LTiC

Language Teaching in China

语言教学在中国

Enseñanza de idiomas en China

CEAPA-BALEAP

The Journey to Conference Success

Redescubriendo el *podcast*:

posibilidades comunicativas del *podcasting*

Dictogloss 在汉语语法在线教学中的应用初探

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Online Teaching in Pandemic Conditions

THE LANDSCAPE OF higher education has probably been changed forever by the global pandemic circumstances. At the English Language Centre at Xi'an Jiaotong Liverpool University, we are trying to address the challenges posed by the pandemic conditions in the following ways. Firstly, we continue to encourage creative approaches to online teaching activities. At the beginning of the COVID period, we attempted to combine synchronized and asynchronized teaching activities to engage students in different delivery means. In semester one of previouse academic year, we also tried to separate the language skills so that online and onsite teachers could focus on different skill areas in our largest Year 1 EAP module. Secondly, technology-enhanced language teaching and learning is a key strategy for the Centre. Our colleagues have put in considerable effort in terms of learning and utilizing new technology in their daily teaching activities. The Centre had also successfully transitioned to online marking when the pandemic struck. In addition, ongoing professional development and training sessions have provided staff with opportunities to share experiences, expertise and lessons learnt from online teaching. While we now realize there are inherent challenges associated with online language teaching, we are more prepared and confident than ever in our approaches to tackling them.

Ling Xia

Director
English Languages Centre
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Xi'an Jiaotong-Liverpool University

AS XU SHEN explains in *Shuo Wen Jie Zi* (*Origin of Chinese Characters*): "When Cang Jie, the first historiographer in Chinese mythology, developed archetype Chinese characters, pictographs were firstly generated according to shapes of objects, creating radicals. Semantic and phonetic radicals were then combined, forming compound characters."

Since Cang Jie created them, Chinese characters have been the carrier of Chinese language and culture for five thousand years. Today, there is no great difficulty in terms of reading the works of the masters of the pre-Qin Dynasty written 2500 years ago. It is not only a sign of the continuity of the language and culture, but also the unique charm of the Chinese language and writing.

Seventy thousand years ago our common ancestors moved out of Africa, and languages began to diverge. The Tower of Babel was never built. And, this is not a bad thing; every language in the world reflects the rich cultural colours of its own region and nation and carries on the light of different civilizations.

Xi'an Jiaotong-Liverpool University (XJTLU), like a sapling bathed in the morning light, is growing vigorously in China on its 15th anniversary. The colourful diversity of international cultures is just like the colourful spectrum of this morning light. Language is the carrier of culture, and diversified and international language teaching will enable our students to grow into international talents in the era of globalization.

许慎在《说文解字》中说："仓颉之初作书，盖依类象形，故谓之文；其后形声相益，即谓之字。"

自仓颉造字以来，汉字作为汉语和中华文化之载体已传承五千年。今天，我们阅读两千五百年前的先秦诸子著作，并无太大障碍，既是这种语言和文化连续性的标志，也是汉语言文字的独特魅力。七万年前我们共同的祖先走出非洲，语言开始分化，巴别塔从未建成。然而这并非坏事，因为世界上每种语言，都彰显了各自地域和民族的丰富文化色彩，传承了不同的文明之光。

西交利物浦大学建校十五周年，犹如一株沐浴晨光的树苗，正在中国的土地上茁壮成长。多样性的、绚烂的国际文化，恰如这晨光中多彩的光谱；而语言是文化之载体，多元化的、国际化的语言教学，将帮助学生成长为全球化时代的国际人才。

Xuanying Shen

Acting Director
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CLASSROOM AMBIANCE

Tricks to Improve

CLASSROOM AMBIANCE

In this article, we are going to introduce a number of tricks that can be employed in the language classroom to build better teacher-student rapport and establish a conducive classroom ambiance. These tips are based on teaching experience in the EAP tertiary sector in China.

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Using Warmers

Starting off a class with "Open your book and turn to page XXX..." is not enjoyable for anyone. Instead, a 5 to 10-minute warmer activity prior to the lesson is a great strategy for building teacher-student rapport. The instructor may deliver a warmer with minimal preparation like a ball game in which students catch and pass the ball when answering vocabulary questions. An activity with a bit more preparation like describing and guessing words/phrases that appear on the projected screen is a good choice as well. Once students find pleasure in warmers at the beginning of an EAP class, they tend to show up earlier and a positive learning atmosphere is established. Therefore, we recommend warmers are used in your class either for reviewing previously taught content, or simply for creating a pleasurable classroom vibe. As an added bonus, it also allows any late students to catch up with the main teaching content.

Using Music

For teachers, it is important to direct the progression of a class clearly and effectively. When it comes to marking the start time or the end of a class, music may come in surprisingly handy. Before class, playing music is helpful in setting the right mood. If students can relate to the music teachers play (e.g., soundtracks of popular TV series), it can also generate a rapport-building chat between the teacher and students. In practice, when music is cut off, the message of "class begins now" immediately comes across, with no need for teachers tirelessly calling for everyone's attention. In a similar fashion, playing music is a joyous and unobtrusive way to "dismiss a class." Additionaly, music may lower students' anxiety levels and sometimes even serve as a protector for students who want to converse with teachers privately during breaks or after class. Once students become familiar with the "music rules", they quickly start to enjoy the music, and it becomes a regular part of the classroom. Overall, from personal experience, favorable effects and responses are seen among high schoolers and university students. Go ahead and enjoy your music!

Teaching is not a matter of repeating what the book says. Teenage students are like a piece of clean white paper ready to be colored by the world. Therefore, as a teacher, drawing personal experience into a specific teaching point is sometimes necessary to arouse learners' interest and capture their attention. However, not all teacher experience works. Being novel, interesting, and controversial are some possible approaches. Taking family education as an example, a teacher can share the experience of getting scolded in his/her childhood when misbehaving to trigger discussion with students. In addition, sharing inspirational stories, cultural anecdotes, learning strategies, travelling experiences and so on are useful to broaden students' horizons and spark their desire to communicate. With 1- 2 personal experiences shared each week, teachers and students can create a closer bond. So why not open ourselves to students and start sharing?

Using Chitchat

In academic settings, where classroom interaction is mostly for learning purposes, some chitchat now and then can lighten the mood, especially in high-stake courses like EAP. For example, one time I saw a less motivated student wearing a Lakers jersey; in an attempt to have him speak up, I asked him if he was a Lakers fan and who his favorite player was. In this 20 seconds, I had never seen him speaking English as passionately before! Admittedly, the chitchat trick should be used sparingly (ideally 2 – 3 times per lesson) and strategically to avoid distracting students or interrupting the progression of a class. Implemented properly, chitchat is certainly an easy and useful tool to intrigue as well as engage students during recursive patterns of language practice. After all, we all have more fun talking about something of interest rather than simply formulating correct answers.

Using Larger Font Size

Lesson handouts densely packed with English words would seem daunting to language learners at first glance. This kind of worksheet usually discourages students from reading along or even leads to some psychological resistance. It is true that the success of a class with a large number of reading tasks often depends on the scaffolding skills of an instructor. However, if it is not possible to adjust the formatting, we found the simple trick of enlarging handouts by 120% enhances learner comfort. By doing so, we found students are more willing to read texts carefully. When teaching an EAP class with reading tasks and sample writing demonstration, this easy trick is definitely worth trying!

Making Question Prompts Relatable

It is not uncommon for language teachers to find some textbook questions ineffective for students to practice. They are not intrinsically ill-designed, but rather, the problem seems to be that they are not culturally fit. In this kind of situation, one feasible trick is to begin by asking students to discuss what they may be familiar with before going over the structured questions. For example, in the Chinese EFL context, having students share their thoughts about the evolution of the public transportation system in Australia may be challenging and quite likely to result in unfruitful discussion. To improve this, we can try modifying the questions and including something relatable for students, such as describing the public transport in the city where you grew up and comparing that with those in Australia. Instead of focusing only on introducing foreign culture or ideas (which students might not get to experience), it is more important for students to practice producing language that is meaningful to them. The whole point is to turn what is already available in the textbook into learning prompts that better fit into students' social experience. Presumably any language teachers would agree that being communicative is more important and realistic than memorizing all the detailed content knowledge given in the textbook.

Conclusion

The tricks offered here can be applied and refined at teachers' discretion depending on the individual teaching and learning environment. With a little more effort, it is possible to create much higher comfort levels for our students. When a relaxed atmosphere is established, not only students but also teachers benefit greatly. Therefore, it is our genuine hope that the aspects this article has touched on can further inspire more innovative tricks to improve classroom ambiance. We would love to hear about your experience incorporating them into your own classroom!

STUDENT ENGAGEMENT

Rediscovering The Podcast: Engaging Possibilities of Podcasting for Teachers and Foreign Language Learners in China

Redescubriendo el *podcast*: posibilidades comunicativas del *podcasting* para estudiantes y profesores de lenguas extranjeras en China

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Abstract

Since its creation, podcasting has been widely accepted as a valuable tool in boosting students' engagement and creativity in the foreign language classroom, as well as an ideal tool to develop their skills in a challenging way. Specifically in China, it has grown exponentially within the last decade as a very attractive tool for learning & teaching foreign languages. We aim to highlight some pedagogical considerations of the use of podcasts in the foreign language classroom and provide specific ideas for incorporation in your classroom through some podcast platforms in China, to incorporate them in class, from a tutor-produced or a student's-produced perspective.

Resumen

Desde su implantación, el podcasting ha sido ampliamente señalado como una valiosa herramienta educativa, así como una eficaz forma de desarrollar competencias clave. Recientemente su crecimiento en China ha sido exponencial, convirtiéndose en una excelente herramienta para la enseñanza-aprendizaje de lenguas extranjeras. En el presente artículo se señalarán algunas consideraciones pedagógicas sobre el podcast como herramienta en el aula de lenguas extranjeras, para continuar con un repaso a algunas de las posibilidades de explotación mediante diversas plataformas operativas en China continental, tanto desde el punto de vista de podcast producidos por el alumnado como de aquellos generados por el docente.

Estado de la cuestión

El imparable aumento de las redes de interconexión internacional de las últimas décadas ha arrojado nuevas realidades hasta ahora desconocidas donde los clásicos sistemas educativos de instrucción parecen no ser ya suficientes. Así, la aparición de nuevas formas de intercambios de información desde la llegada de Internet y toda la tecnología asociada que ha ido surgiendo en los años posteriores han transformado dramáticamente los roles de educadores y estudiantes, sus actitudes e incluso su forma de aproximarse al aula (Kay, 2012), que adquiere una nueva dimensión: un espacio cambiante apoyado por la tecnología de la nube, los dispositivos portátiles y las plataformas online, incorporados ya en ese proceso de actualización (Britland, 2013). A efectos formales, tales variables han quedado plasmadas en conceptos como el *e-learning*, el *m-learning* (aprendizaje a través de dispositivos móviles) o el *u-learning* (aprendizaje ubicuo), cuyo nexo común de unión parece ser, de nuevo, Internet (Celaya et alii, 2020). Sin embargo, encontramos aún tendencias digitales como el *podcasting* cuya incorporación real al proceso de enseñanza-aprendizaje dista aún mucho de estar extendida, lo que resulta extraño, especialmente considerando su enorme potencial. Aunque desde principios de este siglo se ha abundado en su estudio como herramienta educativa, lo cierto es que no son demasiadas las referencias a su aplicación práctica en el aula en países donde, de hecho, es todo un fenómeno de masas que sigue creciendo: tal es el caso de China.

Se ha escrito ampliamente acerca de las particularidades tanto de los contextos educativos y metodológicos en China –herencia confucionista, estructuralismo, método gramática–traducción, memorización, entre otros– (Arriaga, 2014) como del perfil del aprendiente sinohablante –introspección, motivación extrínseca, respeto máximo a la figura del docente, importancia de los factores afectivos, etc.– (Sánchez Griñán, 2009) y la influencia de dichos factores a la hora de la enseñanza–aprendizaje de lenguas extranjeras, generalmente traducidos en serias dificultades para el docente a la hora de promover un entorno de aprendizaje comunicativo eficaz. Aunque es cierto que algunas de las principales plataformas de *podcasting* tienen acceso restringido en China continental, presentaremos algunas opciones de explotación del mismo igualmente realizables con plataformas locales, justificando que el *podcast* y sus variables pueden ser –y son– de hecho, una eficaz herramienta que merece al menos ser considerada.

