

Authentic Nonfiction Resources for Chinese Language Development

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Authentic Chinese Language and Cultural Resources

1. Authentic Conversation:

Talk to native speakers

2. Authentic Pictures

3. Authentic Cultural Learning Environment

4. Authentic Language Expression

5. Authentic Cultural Project –

Community Service-Learning

1 Authentic Conversation

- Talk to Native Speakers in Classroom

Chinese native speakers engage in speaking with Chinese learners for communicative purposes other than to teach their Chinese language.

2 Authentic Chinese Culture/Dinning by using authentic Pictures

- Entertaining guests at a Chinese banquet is an important way of establishing guānxì .
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- Drinking is an important part of Chinese entertaining and is considered a social lubricant.
- The drinking officially begins after the host offers a short toast to the group.

- The most common expression for toasting is gānbēi , meaning "dry cup" or bottoms up.

• Gānbēi 干杯



3 Authentic Cultural Learning Environment Summer Program

- A. Residential/Intensive Language Immersion
(6-week during the First Summer)
- A. Individualized Language Development
(During the Academic Year)
- A. Study Abroad Language Immersion
(Second Summer)

OUR MANDARIN LANGUAGE

SLI STUDENTS



Summer 2007

Students, faculty
and staff at
Hsi Lai Temple

Visiting TV LA18



4. Authentic Language Expression

Video –

Student's Presentation

My Childhood (童年 Tóng Nián)

- Karate
- Piano
- Basketball
- Fobbiness Period

Taekwondo (跆拳道 Tái Quán Dào)



Piano (钢琴 Gāng Qín)



Basketball (籃球 Lán qiú)



Discussion Question:

Did I waste my time in my childhood?

- No, because the things that I tried out allowed me to understand that I did not have a real interest in it

谢谢
(Xiè Xiè)



5. Authentic Chinese Cultural Project

- **Community Service Learning**

Defining Community Service Learning

- Rosenberg (2000) indicated that “more than volunteerism, service-learning combines community work with classroom instruction
- Incorporate service-learning approach into learners’ curricula
- Research on integrating service-learning approach has been successful into
Spanish
ESL

(Caldwell, 2007; Marlene, 2001; Morris, 2001)

How did service learning work ?

- Participants: Advanced heritage learners of Chinese (N = 27) in Chinese 315 served as the of this study as volunteers in spring of 2006
- Worth 25% of the final grade
- Happy Day Care Center at Brea

Purpose of the Study

- to synthesize information about Chinese culture and civilization
- to use critical thinking in preparing interview questions and oral interviews
- to develop Chinese writing skills communication skills

How did it work?





TABLE 1

Students' Perceptions of Having Met the Project's Objectives (n=27)

Objectives	strongly agree	agree	undecided	disagree	strongly disagree
I acquired and sythesized information about Chinese culture and civilization	9	16	2	0	0
I used critical thinking while preparing my interview questions and oral interview	10	15	2	0	0
I used critical thinking while preparing our group presentation and report	13	12	2	0	0
I developed my Chinese writing skills	10	10	6	1	0
I developed my interpersonal communication skills in Chinese by working with senior immigrants	15	9	3	0	0

Results

- Enable the heritage learners gained a better understanding knowledge of their cultural heritage
- Heighten the sense of social responsibility
- The first step in bringing senior immigrants' knowledge of Chinese culture and civilization into heritage students' lives.
- Create some authentic cultural materials

References

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Frédérique Grim

THANK YOU

Questions and Discussions

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