Authentic Nonfiction Resources for Chinese Language Development

Dr. Jack Liu

Associate Professor
Coordinator of Chinese Program
California State University - Fullerton
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.
Entertaining guests at a Chinese banquet is an important way of establishing guānxì.

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 于杯
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 (篮球 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>
<thead>
<tr>
<th>Objectives</th>
<th>strongly agree</th>
<th>agree</th>
<th>undecided</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I acquired and synthesized information about Chinese culture and civilization</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I used critical thinking while preparing my interview questions and oral interview</td>
<td>10</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I used critical thinking while preparing our group presentation and report</td>
<td>13</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I developed my Chinese writing skills</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I developed my interpersonal communication skills in Chinese by working with senior immigrants</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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

• *Processing Strategies of Foreign Language Readers: Authentic and Edited Input* Foreign Language Annals

• *Language With A Purpose: Using Authentic Materials in the Foreign Language Classroom* Foreign Language Annals

• *Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,* Foreign Language Annals
  Frédérique Grim
THANK YOU

Questions and Discussions

Dr. Jack Liu
California State University – Fullerton
(657) 278-2183
jinghuiliu@fullerton.edu