Podcasting en China: el auge de la Ear Economy

El exponencial crecimiento del *podcasting* en China merece sin duda un análisis sosegado, de cara a poder entender el potencial impacto de su uso como herramienta educativa en China continental, y posee unas características definitorias especialmente particulares que lo hacen diferente a casi cualquier otro lugar. Según el estudio realizado por la consultora Daxue Consulting (Noël, 2019), el lanzamiento del primer *podcast* en China –2005– y la primera plataforma

de *audio streaming* –2012– coinciden casi paralelamente en el tiempo con el resto de países occidentales. Sin embargo, la evolución de los mismos a lo largo de los años ha sido bien diferenciada. El rápido desarrollo de la tecnología y la restricción de acceso a ciertas plataformas populares en Occidente han terminado por crear un microcosmos propio donde tanto usuarios como compañías se han adaptado a su realidad creando singulares alternativas. En términos numéricos, de acuerdo con los datos proporcionados por iResearch en su estudio 2020's China Audio Sector Report (2020), el valor de mercado de la llamada *Ear–economy* en China –que incluye música, audiolibros, *podcast* y *audio streaming*– lleva disparándose desde 2015 en términos de valor de mercado y porcentaje de crecimiento: de un valor de mercado de apenas 1.2 billones de yuanes en 2015, a los 27.2 billones estimados en 2020 y un crecimiento interanual al alza que se estima alcance los 54.3 billones en 2022 .

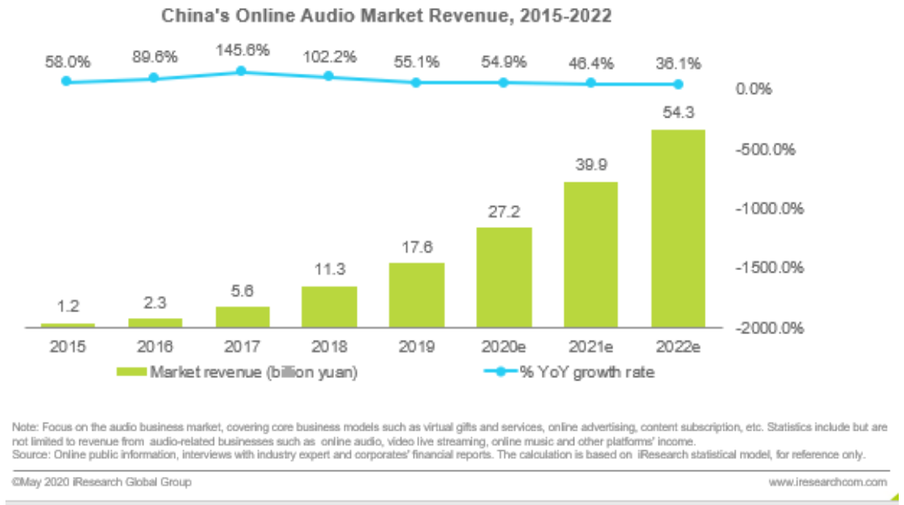

Figura 1: Valor de mercado del mercado de audio en China, 2015-2022

Una de las características más particulares del mercado del *podcast* en China es precisamente el perfil de los contenidos mayormente escuchados entre sus más de 540 millones de usuarios (Celik & Wu, 2020); allí donde los contenidos más

escuchados en países como Estados Unidos se relacionan con *talk-shows*, debates políticos, economía o autoayuda, en China el mercado dominante es el de la educación. Según Ximalaya, una de las plataformas más importantes de *audio streaming* del país, de sus 57 *podcast* con más suscriptores, 32 se relacionan con la educación (Celik & Wu, 2020). Esto concuerda perfectamente con los resultados arrojados por la reciente encuesta de PodFest China 2020 Survey: a look at Chinese Podcast Listeners (2020), que desveló que para un 88,5% de los encuestados, la principal razón de escuchar *podcast* era satisfacer su curiosidad y aprender nuevas cosas, y para un 47,8% aprender habilidades nuevas, entre las que se incluyen, por supuesto, aprender lenguas extranjeras.

Estos reveladores datos, unidos al perfil de edad de los principales usuarios -más de un 80% estudiantes o titulados universitarios menores de 35, según el citado estudio-, dejan una importante puerta abierta a la incorporación del *podcast* como herramienta educativa a distintas escalas: es evidente el uso que de ella realizan ya millones de estudiantes en todo el país, familiarizados con sus contenidos, plataformas y canales de distribución gracias a sus teléfonos móviles. En estos no pueden faltar algunas de las aplicaciones chinas más de moda en todo el país (Celik & Wu, 2020) :

Ximalaya FM

Lizhi FM

a. Ximalaya FM: lanzada en 2013, cuenta con unos 79 millones de usuarios y una gran cantidad de formatos de audio gratuito a la carta, incluyendo audiolibros, música y *podcasts*.

b. Lizhi FM: orientada a un público joven por debajo de 24 años, está centrada principalmente en contenido creado por sus propios usuarios más que en el que puedan aportar grandes empresas. Es tremendamente popular entre los jóvenes. Cuenta con más de 40 millones de usuarios.

c. Qingting FM: con más de 12 millones de usuarios, ofrece una mezcla entre directorio de múltiples radios del mundo y otras radios *amateur* creadas por usuarios. Además, incluye música y retransmisión en directo de eventos.

Qingting FM

Contrastando con las abrumadoras cifras de impacto en China, resulta extraña la casi ausencia de estudios concretos donde el *podcast* se incorpore *de facto* como herramienta potencialmente utilizable en contextos de enseñanza-aprendizaje de lenguas en China. Considerando los beneficios asociados a su explotación didáctica (que repasaremos a continuación), su uso podría resultar especialmente útil si recordamos las particularidades del aprendiente sinohablante (véase, por ejemplo: Arriaga, 2014; Sánchez Griñán, 2009) o las clásicas dificultades de este típicamente reportadas a diversos niveles -singularmente el fónico y morfosintáctico - (Cortés, 2014) y usualmente relacionadas con factores afectivos -miedo al error o al fracaso, vergüenza, ansiedad por dominar la gramática antes de hablar, etc.- (Blanco Pena, 2018) y ante las cuales el *podcast* podría resultar una alternativa a considerar.

Explotación del podcast en la clase de lengua extranjera en china

A continuación, propondremos una serie de explotaciones didácticas del *podcast* -tanto de los producidos por estudiantes como por el docente- basadas en experiencias de clase relativamente fructíferas en diversas etapas de la enseñanza-aprendizaje de español como lengua extranjera a nivel universitario en China continental. En todos los casos, las actividades de *podcast* formaron parte de tareas complementarias o finales de unidad -bien individual, bien en grupo-, y en aquellos casos donde procedió una evaluación, esta se realizó a través de rúbricas de evaluación creadas *ad hoc*, dependiendo de las habilidades concretas que se buscara evaluar. Todas las plataformas utilizadas (Ximalaya, Lizhi, Qingting) son accesibles desde China continental y se encuentran solo en chino, aunque su uso es relativamente intuitivo. Generalmente, si bien para escuchar los contenidos se puede usar el propio reproductor integrado sin ningún tipo de registro, si lo que pretendemos es crear y/o subir algún contenido, será necesario disponer de una cuenta de Wechat para poder acceder como usuario.

A nivel técnico, no se exige al alumno más que disponer de conexión a Internet con datos suficientes en el móvil u ordenador, un micrófono -todos los *smartphones* y portátiles lo tienen- y subir el contenido a la plataforma elegida. En este sentido, para asegurar el éxito a nivel técnico, el profesor puede dedicar una sesión teórico-práctica a

explicar conceptos básicos del *podcasting* o clarificar los pasos básicos del procedimiento de grabación-edición-subida de audio, que varía según la plataforma pero que en general suele ser bastante intuitiva. Otra opción si no se quiere consumir tiempo de clase es realizar un vídeo-tutorial/-es explicativo y subirlo a la plataforma con la que estén más familiarizados los alumnos (cualquiera del tipo Moodle u otras de subida compartida como Weiyun). Aunque muchos de los estudiantes se encuentran muy familiarizados con estas aplicaciones, así como con el mundo del *audio streaming,* es recomendable no obviar la sesión preparatoria de cara a solventar posibles dudas técnicas o procedimentales.

PODCAST PRODUCIDOS POR EL ESTUDIANTE:

Competición de podcast
Nivel: Desde B1
Dificultad: Intermedia

Secuenciación: Por grupos de 3-4 personas, los alumnos deben elegir un tema sobre el que hablar que sea de su interés; puede o no estar relacionado con el español -el docente puede proponer una batería de temas si prefiere acotar la selección-; por ejemplo: deportistas, escritores, directores..., del mundo Hispánico; pasajes de la Historia de España / Latinoamérica; alguna noticia interesante o curiosa, etc. Tras ello, los alumnos han de preparar el guion de contenidos y la secuencia de intervenciones y grabar un *podcast* de entre 3-5 minutos donde expongan el tema como un "comité de expertos" y publicarlo en alguna de las plataformas mencionadas. Como conclusión de la actividad, cada grupo ha de escuchar todos los episodios publicados por los otros grupos y votar por su favorito, explicando el porqué. Puede plantearse alguna recompensa para el ganador.

Esta actividad plantea un importante reto de coordinación de grupo en términos de negociación de contenidos, revisión

lingüística y gramatical del guion u organización de las intervenciones y añade un atractivo factor competitivo muy del gusto del alumno asiático. Además, refuerza la motivación intrínseca del alumno y alivia la ansiedad de producción oral, al tener el grupo suficiente tiempo para preparar y discutir todos los términos del guion antes de la grabación final.

Pod—Drama

Nivel: Desde A1

Dificultad: Baja

Secuenciación: Se trata del clásico *role−play*, aunque añadiendo el factor *podcast*. Los alumnos, por parejas o pequeños grupos, representarán una escena de alguna película o serie famosa en la lengua meta y la subirán posteriormente. Las posibilidades de explotación son infinitas −desde hacer que los otros compañeros escuchen los diálogos y adivinen la película que están representando, a usar estos diálogos para presentar algún componente cultural referido al cine, actores o series o como práctica de pronunciación−. Esta actividad, además de añadir un componente lúdico generalmente muy bien recibido entre los estudiantes, incide positivamente en la superación de componentes muy arraigados del filtro afectivo −superación de la vergüenza en la interacción con otros compañeros, ganar en seguridad a la hora de hablar sobre un guion ya pre−escrito− y acumula ventajas incluso para los niveles iniciales: es una excelente práctica para mejorar la pronunciación o para, por ejemplo, recibir *feedback* por parte del compañero a la hora de articular o entonar. Valga como ejemplo la representación de estos estudiantes de inglés de la famosa película de Disney, *Los Increíbles*, que encontramos en Lizhi.

Club de escucha

Nivel: Desde A1

Dificultad: variable —depende del contenido—

Secuenciación: Basada en los clásicos clubs de lectura, esta es una actividad que puede plantearse para realizarse en la misma aula y que resulta relativamente sencilla. Se trata, digamos, de una actividad de *listening* en grupo. En ella, los alumnos se organizarán por pequeños grupos para acceder a alguna de las plataformas de *podcast* y escuchar algún episodio corto −para acotar la selección, el profesor puede preseleccionar varios audios que resulten acordes al nivel de la clase y facilitar una batería de *links* a los alumnos para que accedan directamente−. Dependiendo del nivel, podemos valorar adjuntar o no la transcripción del contenido escuchado para asegurar el seguimiento de audio por parte de los alumnos. Una vez escuchado en grupo, los alumnos habrán de realizar alguna tarea relacionada con el contenido del audio; en el caso de este audio de nivel inicial en inglés, una chica describe cómo es su pueblo natal y sus alrededores: los alumnos podrían, por turnos, hacer lo propio sobre sus ciudades tomando como modelo de lengua el audio escuchado.

