates, define individual student expectations, and customize the percentage scoring for submissions. So, instructors can spend less time grading and more time teaching.

3.3 ThingLink Virtual Reality in Language Teaching

The ThingLink is an education technology platform that enhances photographs and videos to generate interactive, visual learning experiences. It allows users to upload the image, video, or 360-degree VR shot into a learning experience (Jeffery et al.,2021). ThingLink is equipped with a powerful language tool and a tagging system that effectively enhances media materials. In the hybrid learning environment, students can use technology for extended language learning outside the classroom. The ThingLink allows the instructor to design learning activities, tasks, and experiences in authentic contexts and incorporate authentic language to maximize language acquisition (Kessler, 2018).

3.3.1 ThingLink Virtual Museum and Field Trip

Educators believe museums can inspire students to deepen their understanding of what they have learned in class and how the world functions. Virtual museums are viewed as the future of museums in

terms of expanding accessibility and fostering social inclusion. (National Museum Director's Conference, 1999). One of the advantages of ThingLink is the ability to build a virtual reality simulation using images or videos. The VR technology may create authentic learning environments of the virtual museum in which students can interact with learning content, engage in digital activities, and produce a real-world engagement that relates classroom learning to the real world. Nakatsuka (2018) shared, "Now if I want to share a map to explain the Civil War or the Westward Movement, I need not rely on a huge bulky roll-down map precariously hanging high on the wall. I can easily take my students virtually to where history took place using my pictures, images from the internet, and 360° views" (p. 47).

Virtual field trips are conducted virtually and performed digitally using a website, a virtual gaming platform, or videoconferencing equipment so that students can explore the world without leaving the classroom (Zanetis, 2010). Vygotsky stated that language develops from social interactions, for communication purposes. Language can be viewed as a greatest tool to communicate with the world (Frawley, 2013). In this way, teaching target language with field trip is an essential way for students. The COVID-19 pandemic causes a big problem for field-based learning, and ThingLink can be used as a solution to the problem.

Instructors can explore and use 360° VR virtual field trips that have already been made from ThingLink's collection or images they have shot themselves. Some instructors also record field trip teaching materials by themselves. Take Senior Technician Gillian Riddell as an example. Over the summer of 2020, he visited ten field sites. He videotaped the sites using his cell phone, a tripod, and a wireless microphone, lecturing to the camera. He also filmed 360-degree site tours using his 360-degree camera.

4. Limitations of the Study

4.1 Technology Can be Challenging

One of the most critical challenges is technology being used in hybrid learning, which can be challenging for both teachers and students. Not all digital resources are trustworthy and user-friendly (Hunt, 2016). The use of technology to support hybrid classes increases teachers' workload in terms of preparation time and access to the teaching materials. Besides, a hybrid class requires a stable and

reliable internet connection. Students with restricted access to computers and the Internet will struggle.

4.2 The Effectiveness of Hybrid Learning Needs to be Proven

There is little research that explores the effectiveness of hybrid learning. Different students have different learning styles and motivations. Hybrid learning may cause students to experience isolation and lack engagement or relationship. Not every hybrid learning is suited to every student, and some students may struggle to catch up with this model. To minimize the impact, high motivation and time management skills are required. Besides, these virtual community platforms have been used for practical teaching for six semesters, and more than two hundred students have utilized them to help with their learning of the Chinese language. Most students' evaluations and feedback on the utilization of these platforms have been positive. However, further research is needed to determine how improvements in student academic achievement and use of these platforms have changed.

5. Conclusion

Increasing Internet access and interactive technology have led to schools employing hybrid learning (Uğur et al., 2011). Hybrid learning gives access to various and flexible learning environments and fosters learning enhancements. There are plenty of benefits of hybrid learning. The flexibility that hybrid learning provides makes it easier for teachers to help students better understand of learning material and content. Also, various online recourses and platforms enable students to better engage with course material in the ways they learn best. It is important to realize that hybrid learning does not work with all student types. Teachers can provide differentiated instruction for students and ensure they receive individualized instructions.

The implication of hybrid teaching and the growing myriad of online technological tools and platforms for Chinese language teaching have increased the potential for the development of new learning ecologies that are both constructive and transformational in several learning domains.

References

Benyon, D. (2014). Spaces of interaction, places for experience. Synthesis Lectures on Human-Centered

- Information, 7(2), 1-129.
- Chapanis, A. (1975). Interactive human communication. *Scientific American*, 232(3), 36-46.
- Egbert, J., Paulus, T. M., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. *Language Learning & Technology*, 6(3), 108-126.
- Frawley, W. (2013). Vygotsky and cognitive science. In *Vygotsky and Cognitive Science*. Harvard University Press.
- Hein, G. E. (1991). Constructivist learning theory: The museum and needs of the people. Paper presentation at the International Committee of Museum Educators Conference (CECA). Jerusalem, Israel.
- Jeffery, A. J., Rogers, S. L., Jeffery, K. L., & Hobson, L. (2021). A flexible, open, and interactive digital platform to support online and blended experiential learning environments: Thinglink and thin sections. *Geoscience Communication*, 4(1), 95-110.
- Kaleem, F., Jacobson, D. W., & Khan, F. (2016, June). Comparison of traditional, flipped, and hybrid teaching methods in an electrical engineering circuit analysis course. In 2016 ASEE Annual Conference & Exposition.
- Katherine, B. (2020). What Is Hybrid Learning? Here's Everything You Need to Know. <https://resources.owllabs.com/blog/hybrid-learning>.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign language annals*, 51(1), 205-218.
- Klimova, B. F., & Kacetyl, J. (2015). Hybrid learning and its current role in the teaching of foreign languages. *Procedia-Social and Behavioral Sciences*, 182, 477-481.
- Li, L. C., Grimshaw, J. M., Nielsen, C., Judd, M., Coyte, P. C., & Graham, I. D. (2009a). Evolution of Wenger's concept of community of practice. *Implementation science*, 4(1), 1-8.
- Li, L. C., Grimshaw, J. M., Nielsen, C., Judd, M., Coyte, P. C., & Graham, I. D. (2009b). Use of communities of practice in business and health care sectors: a systematic review. *Implementation science*, 4(1), 1-9.
- McClure, C. D., & Williams, P. N. (2021). Gather. town: An opportunity for self-paced learning in a synchronous, distance-learning environment. *Compass: Journal of Learning and Teaching*, 14(2), 1-19.
- National Museum Director's Conference, (1999). A Netful of jewels: New museums in the learning age. London: National Museum Director's Conference.
- Nakatsuka, K. (2018). Making history come to life: ThingLink virtual museums. *Social Studies Review*, 57, 47-52.
- Prescott, G. (2013). Implementing Hybrid Teaching Models: Methods and Resources. Comments presented at Engineering Teaching Workshop, University of Kansas, Lawrence, KS.
- Rubio, F., & Thoms, J. J. (2012). Hybrid language teaching and learning: Looking forward.
- Reynard, R. (2007). Hybrid learning: Challenges for teachers. *The Journal*, 5(5).
- Sorden, S. (2012). Emerging trends in foreign language teaching with information and communication technologies. Retrieved May, 3, 2014.
- Uğur, B., Akkoyunlu, B., & Kurbanoğlu, S. (2011). Students' opinions on blended learning and its implementa-

tion in terms of their learning styles. *Education and Information Technologies*, 16(1), 5-23.

Veronica, H. (2016). Pros And Cons Of Blended Learning At College. <https://elearningindustry.com/pros-cons-blended-learning-at-college>

Wachter, R. M., Gupta, J. N., & Quaddus, M. A. (2000). IT takes a village: Virtual communities in support of education. *International Journal of Information Management*, 20(6), 473-489.

Zanetis, J. (2010). The Beginner's Guide to Interactive Virtual Field Trips. *Learning & Leading with Technology*, 37(6), 20-23.

Author Information

Xiaoying Yu worked as a Chinese lecturer in the Department of Asian Languages and Cultures at the University of Michigan. Her research interests include second language acquisition theories and methodologies, gameful pedagogy, technology enhanced teaching. At the University of Michigan, she teaches classes from elementary to advanced levels (Business Chinese). Prior to joining the University of Michigan, Xiaoying Yu also taught second and third level Chinese language classes at Oberlin College and Conservatory and Duke Study in China Summer Program. Research achievements have been published as journal article or reported in the ACTFL annual conferences, CLTA annual conferences etc.

Email: irisying@umich.edu

|第三部分| Part 3

Research on CSOL Teachers' Technological Pedagogical Content Knowledge (TPACK) for Online Teaching: An Investigation of In-service CSOL Teachers in Chinese Universities

国际中文教师在线教学 TPACK 现状调查研究 ——以中国高校在职中文教师为例

肖俊敏 XIAO Junmin

华中师范大学 Central China Normal University

王冰清 WANG Bingqing

十堰市柳林中学 Shiyan Liulin High School

摘要: 受新冠疫情影响,国际中文课程由线下大规模转移至线上,这对国际中文教师的 TPACK 水平提出了新的挑战。通过对中国高校 307 位国际中文教师进行问卷调查,发现其 CK、TK 和 PCK 水平普遍较高,而 TPACK、TCK 和 TPK 水平相对较低。线性回归分析发现,教师的年龄、学历、教龄、线上教学经历、教育技术培训经历、对技术的感兴趣程度,以及教学对象的类型和高校提供的技术支持等因素对国际中文教师的 TPACK 水平有显著影响。据此建议,教师需不断探索技术辅助中文教学的方法,尤其要了解适合在线环境下对不同语言要素和语言技能进行教学的技术手段;学校应加大教育技术支持力度,提供更有针对性的培训活动,以提升教师线上教学的能力素养。

关键词: 国际中文教师, 在线教学, TPACK

1. 引言

近几十年来,随着信息技术和语言教育的深度融合,语言教师如何使用恰当的技术手段以合适的教学方法开展语言教学,即语言教师整合技术的学科教学法知识(Technological Pedagogical Content Knowledge, TPACK)愈发受到学界的关注。目前,Web of Science 和 Scopus 上收录的和语言教师 TPACK 直接相关的研究有 70 余篇,其中近 2/3 都在探讨英语作为二语/外语教师在线下教学情境(即实体课堂)中的 TPACK,而其他语种教师和其他情境下的语言教师 TPACK 并未得到足够重视。近二十年来,国际中文教育得到长足发展,然而,2020 年初暴发的新冠疫情使得国际中文教学的方式发生了深刻改变。受疫情影响,大量国际学生无法到中国学习中文,国际中文课程由线下转移至线上进行,这对中国高校国际中文教师的 TPACK 水平提出了更高要求。因此,本研究将以这一教师群体作为研究对象,重点探讨以下两个问题:

- (1) 国际中文教师在线教学的 TPACK 呈现出怎样的特点?
- (2) 影响国际中文教师在线教学 TPACK 的背景因素有哪些?

2. 理论框架和文献回顾

2.1 TPACK 理论

Schulman(1986)首次提出了学科教学知识(Pedagogical Content Knowledge, PCK), Mishra & Koehler(2006)在此基础上,将技术知识(Technological Knowledge, TK)引入到 PCK 模型中,提出了信息社会教师应具备的新型专业知识,即 TPACK,意为技术—教学法—学科知识三者融合与交互,进而将教师知识解构为由学科知识(Content Knowledge, CK)、教学法知识(Pedagogical Knowledge, PK)、技术知识、学科教学知识、整合技术的教学法知识(Technological Pedagogical Knowledge, TPK)、整合技术的学科内容知识(Technological Content Knowledge, TCK)、整合技术的学科教学法知识等 7 个要素构成的综合体(见图 1)。

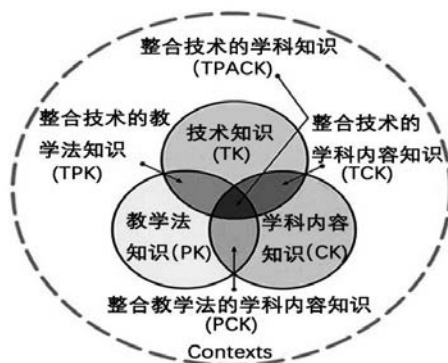


图 1. TPACK 框架及其构成要素

2.2 语言教师的 TPACK 研究

目前,关于语言教师 TPACK 的研究可大致分为四类 (Tseng et al, 2020): (1) 研发测量语言教师 TPACK 水平的工具,相关研究遵循“整合现有文献条目→专家评估内容效度→统计验证结构效度”的步骤,分别从教师视角 (如 Baser et al, 2016; Bostancioğlu & Handley, 2018) 和学生视角 (如 Tseng, 2016) 开发了评价语言教师 TPACK 的量表。(2) 检测评估语言教师的 TPACK 水平,例如 Wu & Wang (2015) 调查了 22 名台湾小学英语教师,发现其对自身的 TK 水平非常不自信。Hsu(2016) 的结果则恰好相反,通过对台湾 158 名在职英语教师进行调查后发现,他们对于自身和技术相关的能力 (如 TPK、TCK 和 TPACK) 自评结果较高。(3) 关注职业培训如何提升语言教师的 TPACK 水平,相关研究或是探讨教师教育者在提升语言教师 TPACK 水平中的作用 (如 McKenney & Voogt, 2017; Voogt & McKenney, 2017), 或是建构了一个能够推动语言教师 TPACK 发展的模型 (如 Bustamante, 2020; Shaffer, 2016; Tai, 2015)。(4) 将 TPACK 模型应用于提升和改进教学环境,如 Wong et al.(2015) 基于 TPACK 的基本原理,将学科知识 (即语言知识和技能训练) 和教学法 (即推动合作和自主学习) 融于网络教学平台的设计之中。

2.3 影响教师 TPACK 的背景因素

现有研究发现,教师的 TPACK 水平受到诸多因素的影响。例如,教师的年龄和 TK 之间存在显著负相关关系 (Lee & Tsai, 2010), 即年轻教师的 TK 水平相对更高 (Liu et al, 2015); 教师参加学习共同体 (Drent & Meelissen, 2008)、接受教育技术培训 (Goktas et al, 2009; Peeraer & Van Petegem, 2012), 获得来自机构的支持 (Nelson et al, 2019) 等将有助于教师 TPACK 的提升;此外,教龄较长、经验丰富的教师拥有更高的 PCK 水平 (Kazu & Erten, 2014)。

3. 研究方法及步骤

3.1 研究参与者

本研究的参与者为中国大陆地区多所高校共计 307 位国际中文教师，删除无效问卷后，共保留 258 份有效数据。其中男性教师 40 人，女性教师 218 人。从年龄分布上看，21-30 岁的 79 人，31-40 岁的 81 人，41-50 岁的 74 人，51-60 岁的 24 人。

3.2 研究工具

本研究主要采用问卷调查法，所用问卷包含“国际中文教师在线教学 TPACK 量表”和个人信息两个部分。前者以 Mishra & Koehler(2006) 和 Rahimi & Pourshahbaz(2018) 对教师和英语作为外语教师 TPACK 的定义为基础，整合 Ouyang & Scharber(2018) 提出的高等教育在线教学 TPACK 框架，参考较为成熟且经过信效度检验的用以测量英语教师 TPACK 的量表(如 Baser et al, 2016; Bostancioğlu & Handley, 2018)，结合《国际汉语教师标准》对国际中文教师专业能力的要求和国际中文教育的学科特点，最终得到 7 个维度，83 个题项(见表 1)。量表采用李克特量表，设置五个选项为“非常不符合”“比较不符合”“难以判断”“比较符合”“非常符合”，依次计分为 1-5 分。得分越高，表示研究参与者的 TPACK 水平越高。此外，问卷还设计了 19 个可能影响国际中文教师线上教学 TPACK 的人口学背景问题。

表 1. 国际中文教师在线教学 TPACK 调查问卷构成

问卷构成	第一部分	项目维度及定义		题项数量	题目序号
		CK	学科内容知识, 包括①汉语知识(语音、词汇、语法、汉字)和技能(听、说、读、写); ②中国文化知识	9	1-9
		PK	教学法知识, 包括①课程结构; ②教学方法; ③测试与评估; ④课堂管理; ⑤学生学习行为; ⑥教育理论; ⑦合作研究; ⑧适应能力等方面的知识	12	10-21
		TK	技术知识, 包括①计算机硬件和软件; ②其他可能用于在线学习环境的重要技术知识	12	22-33
		PCK	整合教学法的学科内容知识, 包括①对外汉语教学理论; ②第二语言学习理论; ③对外汉语课程结构、大纲和背景; ④对外汉语教学资源; ⑤对外汉语教学方法; ⑥汉语要素教学方法; ⑦汉语技能教学方法; ⑧中国文化; ⑨跨文化交际; ⑩汉语学习者、课堂管理和汉语语言测试与评估的知识	17	34-50
		TCK	整合技术的学科内容知识, 即知道如何在线上环境下展示汉语知识, 练习汉语技能, 呈现中国文化	9	51-59
		TPK	整合技术的教学法知识, 即能够评估在线平台的优点和不足, 知道如何使用技术在在线环境下①促进教学; ②调整教学资源; ③激励学生; ④与学生互动; ⑤组织活动; ⑥课堂管理; ⑦帮助学生发展使用技术来学习的能力	12	60-71
		TPACK	整合技术的学科教学知识, 即知道且掌握各种能将技术、学科内容知识和教学法有机融合的方法, 以促进学生在在线环境中的学习	12	72-83
		总计			83
	第二部分	个人背景	性别、年龄	2	1-2
		教育经历	学历、专业背景	2	3-4
		外部环境	就职高校水平、高校所在城市、就职高校提供的技术支持情况	3	5-6, 17
		一般性教学经历	教龄、教学对象的年龄、教学对象的类型、所教的课型	4	7-10
		一般性教育技术学习相关经历	是否修读过相关教育技术课程、是否接受过相关教育技术职业培训	2	11-12
		线上汉语教学相关经历	线上汉语教学开始时间、线上教学时长、线上教学形式、常用线上教学平台	4	13-16
		对待教育技术的态度	对技术辅助教学有效性的看法、对技术本身的感兴趣程度	2	18-19
		总计			19

3.3 研究实施

本研究经作者所在高校学术伦理审查委员会批准后开始进行。研究采用方便抽样的方法,通过“问卷星”向笔者熟识的国际中文教师及其同事,以及学术共同体/行业交流微信群中的国际中文教师进行在线问卷调查。所有调查对象均在知情同意的情况下自愿参与本次问卷调查。问卷发放时间为2021年12月13日,截止时间为2022年1月9日,共回收307份问卷,删除数据异常或不合要求的问卷后,得到有效数据258份,有效问卷回收率约为84.04%。

3.4 研究数据分析

针对研究问题一,采用SPSS 26进行因子分析确定量表的维度和题项,检测量表信度、效度,然后采用描述性统计分析,统计国际中文教师背景信息和TPACK各个维度的平均值和标准差,确定其在线教学TPACK的特征。针对研究问题二,采用线性回归分析,探索影响国际中文教师在线教学TPACK的背景变量。

4. 研究发现和讨论

4.1 国际中文教师在线教学TPACK的特征

本研究采用探索性因子分析对国际中文教师在线教学的TPACK维度进行了分析。笔者首先利用SPSS 26对258份有效样本数据进行了信效度分析,问卷的Cronbach's alpha系数为0.981(> 0.9),表明信度良好;KMO=0.9(> 0.6),Bartlett $K^2=21036.885$, $df=3403$, $p < 0.001$,表明问卷数据具有良好的因子分析適切性(Kaiser, 1974)。使用因子分析中的最大似然法对数据进行分析,建议提取为7个因子。经过因子旋转后,结果建议删除10个无效题项,最终结果包含73个条目,每个条目的因子载荷量都在0.5以上,7个因子的累积解释的方差占总方差的67.743%,达到50%的最低要求。笔者进一步分析各个因子所含的内容,依照主贡献率的大小重新排序,并逐一命名(见表2)。

表 2. 国际中文教师在线教学 TPACK 分类

公共因子	特征根	贡献率 (%)	载荷量	题目序号
PCK/PK	41.18	29.55	0.82	14
			0.79	45
			0.82	39
			0.85	36
			0.72	16
			0.80	18
			0.73	47
			0.87	37
			0.79	41
			0.65	19
			0.77	17
			0.71	13
			0.71	48
			0.70	11
			0.68	15
			0.76	42
			0.75	40
			0.77	43
			0.74	12
			0.66	46
			0.77	44
			0.79	38
			0.59	20
			0.65	49
0.63	34			
0.63	21			
0.70	35			

TPACK	11.31	7.70	0.87	78
			0.83	77
			0.82	76
			0.83	75
			0.83	79
			0.85	74
			0.80	72
			0.84	80
			0.81	73
			0.80	71
			0.73	81
			0.68	70
			0.73	82
TCK	4.31	2.65	0.86	53
			0.84	59
			0.86	58
			0.90	52
			0.86	51
			0.87	57
			0.86	56
			0.82	54
			0.80	55
TK	3.51	2.49	0.79	28
			0.82	29
			0.82	30
			0.74	25
			0.72	24
			0.70	23
			0.73	31
			0.69	32
			0.68	60

