

Concluding Remarks

From Research to Fostering the Knowledge Base of Chinese Linguistics, Second Language Acquisition, and Technology among Chinese Language Education Teachers

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“...it might, ultimately, be of most value to society if we empower our own middlemen, communicators who know who to consult for expert advice on the latest claims ..., and who are clearly working in the public interest and not for profit. A network of such communicators would serve us all (and our children), and would prevent society from pouring precious educational resources into scientifically spurious applications.”

Usha Goswami (2006, *Nature Reviews Neuroscience*, p.7)

This chapter is dedicated to a community often overlooked in the literature on Chinese linguistics and second language acquisition – Chinese language education teachers (Ke, 2020). As Goswami (2006) pointed out, teachers often serve as crucial communicators between researchers and the public. The goal of this chapter is two-fold: (1) to offer an accessible summary of the direct and indirect evidence for Chinese language practices offered by the 12 chapters included in this volume; (2) to review the chapter authors’ pertinent proposals of what constitutes the much-needed knowledge base of Chinese language teachers in the areas of linguistics, second language acquisition, and technology. We conclude this chapter by offering our final reflection on the long-term divide between Chinese linguistics and teaching Chinese as a second language (L2), and the contribution of this edited volume as a mediator between the two sides.

Direct Applications for Chinese Language Education

Table 13.1 summarizes the direct and indirect evidence for L2 Chinese teaching practices. There are three parts in this edited volume. Each part has included one chapter that provides

a direct application for Chinese language education: In Chapter 2, Shum and N. T. Leung have reported a genre-based approach to L2 Chinese writing teaching guided by functional linguistics. In Chapter 7, Li and Xiao have developed a Chinese pragmatic routine assessment with a detailed scoring rubric, which can be utilized by L2 Chinese teachers for Chinese pragmatic assessment and instruction. In Chapter 12, P.W. Leung has documented the development of a paper-based reader of cultural history into a multi-modal e-reader on cultural history for Chinese L2 learners in Hong Kong. Notably, P. W. Leung's instructional design principle is grounded on VanPattern's (2004) input processing hypothesis, which provides a framing for better facilitating learners' form-meaning mapping in Chinese, that is, the ability to learn to read Chinese and reading Chinese to learn about Chinese culture history. Although these three chapters have only covered two educational settings (one is K-12 L2 Chinese education in Hong Kong; the other is university L2 Chinese education in the U.S.), we believe the instructional or assessment approaches introduced by them can be applicable to other educational contexts. We acknowledge the limitation that only one in every four chapters in this volume has provided direct evidence for Chinese language education. However, all 12 chapters have included a section discussing pedagogical implications (PIs). As a comparison, about 24% of studies published in high-tier Applied Linguistics journals (e.g., *Foreign Language Annals*, *Language Teaching Research*, *Modern Language Journal*, and *TESOL Quarterly*) have not included any PI section (Hwang et al., in press). Moreover, it was difficult for Hwang et al. to locate PIs among approximately 50% of the studies that did include PIs.

Due to space limitations, we will not review the indirect implications for Chinese language education based on the other nine chapters. Readers can refer to relevant summaries available in the Introduction chapter.

Table 13.1

A Summary of Direct and Indirect Evidence for Practices from the 12 Chapters

Chapter	Evidence (direct/indirect)	Direct application and indirect implications for Chinese language education	Educational setting
Part I: Chinese Language Education along Linguistic Approaches			
1	Indirect	Not applicable (N/A)	N/A
2	Direct	A genre-based pedagogy to L2 Chinese writing teaching	Chinese education for non-Chinese-speaking ethnic minority secondary school students in Hong Kong
3	Indirect	N/A	N/A
4	Indirect	N/A	N/A
Part II: L2 Chinese Acquisition Research from Linguistic Perspectives			

5	Indirect	N/A	N/A
6	Indirect	N/A	N/A
7	Direct	A computerized oral discourse completion test	Chinese pragmatic routine assessment for university learners of Chinese as a foreign language in the U.S.
8	Indirect	N/A	N/A
9	Indirect	N/A	N/A
10	Indirect	N/A	N/A
Part III: Linguistics-inspired Technology Application in Chinese Language Educational Settings			
11	Indirect	N/A	N/A
12	Direct	Chinese cultural history e-reader	Chinese education for non-Chinese-speaking schoolers in Hong Kong

Chinese Language Teachers' Knowledge Base of Linguistics, Second language Acquisition, and Technology

To analyze pertinent proposals for fostering Chinese language teachers' knowledge base of linguistics, second language acquisition, and technology, we first searched the 12 chapters using a combination of the following key terms, "teacher educator", "practitioner", "mentor", "instructor", "we", "literacy", "knowledge", "development", "profession", and "training", then extracted direct quotes that contain any of the keywords. They are bolded in Table 2 below. Notably, while only three chapters have provided direct evidence for Chinese language teaching, more chapters (nine out of 12) have discussed how teachers can improve or utilize their knowledge base in *all three* areas to facilitate Chinese learning.