Hoy entrevistamos a…

Nivel: Desde A1

Dificultad: intermedia

Secuenciación: Por parejas, los alumnos deberán preparar, grabar y subir una entrevista a un compañero sobre distintos temas −dependiendo del nivel y los objetivos que pretendamos enfocar, es posible acotar la temática: su familia o su ciudad, anécdotas o historias del pasado, sus planes de futuro, cosas que le gustan/le molestan/ odia/ le encantan, etc.−. Para hacerla más estimulante, los alumnos habrán de escuchar algunas de esas entrevistas realizadas por otros compañeros y valorar con quién tienen más o menos cosas en común y por qué.

Una atractiva variante de esta actividad consiste en realizar la entrevista en formato ficción, simulando que el entrevistado es alguien famoso o de ficción (una estrella de Hollywood, un superhéroe, un cantante famoso, etc.). En ambos casos, además del factor motivador que la entrevista "real" (que será publicada y escuchada) tiene *per se*, se añade todo el proceso previo de preparación y organización del contenido, donde entran en juego múltiples competencias y estrategias a través de las cuales el alumno ha de trabajar con la lengua meta desde distintos prismas (organizativo, gramatical, sintáctico, léxico, etc.).

PODesía en clase

Nivel: Desde B1

Dificultad: variable

Secuenciación: Planteada inicialmente como práctica adicional a la presentación en clase de un componente cultural relacionado con la literatura, resulta extraordinariamente motivadora a distintos niveles. Se trata de un ejercicio individual de recitado de poesía o pasajes literarios en la lengua meta –en nuestro caso, español– que ayuda al estudiante a conectar de una manera más emocional con el autor/a o género en cuestión, ofreciéndole al mismo tiempo muestras claras de la función poética del lenguaje y las posibilidades de interpretación de distintos significantes. En muchos casos, aunque el estudiante desconozca el significado de términos muy específicos o incluso el encaje semántico de ciertas figuras –metáforas, metonimias, juegos de palabras–, el solo hecho del recitado en voz alta y el editado del *audio* –en nuestra experiencia, los estudiantes añadieron una emotiva música de fondo que ayuda al oyente y al propio lector a conectar con el pasaje– proporcionan una experiencia sensitiva que en muchos casos trasciende conceptos lingüísticos más terrenales, despierta

la curiosidad y les motiva a saber más sobre el componente literario. Las opciones de explotación son variadas y van desde la propia práctica de pronunciación hasta el trabajo del léxico de las emociones –*¿qué has sentido al escuchar/leer/grabar el poema?, ¿cómo crees que se siente el poeta al escribir el texto?*– o incluso el trabajo de las figuras retóricas básicas, como la metáfora. Valga como ilustrativa muestra el trabajo de recitado de esta alumna de español cuyos audios recitando sube regularmente a su página de Ximalaya.

PODCAST PRODUCIDOS POR EL PROFESOR

Aunque hemos querido centrarnos en las ideas sobre los *podcast* producidos por alumnos, no es menos cierto que la grabación de *podcast* por parte del profesor puede ser también una valiosa herramienta con la que complementar y variar la clásica estructura de la clase de una forma diferente y motivadora. Estas son algunas sencillas ideas que pueden servir de inspiración.

El *podcast* como complemento al aula

En un momento en que las clases a distancia van cobrando mayor importancia, el *podcast* del profesor puede ser una excelente oportunidad de complementar externamente nuestras clases ofreciendo al alumno un *input* adicional muy variado:

- *Cuéntame una historia:* el profesor cuenta una historia real o de ficción para que los alumnos trabajen después con ella - bien en el aula en la siguiente sesión, bien como trabajo individual–. Ejemplos de este trabajo pueden ir, por ejemplo, desde el clásico *¿cómo crees que termina la historia?* Escribe tu final, hasta utilizar el audio como ejercicio de *listening* sobre el que hacerles algunas

preguntas. En este sentido, destacamos el estupendo trabajo de páginas como ProfedeELE, que incluyen ya una sección exclusiva de *podcasts* con actividades interactivas, transcripciones, material descargable, etc. Toda una inspiración.

– + *Cultura*: utilizar el *podcast* como forma de introducir algún componente cultural que no hemos tenido tiempo de trabajar en clase. Muchos profesores en China utilizan ya plataformas como Qingting para trabajar la interculturalidad, como ocurre en el caso de Español con Guille, muy popular entre los usuarios de la plataforma aprendiendo español.

El *podcast* como soporte académico

– Revisión gramatical: En los últimos tiempos se han popularizado las sesiones de gramática basadas en *podcast*, donde profesores aclaran las dudas más frecuentes de los alumnos respecto a distintos aspectos de la gramática o, incluso, complementan sus explicaciones de clase añadiendo un *podcast* explicativo. Sirva el ejemplo de Emma, una profesora de inglés en China que explica regularmente distintos puntos gramaticales en su página de Qingting.

– Sesión de *feedback*: Otra atractiva idea nos lleva a utilizar un *podcast* como fuente de *feedback* para el alumnado tras, por ejemplo, un examen o tarea. Durante unos minutos, el profesor puede abundar en los principales errores cometidos, aportar consejos para corregirlos y hacer una valoración general del desempeño del alumnado en la tarea.

El *podcast* como muestra de lengua auténtica

En último lugar, dejaremos la opción sin duda más atractiva, pero a la vez más complicada de cara al estudiante, que habrá de tener un nivel de competencia en la lengua meta intermedio–alto. Se trata de crear (o utilizar los disponibles en las plataformas) *podcast* auténticos como muestra de lengua, es decir, aquellos que han sido creados originalmente sin ninguna intención académica o educativa y que pueden servir de *input* real sobre el que trabajar: debates políticos, entrevistas, *podcast* sobre cine, historia, música, arte, etc. En nuestro caso particular, por desgracia, el número de *podcast* auténticos en español disponibles en las plataformas accesibles en China sigue siendo limitado –siendo Ximalaya la que cuenta con mayor número– aunque este número va en aumento. Para los profesionales fuera de China, la plataforma dominante en número de audios en español sigue siendo Ivoox, que por desgracia posee acceso restringido en China continental.

Para saber más

Si se desea abundar en el trabajo sobre mundo del *podcast* a distintos niveles, recomendamos aquí dos páginas de referencia, accesibles para cualquier usuario y desde donde obtener valiosa información en términos de eventos, talleres, cursos de formación, etc.

– Podfest China: Desde 2018, es el evento más importante a nivel nacional de China relativo a *podcast*, que congrega anualmente a *podcasters*, aficionados, técnicos de sonido y directivos de las plataformas más prestigiosas del país donde realizan talleres, sesiones informativas, cursos de

Podfest China

formación, *marketing* y más. Su página *web* oficial está disponible en inglés y contiene información relevante sobre las pasadas ediciones, encuestas de impacto y planes de futuro.

Pod-Events

– Pod–Events: Se trata del mayor directorio de eventos sobre *podcast* de Internet. Actualizada a diario, en su *website* encontraremos los enlaces e informaciones básicas para acceder e inscribirse en multitud de conferencias, talleres o cursos de formación gratuitos y de pago, presenciales y *online*, en todo el mundo. Una referencia obligada a todos aquellos interesados en ampliar sus miras respecto al *podcasting*.

Consideraciones finales

A lo largo del presente artículo hemos dejado constancia de las extraordinarias cifras de crecimiento del *podcast* en China, así como del notable impacto de este en un público cuyo perfil encaja en nuestro potencial alumnado. Este, habituado ya a un mundo en el que las pantallas y el contenido multimedia forman parte indisoluble de su realidad, demanda oportunidades motivadoras e intuitivas de aprendizaje que se relacionen con esos factores de una forma natural. El *podcast*, tal y como venimos exponiendo, posee pues todos los ingredientes para cumplir sobradamente con dichas expectativas y sus beneficios a la hora de ser utilizado como una herramienta educativa más –especialmente en el ámbito de la enseñanza–aprendizaje de lenguas– han quedado de sobra documentados.

Pese a las limitaciones evidentes que plantea su aplicación efectiva debido a las consabidas restricciones aplicadas en China continental, lo cierto es que existen alternativas igualmente interesantes de aplicación local a las que recurrir, así como una amplia oferta de formación gratuita y a distancia de la que poder formar parte para seguir aprendiendo nuevas aproximaciones tanto a nivel genérico como a nivel de explotación didáctica. El docente, pensamos, en su constante proceso de aprendizaje y actualización metodológica, no debería dejar pasar la oportunidad de incorporar un elemento que, además de ser tendencia entre muchos de nuestros estudiantes, reporta sustanciales beneficios para unos y otros dentro y fuera del aula. Singularmente, tal y como hemos señalado, podría resultar especialmente relevante a tenor de las particularidades culturales, epistemológicas y educativas presentes en el alumnado sinohablante ante el que, sin duda, lo profesores de lenguas afrontan variados retos a diario. Por último, no debemos igualmente descartar la importancia que para el propio profesional posee el *podcast* a otros múltiples niveles: actualización de las habilidades técnicas y digitales, uso como herramienta de formación profesional o de compartir experiencias con otros colegas e, incluso, como mero entretenimiento. Es hora de redescubrir el *podcast* y adentrarse en una fascinante aventura. No lo lamentarán.

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METHODOLOGY

Teaching Exploration & Application of Debate in the Advanced Chinese Classroom

辩论式教学活动在汉语高级综合课堂中的应用模式探究

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Abstract

Debate is a performance task that can build the "Four Cs" of 21st century skills: critical thinking, creativity, collaboration and communication. It is also addressed in the newly published "Chinese Proficiency Grading Standards for International Chinese Language Education". This article explores the variables of debate activity, and provides a pragmatic teaching model for Chinese language teachers to apply in the advanced Chinese classroom.

摘 要

在汉语课堂中引入辩论式教学活动，能有效提高学生的4C 能力，即批判性思维（Critical thinking）、沟通能力（Communication）、团队合作（Collaboration）以及创造性思维（Creativity and innovation ）。《国际中文教育中文水平等级标准》也把辩论能力作为汉语高等水平学习者的培养目标之一。本文探究了辩论式教学活动在汉语高级综合课堂中的应用，深入解读了辩论前、中、后期的教学任务和活动模版，试图创建具有实用价值的应用模式，促进辩论式教学活动在汉语高级课堂中的使用，为教学活动提供有效参考。

1. 辩论引入汉语课堂的意义

进入21世纪，很多国家和地区都在思考应该培养怎样的未来公民。尽管不同组织所提出的“21世纪技能”有所不同，但其内涵基本一致。其中，美国二十一世纪技能合作组织指出，21世纪的人才需要具备4C 能力，即批判性思维（Critical thinking ）、沟通能力（Communication）、团队合作（Collaboration）以及创造性思维（Creativity and innovation ）。演讲和辩论恰恰是提高学生这四个方面能力的有效手段。

批判性思维：辩论让学生辩证地一分为二地看待问题，与持有不同意见的一方或者多方展开对话，对话过程不仅需要逻辑严谨的思考和表达，更需要对对方观点的解读、反思和重构，对己方观点和论据的自我修正。

沟通能力和团队合作：沟通能力表现在两个层面上：与队友的沟通和与对方的沟通。辩论的最终胜负，不仅在于个人表现，更在于团队合作。因此，在信息收集、筛选、组织过程中，需要不断沟通，分工合作。同时，辩论过程中，也需要认真聆听对方陈述，抓住破绽，提出质疑。

创造性思维：辩论可以拓展思维，突破认知局限。辩论需要学生通过发散思维收集多方面信息，这个过程中会迸发新的创意和想法。同时，也需要学生通过聚合性思维，综合考虑收集到的信息，通过缜密的逻辑思维来表达观点。

中华人民共和国教育部和国家语言文字工作委员会（2021)于三月份发布的《国际中文教育中文水平等级标准》中，确立了言语交际能力、话题任务内容和语言量化指标三个评价维度。在《等级标准》的“七级标准”中，“说”的能力要求明确指出，学生 “能够灵活运用复杂的句式表达个人见解，进行讨论或辩论”；“八级标准”中的“话题任务内容”指出，学生“能够在遇到纠纷时表达观点，提出质疑，申诉理由。” 辩论能力不仅是汉语高等水平学习者的培养目标，同时作为一项语言交际任务 ，为学生提供了真实交际话题，在过程中需要学生综合运用多种技能完成交际任务。