CK	3.09	2.03	0.84	4
			0.80	2
			0.80	1
			0.77	3
			0.67	5
	2.06	1.30	0.89	8
			0.86	6
			0.79	7
			0.85	9
TPK	2.29	1.49	0.79	65
			0.79	62
			0.78	66
			0.79	67
			0.77	64
			0.80	63

探索性因子分析的结果显示 PK 和 PCK 合并成一个维度, 表明教学法需体现在具体的学科教学中才更有意义。CK 虽然划分成了两个维度, 其中题项 CK1、CK2、CK3、CK4、CK5 属于认知维度(汉语语音、词汇、语法、汉字、文化), 题项 CK6、CK7、CK8、CK9 属于技能维度(听、说、读、写), 但由于广义的“知识”包括三个维度, 即认知、技能和情感, 因此 CK1-9 都可归“学科内容知识”(CK) 维度。综上所述, TPACK 量表从原来的 7 个维度变成了 6 个维度, 减少了 1 个维度。

根据以上分类, 笔者统计了研究参与者在 TPACK 各个维度的平均得分(见表 3), 发现国际中文教师在线教学的 TPACK 具有以下几个特点。

表 3. TPACK 各维度平均值和标准差

TPACK 组件	平均值 (E)	标准差 (SD)
CK	4.33	0.51
TK	4.32	0.59
PCK	4.26	0.51
TPACK	3.96	0.69
TCK	3.75	0.82
TPK	3.72	0.84
整体 TPACK	4.11	0.50

本研究中, 教师的 CK 自评分数最高, 有别于 Cheng(2017)、王琦 (2020) 等的研究, 发现语言教师对自己的 CK 水平不甚自信。这可能是因为本研究的调查对象多为熟手教师 (教龄 ≥ 5 年的老师超过 65%), 且 90% 以上的教师均为汉语国际教育或其他中文相关专业出身, 汉语本体知识的积累更加丰富, 故在 CK 维度的得分最高。此外, 因子分析结果显示 CK 划分成了“知识” (平均分为 4.13) 和“技能” (平均分 4.58) 两个维度, 且参与本研究的中文教师在“技能”维度普遍优于“知识”维度。这和现有英语作为二语 / 外语教师 TPACK 研究所得结论有很大不同。例如, Bostancıoğlu & Handley(2018) 对 542 名英语教师的 TPACK 进行了考察, 其中 391 位为母语为非英语的教师, 但是 CK 部分却并未在“知识”和“技能”这两方面呈现出显著不同。这可能是因为本研究的参与者多为汉语母语者, 而现有研究显示, 所教语言为母语的言语教师 (native-speaker teacher) 往往在语音语调和语言运用 (即“语言技能”方面) 的准确性上更有优势, 但在“语言知识” (尤其是语法知识的解释能力) 方面相对较弱 (Walkinshaw & Oanh, 2014)。

TK 和 PCK 自评得分较高, 均高于整体均值 4.11 分。PCK 水平较高主要是因为目前无论是对职前中文教师的培养还是在职中文教师的培训, 普遍加强了学科教学法方面的实践训练。TK 水平较高可能受以下两个因素的影响: 一是研究参与者学历较高 (硕士或在读硕士研究生 54%, 博士或在读博士研究生 42%), 而线性回归分析发现学历和 TK 水平存在正向相关关系, 即学历越高, TK 水平越高; 二是研究参与者中有超过 1/3 的教师 (92/258) 参加过教育技术职业培训, 在一定程度上促进了教师 TK 水平的提升。

TPACK、TCK 和 TPK 水平均低于整体均值 4.11 分, 说明教师在中文教学过程中整合技术的能力还有待提升。此外, $TPACK(M=3.96) > TCK(M=3.75) > TPK(M=3.72)$, 与笔者预期也存在出入, 这可能与量表的设计有关。量表中 TPACK 维度的 13 个题项内容较为笼统, 调查对象只需对自身的 TPACK 进行整体感知, 无需细化到具体的语言知识和技能, 因此得分可能偏高。而 TCK 维度的 9 个题项则要求教师从技术辅助语音、词汇、语法、汉字、文化, 以及听、说、读、写每一个方面进行评估, 这对教师提出了更高的要求, 教师很难在每一个方面都做得很好, 因此自评得分反而低于 TPACK。

4.3 国际中文教师在线教学 TPACK 的影响因素

线性回归分析发现, 在笔者测量的 19 个背景因素中 (见上表 1), 共计 10 个因子可以预测国际中文教师在线教学的 TPACK 水平 (见表 4)。

表 4. 影响教师 TPACK 的背景变量

TPACK 维度	预测变量	R ²	Adjusted R ²	F	p	β	b	SE	t	p
PCK	模型	0.29	0.23	5.08	< 0.01**					
	学历					0.15	0.13	0.06	2.30	0.022*
	教龄					0.41	0.25	0.07	3.52	0.001**
	教学对象的年龄					-0.18	-0.12	0.04	-2.94	0.004**
	线上汉语教学时长					0.14	0.12	0.05	2.37	0.019*
	线上教学平台使用数量					0.16	0.12	0.05	2.58	0.011*
TPACK	模型	0.23	0.17	3.70	< 0.01**					
	年龄					-0.33	-0.24	0.09	-2.73	0.007**
	教育技术培训					-0.17	-0.24	0.09	-2.58	0.011*
	高校技术支持					-0.21	-0.19	0.06	-3.37	0.001**
	对技术感兴趣程度					-0.18	-0.19	0.08	-2.55	0.011*
TCK	模型	0.21	0.15	3.41	< 0.01**					
	年龄					-0.31	-0.26	0.10	-2.55	0.012*
	教学对象的年龄					-0.14	-0.16	0.07	-2.24	0.026*
	教育技术职业培训					-0.22	-0.37	0.11	-3.32	0.001**
	对技术感兴趣程度					-0.18	-0.23	0.09	-2.56	0.011*

TK	模型	0.21	0.15	3.42	< 0.01**					
	年龄					-0.30	-0.18	0.08	-2.44	0.015*
	学历					0.13	0.14	0.07	1.99	0.047*
	线上汉语教学开始时间					0.13	0.23	0.11	2.14	0.033*
	线上教学平台使用数量					0.16	0.13	0.06	2.36	0.019*
	高校技术支持					-0.15	-0.12	0.05	-2.34	0.02*
	对技术感兴趣程度					-0.26	-0.25	0.07	-3.77	0.00**
CK	模型	0.23	0.17	3.75	< 0.01**					
	教龄					0.41	0.26	0.07	3.40	0.001**
	教育技术职业培训					-0.13	-0.14	0.07	-2.05	0.041*
	线上教学平台使用数量					0.14	0.10	0.05	2.13	0.034*
TPK	模型	0.29	0.23	5.03	< 0.01**					
	年龄					-0.29	-0.25	0.10	-2.50	0.013*
	教学对象的年龄					-0.14	-0.16	0.07	-2.38	0.018*
	教育技术职业培训					-0.21	-0.36	0.11	-3.26	0.001**
	线上汉语教学时长					0.12	0.18	0.08	2.10	0.037*
	高校技术支持					-0.20	-0.22	0.07	-3.33	0.001**
	对技术感兴趣程度					-0.20	-0.27	0.09	-3.01	0.003**

整体 TPACK	模型	0.26	0.20	4.34	< 0.01**					
	年龄					-0.3	-0.15	0.06	-2.52	0.012*
	教龄					0.32	0.19	0.07	2.70	0.008**
	教学对象的年龄					-0.18	-0.12	0.04	-2.84	0.005**
	教育技术职业培训					-0.19	-0.19	0.07	-2.91	0.004**
	线上汉语教学时长					0.14	0.12	0.05	2.37	0.018*
	线上教学平台使用数量					0.17	0.12	0.05	2.56	0.011*
	高校技术支持					-0.17	-0.11	0.04	-2.86	0.005**
	对技术感兴趣程度					-0.20	-0.16	0.05	-3.02	0.003**

注: * $p < 0.05$, ** $p < 0.01$

年龄能负向预测国际中文教师的 TPACK、TCK、TK、TPK 和整体 TPACK, 这再次印证了 Lee & Tsai(2010) 和 Liu et al.(2015) 等的研究结论, 即年龄越大, 与信息技术有关的技能维度得分越低。

学历能正向预测国际中文教师的 PCK 和 TK, 说明学历越高, 教师的 PCK 和 TK 的水平可能相应就强, 这与靳孟瑶 (2021) 的研究发现一致, 即硕士学历教师在 TK、CK 和 PCK 方面优于本科学历教师。

就职高校所提供的技术支持情况能显著预测国际中文教师的 TPACK、TK、TPK 和整体 TPACK, 这与 Dusick(1998) 的发现类似, 即外部环境 (如教学设施、技术支持、行政支持) 越完善, 教师与技术相关的能力水平相应会更高。

教龄能正向预测国际中文教师的 PCK、CK 和整体 TPACK, 这可能是因为 CK 和 PCK 反映的是教师的学科理论素养, 而教龄更长的教师在学科知识和学科教学方面经验更加丰富 (Kazu & Erten, 2014)。此外, 教学对象的类型数量能负向预测国际中文教师的 PCK、TCK 和整体 TPACK, 这表明教学对象在年龄和认知特点上的差异性越小, 越有利于教师集中精力在针对某一特定对象的教学方面深入钻研下去, 进而提高自己的教学水平。

线上汉语教学开始的时间能正向预测国际中文教师的 TK, 线上汉语教学时长能正向预测教师的 PCK、TPK 和整体 TPACK, 使用线上教学平台的数量能正向预测教师的 PCK、TK、CK 和整体 TPACK 水平。这说明接触线上汉语教学的时间越早, 线上教学的课时数越多, 熟练掌握的线上教学平台越多, 教师的线上教学经验越丰富, 相应的线上教学水平也越高。

参与教育技术培训活动的经历与教师 TPACK、TCK、CK、TPK 和整体 TPACK 存在强相

关, 靳孟瑶 (2021) 的研究也证实了这一点, 即接受过相关技术培训的教师在 TPACK 各个维度都优于未接受培训的教师。

对技术的感兴趣程度能显著预测国际中文教师 TPACK、TCK、TK、TPK 和整体 TPACK, 即教师对信息技术的接受度越高, 态度越积极, 越能投入且享受使用技术辅助课堂教学的实践 (王琦, 2020)。

5. 结论

本研究聚焦一个目前尚待系统研究的群体——国际中文教师及其在线教学的 TPACK, 通过问卷调查发现国际中文教师在线教学 TPACK 能力在各维度上发展不平衡, 在单一维度 (如 CK、TK) 和传统学科教学法维度 (即 PCK) 方面, 水平普遍较高, 而在整合技术的复合维度中 (如 TPACK、TCK 和 TPK), 水平相对较低。线性回归分析发现教师的年龄、学历、教龄、线上教学经历、教育技术培训经历、对技术的感兴趣程度, 以及教学对象的类型和高校提供的技术支持等因素对国际中文教师的 TPACK 水平有显著影响。据此建议, 教师应不断探索技术辅助中文教学的方法, 尤其需要更加精细地了解适合不同语言要素和语言技能线上教学的技术手段; 学校应加大教育技术支持力度, 提供更有针对性的培训活动, 以提升教师对信息技术的接受度和运用技术辅助语言教学的效能感。由于本研究样本容量有限, 且对教师 TPACK 水平的认定主要基于教师的自我评价, 主观性较强, 因此未来还需更大规模 (尤其是增加男性教师样本量) 的研究, 且应辅以课堂观察、学生评价等不同方式获得的数据, 以进一步增强研究的可信度。

参考文献

- Baser, D., Kopcha, T. J., & Ozden, M. Y. (2016). Developing a technological pedagogical content knowledge (TPACK) assessment for preservice teachers learning to teach English as a foreign language. *Computer Assisted Language Learning*, 29(4), 749-764.
- Bostancio lu, A., & Handley, Z. (2018). Developing and validating a questionnaire for evaluating the EFL 'Total PACKage': Technological Pedagogical Content Knowledge (TPACK) for English as a Foreign Language (EFL). *Computer Assisted Language Learning*, 31(5-6), 572-598.
- Bustamante, C. (2020). TPACK-based professional development on web 2.0 for Spanish teachers: A case study. *Computer Assisted Language Learning*, 33(4), 327-352.
- Cheng, K. H. (2017). A survey of native language teachers' technological pedagogical and content knowledge

- (TPACK) in Taiwan. *Computer Assisted Language Learning*, 30(7), 692-708.
- Drent, M., & Meelissen, M. (2008). Which factors obstruct or stimulate teacher educators to use ICT innovatively?. *Computers & Education*, 51(1), 187-199.
- Dusick, D. M. (1998). What social cognitive factors influence faculty members' use of computers for teaching? A literature review. *Journal of Research on Computing in Education*, 31(2), 123-137.
- Goktas, Y., Yildirim, S., & Yildirim, Z. (2009). Main barriers and possible enablers of ICTs integration into pre-service teacher education programs. *Journal of Educational Technology & Society*, 12(1), 193-204.
- Hsu, L. (2016). Examining EFL teachers' technological pedagogical content knowledge and the adoption of mobile-assisted language learning: a partial least square approach. *Computer Assisted Language Learning*, 29(8), 1287-1297.
- Kaiser, H. F. (1974). An index of factorial simplicity. *psychometrika*, 39(1), 31-36.
- Kazu, I. Y., & Erten, P. (2014). Teachers' Technological Pedagogical Content Knowledge Self-Efficacies. *Journal of Education and Training Studies*, 2(2), 126-144.
- Lee, M. H., & Tsai, C. C. (2010). Exploring teachers' perceived self efficacy and technological pedagogical content knowledge with respect to educational use of the World Wide Web. *Instructional Science*, 38(1), 1-21.
- Liu, Q., Zhang, S., & Wang, Q. (2015). Surveying Chinese in-service K12 teachers' technology, pedagogy, and content knowledge. *Journal of Educational Computing Research*, 53(1), 55-74.
- McKenney, S., & Voogt, J. (2017). Expert views on TPACK for early literacy: Priorities for teacher education. *Australasian Journal of Educational Technology*, 33(5), 1-14.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 1017-1054.
- Nelson, M. J., Voithofer, R., & Cheng, S. L. (2019). Mediating factors that influence the technology integration practices of teacher educators. *Computers & Education*, 128, 330-344.
- Ouyang, F., & Scharber, C. (2018). Adapting the TPACK framework for online teaching within higher education. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 8(1), 42-59.
- Peeraer, J., & Van Petegem, P. (2012). The limits of programmed professional development on integration of information and communication technology in education. *Australasian Journal of Educational Technology*, 28(6), 1039-1056.
- Rahimi, M., & Pourshahbaz, S. (2019). *English as foreign language teachers' TPACK: Emerging research and opportunities*. Hershey, PA: IGI Global.
- Shaffer, S. (2016). One high school English teacher: On his way to a flipped classroom. *Journal of Adolescent & Adult Literacy*, 59(5), 563-573.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher*, 15(2), 4-14.
- Tai, S. J. D. (2015). From TPACK-in-action workshops to classrooms: CALL competency developed and integrated. *Language Learning & Technology*, 19(1), 139-164.

- Tseng, J. J. (2016). Developing an instrument for assessing technological pedagogical content knowledge as perceived by EFL students. *Computer Assisted Language Learning*, 29(2), 302-315.
- Tseng, J. J., Chai, C. S., Tan, L., & Park, M. (2020). A critical review of research on technological pedagogical and content knowledge (TPACK) in language teaching. *Computer Assisted Language Learning*, 35(4), 948-971.
- Voogt, J., & McKenney, S. (2017). TPACK in teacher education: Are we preparing teachers to use technology for early literacy?. *Technology, pedagogy and education*, 26(1), 69-83.
- Walkinshaw, I., & Oanh, D. H. (2014). Native and non-native English language teachers: Student perceptions in Vietnam and Japan. *Sage Open*, 4(2), 1-9.
- Wong, L. H., Chai, C. S., Zhang, X., & King, R. B. (2014). Employing the TPACK framework for researcher-teacher co-design of a mobile-assisted seamless language learning environment. *IEEE Transactions on Learning Technologies*, 8(1), 31-42.
- Wu, Y. T., & Wang, A. Y. (2015). Technological, pedagogical, and content knowledge in teaching English as a foreign language: Representation of primary teachers of English in Taiwan. *The Asia-Pacific Education Researcher*, 24(3), 525-533.
- 靳孟瑶.(2021). 国际汉语教师信息化教学能力研究. 沈阳. 辽宁大学.
- 王琦.(2020). 国际汉语职前教师的 TPACK、技术态度、技术整合自我效能关系研究. 西北师大学报(社会科学版), 57(05): 127-135.
- 许琳等编著.(2017). 国际汉语教师标准. 北京: 外语教学与研究出版社, 11.

作者简介

肖俊敏, 英国谢菲尔德大学语言教育方向哲学博士, 现为华中师范大学文学院讲师。主要研究领域: 国际中文教师教育, 语言与身份认同, 教师信息素养研究。

电子邮箱: cathyxiaojm2019@163.com

王冰清, 华中师范大学汉语国际教育专业硕士, 现为十堰市柳林中学语文教师。主要研究方向: 国际中文教育, 教师信息素养研究。

电子邮箱: 1489142386@qq.com

附录

高校国际中文教师在线教学 TPACK 现状调查问卷

(第一部分) 尊敬的老师, 您好! 本问卷旨在了解高校国际中文教师从事在线中文教学的知识 and 能力现状。以下所列陈述无对错或好坏之分, 请根据实际情况选择该陈述与您自身状况的相符程度。其中 1 代表非常不符合, 2 代表比较不符合, 3 代表难以判断, 4 代表比较符合, 5 代表非常符合。此调查问卷仅做研究使用, 不做其他用途, 您所填信息都将予以严格保密, 希望您可以如实填写。

感谢您的支持和理解!

以下信息仅供研究使用, 不会泄露给任何与本研究无关的人员, 也绝不会影响您的工作。如果以后论文中需要使用您所提供的数据, 您的个人信息将会匿名处理。请放心填写。

感谢您的热心帮助!