We also found it interesting to observe that the tone used by chapter authors, who are researchers, varies when providing suggestions for teachers. Some tend to use hedging modal verbs such as "can", and "need to"; some adopt more forceful modal verbs such as "must" and "should". We have also noted that a more inclusive first-person pronoun, such as "we" (as used by Diao and Gou in Chapter 1), might make the suggestion more accessible to teachers and be helpful for blurring the boundary between the two sides (i.e., linguistics and language teaching). Finally, various terms have been used to refer to the teaching profession, including "educators", "instructors", "practitioners", "raters", and "teachers". However, there is no mentioning of "teacher educators" or "mentors".

Table 13.2*Researchers' Discussion about Chinese Language Teachers' Knowledge Base*

Chinese teachers' knowledge base	Chapter	Direct quotes
linguistics	1	<i>...we must reflect how we can incorporate critical sociolinguistic awareness into the curriculum and teaching practices.</i>
second language acquisition	2	<i>From the perspective of teaching, many front-line Chinese teachers have never received training in second language teaching. Consequently, when teaching CSL students Chinese, teachers encounter difficulties because of lack of teaching materials, and teaching strategies and assessment tools..., and thus lack well-designed teaching guidelines for Chinese second language curriculum and effective teaching strategies.</i>
linguistics	3	<i>more CSL teachers should implement such methods in their language teaching, especially vocabulary instruction. ...One possibility is teachers are either not aware of the benefits of such methods or are not familiar with corpora and corpus methods themselves. In other words, they do not have adequate "corpus literacy," which can be addressed with adequate teacher training (Ma, et al., 2023). During the training, the trainer can guide the CSL teachers to read papers such as ..., which show the effectiveness of using corpus linguistics methods in language teaching.</i>
N/A	4	Not available (N/A)
N/A	5	N/A
linguistics	6	<i>Therefore, practitioners not only need to provide learners with aid to improve their tone category learning but also to form their habit of memorizing tone categories in the words they have learned.</i>
second language acquisition	7	<i>Scoring can be somewhat resource-intensive due to rater training; however, adopting a more straightforward 3-point rating scale ..., as discussed earlier, could potentially alleviate the cognitive burden on raters.</i>
linguistics	8	<i>...teachers can design activities to improve students' lexical variety in association with different aspects. ...Teachers can use open-ended questions to prompt such responses by creating conversations where the aspect markers should naturally come up. For instance, to elicit learners' productions on -guo 过去, teachers can ask questions related to past experiences such as "How do you know Mr. X?" Teachers can also create several mini-scenarios for students to role-play conversations in which a variety V-guo can be used.</i>
N/A	9	N/A
linguistics	10	<i>Next, instructors can incorporate sight word instruction in consideration of NS and consistency to help learners quickly recognize and read common characters by sight through repeated exposure to improve overall reading fluency. Relatedly, given that high-frequency words were used in this study, instructors can prioritize targeted instruction on high-frequency characters which are commonly used in text. Instructors can provide explicit instruction and practice activities to enable students to recognize high-frequency characters instantly and more fluently.</i>
technology	11	<i>Although this chapter did not examine CFL teachers' technology literacy, it is believed that teachers' understanding and knowledge of</i>

		<i>technology greatly impact its effective use in language learning, especially in character learning. It is worthwhile to investigate the current stage of teachers' technology literacy.</i>
second language acquisition & technology	12	<i>From a language teacher's perspective, it is important to consider learners' output. If the e-reader could record the learner's reading aloud and provide corrective feedback, the learning process in Chinese reading would be more comprehensive. ...Looking ahead, new technologies will undoubtedly create more opportunities for second language learning. Educators and governments should capitalise on these potentials to enhance second language education and promote intercultural communication.</i>

Final Reflection

In the Introduction, we have noted that there has long been a theory-practice divide between Chinese linguistics and teaching Chinese in spite of recent mediation efforts from both sides (see also Jing-Schmidt & Peng, 2018). We believe that one plausible approach is to cross the boundaries between the two sides and explore the interfaces across Chinese linguistics, second language acquisition, and Chinese language education, which has led to this edited volume. We hope this volume will spark more in-depth conversations and further exploration of the interconnections among Chinese language education, Chinese linguistics, and second language acquisition, and engage a wider range of stakeholders, including, yet not limited to, authors of research, research collaborators, teachers, teacher educators, mentors, and policy makers.

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