2. 辩论式任务教学的应用模式探究

2.1 前期工作

2.1.1 辩题的确立（约2分钟）

好的辩题能够激发学生兴趣，提高参与度，同时能真实再现语言使用情境，为辩论双方提供发挥空间。辩题最好能联系学生真实生活，或者社会热点话题。例如“疫情期间，中国政府是否应该允许留学生入境？”“大学生是否应该把大量精力放在社团活动上？”“中国医疗体制利大于弊还是弊大于利？”如果有几个备选话题，可以通过LearningMall（Moodle）上的Choice选项或者Mentimeter上的选择/排序功能，让学生自主选择。学生也可以贡献优秀话题，供全体学生投票。

Choice

Mentimeter

表1：LearningMall（Moodle）Choice功能和Mentimeter

2.1.2 学生分组（约3分钟）

是否应该让学生自己选择正反方呢？给学生自主权的好处是，学生认同所选话题，可以举出实际生活中的例子支持自己的观点，同时辩论过程中更有认同感和积极性。但坏处是，有可能大多数学生选择的话题一样，这样会导致正反双方人数不均。我在课堂上的做法是，先由系统自动分组，再征求学生意见进行微调。这样既保证了双方人数均等，又尊重了学生的意愿。

一般来说，辩论赛双方人数各4-5人最佳。如果班级内人数过多，可以将其他同学设为评委。根据文思芳（2009）思辨能力层级理论模型，教师制订了学生评委的评分标准。几位评委将分别从内容相关性、内容逻辑性、内容深刻性、辩论的灵活性、台风表现等方面（每个方面20分，共100分）进行点评。语言的判定工作则交给教师。

相关性	逻辑性	深刻性	灵活性	台风表现
是否切题？详略是否得当？主次是否分明？	条理是否清楚？是否有理有据？	是否有深度和广度？	辩论过程中能否根据情况快速变化角度？	好奇、自信、正直、坚毅

表2：学生评委评分参考标准

2.1.3 头脑风暴（约10分钟）

分组之后，学生往往对辩题没有多少灵感。“头脑风暴”通过无限联想和快速自由讨论，可以在较短的时间内激发学生创新性想法。“头脑风暴”活动可以通过“词云（Word Cloud）”的方式进行，词云收集时间一般为1-3分钟，快速自由讨论一般为5-8分钟。

头脑风暴”通过无限联想和快速自由讨论，可以在较短的时间内激发学生创新性想法

2.1.4 组内角色确立（约10分钟）

为了让学生尽快进入角色，并在调研过程中有目的地收集所需信息，建议在调研开始前就进行组内角色分配，确定一辩、二辩、三辩、四辩的人选。教师需要提供不同选手的辩论模版，以及辩论赛视频，供组员学习观摩，以便能对自己的任务更清晰明了。模版参考如下：

角色	正方任务	反方任务
一辩	开启辩论主题，阐述你方观点，并提供三四个主要理由来证明你方观点。 参考模版：谢谢主持人，大家好。今天我们的辩题是_____。针对这个辩题，我方的观点是_____，我们认为_____，原因有如下几个，_____。 （Assertion, Reasoning, Evidence, Link-Back, AREL 模版）	提供理由反驳对方观点。 参考模版：正方认为_____，可是我方并不认同，因为_____。因此，_____(对比正方观点，证明你方正确)。 （观点反驳模版：对方认为……，我不同意，因为……，因此……）
二辩 三辩	反驳反方一辩的观点和理由，并进一步扩展自己观点。可以提供更多的证据，或者对已有理由做进一步阐释。对反方提出质疑。	回答正方二辩的质疑，进一步阐述自己观点。可以提供更多的证据，或者对已有理由做进一步阐释。
	参考词汇：首先……，其次……，再次……，最后……；一方面……，另一方面……；	
四辩	对己方所做发言进行总结，并解释对方观点不成立的原因。 参考模版：综上所述，我们的结论是_____。原因如下，第一，_____；第二，_____；第三，_____……对方认为_____，我们认为是不成立的，因为_____。因此，我们坚定认为，_____。	

表3：辩论角色任务表以及参考模版

2.1.5 学生集体调研和独立调研（课下作业）

为了有效利用课堂时间，集体调研和独立调研建议以作业形式分配给学生。正反方作业内容为：集体研读教师提供的素材，找出至少十条支持己方观点的证据。同时需要进行独立调研，通过网络、书籍或者采访活

动，找出至少四条论据。论据需要包括数据、引用、名言、实例、调查等。在集体调研中，教师为学生提供素材，如文章、视频等。文字版本素材可以通过LearningMall（Moodle）上的PDF Annotation功能，实现组内成员共同学习研究。利用下表，两组分别进行论据的收集整理。在独立调研时，组内每位成员各自做一些调查。学生的独立调研保障了所采集信息的多样性，增加了论点的可信度，同时也能让某些学生在辩论中比较出彩。

观点：	
主张理由	反对理由
1.……2.……3.……	1.……2.……3.……
注意：需要涵盖数据、引用、名言、实例、调查等；	

表4：学生集体调研和独立调研表格

学生评委组作业内容：根据表2教师提供的参考标准，制定辩论活动具体评分标准，并给出详细解释。

	相关性	逻辑性	深刻性	灵活性	台风表现
15~20 分					
10~15 分					
5~10 分					
0~5 分					

表5：学生评委评分标准制定

2.1.6 组内讨论整理（约20分钟）

调研让两组掌握了大量论据，但是并没有组织成逻辑严谨的表达。组内讨论前，教师需要强调辩论中反问句的使用，并提供辩论常见表达，供正反双方参考。这些表达尤其适用于自由辩论阶段。例如：

- 我方已经从（逻辑、事实、理论……）的角度证明了……
- ……这样的例子比比皆是。
- 下面我将进一步说明……
- ……难道不是……的最佳例证吗？
- 请对方辩友解释一下……
- 对方辩友展开话题时，有几个关键性错误……

根据教师提供的材料，学生组织语言，整理逻辑思维，完善组内每位成员的辩论内容。可以通过LearningMall（Moodle）上的Etherpad Lite功能，汇总意见并互相修改。教师可以帮助两队完善语言表达。

2.2 辩论进行中（约45分钟）

辩论进行时，主持人的工作通常由教师担任，便于教师在学生发言后，对语言的使用进行评价反馈。为了增强仪式感，主持人需要准备比较正式的开场词。如果是线下课，建议教室布置成辩论赛会场样式，制作名牌，并严格按照计时器控制每位选手的发言时间。线上课堂也可以设置虚拟辩论室，通过网络计时器控时。一般来说，辩论赛流程如下：

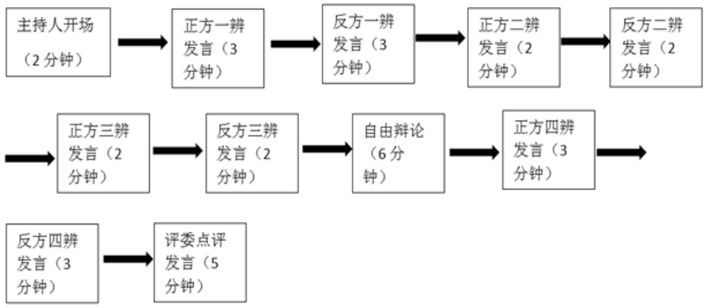

表6：课堂辩论大致流程

每位选手发言结束后，主持人需要对选手的语言使用进行点评。

辩论过程中，可能会遇到的问题有：1. 选手发言时间过长或过短；2. 自由辩论环节选手不发言； 3. 评委点评发言过短。以下方法能在一定程度上解决上述问题。选手发言时，剩余1分钟和30秒时，主持人可以通过举牌（黄牌和红牌）进行提示。时间到时，可打断选手发言，以此避免发言时间过长的问题。发言时间过短，或者自由辩论时不发言，则需要通过前期工作进行避免。例如检查学生集体调研和独立调研的作业，让学生根据角色模版提前写下发言内容等。评委发言过短，则需要教师及时检查学生评委制定的评分标准。

2.3 辩论结果（约10分钟）

辩论最终评出获胜方以及最佳辩手（1-3名）。最佳辩手的投票由全体师生通过LearningMall（Moodle）上的Choice功能选出。学生评委的打分（70%）以及教师评分（30%）总和，确定获胜队伍。为了增加比赛仪式感，教师可提前准备获奖证书，颁发给获奖学生。

辩论活动结束后，教师可以设计拓展任务，例如写作、反思日记等，让学生对此次活动进行总结回顾。

3. 结语

辩论作为一种表现型任务活动，把课堂内容和社会经济、政治、文化生活中的争议性话题相结合，不仅锻炼了听、说、读三项语言技能，同时也培养了学生的“4C”能力。基于《国际中文教育中文水平等级标准》（2021）中对于培养学生辩论能力的强调，本文对辩论在汉语高级综合课堂中的应用模式进行了探究，意图给教师提供一系列“拿来即用”的模版，以便促进辩论式教学活动在课堂中的应用。在日常教学实践中，教师可以利用这些模版，不断训练学生的思辨能力，同时完善辩论教学模式，为今后的教学提供指导。

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Beyond Reading: A Reflection on the Use of Graded Readers to Support Learning in H.E.

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XI'AN JIAOTONG-LIVERPOOL UNIVERSITY (XJTLU) has had a Continuing Support (CS) service for students more or less, at least, since I began my employment at the institution. However, the structure and focus of CS has changed over time. At one time its focus was to offer workshops and consultations with an English for Academic Purposes (EAP) focus. Currently the focus of CS is help improve students' linguistic competence and confidence while also focusing on specific skills that can support their EAP studies. This reflection will focus on my experience using graded readers in higher education, specifically in CS at XJTLU; an argument for using graded readers in EAP classes will also be made. Graded reader workshops and methodologies will be discussed, suggestions of possible activities made, and an examination of their relevance and implications will be offered. Finally, I reflect on the rationale for using graded readers with university students in a higher education context. It is my belief that a credible argument could be made for using graded readers in higher education and I hope that this reflection will help encourage that discussion.

What are Graded Readers and Why are They being Used in CS?

Graded Readers (GRs) are books of various genres created for learners that are studying English as a second language (ESL) or learning English as a foreign language (EFL). GRs are either modified versions of existing works (for example "Forrest Gump") or original works that tend to be factual in nature (Extensive Reading Foundation, ND). Graded Readers are written at different levels from low beginner to university undergraduate level based on the number of headwords in the GR. The rationale for using GRs in an EAP context is that by developing students' literacy in nonacademic texts, it will, in turn, help improve students' literacy in academic reading.

Format of Graded Reader workshops

The format of the CS graded reader workshops has changed over the course of semester one and semester two (AY2020-21). Originally one GR would be covered over a two-week period in the following pattern: The first week's workshop would introduce a new GR. Students would read the introduction, discuss questions about it, and then move on to read the first one or two chapters, scaffolded with further discussion. Between the first and second workshops, learners would, on their own, finish reading the full story. The second workshop would be devoted to reviewing the rest of the book through discussion. Learners would then do a worksheet writing a brief profile of the main characters. Finally, there would be an extended writing activity. For example, students could write a paragraph saying whether or not they enjoyed the story, giving reasons to support their response. In semester two, the format was changed to eliminate the second workshop and replace it with a follow up consultation. This was designed to enable those students who had completed the GR to come and do a book talk or to hand in and discuss an extended writing activity about the book.