TPACK 组件	序号	题目
CK	1	我有足够的汉语语音知识。
	2	我有足够的汉语词汇知识。
	3	我有足够的汉语语法知识。
	4	我有足够的汉字知识。
	5	我有足够的中国文化知识。
	6	我具备良好的汉语听力理解能力。
	7	我具备良好的汉语口头表达能力。
	8	我具备良好的汉语阅读理解能力。
	9	我具备良好的汉语书面表达能力。

PK	10	我可以鉴别制约教学的环境和资源因素。
	11	我知道如何在课堂上使用各种教学策略（如解释、提问和小组作业）。
	12	我知道如何在课堂上组织各种教学活动（如破冰游戏、辩论）。
	13	我知道如何使用不同的方法（如考试、概念检查性问题、同伴评价）来评价学生。
	14	我知道如何管理我的课堂（如制定明确的课堂规则，营造友好的课堂氛围）。
	15	我熟悉学生常见的思维方式和观念误区。
	16	我知道如何选择符合学生需要的教学资源。
	17	我知道如何在课堂上促进学生间的互动。
	18	我知道如何根据学生的表现和反馈调整教学方法。
	19	我知道如何根据学生的身体、心理、情感、社会和文化上的差异来支持他们的学习。
	20	我具备有助于教学的多个学科的知识（如教育心理学）。
TK	21	我可以借鉴现有的教学研究成果来指导教学。
	22	我了解基本的计算机硬件（如中央处理器、硬盘驱动器、网线）。
	23	我了解基本的计算机软件（如媒体播放器、文字处理软件、网页浏览器）。
	24	我知道如何使用打印机、耳机、扫描仪等电脑周边设备。
	25	我知道如何使用移动技术和设备（如平板电脑、智能手机）。
	26	我知道如何解决与计算机硬件相关的技术问题（如设置打印机、使用网络摄像头、更换硬盘）。
	27	我知道如何解决与计算机软件相关的技术问题（如安装驱动程序和各类应用软件、设置互联网连接、在云端共享文件）。
	28	我知道如何使用计算机作为媒介的通信技术（如电子邮件、微信、视频会议）。
	29	我知道如何使用 Microsoft Office 办公软件（如 Word、EXCEL、PowerPoint）。
	30	我知道如何使用多媒体（如图像、文本、音频和视频）。
	31	我知道如何使用在线学习工具（如在线词典、在线语料库）。
	32	我知道如何使用在线办公工具（如腾讯文档、Google form）。
	33	我一直在跟进学习使用新的技术和软件。

PCK	34	我可以根据对外汉语教学理论批判性地分析我的教学。
	35	我有足够的第二语言习得理论知识。
	36	我可以围绕教学大纲设计对外汉语课程。
	37	我知道可能会影响对外汉语教学的环境因素。
	38	我可以根据学生的需要选择和调整对外汉语教学资源。
	39	我可以使用合适的教学模式（如交际法、任务型教学法）来教授对外汉语。
	40	我可以使用合适的教学方法和技巧（如对比分析法）来帮助学生更好地理解汉语要素知识。
	41	我可以使用合适的教学方法和技巧（如同伴合作、角色扮演）来帮助学生发展他们的汉语技能。
	42	我可以设计合适的教学活动帮助学生更好地理解中国文化。
	43	我可以设计合适的教学活动提高学生的跨文化交际意识。
	44	我可以根据学生的汉语水平提供目标语（即汉语）输入。
	45	我可以识别学生在学习中文时遇到的语言方面的问题（如语音、词汇、语法问题）。
	46	我可以对汉语学习者的语言给予适当的反馈。
	47	我可以管理对外汉语教学的班级。
	48	我可以使用多种方法（如测验、汇报展示、报告）来评估学生汉语学习的过程和表现。
49	我了解目前对外汉语教学领域的研究。	
50	我愿意尝试不同的对外汉语教学方法。	
TCK	51	我知道可用来在线呈现汉语语音知识和工具。
	52	我知道可用来在线呈现汉语词汇知识和工具。
	53	我知道可用来在线呈现汉语语法知识和工具。
	54	我知道可用来在线呈现汉字知识和工具。
	55	我知道可用来在线呈现中国文化知识和工具。
	56	我知道可用来在线练习汉语听力的技术和工具。
	57	我知道可用来在线练习汉语口语的技术和工具。
	58	我知道可用来在线练习汉语阅读的技术和工具。
	59	我知道可用来在线练习汉语写作的技术和工具。

TPK	60	我知道适合线上教学的平台和软件（如 Zoom、腾讯会议和 Umeet）。
	61	我可以评估线上平台和应用程序是否适合在线教学。
	62	我可以在线上教学平台提供的各项功能（如分组讨论室、多人互动电子黑板）来提高我的教学。
	63	我可以使用技术来设计适合学生在线学习的教学内容。
	64	我可以使用技术（如抢答器、骰子游戏、计时器）来激励学生的在线学习。
	65	我可以使用技术（如多路互动音视频、线上讨论社区）与学生进行在线互动。
	66	我可以使用技术（如互动批注功能、选择答题器、基于游戏的网络学习平台 Kahoot）来组织在线教学活动。
	67	我可以使用技术（如在线成绩簿、在线课堂数据报告）评估学生的在线学习情况。
	68	我可以使用技术（如腾讯课堂、ClassIn）来管理在线课堂。
	69	我可以指导学生使用线上教学平台提供的各项功能。
	70	我可以指导学生合法、合乎道德、安全地使用技术并尊重版权。
TPACK	71	我可以指导学生使用技术（如在线语料库）来发展他们的高级思维能力（如批判性思考和创新的能力）。
	72	我了解线上和线下对外汉语课程在教学方法和技术使用上的区别。
	73	我可以根据线上和线下课程的不同特征来设计对外汉语教学。
	74	我可以通过使用各种技术以适当的教学方法在线上展示汉语知识。
	75	我可以通过使用各种技术以适当的教学方法为学生提供在线上发展汉语技能的机会。
	76	我可以通过使用各种技术以适当的教学方法为学生提供用汉语进行在线交流的机会。
	77	我可以通过使用各种技术以适当的教学方法在线上展示中国文化。
	78	我可以通过使用各种技术以适当的教学方法为学生提供在线上平台培养跨文化意识的机会。
	79	我可以选择合适的技术手段来评价学生在线学习汉语的情况。
	80	我可以在线上教学中为学生提供公平获取汉语学习资源和工具的机会。
	81	我可以指导学生独立地使用技术来发展他们的汉语技能。
	82	我可以不断学习新的技术和更先进的教学方法以促进学生在线学习汉语。
	83	我可以通过使用技术手段和资源不断提升对外汉语在线教学质量以实现自身的专业发展。

(第二部分)

1. 您的性别： 男 女

2. 您的年龄：

 20 岁以下 21—30 岁 31—40 岁 41-50 岁 51—60 岁 60 岁以上

3. 您的学历:

大学本科 硕士或在读硕士研究生 博士或在读博士研究生

4. 您的专业背景:

汉语国际教育 / 对外汉语 其他中文相关专业 (如汉语语言学、汉语言文学) 外语专业 其他 _____

5. 您就职的高校是: 双一流高校 一本高校 二本高校

6. 您就职的高校所在城市: _____

7. 您的教龄: < 5 年 5-14 年 ≥15 年

8. 您教学对象的年龄: (可多选)

学龄前儿童 中小學生 大学生 社会人士 老年人 其他 _____

9. 您教学对象的类型: (可多选)

预科生 普通进修生 大学本科 其他 _____

10. 您所教的课型: (可多选)

听力课 口语课 阅读课 写作课

综合课 文化课 其他 _____

11. 您是否修读过教育技术相关的课程:

是 否

如果“是”, 修读的课程包括: (选填)

12. 您是否参加过教育技术方面的职业培训:

是 否

如果“是”, 培训的内容包括: (选填)

13. 您开始从事线上对外汉语教学的时间:

2020 年初 (新冠疫情暴发以后)

其他 (请说明) _____

14. 您目前每周进行线上对外汉语教学的时长: (1 学时 =45 分钟)

< 10 学时 10-20 学时 > 20 学时

15. 您进行线上对外汉语教学的形式: (单选)

直播授课 录播授课 直播、录播相结合

其他 _____

16. 您常用的进行线上对外汉语教学的平台: _____

17. 据您所知, 您所在高校对线上汉语教学的技术支持情况 (如互联网、录播设备等):

相关技术非常成熟 相关技术比较成熟

相关技术一般 相关技术不成熟

18. 您是否认同技术可以促进学习者的语言学习：

非常认同 比较认同 不确定 不太认同 非常不认同

19. 您对可以辅助语言教学的技术是否感兴趣：

非常感兴趣 比较感兴趣 不确定 不太感兴趣 完全不感兴趣

问卷到此结束，感谢您的支持与配合！

如果您对本次研究感兴趣，可以与本人取得进一步的联系（1489142386@qq.com）。

Investigating the Acceptance and Use of LMC^① Quiz among Chinese Language Teachers using the Technology Acceptance Model (TAM)

基于 TAM 模型的中文教师 LMC 插件 Quiz 接受度与实际使用研究

沈莹莹 SHEN Xuanying

喻驾 YU Jia

西交利物浦大学 Xi'an Jiaotong-Liverpool University

Abstract: The Chinese language teaching (CLT) of XJTLU has been delivering courses online since the outbreak of COVID-19 till now. The teachers use various LMC online teaching and learning tools to deliver synchronous teaching, such as assigning and submitting homework, giving feedback, and conducting assessments. Of all LMC online plugins, Quiz has turned out to be the top-ranking interactive plugin adopted by CLT teachers as their teaching tool. This project aims to explore the CLT lecturers' acceptance and use of Quiz. The results showed that the external variable 'interactivity' has a significant effect on perceived usefulness and perceived ease of use. Most of the core constructs of the extended TAM have a significant positive effect on one another except the relationship between perceived ease of use and organizational climate and perceived usefulness. Based on the findings, suggestions are made to strengthen the acceptance of the Quiz. The study will also further improve the distant teaching and learning experience in applying online tools for international Chinese language education under TAM (Technology Acceptance Theory).

Keywords: International Chinese Language Teaching, Technology Acceptance Model (TAM), Online Quiz

©2023 沈莹莹, 喻驾

① In July 2022, Learning Mall transformed into two platforms: Learning Mall Core and Learning Mall Premium. Learning Mall Core provides online learning and teaching supports for XJTLU students and staff in degree studies, and Learning Mall Premium offers content and services in non-degree education for all users. <https://www.learningmall.cn/en/about-us.html>

1.Introduction

Virtual Learning Environment (VLE) at Xi'an Jiaotong-Liverpool University (XJTLU) has been developed, renamed, and upgraded multiple times for over 16 years and now is known as Learning Mall Core (LMC), which has embedded around 50 plugins for teachers to use in teaching and assessment.

The outbreak of Covid-19 in China pushed all the teaching activities back to online again in the second semester of AY21-22 and hybrid in the first semester of AY22-23. Thus, it is essential to investigate whether the technology was accepted or rejected during this particular period of time.

From the beginning of 2020 approximately 15 modules had been delivered online with over 20 LMC plugin activities being used. Ten were the most frequently used plugins (Resource, Folder, Mediasite, Url, Label, Quiz, Forum, Assignment, Etherpad, and H5p). Among these ten plugins, Online Quiz has turned out to be the top-ranking interactive plugin seconded by Forum. The Quiz has typically been used for two purposes: preview or review of the vocabulary or phrases, in-class practice, and summative assessment for listening and reading.

Purpose of the research

The LMC webpage information revealed the frequency of plugin activities, but it didn't show why teachers had chosen specific tools for their teaching. It is hoped that our research into this area can solve some puzzles we have encountered and enlighten future course managers to provide more practical support to both teachers and students.

Research questions

The background above has led to the two aspects of this pilot research in teachers' perception of technology acceptance:

1. Why do Chinese language teachers choose to use Quiz for in/outside classroom practice?
2. How effectively do they feel the Quiz can support their teaching and assessment?

2. Literature review

2.1 The Technology Acceptance Model (TAM)

TAM, which originated in the psychological Theory of Reasoned Action (TRA), has evolved to become the key model in understanding predictors of human behavior toward potential acceptance or rejection of the technology (Marangunic et al., 2019). Its impact of external variables on people's beliefs, attitudes, and behaviors (Davis, 1993; Nair & Das, 2011). As Davis hypothesized, the primary determinant of whether the user will actually use or reject the system is the attitude and perceived usefulness which works as the indicator of whether the user believes the system or the technology could enhance their performance.

2.2 The extended Technology Acceptance Model

With the development of TAM theory, the Model was refined to include other variables, which are also proved to have a significant influence on the core variables. Furthermore, TAM has evolved to become one of the key models in understanding the critical factors in human behavior toward potential acceptance or rejection of the technology. There are many different versions (sometimes referred to as "TAM++"), which have been confirmed by numerous studies emphasizing its broad applicability to various technologies (Marangunic et al., 2019). Therefore, TAM, along with its extended models, could allow us to investigate CLT teachers' s overall attitude toward online technologies, and the analysis of online Quiz can be our foray to peek into this area.

3. Research Methods

3.1 Participants

Twelve teachers from the Chinese Division, Modern Languages Centre, School of Languages at Xi'an Jiaotong-Liverpool University volunteered and consented to participate in this study. Those

participants were involved in teaching of courses ranging from zero-beginning to advanced level. All the participants have relevant experience using the Learning Mall platform and evaluating plugin Quiz for two to three years. The participants were asked to complete a questionnaire about their perceptions and using practice of the plugin Quiz.

3.2 Model and Hypotheses

The model used in this study is an extended TAM with reference to Zhu's research (2018). The proposed framework has six variables, including the variables proposed by Davis (1989): perceived ease of use (PEOU), perceived usefulness (PU), intention to use (IU), and actual usage (AU). The original TAM has been proved by many other studies, however, we would like to check whether our study supports the hypotheses. The model also introduces organizational climate (OC) and interactivity as external variables that are inherent in the core structure of TAM. The proposed extended TAM-based model of the influencing factors of using the plugin Quiz is shown in Fig. 1.

Organizational climate is defined as “shared perceptions of and the meaning attached to the policies, practices, and procedures employees experience and the behavior they observe getting rewarded and that are supported and expected” (Schneider et al.,2013). Social scholars believe that employees are more willing to adopt or maintain behaviors that they perceive that their organization values (Schulz et al.,2017). In this study, organizational climate refers to the feelings and perceptions of the application environment and atmosphere. It is believed that when teachers perceive that there is a user-friendly environment and good atmosphere, they will better adopt the technology.

Interactivity is the communication process that occurs between humans and computer software. (Zhao et al., 2010). It is a mutual behavior in the online teaching process, including the interaction between students, teachers, and students with the assistance of computers, as well as the interaction between humans and technological devices. If these interactions work well, the plugin will be easy for teachers to use. Therefore, it is believed that the interaction behavior will have an impact on the usability of the plugin (Kim et al.2022).

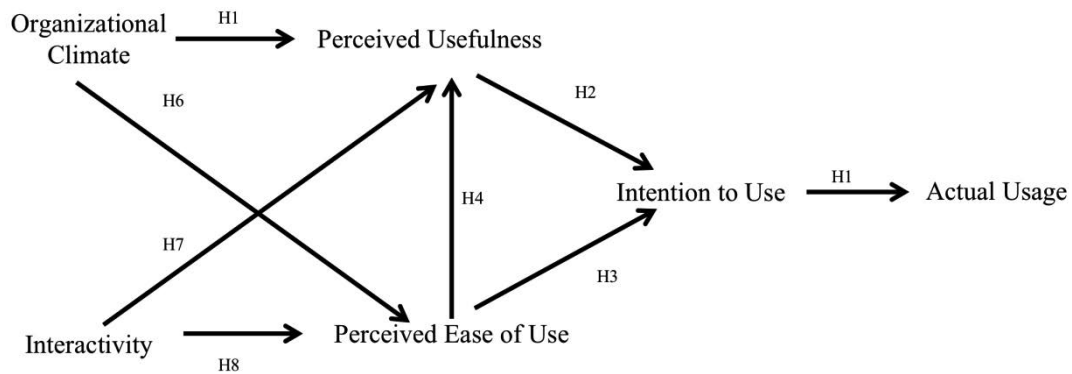


Figure 1. Proposed Extended TAM-based Model with Hypotheses

Based on the above research model, the variables are hypothesized to have a positive effect on one another as shown in Figure 1, namely:

- H1: Intention to use has a positive impact on actual use;
- H2: Perceived usefulness has a positive impact on intention to use;
- H3: Perceived ease of use has a positive impact on intention to use;
- H4: Perceived ease of use has a positive impact on perceived usefulness;
- H5: Organizational climate has a positive impact on perceived usefulness;
- H6: Organizational climate has a positive impact on perceived ease of use;
- H7: Interactivity has as a positive impact on perceived usefulness;
- H8: Interactivity has as a positive impact on perceived ease of use.

3.3 Questionnaire Design

Teachers' perceptions of technology acceptance, organizational climate, and interactivity were obtained through an 18-item questionnaire. All the items, which measure from six dimensions according to the proposed model and hypotheses, were presented in a five-Likert scale, with one representing 'strongly disagree' and five meaning 'strongly agree.' The survey was carried out using the online survey tool 'Wenjuanxing' in June 2022.

4. Data Analysis

4.1 Reliability and Validity Testing

The researchers used the data-analysis software SPSS to test the validity and reliability from various dimensions and the general reliability and validity index. As demonstrated in Table 1, the general Cronbach's alpha of the questionnaire was 0.850, and the Cronbach's alpha of most dimensions was higher than 0.80. Only PU and IU were slightly lower than 0.80, but they were very close to 0.80. The data indicated that the questionnaire had a good internal consistency.

Table 1. Reliability Indices

Dimension	PEOU	PU	OC	Interactivity	IU	AU
Cronbach's α	0.800	0.799	0.847	0.824	0.791	0.869
General Cronbach's α	0.850					

The KMO value of all the dimensions exceeded the recommended threshold of 0.60 (Stevens, 2002), and the general KMO value was 0.723, which meant the questionnaire was of good validity. The details are displayed in Table 2.

Table 2. Validity Indices

Dimension	PEOU	PU	OC	Interactivity	IU	AU
KMO	0.774	0.783	0.653	0.745	0.700	0.685
General KMO	0.723					

Based on the above statistics, the questionnaire was of good quality and met the research requirement. The data could be used for further analysis.

4.2 Descriptive Statistical Analysis

It was found that the average score of each dimension was higher than 3.0 based on descriptive statistical analysis, which is shown in Table 3. The average score of 'Intention to use' was 4.278, and

the average score of ‘Actual use’ was 4.333. The result showed that teachers generally hold a positive attitude towards using the plugin. The variance was smaller than 1.0, which meant the average number could well represent the samples. The average score of all the dimensions was higher than 3.0. The interactivity was of the lowest score. Considering the nature of the Quiz, as there was a lack of interaction between students as they mainly used it independently, the relatively low score was reasonable. Nevertheless, the data revealed that overall, our teachers recognized and accepted the plugin Quiz.

Table 3. The Questionnaire Results of Variables (Descriptive Statistics)

	Num.	Minimum	Maximum	Average	Variance
PEOU	12	1.333	4.667	3.528	0.989
PU	12	2.000	5.000	4.028	0.822
OC	12	3.333	4.333	3.972	0.361
IT	12	1.000	5.000	3.417	0.922
IU	12	3.000	5.000	4.278	0.633
AU	12	3.000	5.000	4.333	0.685

4.3 Hypotheses Verification Analysis

After checking the reliability and validity and conducting descriptive statistical analysis, the researchers further analysed the potential paths in order to verify the hypotheses and find the relationship between the variables.

First, model FIT analysis was conducted using SPSS. The results of commonly-used model fit indices are presented in Table 4. The model fit indices all met the criterion. It indicated that the model was reasonable and satisfactory overall.

Table 4. Model Fit Indices

Fit Model	Values	Criterion
X ² /df	2.050	<3
GFI	0.932	>0.9
CFI	0.944	>0.9
RMR	0.045	<0.05

The path coefficient shows whether there was a positive or negative effect, as well as the significance of the influence between one variable and another. If the critical ratio (CR) value is larger

than the required limit of 1.96 and the confidence level is over 95%, it can be concluded that there is a significant relationship. According to Table 5, hypotheses H1, H2, H3, H6, H7 H8 were accepted, while hypotheses H4 and H5 were rejected. The detailed information is presented in Table 5.

Table 5. Path Analysis

Hypothesis	Path Coefficient	CR	P	Description
H1: Intention to Use → Actual Usage	0.570	2.406	0.016	Accepted
H2: Perceived Usefulness → Intention to Use	0.492	2.382	0.017	Accepted
H3: Perceived Ease of Use → Intention to Use	0.423	2.047	0.041	Accepted
H4: Perceived Ease of Use → Perceived Usefulness	0.093	0.402	0.688	Rejected
H5: Organizational Climate → Perceived Usefulness	0.027	0.138	0.890	Rejected
H6: Organizational Climate → Perceived Ease of Use	0.514	2.608	0.009	Accepted
H7: Interactivity → Perceived Usefulness	0.789	4.257	0.034	Accepted
H8: Interactivity → Perceived Ease of Use	0.418	2.608	0.000	Accepted

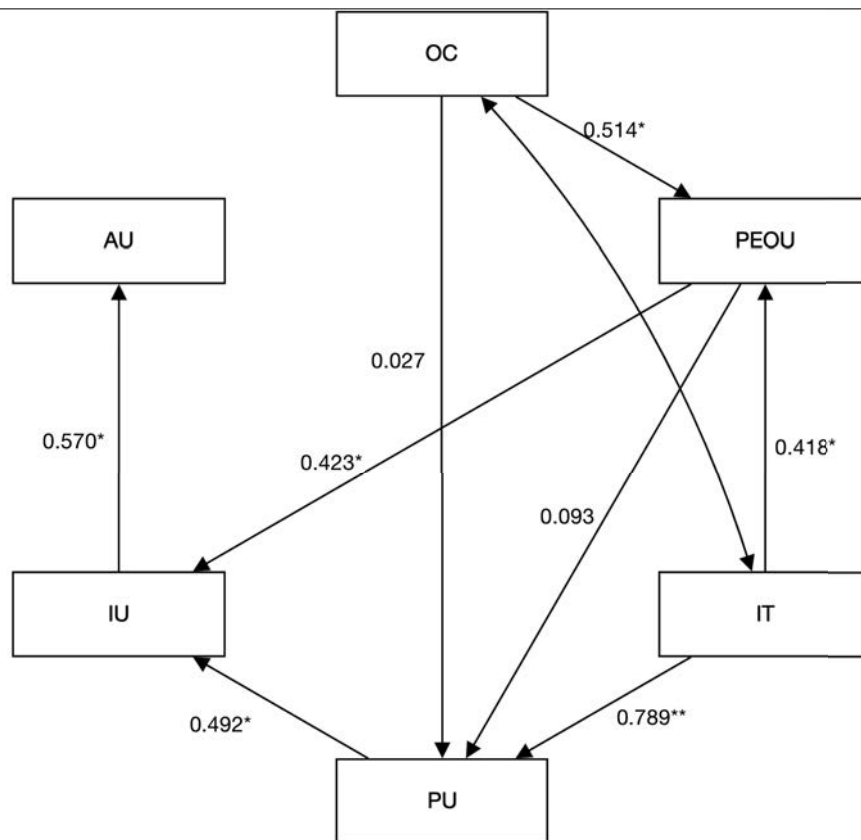


Figure 2. The Structural Model

Note. * $p < 0.05$; ** $p < 0.01$

In this study, H1-H4 addressed the relationships within TAM, namely the relationships between perceived usefulness, perceived ease of use, intention to use, and actual use. Three of the four hypotheses were supported in this research. At the same time, H4 had a path coefficient of 0.093, a CR value of 0.402, and a P value of 0.688, which proved that the perceived ease of use positively affected the perceived usefulness, but it was not significant. Therefore, H4 was rejected. The result was not in line with previous studies. Nevertheless, it could be explained as only one plugin was studied. According to the descriptive statistics, the average perceived ease of use score was 3.528, which was relatively low. It proved that most teachers thought the plugin was not easy to use. However, it was supposed to be useful (AVE 4.028). Moreover, currently, there was no alternative to replace Quiz. So a few teachers had difficulties understanding the plugin when starting to use it, and some of them spent large amount of time mastering it.