Possible Graded Reader activities

a. See, Think, Wonder

Graded Readers are introduced via speaking activities that not only promote discussion among students but also help develop critical thinking. For example, learners might be shown a

PPT slide of the GR cover or a related picture and then do a discussion activity such as See-Think-Wonder. In this activity students look at the PPT slide with the graded reader cover or related picture to the story before discussing with a partner or the group the following questions:

- **What do you see [in the picture]?**
- **What do you think is going on? What do you think this tells you about the story?**
- **What does it make you wonder [about the story]?**

After completing this activity, learners then read one or two chapters of the graded reader and do literature circle discussions about each chapter they read together.

b. Literature Circle Discussions

A literature circle is an activity in which a cohort of 2-4 students do the same reading before taking different roles in a subsequent discussion. For example, the roles for the members of the cohort might be:

A. **Summarizer:** the summarizer's job is to prepare a brief summary of the reading. They should talk about key points, main highlights.
B. **Illuminator:** the illuminator's job is to pick out 1-2 details in the reading that he/she thinks are interesting or important to the reading and share them with the group.
C. **Questioner:** the questioner's job is to think of 1-2 questions about the reading to ask the other members in his/her group to see how well they understand it.
D. **Word Wizard:** the word wizard's job is to find new or interesting words and phrases in the reading that he/she thinks are important to the reading. He/she discusses these words with the group.

The steps in running this activity:

1. The cohort will read the same chapter by themselves.
2. After finishing the chapter each member prepares for their role in the literature circle discussion. For example, the summarizer will prepare a brief summary of the chapter; the questioner will prepare questions to ask the other members of the cohort, and so on.
3. Once the teacher sees that everyone in the cohort is ready for their role the literature circle discussion can start. Usually, the summarizer begins and then each member contributes to the discussion in their respective role.

The teacher should monitor the discussion to make sure all the members are not only engaged but also fulfilling their role. Learners are encouraged to actively take part by asking members further questions about their roles, or asking additional discussion questions or topics to the group about the reading. This furthers the group's discussion and promotes deeper and more critical thinking.

Benefits of Graded Reader activities

- Promotes the use of target language in a more authentic situation in that learners are using the target language to complete the task
- Promotes collaborative learning in that students help each other better explore and understand the reading
- Promotes critical thinking in that students have to decide what they will talk about in their roles

Limitations

While the use of Graded Readers can greatly enhance English learning, there are some limitations. Though GRs can help promote literacy they cannot directly help students improve academic reading for English for Academic Purposes (EAP) or English for Specific Purposes (ESP). Due to this fact, the teacher must essentially encourage the students to "buy in" to engaging with Graded Readers, in addition to their regular workload. If a teacher has a mixed-ability group, then choosing one graded reader for the class may be a challenge. Further, finding a genre that all the students will feel interested in may prove difficult. Another limitation is the time students take to read through the GR. Learners will read through GR books and naturally finish them at different times – hence the transition to the different workshop pattern that was mentioned in the earlier description of delivery here at XJTLU. Ultimately, however, I strongly believe that that the myriad benefits of using GRs vastly outweigh these minor concerns.

Reflection and implications

On reflection, this writer believes that student engagement with Graded Readers through CS has positively impacted students' learning. First it helps learners' self-study. Learners need to be engaged in self-study when not in class or doing homework for their university modules. The GR workshops and the independent reading that they promote will help students improve their literacy, reading rate and broaden learners'

vocabulary. Reading GRs also helps students become more familiar with grammatical structures. Doing activities like See-Think-Wonder and Literature Circles benefits students' learning in a number of ways. See-think-Wonder activates students' learning, promotes critical thinking, initiates engagement with the target material and encourages use of the target language in an authentic discussion situation (Ritchhart, Church and Morrison, 2011). The Literature Circles also benefits students' learning in a number of ways. Literature Circle activities increase student participation in a safe environment, improve students' comprehension skills, encourage collaborative learning among students, help develop their discussion skills and increase scaffolding opportunities for the teacher (Elhess and Egbert, 2015).

It is my hope that other university lecturers and teachers in the greater pedagogical community will see the value of using Graded Readers as part of their teaching practice in higher education contexts. The activities discussed in this reflection are examples of how the benefits of Graded Readers reach far beyond reading in their development of greater critical thinking skills, their promotion of collaborative learning, and their enhancement of other language skills.

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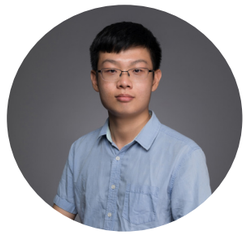
Research on the Variation of International Students' Chinese Characters Learning Performance in a Sino-British Cooperative University

中英合作大学留学生汉字学习策略效能差异研究



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Abstract

An experiment conducted in the environment of a Sino-British cooperative university is introduced in this article, confirming the existence of learning performance variation between handwriting/typing pathways in Chinese characters learning, and the objective outcome that handwriting is able to enhance the learning efficiency of Chinese characters' pronunciation and meaning. Guidance on designing curriculum for Chinese character teaching is also provided.

摘 要

本文通过在中英合作大学中开展的实验，证实了汉字学习中书写、拼打的不同学习策略存在效能差异，书写学习策略客观上能够提高汉字读音、含义的学习效率；并据此对新模式下的汉字教学课程设计提出了指导性意见。

一、探索汉字学习策略效能的必要性

在讨论汉字教学时，其教、学两方面息息相关，不容割裂：学生学习汉字时难以从其母语和其它外语学习中迁移相关能力，依赖外源性的学习程序；教师教授汉字时不可脱离学生的学习情况，需避免空谈。本文所提及之汉字教学，均包含教、学两方面。

针对当期汉字教学的局限性，从学生角度出发，基于其学习策略进行研究，结合汉字本体相关规律，是汉字教学取得突破与进展的辩证思路。

汉字教学存在着多方面、多维度的两面性。目前研究较为透彻的方面包括但不限于：汉字本体研究、经典《说文》学理论的转化、传统文化背景教学和针对汉字表义能力设计的教学法等。其局限性主要体现在：对汉字组成规律的强调不足（姜丽萍，1998）；对现代汉字新发展和现代文字学新成果的适应、运用不足；对汉字隐含表音能力、深层构造规律、义素对应关系的介绍不足（费锦昌，1998）。

汉字本体研究一直以来都是汉字教学研究的重点方向之一；而探究留学生汉字学习规律则更为直接地在实践中指导了汉字教学法的开发（李大遂，2004）。但是，课程建设者对汉字研究尚不够深入、全面，汉字教学仍有改进空间（万业馨，2004）。

从结果上看，汉字教学在当前阶段取得了一定意义上的成绩。课程设计者直接将汉字作为表意文字教学，并成功使得大部分学习者认同并掌握汉字表义规律；但又几乎不提及基于汉字标音能力设计的相关内容，又将大部分学习者对汉字的认识局限在片面的阶段（万业馨，2004）。

二、汉字学习策略效能的探索与反思

研究汉字学习策略应首先关注其效能。在对其不同效能的认识之上，目前已经形成了多种教学法。

汉字学习具有阶段性：学生在学习汉字时，一开始往往未能认识到汉字的内在结构，仅把汉字视为无意义的符号而简单描画；而后通过形象、结构和母语联想，逐渐向理性归纳、意义记忆过渡（王碧霞，李宁，种国胜，徐叶菁，1994）。将这个基本事实与汉字自身的特征相结合，就可以将汉字部件教学的科学性视为汉字教学的出发点（崔永华，1997）。

从汉字构成的角度出发，通过现有的对汉字构成部件分布的研究和对汉字部件构成方法的统计，可以导出汉字部件教学的高效策略：重视基本字教学，以其带动更复杂的字形的构建；在教学构成能力不同的字形时，应根据其构成能力采用不同策略，并为其加权分配学习资源（邢红兵，2005）。而对于非汉字文化圈学习者，还应进一步结合前文所述的阶段性规律，在汉字学习的不同阶段应采取不同的教学手段适应其学习方法，适时引入形式多样化、趣味化的汉字练习（尤浩杰，2003）。

在教学中通过调整形声字的学习顺序、强调声旁表音的规律，提高效率成为了学科发展的目标，而探索汉字教学策略的效能则是其实现途径（郝美玲，舒华，2005）。

三、书写与拼打学习策略的效能差异性

对于书写、拼打两种学习策略何者更能充分强化部件意识、促进汉字学习，尚未有确切的结论。

一般认为，“认写分流、多认少写”可以促进汉字认读、书写能力的提升，其原理在于增强学生自信、调动学习动机，使学生循序渐进地学习汉字，从而增大识字量，更加系统地扩充汉字知识（江新，2007）。而在教学实践中，很多教师在该原则的指导下，试图以计算机录入取代手写的方法消弭零基础、低动机学生在汉字学习中的障碍，以增强学习信心（陈勇，2016）。然而，直接比较学生在计算机录入与书写汉字输出过程中的偏误的过程并未成功控制变量，其比较结果所呈现的参考价值相对局限。

借助变量控制更为严格的实验结果，书写汉字学习策略的价值得以凸显。在比较回忆默写法与重复抄写法时，受试学生指出对字形的观察、分析和回忆有利于认知汉字内在规律，建立结构意识，并且对系统性地学习相关汉字结构规律知识产生了需求（柳燕梅，江新，2003）。总体而言，应用策略有利于汉字学习；意符策略有利于学习汉字的语素义；策略的使用尤其有利于形声字的学习（赵果，江新，2002）。

综上，书写与拼打学习策略在汉字学习中的效能差异性客观存在，且需要以汉字的掌握为统一的衡量标准，具体考察学生以不同策略掌握汉字的音、义，以揭示其通过对汉字-语素映射关系认知词汇的水平，以显性现象揭示其差异性。

四、书写与拼打学习策略效能差异性的对比实验

为验证书写与拼打学习策略的效能差异，我们以中英合作大学中的国际学生为被试，汉语字词学习策略为自变量，被试的汉字读音、含义掌握程度为因变量，设计了实验。

在实验中，被试均为西交利物浦大学国际学生，均来自同一课程的平行班，均为汉语学习经历在一年以内的初学者。

被试首先在同一位教师的指导下，在一节时长50分钟的、依据真实教学标准设定的汉语课中学习包含共40个汉字的20个生词，所有词汇均未出现在被试之前学习的汉语课程内。学习完成后，学生被随机分配到实验组、对照组中，进行时长30分钟的自主复习。实验组学生只能通过提供的纸笔和纸质材料，以书写的方式进行复习；对照组学生只能通过提供的计算机和智能手机以拼打、浏览相关网络信息、使用学习软件的方式进行复习。复习完成后，被试以面试的形式接受测试。能够正确认读字词或给出拼音的，视为掌握了字词的读音；能够正确解释、翻译、举例、表演、使用字词的，视为掌握了解字词的含义。

实验结果如下：

	平均读音正确率	平均含义正确率	平均正确率
书写学习策略	67.20%	78.90%	73.05%
拼打学习策略	28.35%	47.20%	37.78%

表1:书写与拼打学习策略字词学习正确率

本实验的结果支持了我们对书写与拼打学习策略在汉字学习中的效能差异性存在的猜想，并且以数据的形式呈现了具体的差异，即：书写学习策略有利于提高学生的汉字学习效率，并且客观上在读音、含义两方面均有效。

另外，对学生的采访和问卷调查也证实了部分观点。在对学生的问卷调查中，学生普遍认可书写策略对学习汉字的含义有所帮助。但同时应当注意的是，在主观上认可书写策略对学习含义读音有所帮助的学生较少。

	人数				
有助于学习读音	35	35	36	10	14
有助于学习含义	9	19	37	39	26
认同程度	完全不认同 ←——————————→ 完全认同				

表2:接受问卷调查的学生对书写策略有助于学习汉字读音/含义的认同程度

应指出，学生主观上对汉字学习策略的认识与客观上汉字学习策略的实际效果所呈现出的偏差，与中英合作大学的学习环境等因素密切相关。在以英语为官方语言、学生群体和教职工团队国际化的中英合作大学中，国际学生除汉语学习外，在现实需求驱动下运用汉字的情景较少。在汉语学习中，一方面无纸化考核日趋成熟、全面普及，另一方面学生在期末测试等比重较大的考核中仍需要测试书写汉字的能力，促使学生在学习中同时采取多种互补的学习策略。因此，接受调查的部分学生并未将不同的学习策略进行平行比较。

五、结论与反思

汉字教学是汉语国际教育的薄弱项，在理论研究、课程建设等方面均有待发掘，而把握不同汉字学习策略之间的效能差异性则是提高学习效率的有效方法之一。通过实验，书写和拼打学习策略在汉字教学中的效能差异性被证实是客观存在的。具体而言，书写能帮助学生更高效地掌握汉字的读音和含义。经调查，多数学生主观上认可书写学习策略对学习汉字含义的促进作用。

当下，线上线下融合的教学模式成为主流，教育技术的地位日益凸显。课程建设者应充分认识到书写学习策略的重要性，结合最新教育技术，针对性设计书写汉字的学习环节。如：在课堂上，利用互动白板进行汉字手写练习；课后，教师可让学生利用Skritter、Pleco等应用程序进行模拟手写的练习。而不是简单地以计算机拼打完全取代汉字教学，方能在新的线上线下融合课堂模式中取得突破。

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A Flipped Spanish Classroom at Shanghai University during Covid-19

Una clase de español invertida en la Universidad de Shanghái en tiempos de covid-19

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Abstract

This article details the implementation of a flipped classroom approach to teach beginner Spanish at Shanghai University during the time of Covid-19. Some students were scattered around the globe, others lacked sound internet, and most were completely new to online classes, let alone the Spanish language. Therefore, the difficulty of learning a new language would be intensified due to the challenges posed by the pandemic and virtual learning. However, through the bending of some rules, I was able to design the class in a way so as to make the best situation for the students.

Resumen

Este artículo detalla la implementación de un enfoque de aula invertida para enseñar español a principiantes en la Universidad de Shanghái durante la época de covid-19. Algunos estudiantes estaban esparcidos por todo el mundo, otros carecían de un buen Internet, y la mayoría eran completamente nuevos en las clases en línea, sin mencionar el idioma español. Por tanto, la dificultad de aprender un nuevo idioma se intensificaría debido a los desafíos planteados por la pandemia y el aprendizaje virtual. Sin embargo, con la flexión de algunas reglas, pude diseñar la clase de manera que se creó la mejor situación para los estudiantes

Durante mi segundo trimestre en la Escuela de Negocios de la Universidad de Shanghái, se me otorgó permiso para diseñar una clase de español para principiantes. Estaba muy emocionado por tener la oportunidad de poner en práctica todo el conocimiento adquirido sobre este idioma.

Para llevarlo a cabo comencé por diseñar un plan de estudios que respondiera a las necesidades de mis estudiantes, teniendo en cuenta el nivel y las metas de aprendizaje. Luego me enfoqué en seleccionar el libro guía que sería ideal para ellos. Finalmente diseñé todos los materiales y recursos para evaluar el proceso de aprendizaje, tales como: las evaluaciones escritas y las rúbricas para medir su progreso, debilidades, fortalezas, etc.

Sin embargo, este gran poder y responsabilidad de enseñar español a nivel universitario pronto tuvo su primer inconveniente: covid-19, este había comenzado a surgir en China, y para ese momento no era consciente de la magnitud del mismo. Debido a esta pandemia, el resto del año académico tuvo que desarrollarse en línea. Por lo tanto, tuve que reformar las clases de español que ya tenía planeadas para llevarlas a cabo virtualmente.

La universidad tenía sus sugerencias sobre cómo se iban a realizar los cursos en línea, pero se me dio total libertad para decidir la metodología, los recursos tecnológicos, materiales y software para desarrollar la clase como mejor lo consideraba. Por lo tanto, utilicé el enfoque de aula invertida por medio de lecciones a través de videos, Zoom y Wechat, en el que como profesor pasé a ser un guía y facilitador de conocimiento.

Un aula invertida

En las clases tradicionales, se presenta y practica nuevo material en el aula. Sin embargo, en un aula invertida, el nuevo material se presenta a los estudiantes a menudo a través de videos pre-grabados y otros ejercicios que se espera que

Los videos de las lecciones

Unas partes vitales de un aula invertida son los videos y los de mi clase de español fueron grabados usando Zoom o Screencastomatic. A algunos profesores les gusta grabar su clase en PowerPoint sin mostrar sus caras. Sin embargo, sentí que mostrar mi cara haría que los videos parecieran más amigables y dirigidos hacia cada estudiante. Con suerte, eso haría que los videos se sintieran en vivo tanto como fuera posible. Entonces, grabé los videos en PPT grabando mi rostro al mismo tiempo.

Ejemplo de un vídeo

El propósito de estos era brindarles una introducción y descripción de la lección nueva (vocabulario/gramática). A veces solo mostraba mi cara en el video para modelar la pronunciación, porque hay algunos sonidos en español que otros idiomas como el mandarín carecen y requieren de constante práctica. A lo largo de los videos, los alumnos fueron dirigidos a las páginas del libro guía e instruidos a pausar el video y completar los ejercicios. Por último, concluían con explicaciones de la tarea y asignaciones próximas.

Aunque traté de mantener los videos en un tiempo máximo de quince minutos, a veces eso no era posible. Cuando necesitaba más tiempo, segmentaba los videos en secciones; una primera parte presentaba el material nuevo y la segunda explicaba la tarea y las asignaciones próximas. Estas lecciones se subían

el fin de semana el fin de semana antes de las sesiones en vivo al Sistema de Gestión del Aprendizaje de la universidad, Chaoxing, y permanecieron allí durante todo el curso para que los estudiantes tuvieran acceso si deseaban revisarlos. La labor de los estudiantes era ver los videos antes de las clases en vivo, ya que este es el fin de un aula invertida.

Zoom

Mientras la mayoría de aulas invertidas tienen sesiones presenciales en el aula después de que los estudiantes han completado actividades asincrónicas, esto no fue posible durante el tiempo del confinamiento a raíz del covid-19. En su lugar, decidí usar Zoom para realizar sesiones en vivo dos veces por semana.

La universidad sugirió una sesión de Zoom de 60 minutos de clase con todos los estudiantes y 30 minutos de trabajo independiente por parte de los estudiantes, con el fin de lograr bloques de hora y media de clase. Sin embargo, sentí que poner a los estudiantes en grupos más pequeños aumentaría y mejoraría su expresión oral y a la vez tendría la posibilidad de realizar una retroalimentación más personalizada.

Nuestro tiempo de clase era de 14:10-15:50, por lo tanto, tenía 100 minutos para planificar las mejores lecciones para mis estudiantes. Al principio, intenté unirlos en cuatro grupos de 4-5 estudiantes que se reunían durante 15 minutos. Hacer eso me permitió un descanso de 5 minutos entre cada sesión, así como cumplir con la sugerencia de transmitir en vivo los 60 minutos de la universidad. Pero, por mis observaciones y comentarios de los estudiantes, este método no fue satisfactorio. Los estudiantes querían más tiempo en grupos más pequeños. Por lo tanto, ajusté el número de grupos y la duración de las sesiones. El sistema que mejor funcionó consistió en cinco grupos de

El sistema que mejor funcionó consistió en cinco grupos de 3-4 estudiantes reunidos durante 20 minutos.

3-4 estudiantes reunidos durante 20 minutos. Aunque esto significaba que no tendría un descanso entre sesiones, pero es lo que funcionó mejor para ellos.

Tener cinco sesiones diferentes para los estudiantes tenía muchos beneficios. Una fortaleza fue que, aunque la mayoría de los estudiantes estaban en China, algunos estudiantes internacionales habían regresado a sus países de origen durante las vacaciones de invierno y todavía estaban allí debido a las restricciones puestas en marcha debido al covid-19. Por lo tanto, tuve estudiantes que se encontraban en Asia, África, América del Norte, y Europa, los cuales tenían zonas horarias diferentes de China. Lo que podría haber sido una pesadilla logística (por ejemplo, la clase empezaba a las 14:10 en China, a las 6:10 en Marruecos o a las 23:10 en Los Ángeles), fue administrada por los estudiantes en el extranjero, teniendo la primera opción de a qué sesión de 20 minutos les gustaría unirse. Una ventaja adicional era que los estudiantes podían agruparse en función de las dificultades comunes (por ejemplo, como pronunciar /r̄/). Un aspecto importante de las diferentes sesiones fue la capacidad y la flexibilidad de los alumnos para poder cambiar a qué sesión asistir en caso de que no pudieran unirse en un momento determinado.

En las sesiones en directo, los estudiantes pasaban la mayor parte del tiempo completando ejercicios de oratoria con sus compañeros, basados en los nuevos objetivos de gramática y vocabulario descritos en los vídeos y el libro del curso que debían haber completado antes de la clase. Las áreas de dificultad más comunes que noté en sus trabajos del libro (que debían haber enviado a través de WeChat antes de la sesión en vivo) fueron los puntos en los que más me enfoqué para hacer retroalimentación grupal y despejar dudas.

Las sesiones de Zoom terminaban con: revisar la tarea, completar algunos ejercicios de ella y discutir cualquier

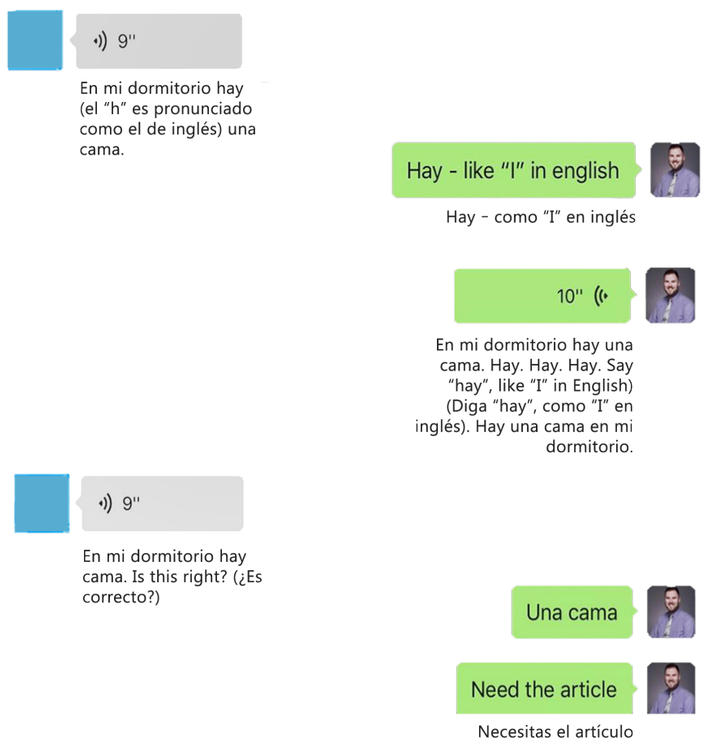
pregunta al respecto, junto con recordarles las asignaciones próximas. Unirse a estas clases en vivo fue la manera como los estudiantes obtuvieron la asistencia. Si un estudiante llegaba tarde sin previo aviso, un tercio de la puntuación de esa sesión sería deducida, mientras que la falta total de asistencia resultaría un cero para esa clase. Sin embargo, la labor de un buen profesor va más allá de limitarse a enseñar contenidos, es tener la capacidad de entender las distintas situaciones por las que nuestros estudiantes pudieran estar atravesando, especialmente durante tiempos de covid-19. Por lo tanto, si un alumno se perdía una sesión y no podía unirse a otra, podía solicitar una reunión privada de Zoom conmigo fuera del tiempo de clase. No solo obtendría tutoría individual del nuevo material de la clase y practicaría, sino que también ganaría todo el crédito por la asistencia de esa lección.

WeChat

Aunque algunos profesores pueden no estar a favor del uso de WeChat con sus estudiantes, especialmente agregarlos individualmente, he encontrado la aplicación muy útil en el pasado e incluso más durante la enseñanza en línea. La aplicación de mensajería/redes sociales de China fue utilizada para varias funciones y con esta pandemia fue una herramienta de gran ayuda en el ámbito académico que me permitió comunicarme con ellos sin importar en qué parte del mundo se encontraban.