H5-H8 dealt with the relationship between external variables and the original TAM. The result showed that interactivity could positively predict the perceived ease of use and the perceived usefulness. Organizational climate had a positive effect on the perceived ease of use, while it did not have a significant positive effect on the perceived usefulness. It seemed that the organization lacked enough support to make the plugin more useful. Teachers used the plugin consciously, which was not affected by the environment.

5. Conclusion and recommendation

Based on the data, several aspects need to be improved in order to increase the acceptance of the Quiz. First, since many teachers felt using the plugin was challenging, intensive, more structured designed hands-on training for teachers could be conducted before the plugins are introduced and promoted. Second, a local community, such as language lecturers, as we discussed above, can be built so that there will be a better environment for lecturers teaching similar modules to use a particular educational technology. Users may have the best practices and communicate more often regarding the use of the plugin. More support should be offered by the institution. For example, a handbook or guided video introducing the plugins can be edited and shared to each teacher, along with hands-on in-house training within the local community.

6. Limitation and future implication

This research was a pilot one, which primarily focused on the CLT teachers' attitude and acceptance of technology in terms of an in-house online teaching platform and Quiz as an interactive plugin. The data has been collected from relatively small groups of language lecturers has already shown the complex impact of the two extended variables organizational climate and interactivities through the perceived ease of use and perceived usefulness then leading to the intention to use and then finally the actual use. The practical implications of this research are the crucial role of institutional guidance and support to the users of technology and the emotional acceptance with user community building is necessary, the joint effort of the institution, team training manager, module leader and the actual user is essential in this holistic application process.

In the future, the investigation could be moved on to the teachers' perception of adopting external plugins such as Kahoot, Padlet, and Mentimeter, which are all frequently used and accepted by language lecturers. More importantly, using TAM to investigate students' perception and acceptance of technology is another crucial area that deserves more holistic and structured research. Moreover, another interesting area might need more attention is that how technological advancement has an impact on education evolvement, especially using the new theoretical model UTAUT (Unified theory of acceptance and use of technology) (Venkatesh et al., 2003), of which TAM is part of this framework would be further developed.

Reference

- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>.
- Davis, F. D. (2011). *Foreword in technology acceptance in education: Research and issues*. Rotterdam, The Netherlands: Sense Publishers.
- Kim, J. , Kang, S. & Bae, J. (2022). Human likeness and attachment effect on the perceived interactivity of AI Speakers. *Journal of Business Research*, 144, 797-804. <https://doi.org/10.1016/j.jbusres.2022.02.047>.
- Maranguni, N. & Grani, A. (2019). Technology Acceptance Model in Educational Context: A Systematic Literature Review. *British Journal of Educational Technology*, 50 (2019). <https://doi.org/doi:10.1111/bjet.12864>.
- Schneider, B., Ehrhart, M. G. & Macey, W. H.(2013). Organizational climate and culture. *Annu. Rev. Psychol.* 64

- (1), 361–388. <https://doi.org/10.1146/annurev-psych-113011-143809>.
- Schulz, H., Zacher, H., Lippke, S., (2017). The importance of team health climate for health-related outcomes of white-collar workers. *Front. Psychol.* 1–14. <https://doi.org/10.3389/fpsyg.2017.00074>, 08:74.
- Stevens, J. P. (2002). *Applied multivariate statistics for the social sciences* (4th ed.). London, the UK: Routledge.
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478. <https://doi.org/10.2307/30036540>
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly*, 36(1), 157–178. <https://doi.org/10.2307/41410412>
- Deslonde, V. & Becerra, M. (2018). The Technology Acceptance Model (Tam): Exploring School Counselors' Acceptance and Use of Naviance. *The Professional Counselor*, 8(4), 369–82. <https://doi.org/10.15241/vd.8.4.369>.
- Zhao, Y., Zhang, G., & Lai, C. (2010). Curriculum, Digital Resources and Delivery, Penelope (Ed): Encyclopedia of Education (Third Edition), Elsevier, 390-396, <https://doi.org/10.1016/B978-0-08-044894-7.00063-4>.
- Zhu, W., Wang, X. & Wang J. (2018). A Comparative Study on Acceptance of “Innovative Teaching Model” for Teachers in Rural Weak Schools: From the Perspective of “Technology-task” Fitting. *E-Education Research*, 39(10):117-122,128, DOI:10.13811/j.cnki.eer.2018.10.017

Authors Information

Xuanying Shen is the Principal Chinese language lecturer from the Chinese Division, Modern Languages Centre (MLC). She has over 18 years of teaching experience in teaching the Chinese Language to International Learners and 7 years of Modern Languages Management. In 2019, she was awarded XJTU Honored Staff in Appreciation of her contributions to XJTU. And she is also the Research Fellow of XIPU Institution (西浦智库 Think Tank). She has been very active in terms of pedagogical research and new technology-enhanced Chinese language learning and teaching, the recent achievements she has been made are in two areas: AI-assisted Chinese Language Speech Analysis 智能汉语语音评测移动端研发 and Computer Adaptive Chinese Language Placement Test 计算机自适应汉语分级测试. AI-assisted Chinese language speech analysis has obtained two funding one external from Suzhou Sic & Tech Bureau and one internal from Research Enhancement.

Email: Xuanying.Shen@xjtlu.edu.cn

Jia Yu is a Chinese Language Lecturer in Chinese at Modern Languages Centre, XJTU. She has just completed the internal Teaching Development Fund project ‘The Development and Evaluation of Online Computerized Adaptive Chinese Placement Test based on HSK Scheme & CEFR’ as the

principal investigator. Her research interests are computer assisted language learning and technology-enhanced learning and teaching.

Email: Jia.yu@xjtlu.edu.cn

Appendix: Questionnaire

Acceptance Analysis of LMO Quiz in Chinese Language Division

Please choose to what degree you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
The plugin Quiz improves the cooperation between students. (Interactivity 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plugin Quiz improves the interaction between teachers, students and the platform. (Interactivity 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can better respond to students using the plugin Quiz.(Interactivity 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I need help in using the plugin Quiz someone will help me.(OC 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There's an atmosphere of using the plugin Quiz in the institution where I am working.(OC 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the resources necessary for using the plugin Quiz.(OC 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the plugin Quiz will be clear and easy to understand. (PEOU 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching activities will be easier to use the plugin Quiz.(PEOU 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt it is easy to become an expert in using the plugin Quiz.(PEOU 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plugin Quiz can improve my teaching.(PU1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The plugin Quiz will be useful for me.(PU 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plugin Quiz will increase my working efficiency.(PU 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to use the plugin Quiz.(IU 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the use of the plugin Quiz is a trend.(IU 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If possible, I will use the plugin Quiz more in my future teaching. (IU 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will often use the plugin Quiz in my work.(AU 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my work, using the plugin Quiz is very relevant.(AU 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recommend the plugin Quiz for use.(AU 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: In the actual questionnaire presented to the participants, the questions were scrambled and were without dimensional information

Effective Teaching Methods to Support Intended Learning Outcome

采取有效的教学方法 实现已定的教学目标

庞朝霞 PANG Zhaoxia

伦敦大学亚非学院 School of Oriental and Africa Studies, University of London

Abstract: The questions about Chinese language teaching strategies and methodologies have been constantly discussed to fulfil students' needs and achieve the intended learning outcomes. This paper intends to examine and review some teaching methods based on the author's teaching experience. With pedagogical literatures as theoretical background and students' feedback as evidence, the author hopes that, such good practice could be of interests to other teachers, particularly those who would like to start the career in teaching Chinese as a foreign language. The author also would like to simulate attentions to the importance of focusing on the basic essentials, i.e. the fundamental elements to make teaching delivery successful, which, however, seems to have been side-lined in the studies and discussions in the area of teaching Chinese as foreign language.

Keywords: teaching methods, students' feedback, focusing on essentials

Introduction

One of the most difficult challenges in teaching Chinese as a foreign language is to find effective methods to engage students throughout the learning process to achieve the intended learning outcomes. Large and mixed-ability classes, little exposure to the target language after school, intensive syllabus, high expectation from the students, etc. will inevitably form obstacles to achieve the goal. Questions such as how to motivate students, how to keep students on track, how to create a lively, dynamic and productive atmosphere, how to facilitate students to have a positive learning experience, etc. have long been discussed and it seems that there is no one answer key to all these questions. With the examination of some teaching methods, relevant literatures and feedback, such questions raised above may, in one way or another, be addressed.

In the last few years, tremendous modifications of teaching-method narratives and practice have appeared due to the Covid-19 pandemic to accommodate the changes from face-to-face teaching to online teaching. However, I think that these changes reflected the differences in the forms of class delivering, rather than the contents, nor the ultimate learning goals. Traditional teaching methods and pedagogy still remain to be valuable resources for us to explore. Graham Stanley, a language educator, pointed out “The increase in the availability of technology has led to an explosion of interests in its use in the language classroom. Teachers can be seduced by the *wow factor* of new technology with pedagogy being pushed to the side lines” (Stanley, 2013:1). “Care has to be taken, therefore, to make use of what we have available only when it serves the language aims of the lesson, and to avoid any use of *technology for technology’s sake*” (ditto). Through the discussions below, the author would like to emphasize the importance of focusing on the essentials in the teaching delivery, which seems to have been given less attention, if not neglected, may be stimulated and revitalized.

1. Cooperative Language Learning

Cooperative learning (合作学习) is a group leaning activity organized so that learning is dependent on the socially structured exchange of information between leaners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. It is the systematic and carefully planned use of group-based procedures in teaching as an alternative to teacher-fronted teaching (Richards and Rodgers, 2014: 277).

I had developed a Speaking Pack at elementary level (CEFR A1-A2) for a new component to enhance then an existing programme at SOAS. Whilst being an advocate of the main textbook *Colloquial Chinese* by Ping-Cheng Tung used by degree students for decades at SOAS, I, nevertheless, understood the learners’ perspective to request more trainings on speaking skills, particularly when the classes were mainly delivered in the grammar-translation approach. This reflects the point of view of Richards: “in order to address the deficiencies of earlier grammar-based syllabuses, new components need to be included in a communicative syllabus” (Richards, 2017: 59). The examples below intend to show how cooperative learning can be realized in classroom activities.

1.1 Information gap

Instruction: Students A and B have different information about the same student. Ask and answer questions in Chinese to complete the forms.

Form 1 (for student A)

First name	John
Family name	
Nationality	British
Age	
Hometown	London
Subject	
Languages	English, and a bit Chinese
Interests	
Brothers and sisters	Two elder sisters, one younger brother
Parents occupations	

Form 2 (for student B)

First name	
Family name	Smith
Nationality	
Age	19
Hometown	
Subject	Chinese language
Languages	
Interests	Music, reading, cooking
Brothers and sisters	
Parents occupations	Father university teacher, mother middle school teacher

This activity is to prompt students to ask questions in Chinese they have just learned (他叫什么名字? / 他姓什么? / 他是哪国人? / 他今年多大? / 他是什么地方人? / 他学什么? / 他会说什么话? / 他喜欢做什么? / 他有哥哥、姐姐、弟弟、妹妹吗? / 他父母做什么?) to motivate learners' learning in a problem-solving activity and engage them in a "meaningful communication" which is advocated in communicative language learning approach.

1.2 Quizzes

Instruction: Pair work. One asks the question, and the other tries to give the answer.

Student A	Student B
中国人平常用什么吃饭? (筷子)	
	西方人平常用什么吃饭? (刀叉)
人们做饭的屋子叫什么? (厨房)	
	教人们怎么做饭菜的书叫什么? (食谱)
很多人喝咖啡的时候, 杯子里除了咖啡以外, 还放什么? (糖和牛奶)	
	中国人敬酒时常说哪两个字? (干杯)
糖醋鱼太甜了, 是什么放多了? (糖)	
	糖醋鱼太酸了, 是什么放多了? (醋)
这个东西不是木头做的。打一个汉字。(杯)	
	一个女人跟一个孩子。打一个汉字。(好)
我要吃饭。打一个汉字。(饿)	
	There is no smoke without fire. 打一个汉字。(烟)
能写字没有手, 能唱歌没有口, 能做数学没有头。打一种东西。(电脑, 手机)	

This activity is to practise vocabulary using words and grammar structures students have learned. It can also practise difficult words, for example, the verb “放”, to give exposures of how these words used in contexts. Students, in this case, can finally reply the stereotype question “*How do you like your tea?*” Students enjoy such activities. Their interests and confidence are reinforced through the problem-solving process.

1.3 Paraphrase

Instruction: Pair work. One read aloud the sentence and one give the English translation. Then jointly make a new sentence to express similar meaning using the given words in brackets.

- 1.3.1 电话铃响了, 他赶紧跑过去接电话。(一……就)
- 1.3.2 从伦敦到北京有多远? (离)
- 1.3.3 这本小说没有电影那么受欢迎。(不像)
- 1.3.4 中文难是难, 可是他还要学下去。(不论……)
- 1.3.5 现在东西一天比一天贵了。(越来越)
- 1.3.6 老师说得很清楚, 我们星期五要考试。(清清楚楚地)

This activity is to guide students to use the given expressions and also raise the awareness of flexibility in translation, which is important when students reach the stage of elementary level.

Feedback from a colleague about the Speaking Pack:

“We believe the exercises you produced will be a valuable asset to our BA students and would like to continue to use it where it is possible”.

Student Feedback:

“Pang Laoshi also includes other interesting exercises so that we are not just working through the book constantly”.

2. Audiolingual method

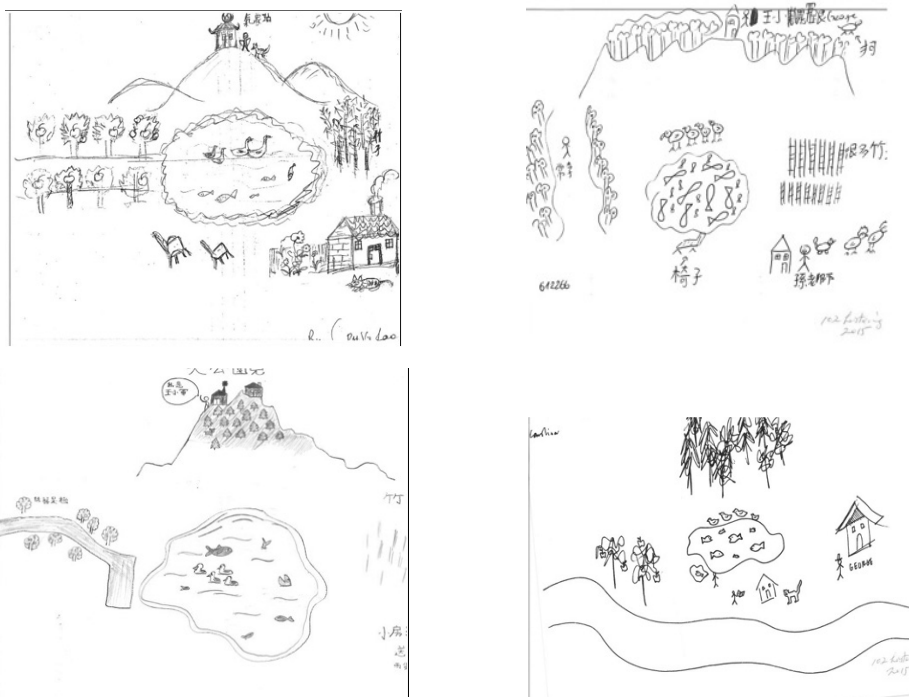
Audiolingual method (听说教学法) is a method of foreign language teaching which emphasizes the teaching of listening and speaking and “involved a systematic presentation of the structures of the L2 in the form of drills that the student had to repeat” (Yule, 2006: 165). It means that correct forms of sentence patterns would be given to students and the students would have to repeat it. The teacher would then continue by presenting new words for the students to replace other words from the same structure presented earlier on. There is no explicit grammar instruction: everything is simply memorized in form. “The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching” (https://en.wikipedia.org/wiki/Audio-lingual_method).

To illustrate how to use the method, I wrote a description of the scenery in a park and made a recording, in which the relevant position words and sentence structures were used and many nouns they have learned were included such as *tree, flower, mountain, lake, road, house (café, and tea house)*, and animal-related vocabulary, such as *cat, dog, chicken, duck, fish* and, of course, *people*. I asked students to draw a picture while listening to the recording. By doing this, students have to listen to the sentence structures pertaining to location repeatedly as they drew the pictures, which in essence was an application of audiolingual method. The pictures students produced were fantastic, some are in 3 Ds! This shows that audiolingual method can be applied in an interesting way, instead of being “incredibly boring” (Yule, 2006:167) as some practitioners commented.

Eg: 湖里边儿有鱼, 湖后边儿, 也是湖的北边儿有山, …。

The benefit of this activity is multi-sided. It reinforced the vocabulary / sentence structures; it checked the effectiveness of teaching and learning through listening; it encouraged the engagement of students at various levels by giving the individual learner control over the pace and focus using “stop” / “repeat” functions and, thus, taking greater ownership of their learning; but ultimately it enabled students to achieve the intended learning outcome in an effective and interesting way.

Examples of the drawings:



Feedback from a staff of e-learning office:

“I use the session you did with the recorded description and the scanned drawings as an example of a relatively simple but innovative teaching technique using technology” .

3. TPR (Total Physical Response/ 肢体反应教学法)

TPR is a teaching method that goes outside mainstream applied linguistics for its theoretical basis. It attempts to teach language through physical activity. A method that is undemanding in terms of linguistic production and that involves game-like movements, reduces learner stress and creates a positive mood in the learners, which facilitates learning (Richards and Rodgers, 2014).

3.1 TPR used in classes

I embedded physical activities into the teaching of position words by asking students to stand up and stretch their arms and match the arm gestures to the chanting of the position words: *up-up & down-down*; *front-front & back-back*; *left-left & right-right*; *inside-inside & outside-outside*; and *middle*. During the lock-down period, this activity was performed in Zoom with unexpected good responses. Students were eager to participate and spoke out the words and a student with SIP (Study

Inclusion Plan) participated by typing out the words using Live Chat. The integration of visual, audio and kinaesthetic methods into one activity in teaching created a very positive atmosphere for learning.

Student Feedback:

“Lecturer demonstrates care and enthusiasm. She tries to help us learn through songs and physical activity to diversify learning methods” .

3.2 Lyrics-based activity for language learning

As Werner (2021) pointed out, lyrics-based activity for language learning “can be viewed as a valuable means in the foreign language classroom, even though they cannot serve as universal remedy, and are most effective when combined with other materials and activities” . I have written many pieces of lyrics for class activities. For example, the following *kuaibanr* (快板儿) is for students when they only learned four lessons from scratch:

我姓王，是老二，朋友都叫我王小二；
我王小二，不普通，有个儿子叫王京；
小王京，十三岁，英文、法文他都会；
莫泊桑 (Mòpōsāng)，海明威 (Hǎimíngwēi)，他天天看书也不累；
朋友都说王京好，我说：“哪儿啊？不行，不行”；
他还有个小妹妹，小妹妹，叫小美；
她今年只有十一岁，英文、法文、德文跟日文：小美妹妹她都会！

There are several points which, if briefly explained or emphasized, would be beneficial for learners in the long run. For example: “老大，老二，…” are used to indicate seniority for children in a family; “儿” is used as a noun (儿子) and as a retroflex final suffix (哪儿); the transliteration of names or proper nouns (莫泊桑，海明威); “妹 and 美” can be used as examples for homophones and tones practice; and the rhyme and rhythm in Chinese poem reading and writing, just to name a few.

3.3 Singing for language learning

There is growing evidence that singing can have positive effect on language learning, too. As noted by Ur and Wright (1992), singing can be used as a tool to “get the students into the right mood for learning and it is also an interesting way for language learning” (p. 10). I wrote Chinese lyrics to match the popular tune of “*Brother John*” . Attention was paid to use words that reflect students’

level so that they can understand the contents while singing. A student with SIP who usually remained quiet also volunteered to sing the solo in a Zoom class, a testimony to show “such a learning environment made students feel comfortable and confident” (Jarvela and Renninger, 2014: 668). Below are examples for illustration.

For students at beginner level (CEFR A1):

大红苹果，大红苹果；真好吃，真好吃；
吃了一个又一个，吃了一个又一个；还想吃，还想吃！

青岛啤酒，青岛啤酒；真好喝，真好喝；
喝了一杯又一杯，喝了一杯又一杯；还想喝，还想喝！
…，…

For students at elementary level (CEFR A2) or higher:

二〇二一，二〇二一；不容易，不容易；
常常洗手戴口罩，常常洗手戴口罩；不忘记，不忘记！
…，…

The benefits of such activities are: “to give a quick warm-up of the class; to provide a relief after a period of intense effort and concentration; to prepare a change of mood or topic; to round off the lesson with a smile” (Ur and Wright, 1992: x).

Student Feedback:

“Considering the difficult situation, we have been living for the past year (2020-2021), I have really appreciated the teacher’s ideas to sing during the lessons because it not only helped us practice the language but also put everyone in a better mood” ;

“I also feel like the class environment created by the teacher made the class enjoyable and I generally felt comfortable in class” .

“ … an impressive feat given the number of students. The ability for the lecturer to adapt to the current situation (Covid-19), keep the lesson fun and informative” .

4. Discovery method

Discovery Method (发现式教学法) is a method of teaching in which students are not directly presented with a target structure of rules. Instead, students are given content in which the target structure is used. Students then discover the grammatical rule or figure out the pattern for themselves. The teacher's role is to guide students to their own discovery, not to give students the information on the grammar rule (Susan Verner, [https:// busyteacher.org/20580-discovery-technique-teaching-grammar.html](https://busyteacher.org/20580-discovery-technique-teaching-grammar.html)). The rationale is “students who learn with the discovery technique tend to remember the rules of grammar better because they have played a part in discovering them” (ditto). I applied discovery method in the teaching of sentence structures. I would like to illustrate this by the following two examples.

4.1 “de” used in the attributive clause:

The attributive clauses in English are expressed in a very different structure in Chinese but with explicit rules to follow. I wrote Chinese sentences and paired them with the English equivalents for students to discover the rules, i.e. how nouns are modified by the clauses using “de” .

Instruction: Compare the English in A with the Chinese translation in B and work out how “de” is used to modify nouns and then complete the sentences by finding the logical matches in C to B.

A	B	C
people who would like to go to China	Eg: 想去中国的人 (1)	是一件红毛衣。()
students who learn Chinese	学中文的学生 (2)	一定都很忙,很累。()
people who smoke and drink every day	天天抽烟,喝酒的人 (3)	当然很好吃。()
the dishes that/which my mum cooks/ the dishes cooked by my mum	妈妈做的菜 (4)	身体一定不好。()
the fruit that/which I bought today	我今天买的水果 (5)	也是我喜欢听的音乐。()
the things that/which he gave me	他给我的东西 (6)	Eg: 都应该学点儿中文。(1)
the music that he likes listening to	他喜欢听的音乐 (7)	很好吃,也很便宜。()
the place where he often goes drinking	他常去喝酒的地方 (8)	都是很贵的地方。()

With this discovery method, students could “generate an infinite number of well-formed structures” (Yule, 2006: 165) and avoided “negative transfer” from L1 (ditto).

Classroom observations suggest that students can learn faster and are able to produce correct sen-

tences independently, because this method can make them aware of the syntactic structures in Chinese as against English or their native languages and be able to produce “infinitive” sentences correctly.

Student Feedback:

“She explained things well” ; “The structure of learning was easy to follow and always well explained” .

“Pang is a brilliant teacher who is very good at explaining all of the grammar points we needed to learn”.

4.2 “shi...de” used to express and emphasize past events:

Instruction: Compare the English in A with the Chinese in B and work out how “shi...de” is used to express events which happened in the past and then answer the questions.

A	B
What time did you have breakfast today?	今天你是几点吃早饭的?
How did you come to school today?	今天你是怎么来学校的?
Did you come here by bike?	你是骑自行车来(这儿)的吗?
Whom did you come to school with?	你是跟谁一起来的?
When did you start to learn Chinese?	你是什么时候开始学中文的?
Did you start to learn Chinese from childhood?	你是从小就开始学中文的吗?
How old were you when you started to learn Chinese?	你是从几岁开始学中文的?
Did you come to London two years ago?	你是前年来伦敦的吗?
Did you graduate from middle school last year?	你是去年中学毕业的吗?
Where did you go to middle school?	你是在哪儿(什么地方)上的中学?
Where did you buy this Chinese book?	你是在哪儿买的这本书?
Did you buy it from our school bookshop?	你是在学校书店买的吗?

Obviously, these sentences are used to highlight the circumstances of “shi...de” for past events and emphasize the key issues about *when*, *where*, *how* and *who* these events were related to. The positive results of this method support the view that “to engage the learners’ mind to figure out the meanings by themselves, identify the patterns and understand grammatical concepts, the learners will remember better and will be able to retain and use what they have learned” (Pang and Herd, 2021: x).

Student Feedback:

“The teacher was very engaging and informative. She explained things well and went through exercises well. She always gave helpful feedback and she highlighted anything important” .

5. Scaffolding method

The concept of scaffolding method (支架式教学法) arises from the study in the context of language development. Drawing on the metaphor of scaffolding in building construction to describe how learners can perform more complex tasks with the help and support of more knowledgeable people. The essence of the pedagogical logic of scaffolding is to enable learners to work on real-world tasks applying the knowledge and skills they have learned; and the teacher directs, hints or offers prompts that help the learners complete the tasks (Brian and Tabak, 2014: 44).

I applied scaffolding approach in the development of teaching materials for students at advanced level (CEFR C1-C2). Apart from the attention paid to linguistic aspects such as set phrases, idioms, figure of speech, lexical bundles, collocations, etc., the course material reflected Krashen's principle (Krashen, 1982: 21-24): "new input should be natural, communicative, and roughly-tuned" and selected authentic articles to reflect cotemporary topics" (ditto). Articles about "out sourcing (外包)", "digital media (数字媒体)", "the Belt and Road Initiative (一带一路倡议)", etc. were selected and with the support of vocabulary, exercises, background information, students were asked to write compositions discussing such questions as: 试讨论外包的利与弊 (The pros and cons of out sourcing); 纸质媒体是否会被数字媒体所取代? (Will traditional media be replaced by digital media?) 谈谈你对一带一路倡议的看法 (What is your point of view on the Belt and Road Initiative?). In answering such driving questions, students need to do further readings and, thus, the learning environment was extended beyond the confines of the classroom and with the support they have obtained through the process of learning, students could aim higher. Some students' writing on such topics demonstrated their critical thinking vis à vis these contemporary issues, which, in fact, is the fundamental goal for students of Chinese at the advanced level to achieve.

Feedback of this module in 2020 showed that what had been designed was appropriate:

"The vocabulary lists were suitable to the level. Sample sentences for grammar points in the book were useful. Varied and stimulating assessment methods" ;

"A very challenging module, ideal for 4th year students seeking to push their knowledge up a notch and learn a lot of the more academic and business language, which is extremely beneficial" .

Summary

In this article I reviewed some teaching methods and activities in my teaching practice, which, I would like to mention, also worked well during the “lock-down period” in online scenario. The positive feedback indicates that such methods contributed to the success of helping students to achieve the learning outcome, i.e. an implementation of the principle of “constructive alignment (成果导向教学法)” (Biggs, 2014). I, therefore, think it is never too much to emphasize that teachers should make conscious efforts in every step in the teaching process to ensure that the teaching delivery including teaching materials and assessments are aligned to the intended learning outcome, which, in turn, would guarantee students’ positive learning experience. The choice of teaching method depends on what fits the objectives of the classes. To achieve this, professional expertise, good craftsmanship and passion in the teaching are fundamental, which form the essential foundation upon which new technology can be employed.

References

- Biggs, J. (2014). Constructive Alignment in University Teaching, *HERDSA Review of Higher Education*, 1, 5-22.
- Brian, J. R., & Tabak, I. (2014). Scaffolding in R. Keith Sawyer (eds) *The Cambridge Handbook of the Learning Sciences*, Cambridge: Cambridge University Press, 44-56.
- Jarvela, S., & Renninger, K. A. (2014). Designing for Learning: Interest, Motivation, and Engagement in R. Keith Sawyer (eds) *The Cambridge Handbook of the Learning Sciences*, Cambridge: Cambridge University Press, 668-681.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*, New York: Pergamon Press.
- Pang, Z., & Herd, R. (2021). *Complete Mandarin Chinese*, Hodder & Stoughton, UK.
- Richards, J.C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* Cambridge: Cambridge University Press.
- Richards, J.C. (2017). *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press.
- Stanley, G. (2013). *Language Learning with Technology*, Cambridge: Cambridge University Press.
- Ur, P., & Wright, A. (1992). *Five-Minute Activities*, Cambridge: Cambridge University Press.
- Yule, G. (2006). *The Study of Language*, Cambridge: Cambridge University Press.

Website

Susan Verner, <https://busyteacher.org/20580-discovery-technique-teaching-grammar.html>

Werner, V. (2021). Applying Lyric-based Language Teaching, *Journal of Second Languages Teaching & Research* from <https://fis.uni-bamberg.de/handle/uniba/49313>

Wikipedia, *Audio-Lingual method* from https://en.wikipedia.org/wiki/Audio-lingual_method

Author Information

Zhaoxia Pang, FHEA, Lecturer in Chinese (education), SOAS, University of London. Her research interests include language teaching methodology and pedagogy, translation practice. In 2021, she and co-author, Ruth Herd, published the textbook *Complete Mandarin Chinese* by Hodder & Stoughton. She has won Tutor of Outstanding Contribution to Chinese Bridge Competitions (one of the ten teachers globally) by Centre of Language Education and Cooperation, Education Ministry of China, 2021. Her unpublished teaching materials are widely used at SOAS and beyond. They are *Speaking Activity Pack for year-one degree students* (used from 2007 to 2020); *Listening and Speaking Pack for year-three degree students* (used from 2009 to 2020); *Reading and Writing Course Book for year-four degree students* (used from 2015 to 2020);

Email: zp1@soas.ac.uk

A Study of the Novice Teacher Questions in Online One-to-One Chinese Language Teaching

国际中文新手教师一对一线上课堂提问研究

冯雪莹 Feng Xueying

德布勒森大学 Debrecen University

摘要: 对外汉语教学领域, 关于教师提问的研究主要为静态地描写课堂提问的类型、频率、方式等, 很少有研究关注教师提问的动态发展, 新手教师一对一线上课堂提问的动态发展研究更加匮乏。本研究采用课堂观察法及教师反思日志追踪了对外汉语新手教师历时 10 周的线上一对一阅读教学, 旨在分析教师在课堂提问方面发生的变化。研究发现: (1) 教师的提问数量相对现有研究较低, 提问类型倾向于展示型问题, 但回应型问题数量相比于现有研究明显偏多; (2) 课堂提问呈动态发展, 基本上呈现减少趋势, 关于生词理解及课文结构方面的提问越发成熟; (3) 课堂提问的有效性不高, 体现在两方面, 一是重复性问题较多, 二是大量问题未得到学生回答, 即使有些问题得到了学生的答案, 但答非所问, 视为无效问题。基于此, 我们提出如下建议: 减少重复性问题及回应性问题的数量, 一次只提问一个问题。

关键词: 课堂提问, 新手教师, 一对一线上教学, 国际中文教育

1. 引言

对外汉语教学界, 传统的教学模式为在教室里进行面对面授课。随着技术的发展, 通过网络进行在线教学逐渐成为一种新的教学模式。2020 年 1 月以来, 由于新冠疫情席卷全球, 网络教学几乎“全面替代了线下的课堂教学”(李泉, 2020)。线上教学并非只是将线下的教学内容、处理方式、教学环节简单地搬到网上(陈雯雯, 2021), 其中, 互动受到限制是线上教学面临的巨大挑战(刘乐宁, 2020; 吴勇毅, 2020; 王辉, 2021), 也是线上与线下教学最大的区别之一(Rapanta et al, 2020)。

教师提问是课堂师生互动的重要手段, 在很大程度上影响教学质量。现有的对外汉语教师课堂提问研究主要是针对线下教学展开的, 很少有研究关注线上教学, 对新手教师线上教学的

关注更加匮乏。目前,疫情尚未过去。在这一背景下,线上教学值得重视。即便疫情彻底消失,线上教学也不容忽视,因为教学实践表明它可成为线下教学的有力补充。新手教师因其经验不足与熟手教师的教学行为存在一定差异(王添森、任喆,2015)。教学形式发生变化时,相比于经验丰富的熟手教师,新手教师会面临更大的挑战。有鉴于此,本文聚焦于对外汉语新手教师,旨在调查并分析其在线上课堂教学中提问的使用情况,并与现有研究中针对教师课堂提问收集的数据进行比较,从而为新手教师的线上教学提供建议,进而优化新手教师的线上课堂教学。

2. 文献综述

教师提问是课堂互动的重要手段之一。从学生角度来说,课堂提问能引起学生注意、增强记忆、激发学习兴趣,培养学生使用目的语表达自己思想的能力,进而培养学生的探索精神;从教师角度来说,教师可以通过课堂提问了解学生的学习情况(马欣华,1988)。课堂提问是否有效直接影响教学效果的高低,成功的课堂提问有助于减轻学生课堂学习的焦虑情绪,而不成功的提问方式容易使学生产生过度的焦虑,从而影响学习情绪和信心(邓秀均,2008)。有效的问题要确保学生注意到问题并理解,无效的问题有以下几种表现形式:学生抓不住重点,不知道要回答什么;教师提问后需不断的重复、反复地解释提出的问题(刘晓雨,2000)。

国际中文教育界,有关课堂提问的研究多集中于课堂提问数量、提问频率、提问类型、提问策略、问题的分配方式、提问后的等待时间等方面。在研究这类问题时,一些研究将新手教师与熟手教师进行了比较,分析二者的异同。提问数量及频率方面,新手教师普遍高于熟手教师(王添森、任喆,2015)。根据现有的统计数据,新手教师平均每分钟的提问数量超过2次(丁雨馨,2021),而熟手教师的提问数量每分钟不足两次(胡旭辉,2021)。现有研究中,教师提问大致可以分为认知性问题和回应性问题两大类,其中认知性问题又可以分为展示性问题和参考性问题两类。回应性问题的作用是确认双方交流是否畅通从而保证会话的顺利进行,可分为理解核实、澄清核实和确认核实。认知性问题是向对方索取信息,其中展示型问题是指教师已经知道答案的问题,参考性问题是教师不知道答案的问题。关于提问类型,相比于熟手教师,新手教师更容易提出展示性问题(王添森、任喆,2015)。无论是新手教师还是熟手教师,课堂提问均以展示性问题为主(元华、杜朝晖,2008;丁雨馨,2021)。关于提问策略,熟手教师的提问策略更加灵活多样,主要采取追问、解构和链接的提问策略,而新手主要采取重复和追问策略,其中采取追问的比例小于熟手(王添森、任喆,2015)。关于问题的分配方式,新手教师更喜欢面向全班学生进行提问,而熟手教师的问题分配方式更加均匀(王添森、任喆,2015)。关于提问后的等待时间研究,熟手教师的等待时间都要比新手教师的短,且熟手教师的等待次数也少于新手教师(刘弘、靳知吟、王添森,2014)。

根据上述分析,新手教师和熟手教师在课堂提问方面存在较大差异。熟手教师由于具有丰

富的教学经验在课堂提问方面相较于新手教师更加成熟。上述研究主要是针对传统的课堂教学展开的。新冠疫情席卷全国后，线上教学成为一种新的教学形式。在这一背景下，有学者针对线上和线下教师的课堂提问展开了对比研究。胡旭辉（2021）的研究结果表明，线上与线下教师提问的总体数量无显著差异，且都以展示性问题为主；线上教师的回应性问题数量更多，更常使用点名、自愿和自问自答的问题分配方式，但更少地提出参考性问题，并且没有使用线下教师常用的齐答方式。同时线上教师提问后的平均等待时间较线下教学的等待时间有所延长。此外，线上教学过程中网络与设备原因也会造成课堂停顿，据统计，因网络与设备问题造成的课堂停顿时间约占总体上课时间的 1.73%。

根据上述分析，线上教学与线下教学同样会影响教师的课堂提问。现阶段线上教学的相关研究较少。此外，无论是线上教学还是线下教学，现有研究都是针对一个班级进行研究，一对一这种教学模式少有研究。现阶段，一对一这种教学模式也十分普遍，尤其是线上一对一教学，值得关注。现有的线上教学课堂提问研究中，研究对象的教龄至少为 2 年，而无任何教龄的教师尚未被研究。无任何教龄的教师课堂提问情况如何，与有过 2 年教学经验的新手教师相比有哪些差异值得关注，因为新手教师和熟手教师的差异之一便是教龄不同。基于此，本研究旨在探讨一对一线上教学模式下，新手教师的课堂提问情况，希望通过本研究为新手教师的发展提供参考。

3. 研究设计

3.1 研究问题

本研究通过追踪一名教龄为 0 的新手教师连续 10 周的课堂教学情况，旨在探讨线上一对一教学模式下，新手教师的课堂提问情况，由于独特的教学模式，本研究重点关注提问数量、类型等方面，具体研究问题如下：

- （1）新手教师在课堂提问数量、提问类型等方面与现有研究结果有何异同？
- （2）新手教师在 10 周内的课堂提问是如何动态发展的？
- （3）新手教师的课堂提问有效性如何？

3.2 研究对象

本文选择了一位新手教师一学期内的 10 节课（平均一节课 1 小时，共 10 个小时）作为调查分析对象。该名教师的本硕专业均与对外汉语教学相关，观摩过多位教师的线下及线上教学

过程。然而,该名教师的教学实践经验几乎没有,只有辅导经验。辅导主要是为学生答疑解惑,帮助学生学汉语,辅导共历时16周,每周90分钟。本次研究中所调查的课堂是该名教师第一次自主选择教学内容、进行教学设计,从而进行授课。教学内容选自《博雅汉语》中级(上下)的10篇课文,教师主要通过腾讯会议这一软件进行授课,授课时几乎不使用汉语之外的其他语言。学生是一位女大学生,来自美国,且为华裔。

3.3 研究步骤

本次调查主要采用课堂观察法,将上课过程使用腾讯会议的“录制”功能记录下来,这一记录课堂教学过程的方式可以有效避免观察者悖论。为了保证语料的真实性,教师授课时只知道对其课堂话语进行分析,但并不知道要对其进行课堂提问的调查和分析。在收集好上课视频后,笔者针对教学中的提问片段进行转写,在每一个问题后面标注问题的类型(回应型问题、参考型问题、展示型问题)、是否与上一问题同时提问、是否为重复问题、学生是否回答且回答是否答非所问等,转写并标注后统计问题的数量。最后将本研究的统计结果与现有的研究结果进行比较分析。

4. 调查结果与分析

4.1 提问数量、类型对比

表1为该名新手教师在10周的线上一对一课堂教学中的提问数量情况。根据表1,该名教师平均1分钟提出1.79个问题。其中第一周所提问题数量最多,这主要是由问题类型决定的。第一周时教师很少提出参考型问题,更多地提出回应型问题和展示型问题,这两类问题学生无需过多思考,所需回答问题的时间较短,因此课堂上有更多时间提出其他问题,所以问题数量相对较多。与现有的其他研究相比,本研究中教师的提问数量较少。分析原因,可能是线上一对一这种教学模式导致的。一对一教学,教师只针对一个学生进行提问,学生回答错误时教师会做出反馈。一对多教学时,教师提出一个问题,即便某一个学生无法做出答案,但只要有人能做出答案,教师很可能就展开新的问题。一对一教学则不能。相比于一个人,一个班级的人正确回答问题的概率更高。表1还表明,新手教师的一对一线上教学中回应型问题的数量较多,第一周和第二周时回应型问题的数量甚至比展示型问题的数量还要多。这在之前的研究中是从来没有过的。回应型问题的增多一方面是由线上教学过程中网络、设备等原因造成的,另一方面也是由于新手教师教学经验不足,无法正确捕捉学生表达的信息,因此只能通过不断重复学

生活语这一形式来确保自己真正理解了学生的意思。回应型问题的逐渐减少也证明了教师在课堂提问方面越发的成熟。此外,和现有研究基本一致的是,本研究中的新手教师总体上更倾向于提出展示型问题,参考型问题的数量相比于其他两种类型的问题数量明显偏低。第八周开始时参考型问题的数量不足5个,第十周参考型问题甚至一个都没有。

表 1. 课堂提问数量统计

	回应型问题	展示型问题	参考型问题	总计
第一周	85	61	13	159
第二周	45	42	27	114
第三周	33	69	13	115
第四周	46	61	7	114
第五周	26	43	14	83
第六周	47	56	11	114
第七周	21	52	14	87
第八周	38	44	2	84
第九周	47	61	4	112
第十周	34	55	0	89
总计	422	544	105	1071