Antes de que las clases comenzaran pude agregar a cada estudiante y creé un chat grupal que se utilizó para anuncios como: recordatorios para enviar tareas, informar a los estudiantes del número de la reunión y la contraseña para la próxima sesión de Zoom. Además, varios archivos podían ser compartidos en el chat del grupo como documentos de texto, PPT, archivos de audio, versiones electrónicas del libro del curso, vídeos y música española (que traté de enviar al menos una vez a la semana para tratar de hacer la clase más rica culturalmente). Sentí que usar

WeChat fue más rápido y más conveniente para los estudiantes y para mí durante un momento de grandes dificultades.



Ejemplo de un estudiante que practica hablando conmigo

Para este curso de español, añadí a cada estudiante para que pudiéramos enviarnos mensajes. Estos mensajes privados no solo aumentaron y facilitaron la interacción entre estudiantes y profesor, sino que también sirvieron como el formato para que los estudiantes presentaran su trabajo de curso y tarea. El trabajo del curso consistía en ejercicios del libro. Este trabajo debía ser enviado a través de WeChat antes de las clases en vivo. Al recibir su trabajo, lo revisaría y daría retroalimentación a cada estudiante. Así fue cómo los estudiantes obtuvieron su grado de participación para cada lección. Si un estudiante lo presentaba tarde, un 10% sería deducido por cada día de retraso.

Los estudiantes tenían tarea después de la mayoría de las lecciones que consistía en tres deberes. El primero, era hacer ejercicios asignados del libro del curso y enviar fotos de ellos en WeChat. En la segunda parte de la tarea, los estudiantes tenían que enviar un mensaje de voz (o grabación de audio) en WeChat de ellos practicando el contenido nuevo (como gramática, vocabulario y estructuras de oraciones). Algunos estudiantes querían retroalimentación sobre los movimientos de su boca mientras hablaban y, por lo tanto, enviaban vídeos cortos de ellos hablando en lugar de grabaciones de audio. Y la última parte de la tarea fue que los estudiantes me enviaran capturas de pantalla de ellos enviando al menos a tres compañeros de clase (usando una mezcla de texto y voz) mensajes para practicar nuevos puntos de idioma. Di retroalimentación a cada alumno por cada uno de estos deberes que constituían la nota de la tarea del curso. Un tercio de la nota se quitaría por cualquier tarea no completada y un 10% se deduciría por cada día tarde.

Ejemplo de dos estudiantes que practican hablando.

Sugerencias

Sugiero que los profesores sean conscientes de sus estudiantes e intenten mejorar la situación para ellos, especialmente en tiempos de crisis como la pandemia del covid-19. En tiempos como estos, creo que un enfoque de aula invertida es la mejor manera de manejar la enseñanza en línea. El nuevo material se puede presentar en vídeos y los ejercicios asíncronos se pueden asignar para que los estudiantes puedan completarlos en el momento que sea conveniente para ellos. El nuevo material se puede practicar en sesiones en vivo ya que creo que son más productivos si los estudiantes están en grupos pequeños. Además, considero que los profesores deben estar abiertos a la idea de usar las aplicaciones de mensajería/redes sociales, como WeChat, para ayudar a los estudiantes a enviar las tareas y proporcionarles comentarios.

Conclusión

Me gustaría pensar que la clase de español invertida fue un éxito. Los 18 estudiantes que terminaron el curso no solo aprobaron, sino que fueron capaces de comunicarse con bastante fluidez con una pronunciación mejorada sobre varios temas para principiantes (gustos, describiendo objetos y personas, etc.) después de solo 10 semanas de instrucción. También hicieron comentarios muy positivos sobre cómo se llevó a cabo el curso y todavía se mantienen en contacto conmigo. Le covid-19 ha interrumpido enormemente las clases alrededor del mundo, sin embargo, si los profesores están abiertos a utilizar varias formas de tecnología de manera creativa pensando en sus estudiantes, pueden ser capaces de transformar una situación difícil en una oportunidad de aprendizaje increíble.

ONLINE TEACHING

The Application of Dictogloss into Online Chinese Grammar Teaching

Dictogloss 在汉语语法在线教学中的应用初探

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Abstract

Dictogloss, also known as Grammar Dictation, was originally introduced by Ruth Wajnryb in 1990. It is a task-based grammar teaching method with texts and has been proven to be effective in enhancing students' second language proficiency from theory and practice. However, the application and research of dictogloss in Chinese teaching is still in its infancy. This article begins with a brief introduction to dictogloss. The practices on the author's online Chinese teaching case using this approach are then shared and discussed. It is hoped that dictogloss can shed a new light on the practice and research of Chinese grammar teaching, especially during online teaching period in pandemic conditions.

摘 要

随着新冠疫情在全球蔓延，线上教学已俨然成为汉语作为第二语言教学的主要形式。以往线下课堂中一些常用的语法教学手段，如全身反应法、实物法等，在线上教学的环境中难以开展。如何有效地在线上讲授语法，成为很多汉语教师关心的问题。Dictogloss 作为一种语法教学手段，近年来在外语教学中颇为流行（Vasiljevic, 2010; 严大卫，2015），而其在汉语教学的应用和研究中，却尚处于起步阶段。本文拟通过对dictogloss的介绍，及其在线上汉语教学中的应用案例分享，抛砖引玉，希望为老师们提供语法教学的新思路。

一、Dictogloss 简介

Dictogloss，又称Grammar Dictation，由Ruth Wajnryb于1990年提出，是一种以篇章为单位，以任务为基础的的语法教学手段。国内学者对Dictogloss的中文翻译莫衷一是，主要有：语法听写（张红霞，2004）、整体听写（梁红梅，2004）、合作听写（卢易，2008）等。Dictogloss源于传统的听写，却又在内容、过程和目的上与传统听写大相径庭。首先，不同于传统以词语或句子为单位的听写，dictogloss以篇章为单位，篇章中的句子之间须有清晰的逻辑关系和恰当的连接词，共同构成一个主题明确的文本。其次，传统听写的内容一般是学生已知的信息，比如前一节课学过的生词，而dictogloss听写则是未知信息，基于Keresh（1982, 1985）的“i+1”理论，听写文本中应包含一部分学生没有接触过的词语和语法。

根据Wajnryb (1990)的介绍，dictogloss的实施包括以下四个步骤：

1. 准备。听写前的准备主要包括话题和词汇两个方面。类似于课堂中常见的热身环节，在dictogloss之前，老师应先引入即将听写的话题，帮助学生迅速熟悉话题相关的背景信息和词汇。
2. 听写。教师以正常的语速朗读文本两遍。第一遍读的时候不允许学生记录，而要求学生把注意力集中在对文本大意的理解上，第二遍朗读时要求学生边听边记，主要记录关键信息和词汇。
3. 重构。学生以小组为单位，整合笔记，重构文本。学生尽量重现原文的信息，并组织语句让重构出的文本合乎语法。小组重构文本的过程利用学生之间笔记的“信息差”锻炼了学生询问、提取和整合信息的能力，另一方面，小组讨论也为学生提供了合作学习的机会，并且可以消解学生的紧张情绪。

4. 分析及纠正。学生将小组合作重构的新文本通过书面或口头形式汇报给全班，老师展示原文，全班就多个不同的文本进行对照、分析和讨论。

从以上实施步骤我们可以看出，dictogloss关注的焦点是语言的意义，同时兼顾语言形式。例如听写第一遍时学生需要理解文本大意，筛选关键信息，这样在听第二遍记笔记时才能迅速记录关键词，并在之后的重构阶段将关键词整理成句。根据第二语言习得理论，第二语言的发展需要下述四个必要条件：输入（input）、协商（negotiation）、反馈（feedback）和输出（output），（Long，1996；Han，2004）。而dictogloss 的任务恰恰包含了这四个要素，学生听到文本，是语言的“输入”，小组讨论中学生之间互相“协商”重构篇章，然后“输出”语言向全班汇报，并得到及时的“反馈”。听、说、读、写四项技能在这一个任务中得到综合运用，学生在活动中得到的语言输入不是孤立的，而是有丰富的语境便于推断和理解的。综上，dictogloss被认为是一种有效的任务型教学手段，外语界的很多实证研究也从实践角度证明了这一方法的有效性（鲍冬，2007；梁红梅，2004）。

二、Dictogloss 在汉语在线教学中应用及相关讨论

依据上文介绍，dictogloss在课堂上的实施对教师来说简单易操作，相比之下，对教师来说，有挑战性的地方在于对文本的选择和设计。理想的听写文本应符合以下几个要求：

1. 文本难度略高于学生现有的语言水平；
2. 文本中包含目标语法的典型例句；
3. 文本句子之间逻辑清晰，语义连贯；
4. 文本话题能激发学生兴趣。

	教学过程	说明
语言点	表达因果关系的常用结构： 之所以……，是因为……；原因在于……；正因为……，所以……；基于……；……的理由莫过于 ……；因此；由此可见	
准备 （5 分钟）	1. 展示海底捞的图片，组织讨论，问题如：你吃过中国的火锅吗？你去过海底捞吃火锅吗？说说你吃火锅/去海底捞用餐的体验。 2. 通过海底捞的照片及课堂问答，引入下列词语并让学生初步熟悉海底捞的服务：高峰、人满为患、性价比、家喻户晓、利润、附加值 3. 介绍话题相关专有名词和背景知识：海底捞的董事长张勇。	准备环节通过讨论、图片、视频等让学生迅速熟悉生词和背景信息，为下一阶段的听写任务做铺垫。 海底捞是学期初学生投票选出的一个话题，从课堂实际讨论也可以看出，学生这个话题很感兴趣，也比较熟悉。所有学生都吃过火锅，大部分学生去过海底捞，并且分享了自己的用餐体验。
听写 （5 分钟）	教师以正常语速阅读以下文本两次： 1. 海底捞是一家中国连锁餐饮企业，以经营川味火锅为主。2. 每到就餐高峰，海底捞的门店总是人满为患。3. 海底捞之所以能在中国餐饮企业中名列前茅，**除了因为**它有较高的性价比，**更重要的原因在于**其周到、极致的服务。4. 海底捞的董事长张勇说，他们发现优质的服务可以弥补味道上的不足。5. **基于**这样的认识，海底捞总是把顾客视为上帝，用心做好服务。6. 海底捞在短短二十年间从一家只有四张桌子的小饭馆发展成为一个家喻户晓的餐饮品牌，**由此可见**，优质的服务可以创造巨大的附加值，为企业赢得巨大的利润。	教师阅读第一遍时，学生不记录，只听文本并关注其意义；教师读第二遍时学生记录关键词。 文本加粗部分为目标语言点，即表达因果关系的词语或结构。在选取和改写文本的过程中，教师有意识地将目标语言点融入其中，以便让学生较为集中地看到该语言点在文本中的使用范例。
重构 （10 分钟）	利用分组讨论功能，3-4 个同学一组，讨论各自记录的关键词，用自己的语言重构关键信息，从而整合出新的文本。	教师加入讨论组，观察学生讨论情况，除非必要，一般不甘于学生讨论。
分析和纠正 （10 分钟）	1.比较学生的文本和原文，找出差别，重点讲解学生遗漏的信息、词语，以及有语病的句子。 2.当不同文本的意思相同但使用的语言形式不同时，和学生一起讨论哪种表达方式更好。 3.请学生找出文中所有表达因果关系的词语或结构。 4.整理表达因果关系的结构，请学生用其他结构对原文中的句子进行改写，并比较不同结构之间的差异。	各个小组将重构的文本通过书面或口头形式向全班汇报，教师展示原文，全班一起进行比较和讨论。

图1 笔者依据dictogloss的四个阶段所设计的一个教学案例

图1是笔者依据dictogloss的四个阶段所设计的一个教学案例。文本改写自《成功之道》教材中的《学不会的海底捞》。整个任务的实施时间在30分钟左右。

在dictogloss的实践中，我们发现该方法的一大优势是通过学生文本和原文的比较，教师都能迅速发现学生的学习需求和难点，即了解哪些词汇和语言点是学生尚未掌握的，从而有的放矢地开展教学。因此，dictogloss也被认为是“以学习者为中心”的任务型教学法（Wajnryb, 1990）。

在现代教育技术的支持下，dictogloss在在线教学中变得更加容易操作。首先，Padlet， Moodle中的Wiki都可以便捷地展示学生的重构文本，如果班级人数较少，也可以直接使用瞩目的注释功能，如图2所示：