4.2 新手教师课堂提问的动态发展

从提问数量来看,课堂提问的数量呈动态发展趋势。整体来看,课堂提问数量基本呈减少趋势并逐渐趋于稳定,中间有过几次波动。这表明教师在课堂提问方面的能力发展不是线性的趋势,而是经过了多个上升下降等过程。从表1中还可以看出,回应型问题的数量基本上呈减少趋势。通过仔细阅读教师在课堂上提出的问题,在教学初期,教师经常重复学生的答案,并询问学生自己是否正确理解了她的意思。后期,这一行为有所减少,说明该名教师已经积累了一定的经验,不再通过重复学生答案这一较为无效的方式来询问自己的理解是否正确,而是能直接清除的理解学生的表达。展示型问题的变化情况不是十分明显。参考型问题基本上也呈现减少趋势。通过观察教学录屏,笔者认为原因可能和后期课文的难度增加有关。课文难度增加时,即便是回答展示型问题,学生也需要更多的时间。在有限的课堂时间内,教师来不及提问参考型问题。

考察学习是否理解生词时,教师的提问经过三个阶段,第一阶段直接问学生是否理解,得到学生肯定的答复后便开始新内容的教学;第二阶段在得到学生肯定答复后教师立即让学生用生词造句,以此判断学生是否真的理解了生词的意义,避免学生以为自己理解但实际上并没有

理解这种现象；第三阶段教师不再直接让学生造句，而是在提供生词出现的语境后通过问问题的方式判断学生是否真正理解了生词的意义，既考察了学生的理解情况，也有效化解了难度。考察学生是否准确理解文章的信息时，所提的问题越来越具体，也越来越符合学生的认知水平及语言水平。由此可见，对外汉语新手教师一对一线上课堂的提问越发成熟。

4.3 课堂提问的有效性分析

相比线下教学，线上教学由于网络设备等原因会造成一定时间的课堂损耗。新手教师尤为如此。本研究显示，新手教师线上一对一教学过程中提问的有效性较低。具体体现在两个方面：一是很多问题未得到学生的回答或者答非所问；二是一些问题为重复性问题。通过分析该名教师的课堂提问话语，笔者发现未得到学生有效回答或者根本没有得到学生回答的问题主要可分为三大类：一是所提问题中含有学生不认识的词汇。学生在无法理解问题的意思时无法做出有效回答，有时学生便直接放弃回答。比如教师提问“为什么要静坐一分钟呢”，学生由于不认识静坐一词，便无法回答该问题。二是与教学设计相关的问题。教学过程中，教师需要给学生提出学习任务或要求，这时教师往往采用商量的语气进行提问，比如教师想让学生阅读课文时，通常会问学生“现在把课文再看一遍可以吗”，这一类问题大概率不会得到学生语言层面的回复。三是教师同时提问多个问题时，由于学生的短时记忆有限，一般只会针对连续问题中的第一个问题或者最后一个问题进行回答，中间的问题通常会被学生忽略掉。四是教师在提出一个问题后，如果学生没有给出回答，或者所给的答案不符合教师预期时，教师往往会不做改动重复该问题，让学生重新作答，这类问题通常不会得到预期回答，因此视为无效问题。

基于上述分析，笔者针对该名教师在课堂教学方面存在的问题提出一点改进措施：一是减少重复性问题的数量，发现学生无法做出有效回答后，换一种方式引导学生；二是关于课堂的教学流程，不必在课上与学生用问句的形式进行商量，可以在学期初为学生提供一个课堂教学的方案，双方关于教学达成一致意见后课上将不对此进行提问，直接用陈述句进行表达；三是一次尽量只提问一个问题，待学生给出答案后再提出新的问题，以避免一次提出过多问题，加重学生短时记忆的负担。

参考文献

- 陈雯雯.(2021). 基于多平台协同使用的国际中文直播教学实践及启示. 国际汉语教学研究,02:89-96.
- 邓秀均.(2008). 有助于减轻外国留学生课堂焦虑的提问模式初探. 民族教育研究,19(03):100-103.
- 丁雨馨.(2021). 对外汉语综合课新手教师课堂提问研究. 文学教育(下),01:71-73.
- 胡旭辉.(2021). 同步线上和线下对外汉语教师提问对比与课堂时间损耗问题研究. 云南师范大学学报(对

- 外汉语教学与研究版),19(02):56-64.
- 李泉.(2020). 国际中文教育转型之元年. 海外华文教育,03:3-10.
- 李宇明等.(2020). “新冠疫情下的汉语国际教育:挑战与对策”大家谈(上). 语言教学与研究,04:1-11.
- 刘弘、靳知吟、王添森.(2014). 对外汉语课堂操练中教师等待时间研究. 世界汉语教学,28(02):277-288.
- 刘晓雨.(2000). 提问在对外汉语课堂教学中的运用. 世界汉语教学,01:70-76.
- 马欣华.(1988). 课堂提问. 世界汉语教学,01:47-48.
- 亓华、杜朝晖.(2008). 中级汉语会话课堂提问类型研究. 云南师范大学学报(对外汉语教学与研究版),06:1-8.
- 王辉.(2021). 新冠疫情影响下的国际中文教育:问题与对策. 语言教学与研究,04:11-22.
- Rapanta, C., Botturi, L., & Goodyear, P. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2020: 923-945.

作者简介

冯雪莹 2022年9月起在德布勒森大学孔子学院任教,研究过国际中文教师情感、国际中文教师课堂话语使用、思维导图对汉语二语学习者口语能力的发展、中外教师合作教学等。

电子邮件: fengxueying980913@163.com

The Derivative Mechanism of Modern Chinese Animal Compound Words with Metaphors and Metonymies

现代汉语动物譬喻词的认知机制研究

周洋 ZHOU Yang

中国石油大学(北京) China University of Petroleum (Beijing)

提要:现代汉语动物譬喻词以隐喻与转喻作为词汇衍生的深层动因与机制,不限于含动物语素的复合词,还包括不含动物语素的跨域映射譬喻词。现代汉语动物譬喻词的认知机制程式地呈现如下:触发机制;指导原则;始源域与目标域之间或者始源域之间的关联方式、过滤或凸显;决策与合成;通过经验通道及相似性的判断进行解读。我们认为汉语的 N_1+N_2 并列式动物譬喻词有两个源域,两种关联模式: N_1 与 N_2 同时向目标域进行映射,在提取相似性时二者互为参照;始源域与目标域关联,双源域之间相互关联。这一认知机制可以衍推至现代汉语双音节并列式复合词。在此基础上,我们根据汉语动物譬喻复合词的特点对 CB 理论的源域部分进行了修正。

关键词:动物譬喻词,认知机制, N_1+N_2 , 双源域

有一种历史观点认为隐喻是一种言语现象,只存在于一定的语境中。然而越来越多的研究,尤其是针对汉语隐喻的研究,注意到了隐喻在词义发展变化过程中所扮演的重要角色及隐喻映射的途径在词义范畴扩展中的重要地位 (Sweetser, 1990; Saeed, 1997; Cater, 1998; 陆国强, 1999/2007; 王寅, 2001; 王文斌, 2007)。语义上发生隐转喻是导致短语词汇化的原因之一 (董秀芳, 2011: 93)。

汉语比喻造词研究较为丰富,在修辞意义层面做过相关研究的有陈望道 (1932/2001)、任学良 (1981)、刘叔新 (1990/2005)、史锡尧 (1996) 等学者。之前已有学者注意到汉语中用动物的形状和动作来描述人类的一些特殊行为方式的词语特别多 (束定芳, 2000), 例如“蚕食”“鼠窜”“鲸吞”“鱼贯”“牛饮”“龟缩”“狼顾”“狐疑”“虎视”“鹿骇”“兔脱”等等。汉语中隐转喻的动物词数量很多。包含动物语素的词,从音节上看,包括单音词、双音词、三音节词,甚至四音节词,如“牛”(做形容词)、“兔唇”“虎牙”“鱼尾纹”“丹凤眼”“山羊胡子”;从词性上看,包括名词,如“乌鸦嘴”“落水狗”“旱鸭子”,也有动词,如“雀跃”“龟

缩”“狐疑”“牛饮”，还有形容词和副词，如“狐媚”和“鱼贯”；从功能上看，其中的名词包括指人名词，如“夜猫子”“丧家犬”，也有指物名词，如“水龙头”“羊蝎子”。不包含动物语素，但借用了动物范畴的概念，进行了始源域为动物域的跨域映射，如“诱饵”“巢穴”“置喙”“飞跃”“跳槽”等，这一部分动物譬喻词，由于其较为民族化的文化内涵与成词过程中的隐喻模式，更加值得研究。

由此，我们使用“现代汉语动物譬喻词”这一概念，不仅以动物语素为标准，还囊括了不含动物语素的跨域映射譬喻词。穷尽检索《现代汉语词典》（第六版）后，需要排除不含隐转喻映射的几种情况：1) 动物统称而没有其他意义的词，如“三牲”“六畜”等；2) 音译的外来词，如“萨其马”“沙龙”“乌龙”“探马”等；3) 表示某种物品或活动的词，在制作的过程中或活动进行的过程中有动物及其形象的参与，但词汇的产生与演变并没有隐转喻的作用，如“兽环”“羊羹”“蝇甩儿”等；4) 科学意义上的、没有进行跨域映射的动物名称或部位，如“猩猩”“蝉衣”长颈鹿”“丹顶鹤”等。最后得到现代汉语动物譬喻词 600 余条，并对其进行流程式的认知机制研究。

1. 触发机制和指导原则

语言中的隐喻与转喻来源于譬喻性的思维概念，植根于身体经验与行为运作的方式。束定芳（2000）将自然语言与诗歌语言中隐喻产生的原因分为三大类：认知原因、语言原因与社会原因。王文斌（2007）在研究中反复强调的施喻者与受喻者的主体自洽，即认知主体的表达需要触发了隐喻生成。这种观点与认知语法中普遍使用的“主观性”与“主观化”的概念有些类似。隐喻中的主体自洽，侧重于主动寻求适当表达的需求驱使人类在记忆与经验的支持下形诸于语言的思维结果。

“主观性”与“主观化”主要有三个方面：说话人的视角（perspective）；说话人的情感（affect）；说话人的认识（epistemic modality）。但这三个方面也是相互交叉的。“视角”指的是说话人的观察角度；“情感”包括意向、感情、态度等；“认识”则是说话人的判断。在现代汉语动物譬喻词中，“视角”与“情感”多体现于指人名词与副词中：以“犬子”为例，施喻者将自身放在较听话人低的地位上，或有刻意自谦的意向；以“马上”为例，施喻者与受喻者都处于在时间线上与事件相邻近的视角。譬喻性的指人名词尤其以“情感”为导向，如“鼠辈”“狐狸精”“冷血动物”等等。“认识”则多体现于对现象或事件的描述，较为典型的有颜色词：同是青色，可以植物为譬喻，如“茶青”；可以动物为譬喻，如“蟹青”；可以自然为譬喻，如“天青”；还可以其他物品为譬喻，如“铁青”。一方面取决于颜色的深浅或幻色不同，另一方面则与施喻者的记忆和经验直接相关。再以对自然现象的别称为例，“蟾宫”“蟾光”“玉兔”“金乌”等来源于古人通过神话或传说对月球或太阳表面地形或活动的认知与解释；同时，出于想象或

寄情的需要，形成放射形结构，在诗歌、散文等多种文本中使用。

绝大部分动物譬喻词都是有理可循的，这是因为譬喻的生成有其内在逻辑与指导原则，违背原则会直接导致认知困难。我们认为动物譬喻的指导原则主要包括：1) 以身体经验及在此基础上建立的基本概念譬喻为指导；2) 以被创造的、能够被感知的相似性为指导；3) 以文化偏好为指导。

1.1 原则一：以身体经验为指导

以空间概念为例，“上”“下”“内”“外”“前”“后”来源于日常活动中的空间体验，在此基础上建立了方位隐喻。低垂的姿势往往表示身体状态或情绪的低谷，而直挺的姿势则表示充沛的体力与积极的情感；睡眠时人体平躺，清醒时则直立着。由此产生了“高兴为上，悲伤为下”“健康和生命为上，疾病和死亡为下”等基本譬喻，并进一步发展出“好为上，恶为下”“地位高为上，地位低为下”。这些基本概念构成譬喻形成的逻辑基础。在其指导下，汉语中称地位或能力低下者为“鼠辈”，而不是“龙辈”或“虎辈”，一方面与动物生活空间有关，另一方面与食物链的等级有关。其中关联与推理的指导原则就来源于身体经验中的空间概念。

1.2 原则二：以相似性为指导

相似性称是被创造的，被感知的，即绝对客观的相似性极少。大多数时候，始源域与目标域得以关联的相似元素是人们感知到并加以突显的，取决于身体经验、知识背景与表达需要。同样是动物“狐”，描述人的多疑时取狐谨慎的一面，而描写女子的媚态时则取狐毛色美丽、眼型细长的一面。相似性在譬喻的建立与解读中都起着重要的作用。从某种程度上来说，诗歌语言之所以隐晦，是因为其中的譬喻来源于诗人自己创建的相似性，而凭借他人的经验通道则很难抵达。

1.3 原则三：以文化偏好为指导

文化中最根本的价值观与该文化中最基本的概念譬喻结构是一致的 (Lakoff & Johnson 1980)，如“更多就是更好”“未来将更加美好”等。但由于物质生活与精神生活的变化发展，即使在同一社区中，这些概念譬喻在不同的时期有不同的优先排序的准则。比如在经济先发展的地区与国家，偏好消费大型汽车就是“更多即更好”“未来会更好”的概念譬喻与价值观优先的体现，而在能源危机时期，购买电动能源车、小型车才是“更好的”，这是由于特定的社会背景使得“道德为上”的概念譬喻及其价值观优先于“更多就是更好”。

以“饕餮”为例，本义为贪食的恶兽，隐喻为贪吃或贪婪的人，还可以由贪多的食者转喻

为量多的食物，如“饕餮大餐”。但在概念譬喻优先排序的准则的影响下，在物质生活能够满足基本需求甚至绰绰有余的时期，“饕餮”成为了“丰盛”或“享受盛宴”的代名词。同时，“饕餮”作指人名词时的感情色彩也发生了变化，可作为“美食家”的代名词，现也有褒义的指人名词“老饕”的用法。另外还有汉语中的“驼背”与日语中的“海老背”，作为同样的身体状态在不同文化中譬喻的动物不同，来自于地理环境导致的文化偏好。

2. 关联和过滤

譬喻建立和使用被触发后，在三原则的指导下，通过关联建立始源域与目标域、输入空间1与输入空间2之间的联系。与英语的并列式复合词相较，汉语并列式的 N_1+N_2 复合譬喻词的双源域现象更为突出。关联有两种，一种是始源域与目标域的关联，另一种则是汉语譬喻词中双源域的相互关联。前者在心理空间与整合理论中多有论述，我们通过比较 N_1+N_2 并列式汉语动物譬喻词与相近形式的英语动物譬喻词，着重对后者进行进一步的分析。

2.1 英语双名词复合譬喻词：单源域映射

英语的双名词复合词多是偏正结构的，以右侧中心词的形式居多；有的在形式上看起来仍然是多个词的组合：如 firebug 譬喻纵火犯；birdbrain 喻指头脑简单而轻浮的人；bird legs 譬喻人的长而瘦的腿；rabbit warren 譬喻拥挤的地方。可以看出这类双名词复合词的前一个词修饰后一个词，第二个词不能替代整个词；源域只有一个，譬喻义来自于整词词义向目标域的映射，bug, brain, legs, warren 或 fire, bird, rabbit 本身没有譬喻义或有其他的譬喻义。

我们穷尽式地检索了商务印书馆的《英语动物比喻辞典》中的并列式动物譬喻词，共见7条，

- ① cat-and-dog cat-and-mouse cats and dogs chicken-and-egg
hen-and-chickens horse-and-buggy fox-and-geese

英语双名词并列式动物譬喻词的形式为 $N_1(s) + \text{and} + N_2(s)$ 。cats and dogs 可作名词和动词，其余的除 hen-and-chickens 是植物名称、fox-and-geese 是游戏名称外，都是形容词。需要注意的是，形式上的双名词并不代表映射中的双源域，①中譬喻词都只有一个源域，分别是“猫和狗的关系”“猫和老鼠的关系”“猫和狗的数量很多”“先有鸡还是先有蛋的难题”“小鸡围绕母鸡的样子”“马车时代”“狐狸捉鹅的行为”。

2.2 汉语 N_1+N_2 并列式动物譬喻词：双源域映射

汉语的 N_1+N_2 并列式动物譬喻词有两个源域， N_1 与 N_2 同时向目标域进行映射，但二者互

为参照之后才能提取譬喻所需的心理相似性。我们正是基于此提出了对 CB 理论（或 CBT）的修正。

②豺狼	蝼蚁	禽兽	鹰隼	窠臼
鸿鹄	鸾凤	蛇蝎	羽翼	鳞爪
鸿雁	牛马	人马	爪牙	鱼雁
虎狼	貔虎	皮毛	巢穴	鱼水
鸛鹠	犬马	鹰犬	巢窟	阿猫阿狗

②中所示皆为汉语 N_1+N_2 并列式动物譬喻词， N_1 与 N_2 同为源域。如②中的“羽翼”：源域 1 “羽”本指鸟类身体表面的毛，源域 2 “翼”的初字和“羽”相同，是后起字，本义为双翅，泛化为“翅膀”义。“羽”作为源域可提取的特征有很多，如“轻盈”“受爱惜”等，但与“翼”相参照，转喻作“翅膀（辅助）”义；“翼”作为源域也有许多特征如“帮助鸟类飞翔”“整齐排列”“有保护幼鸟作用”等，与“羽”相参照，作“辅佐”义。双源域向“人类域”映射过程中共同完成了“帮助鸟类飞翔”与“帮助某人发展”的相似性提取。双源域互相参照的过程与源域和目标域的相似性提取的过程不完全一样，在映射中的顺序也不同，这其中还有韵律的作用。以概念的邻近而非相似作为譬喻的基础，“花鸟”“头角”“鱼水”“鳞爪”“人马”是整体转喻类的动物譬喻词。以“花鸟”为例，“花”和“鸟”相互参照之下提取了“画的题材”这一意义，转喻中国画。

2.3 根据汉语复合词的特点对 CB 理论的修正：双源域的关联与过滤

CB 理论中的心理空间就是人们借助语义要素 (elements)、角色 (roles)、策略 (strategies) 和关系 (relations) 构建的认知域，这些认知域并不属于语言的一部分，却由语言维系，是语言表达的心理构造物 (constructs)。Fauconnier (1997) 不断完善心理空间理论并进一步揭示具体的心理工作程序，最终建立了“概念合成（或整合）理论（即 CB 理论，也称 CBT）”。具体来看，CBT 涉及四个心理空间的在线加工：两个输入空间 (Input 1 和 Input 2，与始源域和目标域相关)、类属空间 (Generic Space，表征两个输入空间的共有概念)、合成空间 (Blend)。两个输入空间进行整合时，必须满足几个条件：一、两个输入空间之间存在部分映射；二、类属空间反映两个输入空间共有的跨空间映射；三、两个输入空间被部分地整合至合成空间；四、合成空间具有输入空间中不存在的层创结构 (emergent)。该动态模型如下图：

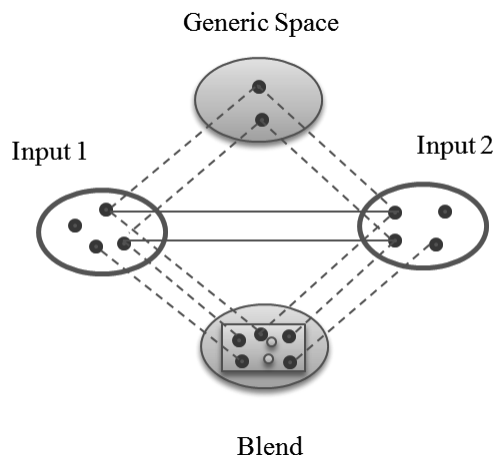


图 1. 概念合成理论中四空间的映射模式

并列式的 N_1+N_2 复合譬喻词中存在两个始源域互相整合之后进行映射元素提取的现象，input 1 相当于两个源域中映射元素集合的重合部分。上文提到过，“羽”和“翼”相互关照，映射元素可以有“轻盈”“繁盛”“齐整”等等，在关联与决策后，过滤掉上述几个元素，向“人类域”映射过程中共同完成了“帮助鸟类飞翔”与“帮助某人发展”的相似性提取。再如：“末”与“尾”相互关照，共同作用于“结束的位置”与“时间的尽头”这对映射元素的提取；“巢”和“窟”共同关照，由鸟类的窝和动物的窝共同譬喻为人类的据点。转喻性的譬喻词“花鸟”“头角”“鱼水”“鳞爪”“人马”都进行了类似的相似性关联与过滤的过程。

我们认为并列式的 N_1+N_2 复合譬喻词都存在类似的情况，即两个始源域互相整合之后进行映射元素的提取，input 1 实际上相当于两个源域中映射元素集合的重合部分。这些映射元素的提取来源于两个源域—— N_1 与 N_2 ——心理相似性的互相提取。也就是说，源域本身众多的特征会在主观决策的作用下过滤掉不需要的源域特征或凸现出需要的源域特征，并作为 input 1 共同进入心理空间。

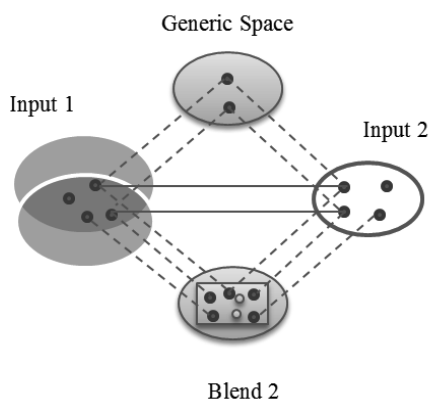


图 2. 针对汉语譬喻词进行修正之后的概念整合图示

鉴于此，我们对 CB 理论进行修正如上图：实线代表两个输入空间之间的元素对应；虚线

代表心理空间之间的投射关系；重叠的图形表示双源域的关联过程。两个源域之间的整合也会产生层创结构，换句话说，如果将整个概念整合视为宏观的四空间映射过程，则源域的概念整合则是微观的类似过程（王文斌、姚俊，2004）。即源域在互相参照的过程中已经有了第一个 Blend Space，我们虽然持相同的观点，将完成映射之后最终的整合空间称为 Blend 2，但支持这一观点还需要进一步的实证研究。

以 2.2 中的“豺狼”为例，Input 1 为动物域 / 源域，Input 2 为人类域 / 目标域；Generic space 在动物 / 人类、生物链位置 / 社会角色、捕食对象 / 受害群体等范畴进行运演并产生譬喻义；最后在 Blend 2 完成映射。从 Input 1 来看，“豺”与“狼”作为双源域，互为参照，在向人类域映射时从“捕食者、群居或独居、毛与毛色、哺乳、食肉”等众多特征中过滤或凸现出了“捕食者、食用其他动物的肉”等特征，譬喻作恶的、残忍的坏人。事实上，双源域映射不只存在于隐喻与转喻中，几乎在汉语并列式复合词中普遍存在，我们在第 5 节会进行说明。

过滤的概念来源于互动论，Black 在互动论的基础上指出隐喻有“过滤 (filter)”的作用（转引自胡壮麟，2004），即在建立隐喻的过程中相关语义被加以强调，而无关语义则被过滤弃之。在话语中，不同施喻者或不同情况下，即使始源域与目标域保持不变，过滤与保留的元素也有可能不同。在现代汉语动物譬喻词中，以“羽翼”为例，在双源域进行关联之后，过滤掉了“轻盈”“繁盛”“齐整”等元素，映射中保留的是“辅助”这一元素。过滤这一过程仍遵循的三个指导原则，映射元素是能够被感知的经验相似性（包括结构相似性），施喻者根据自己的知识背景、身体经验与当下的情感由多个语义中过滤出其建立譬喻所需的语义。在概念整合理论中，对层创结构与类属空间的说明甚少，过滤应该是类属空间的具体作用，但该理论并未明确这一点。

转喻与隐喻的机制稍有不同，以“花鸟”为例，映射元素与其说是被过滤出来的，不如说是被凸显的。“花”与“鸟”各自都有多样的隐喻义或转喻义，但“题材”这一相关语义和映射元素与其他隐喻或转喻义（如“花”有“多彩”“生命力”等譬喻义，“鸟”有“轻盈”“能够飞翔”等譬喻义）并不属于同一层面。同时，凸显的作用是强化语义，“花”“鸟”作为双源域共同衍生出譬喻义，较“花”或“鸟”单独衍生同样的譬喻义（中国画的题材），一方面是韵律的要求，另一方面，双源域中的相关语义共同凸显，强化了转喻意义，“花”和“鸟”由此被赋予了同种角色。在这一过程中，关联与凸显几乎是同时进行的。

3. 决策与合成

施喻者在三个原则的指导下对目标域和始源域进行关联，过滤出相关语义，但其中仍有主观决策的作用。比如，同样是对“癫痫”的俗称，有的地区称为“羊痫风”，也有地区称为“母猪疯”；再比如“吹牛皮”，粤语中称“吹水”，有的地区称为“吹猪皮”（杨琳，2013：4）。

3.1 相似性提取中的主观决策作用

颜色词的命名则更能突显主观决策的作用。因借物指色有模糊性的特点，对同一个颜色的指称，始源域可能不同，如黑色可以由动物域的“乌”“raven, sable”譬喻，也可以由非动物域的“墨”“黛”“jet, ink”譬喻；所指更是有所差别，如“青”可指绿、蓝甚至黑色。

表示颜色的现代汉语动物譬喻词按照结构类型可以分为以下三类：

③ 蛋青 鹅黄 蟹青 猩红 鱼白 乌黑 鸭蛋青 鱼肚白

④ 驼色

⑤ 乌亮 乌溜溜 乌油油

③的结构是“动物或动物域词+基本颜色词”，“鱼白”和“鱼肚白”为名词，其他为形容词；④是“动物词+‘色’”，为名词；⑤中“乌亮”是转喻为颜色的动物词作为一种特点与另一特点并列，“乌溜溜”“乌油油”则是 ABB 式的状态形容词。从功能上来看，③④用来指称，⑤用来描绘。汉语动物词指称颜色常用的是③④中的两种方法，而相较而言英语动物词更常直接由名词转类为表颜色的形容词。如：

⑥ canary green dove grey mouse grey peacock blue/green otter brown

⑦ sable

⑧ fawn salmon raven coral

fawn white salmon pink raven black coral red/pink

⑥中的例子是动物名作指称颜色的名词，⑦是直接转类为形容词，⑧则可作为形容词单独使用。借物指色有模糊性的特点。同一个名称，所指的可能是不同的颜色，比如“青”可指绿、蓝甚至黑色，“青”的源域可以是“蟹”或“蛋”；而不同源域更是可以指向同一种颜色，如黑色可以由动物域的“乌”“raven, sable”譬喻，也可以由非动物域的“墨”“黛”“jet, ink”譬喻。隐喻映射在相似的域中进行，这种相似性的基础是经验与感知，而相似性的提取则在于过滤和决策，受到知识背景、文化环境等多种因素的影响。

3.2 相似性提取过程中的文化偏好与经验知识

无论是物理相似性或心理相似性，其提取过程，受到经验知识、地理或文化环境等多种因素的影响，同时也有主观决策的作用。以汉语动物譬喻词“驼背”为例，日语中以“猫背”“猫背中”“海老背”“蝦背”“亀背”等表示，一方面可见受日本的海岛环境影响，人们的经验与知识产生出对小巧动物的文化偏好；另一方面可见始源域的多样，即使在同种文化中，也有多种始源域与同一个目标域相关联。无论关联、过滤或是决策，无论牵涉转喻或是隐喻，或处于二者的连续体中，无论建立或解读，譬喻的核心都是逻辑推理。推理包括逻辑判断，也包括审

视行动、理解自身和他人，乃至世界的的能力。推理的依据是已有的知识（包括身体经验与文化经验）和已知的判断，结果则直接导致放射形结构、范畴化，并最终促进词义范畴的延伸。

3.3 决策合成中的放射结构

汉语词的语义特征初起时普遍是具体的，基本语义范畴不断地派生出其他成员。通过譬喻生成的“词群”或“词串”能够形成放射结构。以“马”的放射结构为例进行说明。马作为通驿时代最为常见的交通工具，较早就为人类所驯化，根据马匹的良劣，譬喻产生了“千里马”“弩钝”“黑马”“升班马”等；根据马与人的关系，譬喻产生了“驯熟”“驯顺”“拍马”“附骥尾”等；根据人在马上的行为活动，譬喻产生了“换马”“马上”“立马”“落马”“上马”等；根据马的外形和习性，譬喻产生了“斑马线”“牛马”等。这些都是在以始源域为动物“马”的譬喻基础上形成的放射结构。

以人类在猎捕活动中得到的经验为背景，将没有实体“猎物”的其他追求譬喻为“猎取”“涉猎”“猎奇”“渔猎”“渔利”“追逐”“角逐”等，将空间活动譬喻为时间副词“逐渐”“逐一”“逐日”等，根据人与猎物的关系生成譬喻“就擒”“宰客”“屠城”，根据捕猎工具生成譬喻“诱饵”“上钩”等。动物譬喻词的基础就是人类在围绕动物进行追捕、猎杀、驯养等活动中得到的经验与知识。

有的放射结构能够逐渐通过词缀的形式相聚和，如指人名词“X虫”。“蟲（虫）”的初始意义是动物总称。现代汉语动物譬喻词中的指人义“X虫”有“蠹虫”“蛆虫”“蛀虫”“房虫”“书虫”“网虫”“懒虫”“跟屁虫”“瞌睡虫”“害人虫”“可怜虫”“糊涂虫”等等。这类词语在造词之初建立在“‘虫’是动物总名”的概念范畴之上，体现在造字上，如自然现象“虹”，在传说中是两头吸水的巨龙，归入动物范畴，以“虫”为形旁并沿用至今。而随着“虫”作为动物总名这一意义的逐渐失落，在重新分析和概念譬喻的作用下，现代汉语中涌现出很多“X虫”譬喻词，“虫”作为始源域被重新归入小、弱、能够蠕动的动物范畴中。

4. 经验通道与譬喻解读

社会百科知识与文化经验充当着譬喻传递的通道。施喻者与受喻者凭借经验通道的激活进行成功交际，如果双方的身体经验或文化经验不能相匹配，交际则很可能失败。韩语中以动物“鸡”譬喻笨人，而汉语中通常用“猪”或“驴”。如果以韩语为母语的汉语学习者将母语文化代入二语学习中，产出“他笨得像鸡”“他是笨鸡”或“蠢笨如鸡”之类的表达，在交际中，以汉语为母语的听话者在求同趋向下，能够凭借推理理解说话人的意思，但因为文化通道并不通畅，这一通达过程的速度必然较慢。

在譬喻解读的过程中,受喻者要通过逻辑推理对合成过程进行还原,如推测始源域的选择原因、对映射元素进行关联和过滤,都是解读中的必要过程。逻辑推理的成功与否取决于经验的通达,其中包括身体经验、文化经验及其他各种社会百科知识。在隐喻解读的过程中,形象化程度比熟悉度更重要:非常形象的隐喻即使熟悉度较低,也比熟悉度高但形象化程度低的隐喻更易理解(Glucksberg, 2003)。形象的再现与经验直接相关,无法成功地在一定程度上再现形象则表示经验通道不通达,对譬喻的解读就很可能失败。

受喻者对譬喻进行解读时,可以借助“双重意象(double image)”或“视域融合(fusion of horizon)”。接受美学中的“视域融合”,指的是人们通过自身视域与对象视域相互交叠融合,扩大自身的视域。在譬喻的解读过程中,通过已知的概念、经验与知识还原并倒推譬喻的建立过程,扩展出新的概念、经验与知识。举例来说,当受喻者听到“鲸吞”一词,首先会还原鲸鱼张开大口吞下大量混有海水的食物的图像,然后根据譬喻中的目标域,过滤出映射元素:如果目标是人类域,人类大口吞食食物的图像会与上一图像相互映照,重合部分是过滤出的相关语义;如果目标域是国家、政府或机构,侵占土地的图像会与上一图像相互映照。

名动转类时,转喻的解读也是如此。以“猫”为例,当受喻者听到“猫着腰”时,很容易将弓形的猫背与人类弯曲脊柱的动作相联系,两种意象相互交叠,还原譬喻的建立过程,通过经验通道对譬喻进行了成功解读。词汇化与语法化程度较高时,双重意象的作用会渐渐减弱。以“马上”为例,时间副词“马上”基本不会唤起人们将紧迫事件与快马意象相联系的对照;同理,“逐渐”“丝毫”,甚至“狐疑”都不太能够引起人们对追逐猎物、动物毛发或狐的谨慎行为的联想。

5. 总结与展望

本文对现代汉语动物譬喻词从建立到解读的衍生机制进行了流程式的梳理与总结。汉语的 N_1+N_2 并列式动物譬喻词存在两个始源域,两种关联模式:始源域与目标域关联,双源域之间相互关联。在此基础上,我们根据汉语动物譬喻复合词的特点对CB理论进行了修正。从呈现汉语并列式复合词的认知机制上来说,修正CB理论是绝对必要的:首先,修正后的理论更符合以复合词为主的现代汉语的面貌,双源域现象不只存在于隐喻与转喻中,也不只是 N_1+N_2 并列式复合词, A_1+A_2 、 V_1+V_2 等并列式复合词都存在类似的认知机制,这一机制还可以扩展至成语或其他熟语隐喻,如“空前绝后”“丢了西瓜捡了芝麻”等;其次,梳理譬喻的衍生机制所得出的结论,从侧面印证了汉语词汇“小语境”的存在,即出于汉语词法与句法的相通性,对汉语词汇的认知解读不一定要依靠我们一般所说的context(“大语境”),而可以由词素互相参照后提供解读的依据,这是汉语复合词的特点,也是修正之前的CB理论无法解释的;最后,修正的理论可以为与词汇认知相关的进一步的实证研究提供理论基础,如我们现在正在进行的

针对汉语 A_1+A_2 并列式复合词的行为实验研究,就是基于双源域的认知机制进行实验设计,并得出了 2 个源域在认知解读中贡献度相当的初步结论。

已有学者提出语言能力、交际能力、隐喻能力三者合一的二语教学观(王寅、李弘, 2004);有的学者则将隐喻能力归入交际能力之中,认为隐喻不但在教学中扮演重要角色,也在测试中影响学生的发挥(Littlemore & Low, 2006)。由于譬喻词是隐喻与转喻思维在语言中的体现,譬喻教学的好处在于使二语学习者沉浸领会目的语的构词状况与文化内涵,最终做到让二语学习者像母语者一样顺利交际,同时有益于语言能力与交际能力的高水平发展。从认知机制的角度来说,我们还需要进一步的实证研究,通过自定步速或 ERP 等神经认知的研究手段,验证譬喻词汇的认知过程;从汉语教学的角度来说,譬喻词汇的教学与隐喻能力的发展,是下一步亟需关注的问题。

参考文献

- 陈望道.(2001). 修辞学发凡. 上海:上海教育出版社.
- 董秀芳.(2011). 词汇化:汉语双音词的衍生和发展. 北京:商务印书馆.
- 胡壮麟.(2004). 认知隐喻学. 北京:北京大学出版社.
- 刘叔新.(2005). 汉语描写词汇学. 北京:商务印书馆.
- 陆国强.(2007). 现代英语词汇学. 上海:上海外语教育出版社.
- 任学良.(1981). 汉语造词法. 北京:商务印书馆.
- 史锡尧.(1996). 名词比喻造词. 中国语文, 6:413-416.
- 束定芳.(2000). 隐喻学研究. 上海:上海外语教育出版社.
- 王文斌.(2007). 隐喻的认知构建与解读. 上海:上海外语教育出版社.
- 王文斌、姚俊.(2004). 汉英隐喻习语 ICM 和 CB 的认知对比考察——以汉语的四字格隐喻习语为基点. 外语与外语教学, 5:36-40.
- 王寅.(2001). 语义理论与语言教学. 上海:上海外语教育出版社.
- 王寅、李弘.(2004). 语言能力、交际能力、隐喻能力“三合一”教学观——当代隐喻认知理论在外语教学中的应用. 四川外语学院学报, 6: 140-143.
- 杨琳.(2013). “吹牛皮”“拍马屁”考源. 南开语言学刊, 22(02):4-13.
- Carter, R.(1998). *Vocabulary*. London: Routledge.
- Fauconnier, G. (1997). *Mapping in Thought and Language*. Cambridge: Cambridge University Press.
- Littlemore, J. & Low, G. (2006). Metaphoric Competence, Second Language Learning, and Communicative Language Ability. *Applied Linguistics*, 27 (2), 2-6.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Saeed, I. (1997). *Semantics*. Oxford: Blackwell.

Glucksberg, S. (2003). The psycholinguistics of metaphor. *Trends in Cognitive Sciences*, 7(2),10-14.

Sweetser, E. (1990). *From Etymology to Pragmatics: Metaphorical and Cultural Aspects of Semantic Structure*.
Cambridge: Cambridge University Press.

作者简介

周洋，中国石油大学（北京）外国语学院讲师。研究方向为汉语词汇学，认知语言学，国际中文教育。主持中国石油大学（北京）科研基金项目 2 项，参与国家社科基金项目 1 项，参与教育部项目 2 项，在学术期刊发表学术论文十余篇，参编学术专著 1 部。

电子邮件：zhouybp@cup.edu.cn

The Study on Engagement System and Rhetorical Persuasion Function in Academic Discourse by Learners of Chinese

汉语学习者学术论文介入系统及修辞劝说特点研究

李婷 Ting LI

华东师范大学 East China Normal University

摘要: 对介入资源的研究能够发现学术论文中作者如何协调与相关领域内其他研究者及读者的关系，以实现语篇的修辞劝说功能。本文基于评价系统下介入资源的理论框架，对汉语学习者学术论文进行了考察，通过与母语者学术论文的对比，我们发现，汉语学习者倾向于扩展对话空间，以更宽容的姿态介入到学术论文之中，而收缩对话空间的语言资源应用较少。同时，在介入资源的使用上也存在一系列问题，包括具体资源语言形式不够规范，对所陈观点不够坚定，造成可信度降低，以及与其他观点及立场对话空间不足的问题。

关键词: 学术汉语，介入系统，修辞劝说功能，汉语学习者

当前，来华留学生数量一直处于稳步增长的阶段中，在学生数量增加的同时，教育部提出留学生教育应进入“提质增效”的新阶段。其中留学生的学位论文作为高等教育培养质量的体现之一，愈来愈受到学者的重视（元华，2006；刘弘、杨欣怡，2017；于林似可、朱宇，2017）。

很多学者提出，学术论文应具备一定的修辞劝说功能，以说服读者和学术团体接受并认同自己的研究成果（Bhatia, 1993; Hyland, 2000; 张大群, 2014）。作者可运用一定的语言资源，表明自己与所研究的领域中不同立场与观点的关系，以树立自己的权威身份，同时与读者展开对话，使读者介入学术语篇之中，以此巧妙地引导读者认同自己的观点。评价理论下的介入系统主要关注的是使用言语进行人际或概念意义的协商的方式，因此，本研究将基于评价理论介入系统的框架，考察汉语国际教育专业外国学习者的学术论文修辞特点。

1. 文献回顾

学术语体中的修辞研究讨论的是写作者以何种语言手段达到劝服别人的目的。学术语体中修辞功能的研究基于不同的理论基础展开，有的学者运用体裁分析理论下的语步分析法对学

术语体中的推销、劝服、权威身份建构功能进行分析,如 Linderberg (2004)、Swales (2004) 对学术论文中的推销步骤进行了深入考察,说明写作者是如何在这些步骤中说服同行相信其工作及研究成果的价值;也有的学者对学术语体中的元话语所实现的修辞功能进行了分析,如 Hyland (2000) 描述了写作者如何利用各种修辞和元话语资源的特征来描述其论文的重要性、新颖性和独特性,国内学者鞠玉梅 (2013) 从修辞劝说的角度研究了英汉学术论文元话语的不同使用情况。

评价理论认为,通过语篇中的评价表达,读者能够与作者分享情感,作者能够与读者建立更紧密的人际关系,两者共同参与知识的建构 (Martin and White, 2005)。“从这个意义上来说,评价是实现语言的人际元功能的重要手段,在话语中具有建构人际关系的重要意义”(李战子, 2001: 353)。评价理论包含态度、介入和级差三个子系统,本文以介入子系统的理论框架为基础,探究留学生学术语体中的修辞特点。

介入系统的提出以 Bakhtin (1981) “多声性”及“互文性”的概念为基础,认为语篇均“指涉、回应,并在不同程度上包容其他实际的或可能的语篇”,且都会“进入与一系列相同的/不同的受社会语境决定的社会立场的不同程度的结盟”(胡壮麟等, 2005: 327)。我们可以通过对学术语体中介入系统的讨论,分析作者如何通过表明对其他研究者观点、立场的态度并且对读者反应做出预测并回应,构建自己的权威专家身份,以最大限度争取读者的支持,达到说服的目的。国内围绕学术语体介入系统所进行的研究较少,且多为英语或汉语的母语者学术论文,如张大群 (2014)、蒋婷、杨霞 (2018)、徐玉臣等 (2020),而针对汉语学习者学术语体介入系统的研究尚未发现。

2. 理论基础

介入系统认为,表达观点可通过单声 (Monoglossia) 和多声 (Heteroglossia) 两种方式完成。“单声”只说明一种立场或观点,但不说明信息来源。引入“多声”说明作者承认其他意见的存在,作者愿与其他声音进行协商,也可通过借助其他声音表达自己的立场,从而更易与社团其他成员结盟。在学术语体中,“多声”的重要性显而易见,通过研究学术语体的“多声”,我们可以研究语篇所表现的评价姿态是如何被构建得与语篇可能的读者的姿态相兼容、相一致的 (李战子, 2001: 356),本研究考察的是作者与读者的互动过程,因此主要讨论论文中的多声系统。

多声可分为两种类型:对话性收缩与对话性扩展。“对话性收缩”指作者限制协商空间,加强本人的立场或观点输出,包括弃言和声言,弃言子系统又包括否定和反对,否定是引入一种积极态度,从而直接拒绝它,反对是使用一个选择替代其他对话的可能。声言子系统包括同意、背书和宣告,这三种类别不是直接拒绝或推翻相反的立场,而是在正在进行的讨论中限制对话

替代方案的范围，在“同意”这一表述方式中，作者公开宣布发话人同意某个对话伙伴，或与潜在读者拥有相同的知识。通过使用“背书”，来源于外部来源的命题被作者的声音解释为正确、有效、不可否认或其他最大保证。“宣告”指作者强调或明确进行干预或插入。

“对话性扩展”指作者扩大对话空间，允许或邀请其他声音加入对话。包括接纳和归属，接纳是指使用一些语言手段使作者表明其立场只是众多可能立场中的一个，从而为其他可能性创造了对话空间。归属指通过一些语言手段将命题归因于某个外部来源，从而将命题与文本内部作者声音分离的表述。完整的介入系统如图 1 所示。

3. 研究设计

3.1 研究问题：

本文需要回答的问题包括以下两个：

- (1) 汉语学习者如何通过使用介入资源达到修辞劝说的目的？
- (2) 与母语者相比，汉语学习者在介入资源的使用上有何问题？

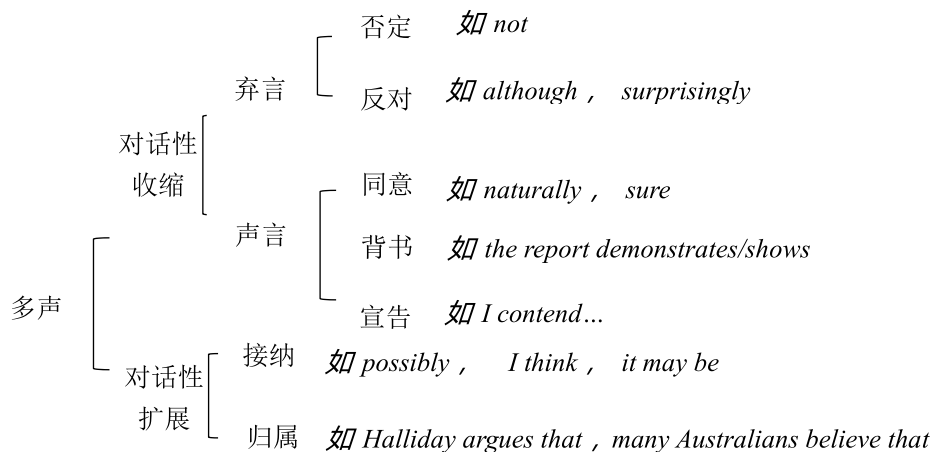


图 1. 介入系统语义网络 (Martin & White, 2005 : 134)

3.2 语料来源

语料来源于某高校汉语国际教育专业外国研究生的课程论文，主题为“论本国的汉语教学”，共计 40 篇，40 篇论文中，来自泰国留学生的语料共 29 篇，占 72.5%，所占比例最高，其次是韩国，共 3 篇，马达加斯加 2 篇，日本、越南、乌克兰、印尼、俄罗斯、哈萨克斯坦各

1 篇。从性别来看, 女性为 32 篇, 占 80%, 男性 8 篇, 占 20%。所有学生的汉语水平均达到 HSK5 级或以上。

为方便对比, 我们在中国知网上搜索了汉语母语者的同题论文, 均来源于语言学或教育学核心期刊, 以母语者论文作为语体知识和论文写作的标准, 为留学生学术汉语写作提供教学建议。同时, 由于课程论文字数所限, 汉语学习者的论文多为 3000-6000 字, 为使两组数据更具有可比性, 所选择的母语者论文字数也在 5000 字左右, 以此构建了汉语学习者语料库与母语者语料库, 容量分别为 184189 字和 238890 字。

3.3 语料标注及处理

我们使用 UAM Corpus Tool 3.0 作为语料标注工具, 首先以该软件自带的评价理论模型对两组论文进行手动标注, UAM Corpus Tool 可以由研究者自己灵活定义研究系统的层级及表达特征, 且通过整体文档标注可进行母语者与留学生分组, 方便对比, 同时还可以迅速生成统计信息。由于评价理论并未完全规定某一评价资源的固定表达形式, 汉语的表达形式更加丰富且多义词大量存在, 且对学术汉语研究起步较晚, 关于评价语言的表现形式各家也有不同看法, 我们认为手动标注能够通过人工标注而更全面地发掘学术语体评价资源。由于课程论文与期刊论文在字数要求上存在无法避免的差距, 我们将数据统计结果进行标准化处理, 具体计算公式为:

$$\text{标准化值} = \text{某项语言特征在该篇目中的出现频次} / \text{该篇目字数} * 10000$$

此公式可理解为平均每 10000 字中, 该项语言特征的出现频次。我们将所得标准化后所得频数输入 SPSS 23.0 将两组数据进行对比, 由于样本数据不符合正态分布, 我们对两组数据进行威尔科克森符号秩检验以发现两者是否具有显著差异, 当 $P \leq 0.5$ 时, 两者存在显著性差异。

4. 结果与讨论

4.1 汉语学习者学术论文中介入资源的分布特征

如表 1 所示, 根据统计结果, 汉语学习者所用介入资源共计 65.96 次 / 万字, 与母语者论文进行对比后, 我们发现两组在介入资源的总体使用情况上存在显著差异 ($P=0.000$), 从单项介入资源来看, 汉语学习者的背书、宣言、归属资源使用频率均低于母语者, 且存在显著差异 (P 值分别为 0.014, 0.000, 0.000)。其中对话性扩展资源使用频率多于对话性收缩资源 (44.68 次 / 万字 > 21.28 次 / 万字)。其中使用频率最高的单项资源为接纳资源 (38.93 次 / 万字), 而一致、背书、否定资源使用频率较低。

表 1. 汉语学习者学术论文中介入资源使用情况对比^a

	留学生使用 次数 (千字)	在介入系统 中所占比例	母语者使用 次数 (千字)	在介入系统 中所占比例	Z	P 值
否定	0.33	4.94%	0.52	5.50%	-1.943 ^b	0.052
反对	0.78	11.77%	0.84	8.85%	-0.617 ^b	0.538
同意	0.15	2.30%	0.18	1.85%	-0.585 ^b	0.559
背书	0.08	1.23%	0.21	2.20%	-2.461 ^b	0.014
宣言	0.79	12.02%	2.01	21.14%	-4.611 ^b	0.000
对话性收缩	2.13	32.26%	3.76	39.54%	-3.359 ^b	0.000
接纳	3.89	59.01%	3.08	32.36%	-1.891 ^c	0.059
归属	0.58	8.72%	2.67	28.09%	-4.717 ^b	0.000
对话性扩展	4.47	67.74%	5.75	60.46%	-2.231 ^b	0.026
介入资源	6.60	100%	9.51	100%	-3.602 ^b	0.000

- a. 威尔科克森符号秩检验
- b. 基于正秩。
- c. 基于负秩。

4.2 对话性收缩资源使用特点与修辞劝说效果

4.2.1 弃言子系统：否定、反对资源

弃言系统通过“否定”和“反对”反对其他声音，突出自己的立场。“否定”直接对某一命题进行拒绝，暗含作者了解肯定声音的存在，一般情况下，作者假设肯定命题更为大众所接受，通过否定表现自己在这一话题下更专业，理论更前沿，研究方法、材料等更可靠等，从而突出自己观点的权威性。汉语学习者所使用的常见否定资源有“不”“不是”“没有”“非”等，如：

例 1 对比分析有利于预测学生的语言错误，但是其预测也并非完全有效。(学习者语篇 14)

例 1 中，作者在承认对比分析可以预测语言错误的情况下，通过“非”这一语言资源澄清它的有效性是有限的，与预设读者认为的“对比分析可以完全预测学生的语言错误”产生对立，使自己的论点相较他人看法而言更加严谨。

“反对”资源用自己的看法取代或反对另一个可能出现的命题，但是通过“反对”资源，作者承认对相反观点的存在更加包容，不同于“否定”这种“暗示作者和读者具有不同认知水平”的语言形式来加强自己观点输出的方式（徐玉臣等，2020），因此这种方式更容易被读者

接受。在汉语学习者的学术论文中，这一资源常通过转折连词，如“虽然……，但是……”“即使……，也……”以及副词，如“仍然”“反而”“才”“甚至”来实现。

例2 教师倾向注重结构知识，而忽视了其语用功能。学生虽然理解了句式的结构，但并不一定能输出出来。(学习者语篇 39)

例2使用转折连词“虽然……，但是……”，首先表示语法结构知识的教学能够使学生理解句式结构，即“有效输入”，承认了这种教学模式的优势，随即话锋转折，提出学生可能不能输出，来否定这一教学模式的效果，打破了读者对这一教学模式的预期，从而树立起自己对这种教学模式的观点。

汉语学习者的否定资源和反对资源使用频率分别为3.25次/万字和7.76次/万字，与母语者不存在显著差异。通过否定和反对资源的使用，汉语学习者在表达学术观点时可收缩对话空间，树立作者的权威和专家身份，增加观点可信度。首先，通过否定资源的使用，作者能够纠正误解，以凸显自己的学术权威身份，作者通常假定读者会受到某种错误观点的影响，再“挺身而出”纠正这一错误，这样就可树立其在该专业领域中的权威身份，因其掌握的知识更具前沿性。只要读者不反感这样的知识缺失假设投射在其身上，两者的联系便可加强。其次，使用反对资源，作者能够与读者设置同样的预期反转，以拉拢读者，达成一致观点，与读者处于同一立场，从某种程度上讲已结成同盟，在这种情况下，作者使用反预期的手段，能够更容易地推动读者与自己达成同样的命题反转。

4.2.2 声言子系统：同意、背书和宣言

声言系统通过将自己的命题表述为高度可靠的，如有说服力的，有充分根据的，普遍同意的等，从而对其他声音进行抑制或排除，包括同意、背书和宣告。

同意的表述方式公开宣布发话人同意读者观点，或与读者有相同的知识背景。在留学生语料库中，常通过副词如“当然”、“显然”，以及表示“公认”的形容词如“不言而喻”、以及表示“公认”的话语标记“众所周知”、“毋庸置疑”等来表达，如：

例3 综上所述，这些优势可以，也应该让泰国人汉语学得更好，进步更快。当然，这还要靠科学的教学法和适用的教材。(学习者语篇 39)

在学术论文中，作者通过使用此类资源将某种观点视为普遍承认的公理，以此拉拢具有同样知识背景的读者。在学习者学术语篇中，这种同意的关系出现次数不多，每万字中仅出现1.52次。

“背书”指的是作者认为某研究或发现是绝对正确、有效或不可否认时，将其引入证明自己命题的重要性，同时自己愿意为其“背书”，承担相应的责任。这一资源中，主语通常是科学原理、客观事实或研究结果(徐玉臣等，2020)。这一模式在留学生语料中出现次数极少，仅为0.81次/万字，同时表述方式存在一定问题，如

例4 有一项研究调查了全国有多少人学习汉语，调查发现知道汉语大概有567,0000人。

(学习者语篇 31)

例 5 根据认知心理学关于认读和书写的加工过程不同的理论,同时也为了减轻学生的负担,提高学习的积极性,我们第一步采用“认写分流、多认少写”的模式。(学习者语篇 36)

例 4 中,学习者以他人研究证明当前国外汉语学习者数量之多,但此研究何时何地、以何种方法完成均未指明,这一研究的可信度不明,以此为据的观点也不具有相应的说服力。例 5 中,所援引的理论表述不清,以此作为教学法的依据也无法有力劝服读者。这样的“背书”资源不仅没有为作者带来有效的外部证据,反而使读者发现写作者专业知识的不足,难以达到劝说的目的。

由表 1 可知,汉语学习者使用背书、宣言介入资源的频率远低于母语者,且两组间存在显著差异。作者不倾向于以收缩对话空间的方式建立自己的权威身份,不愿强势介入语篇内,以排他的语气陈述观点。一般而言,背书指研究者借助其认为绝对正确的外部资源,如他人的实验结果、客观事实等等,来佐证自己的观点。而留学生在此方面的欠缺,从一定程度上反映了其并不擅长引入外部资源并与其展开对话。同样,宣言资源一般表示作者对语篇概念的公开介入与干预,有可能“威胁受众的面子”(岳颖,2012),作者在使用宣称资源时,通常需要在充分进行演绎或归纳推理,或在有数据、事实支持的基础上对所陈命题进行排他性的表述,也是在这样的基础上,使用这种公开介入来表达观点的方式才不会引起读者反感。而留学生此类资源的使用频率也比较低,可见其文章中的一些观点缺乏相关证明,说服力有所减低。

4.3 对话性扩张资源的使用特点与修辞劝说效果

4.3.1 接纳子系统

在接纳系统中,作者的声音通过这些词语表明其立场只是众多可能立场中的一个,从而或多或少地为这些可能性创造了对话空间。在学术语体中,作者使用非绝对化的词语,表示其在输出自己观点的同时也接受其他声音的存在,从而表现其科学研究的严谨性。这一系统主要包含两种语言形式:能愿动词和表个人观点的短语。其中能愿动词又可分为表示可能和表示必要的能愿动词两种类型,前者如“可以”、“能”,后者如“应该”“必须”。除此以外,“人称主语+心理动词”也是接纳资源的语言表现形式,如“我们相信”、“笔者认为”等,通过使用这一类短语,作者既可以表达观点,同时也承认其他人可能不认同这样的立场,从而将这一类人纳入同一阵营,如:

例 6 按照参与人员成分和多少的不同,可以将教学理论应用模式分为合作模式、支持模式、独立模式。

例 7 笔者认为,决定教学效率的高低的因素主要来自三个方面。第一,学习者本人的因素。第二,老师的教学策略。第三,所处学习环境。(学习者语篇 1)

例6中,“可以”减少了作者关于教学理论应用模式分类观点的绝对性,也为其他分类留出探讨的空间。例7中,作者表示命题只是个人想法,虽然弱化了自己的立场,但也给自己的观点留出余地,表示愿以积极的态度与读者进行讨论。

汉语学习者使用此类资源的频率较高(38.93次/万字),通过使用此类资源,作者倾向于以一种较为谦虚的姿态介绍自己的观点,虽然表示必要的能愿动词看似语气较为强硬,但实际上仍表示该立场为作者的主观立场,因此仍在可协商的空间之内。因此我们认为此类资源的大量使用体现了学术语言中的“礼貌原则”(岳颖,2012),从而减少了对他人的挑战,避免可能产生的冲突,同时也能够扩大对话的空间,接纳更多的可能,使自己的文章更具有客观性。

4.3.2 归属子系统

归属子系统则通过引入外部声音直接表明作者与外界的交流。学术语篇难以避免地要在前人研究的基础上对某一领域进行新的探索,作者需要引入他人研究,佐证自己在这一领域的专业程度,以定位自己在这一领域中学术团体中的位置,并在此基础上陈述自己的研究成果,这种语言资源在学术语篇中尤为重要,可以帮助研究者定位研究领域、确立研究目标并且支持研究成果(Swales,1990),能够表达对前人研究的尊重,且使文中观点的可靠性大大增加,是语篇构建的重要修辞手段。但留学生此类语言资源使用频率大大低于母语者,仅为5.75次/万字,而母语者则达到26.7次/万字,不仅如此,留学生此类资源的语言形式也并不规范,如:“姜丽萍《怎样教外国人汉语》……”、“有一位中文学者认为……”,或未指明所引之处,或未指出来源于哪位学者,或未出现转述动词/心理动词,或未明确文献时间,细节不清晰导致引用的修辞功能也难以实现,并未达到提升文章可信度的效果。

以上问题可看出,汉语学习者尚未在学术论文中完全建立起与其他研究者对话的空间,对于前人研究观点了解不足,使得自己在该领域中的定位不够清晰,其劝说效果亦受到影响。

5. 研究结论

我们对汉语学习者的研究生课程论文进行分析,发现其介入系统以对话性扩展资源为主,对话性收缩资源为辅,即作者更倾向扩大而非压缩对话空间以表示其观点的可协商性,以期获得更多读者的支持。因此,学习者实现劝说目的的途径主要是扩建可容纳不同声音的空间,承认不同声音的存在,以降低自己观点的绝对性来提高观点的客观性。同时,也通过展现自己对其它声音的包容,获得更多读者的支持。

从具体的语言资源来看,接纳资源最常见于汉语学习者的学术论文之中,作者通过使用这一资源,表示自己的观点具有可商议的空间,以塑造较为谦和的作者身份,来吸引可能持不同意见受众的支持。

但同时,与母语者相比,汉语学习者宣言资源和背书资源使用频率较低,这两种语言资源均属于对话性收缩资源,其使用频率较低表现出作者对所陈观点不够坚定。宣言资源指作者引入其认为绝对正确的真理规律或他人研究,以隐身于他人观点背后的方式强调自己的论点,背书资源则是显化自己的身份,以强调、推理论证等多种方式证明自己观点的正确性,无论是隐藏还是凸显身份,作者都是在使用论据论证自己的观点,而学习者较少使用这两类资源,也从一定程度上说明其论证过程不及母语者丰富。

除此以外,学习者使用归属子系统的频率较低,说明在其语篇中较少引用其他学者的观点,缺乏学术权威的支持也使得论文观点可信度大大降低。同时,学习者在引入他人声音时,格式极不规范,也使读者对其专业程度存疑。

根据本文的调查结果,我们应帮助学生学会使用对话性收缩资源,即以更为坚定的方式表达学术论点,也应展开与相关科研领域内其他声音的交流,同时在具体语言资源的使用上,还应加强规范性,以提高汉语学习者论文的修辞劝说性。

参考文献

- Bakhtin M. (1981). *The Dialogical Imagination: Four Essays*. Austin: University of Texas Press.
- Bhatia, O. V. K. (1993). *Analysing Genre: Language Use in Professional Settings*. London: Longman.
- Geertz C. (1988). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Hyland K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. London: Longman.
- Linderberg C. (2004). *Promotion and politeness: Conflicting scholarly rhetoric in three disciplines*. Åbo Akademi förlag.
- Martin J. & White P. (2005). *The Language of Evaluation: Appraisal in English*. London: Palgrave Macmillan.
- Swales M. (2004). *Research Genres: Explorations and Applications*. Cambridge: Cambridge University Press.
- 胡壮麟等. (2005). *系统功能语言学概论*. 北京: 北京大学出版社.
- 蒋婷, 杨霞. (2018). 英汉法律类学术论文中作者身份构建的对比研究——以介入系统为视角. *西安外国语大学学报*, (4), 8-13.
- 鞠玉梅. (2013). 英汉学术论文语篇中的元话语研究——从亚里士多德修辞学的角度. *外语研究*, (3), 23-29.
- 李战子. (2001). 学术话语中认知型情态的多重人际意义. *外语教学与研究*, (5), 353-358.
- 刘弘, 杨欣怡. (2017). 基于语步的汉语国际教育专业本科生教学研究类论文引言结构考察. *云南师范大学学报(对外汉语教学与研究版)*, (2), 48-56.
- 元华. (2006). 留学生毕业论文的写作特点与规范化指导. *云南师范大学学报*, (5): 6-11.
- 徐玉臣, 苏蕊, 剡璇, 寇英. (2020). 基于语料库的英汉科技语篇中介入资源对比研究. *外语教学*, (6), 19-24.

- 于林似可, 朱宇. (2017). 泰国留学生人文社科类硕博学位论文语言特征分析. 海外华文教育, (10), 1366-1376.
- 岳颖. (2012). 评价理论中“级差”的语篇功能研究概述. 外语学刊, (1), 84-88.
- 张大群. (2014). 学术论文语类的评价和声音: 介入视角. 江西财经大学学报, (2), 97-103.

作者简介

李婷, 华东师范大学国际汉语文化学院在读博士, 研究方向为二语习得、国际汉语教育, 在《天津师范大学学报(社会科学版)》(2022.2)发表《基于修辞结构理论的汉语国际教育专业留学生学术论文语篇结构研究》。

电子邮件: liting85123@126.com.

 华英教育出版社·伦敦
Sinolingua · London

Sinolingua London Ltd.
Unit 13 Park Royal Metro Centre
Britannia Way
London NW10 7PA

£32.99