第一组	原文
海底捞是一家中国连锁餐饮业店，专为火锅为主。	海底捞是一家中国连锁餐饮企业，以经营川味火锅为主
每到就餐高峰海底捞的门店总是人满为患。	每到就餐高峰，海底捞的门店总是人满为患。
除了因为高性价比更重要的原因是周到极致的服务。	海底捞之所以能在中国餐饮企业中名列前茅，除了因为它有较高的性价比，更重要的原因在于其周到、极致的服务。
董事长说，优质的服务可以弥补味道的不足。	海底捞的董事长张勇说，他们发现优质的服务可以弥补味道上的不足。
海底捞把顾客看作上帝，做好服务。	基于这样的认识，海底捞总是把顾客视为上帝，用心做好服务。
经过二十年的发展，海底捞是个家喻户晓的品牌，所以优质的服务会为企业赢得利润。	海底捞在短短二十年间从一家只有四张桌子的小饭馆发展成为一个家喻户晓的餐饮品牌，由此可见，优质的服务可以创造巨大的附加值，为企业赢得巨大的利润。

图2. 瞩目的注释功能

其次，技术能够辅助学生就自己在听写任务中的表现进行自我评估。Dictogloss的评估可以从两个方面着手：1.重构文本所含原文信息的完整度；2.重构文本语言使用的准确度。在学生小组重构文本任务完成后，教师可以通过moodle中的quiz，checklist或者workshop的功能让学生进行自我检测或同伴互评。参考Vasiljevic（2010）的介绍，我们做了如图3所示的评价表。

你的文本中是否包括了以下信息？			
2分（全部内容）	1分（部分内容）	0分（完全没有）	
			海底捞是中国连锁餐饮企业，
			……以经营川味火锅为主。
			……门店总是人满为患。
			……在中国餐饮企业中名列前茅，
			有较高的性价比，
			有周到、极致的服务。
			董事长张勇说，
			……优质的服务可以弥补味道上的不足。
			……把顾客作为上帝，做好服务。
			……在二十年间从一家只有四张桌子的小饭馆
			……，发展成为一个家喻户晓的餐饮品牌，
			优质的服务可以创造巨大的附加值，
			为企业赢得巨大的利润。
总分	_____/26		

图3. 参考Vasiljevic（2010）的介绍所做的评价表

现代教育技术可以辅助dictogloss的文本展示和评估，但与此同时，我们也发现在线上教学的模式下，老师对分组讨论的监管变得比以往困难。线下课堂中，教师可以看到各个组的讨论情况，然而线上分组讨论时，教师无法在同一时间观察不同的讨论组，因此对学生讨论所使用的语言也难以监管。尽量将不同国籍的学生分在同一个讨论组或许能在一定程度上让学生更多地使用目标语进行讨论。

根据本学期笔者的实践，文本的选择和听写前的准备是保证dictogloss 达到最佳教学效果的两大要素。当听前准备不充分，文本语言难度较大，或者文本内容学生不熟悉的时候，学生重构的文本和原文之间很可能出现会巨大的落差，这样就难以进行听后的文本比较，教学效果也会大打折扣。此外，教师在刚开始使用dictogloss时可根据学生现场的反馈适当放慢语速，或增加朗读次数，以缓解学生的压力，避免其产生畏难情绪。等学生适应了这一方法，教师再逐步提升任务难度。上文所展示的设计案例仅仅是为老师们提供一个参考。事实上，dictogloss的每个实施步骤都可以有多种变化，唯有通过不断的实践和反思，才能摸索出最适合自己当下学生群体的教学方案。

三、结语

传统的语法教学以结构主义为基础，与当代普遍被接受的以交际为核心的任务型教学理念格格不入。另一方面，线上教学的全面开展也为老师们带来了全新的挑战。到底语法要不要教，怎么教，成为很多语言教师的困惑。Dictogloss无疑为汉语语法教学提供了新的启发。如何将该方法有效地应用到汉语教学中？是否能通过实证性的研究来证明该方法在提高学生汉语水平中的有效性？如何控制dictogloss任务中的各种变量（例如篇章长度、朗读次数、任务前学生已知的信息量等）以达到最佳教学效果？该方法是否适合任何水平的汉语学习者？以上问题都还有待进一步探讨。期待dictogloss能在汉语语法教学和研究中有更多的应用及成果。

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LEADERSHIP

Leading During A Pandemic: A Case For Prioritising Maslow Ahead Of Bloom

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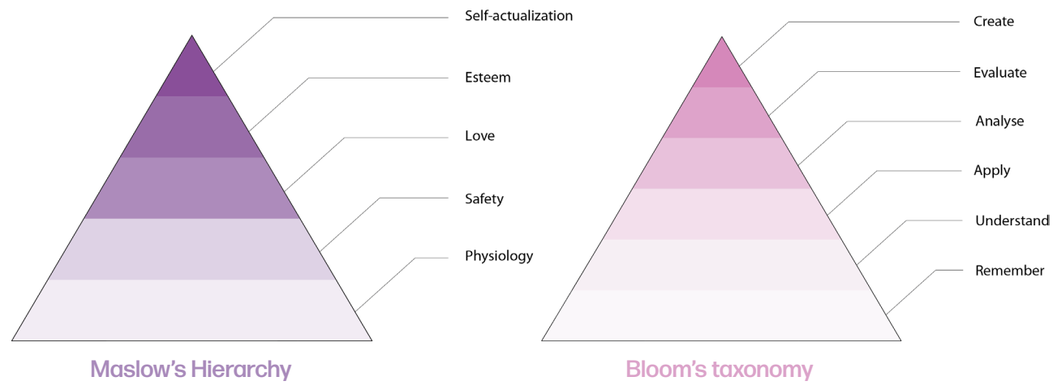
Abstract

Leading at the best of times is challenging. It is even more difficult during a pandemic. This article therefore considers the importance of considering staff and student wellbeing, and prioritising people, at the same time as striving for distinguished academic performance. The paper also highlights some practical suggestions for leading in today's environment.

LEADING OTHER TEACHERS at the best of times can be a challenge in today's increasingly complex and demanding educational world (see Orazbayeva et al., 2020), but it is also imperative that during the global COVID pandemic, leaders at all levels, and in all professions, consider adopting a humanistic, or people-orientated (Melé, 2016), holistic needs-based approach to guiding and managing others. In such circumstances, a case must be made for giving precedence to Maslow's hierarchy of needs – particularly in comparison with Bloom's taxonomy – as a valuable model for leading and supporting educators. This is because, irrespective of the context, it is important that core needs are met otherwise academic learning, and teaching, are unlikely to be fully embraced Capacity and attention towards tasks may be negatively impacted, as Mullen (2020) highlights, meaning striving for academic excellence without considering the human element is fraught with risks. While Bloom and Maslow both seek to describe the fundamental elements in teaching and learning, it is Maslow's hierarchy that offers the clearest prism through which to view our shared new circumstances.



*A visual comparison of Maslow's hierarchy and Bloom's taxonomy.

A holistic, humanistic approach is more necessary than ever because the COVID pandemic has taken a toll on teachers' well-being, leaving many feeling overwhelmed, drained and stressed (Civinini, 2021). There is also the added challenge of dealing with delayed student progress, learning loss, curriculum changes, hybrid delivery, and ever-evolving COVID guidance (Roberts, 2020). This is before the challenges of inexperience with virtual instruction, resource constraints, changing pedagogical practices, quality assurance concerns, and numerous other features are considered as Piotrowski and King (2020) note. Netolicky (2020) advocates that this means balancing work with well-being or, put another way, considering the postulations of Maslow alongside Bloom. Doucet e al., (2020) would take this further and advocate prioritising Maslow's inferences over Bloom's. The emphasis means that by looking after our own and our colleagues' health and well-being, as vital precursors to the learning and the associated curriculum, pedagogy and assessment, we have an increased likelihood of delivering a service or product we are increasingly proud of from all educational angles.

This approach is not suggesting anything which is not common knowledge. For example, motivational speakers, such as Simon Sinek (2017), advocate similar stances, stressing just how important it is that we care about those with whom we work. Performance is clearly essential, but so too are other considerations, such as trust, empathy and personal welfare. Clearly, there is a wide range of desirable traits (see Watt, 2009), qualities (see Krakoff, 2020) and skills (see Eastwood, 2020) that educational leaders can and perhaps ought to display. The catch is that there is an extensive list of these and how important each aspect is deemed to be varies depending on the context, situation and the people within it (University of Cambridge Institute for Sustainability Leadership, 2017). A significant positive is that many of these features can be learned and enhanced, as the work of

Ericsson and Pool (2016) suggests. Being somewhat selective here, and building on the humanistic avocations of earlier regarding leadership during a pandemic, Watt (2009) ranked compassion and honesty at number four on a list of top ten traits, with loving people positioned at number two, and this was prior to the new educational normal ushered in by the pandemic. This may well be a subjective and personalised list, but it will likely resonate with others with respect to the likely implication garnered from some of the choices, with many holding a near-universal intuitive appeal.

What is also interesting is that, according to the University of Cambridge Institute for Sustainability Leadership (2017), within the Chinese context, being human-orientated is a key leadership dimension, along with being team-orientated. All of these considerations also existed pre-pandemic, and if anything, the merit behind prioritising people has only increased as a result. To bring this discussion full circle and conclude with some practical suggestions then, if the intention is to have teachers deliver quality classes, and teach to their potential during a challenging time, it is important to treat staff as empathetically as possible. This is not to say that there should be no accountability, but simply that sight is not lost of the fact that supporting others during trying times is beneficial, not only because it is arguably the right thing to do, but as the long-term goodwill generated will likely have far-reaching benefits as well.

To conclude, this means that by looking after our own and our colleagues' health and well-being, which are precursors to the learning and the associated curriculum, pedagogy and assessment, we have an increased likelihood of delivering a service or product that we are increasingly proud of from all educational angles.

With Maslow's hierarchy in mind, here are five practical suggestions for leading during a pandemic:

1. Be authentic (Nevins, 2020).
2. Be flexible, adaptive and prepared to make difficult decisions (Nevins, 2020).
3. Deal with any challenges directly and evenhandedly, but do so with empathy and understanding (see Lipman, 2014).
4. Communicate with your team and draw on their strengths (Nevins, 2020).
5. Take care of and be kind to yourself (see Gruber et al., 2021; Hatami, Sjatil and Sneader, 2020; Nevins, 2020).

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REFLECTION

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CONGRATS

ON BEHALF OF the entire School of Languages, I would like to congratulate the Language Teaching in China (LTiC) editorial team for launching this stellar pilot issue to coincide with our sponsorship of the CEAPA-BALEAP International Conference. This year also marks the 15th anniversary of Xi'an Jiaotong-Liverpool University (XJTLU), so in my role of Acting Dean of the School, I am extremely proud that our pilot issue is truly representative of the diversity of scholarship and teaching we provide, with three of our four languages represented in articles in this inaugural issue.

Helen Beech

Interim Dean
School of Languages
Xi'an Jiaotong Liverpool University

LTiC builds on the tremendous work that has gone before it in the School of Languages, so many thanks and congratulations are also due to those members of staff who have contributed articles for this pilot issue, have volunteered their time and expertise as copy editors, and otherwise aided in the launch of LTiC. All of this hard work has resulted in the successful launch of the first of what I know will be many editions of LTiC.

This new magazine will serve as a platform for School of Languages staff to share best teaching practices and the results from their ongoing research projects, not only with other practitioners in China but also with an international scholarly community. Future editions will strive to include contributions from colleagues teaching in other English as a Medium of Instruction (EMI) institutions in China, as well as EAP and Modern Languages professionals both nationally and internationally. This effort will showcase LTiC as a platform for scholarly collaboration across cultural, linguistic, and national boundaries. Just as XJTLU has forged greater transcultural understanding through our teaching and research over the last 15 years, LTiC stands poised to usher in greater opportunities for the School of Languages to showcase our work in the next 15 years. Congratulations to everyone for such an amazing accomplishment!

THIS FIRST ISSUE of Language Teaching in China is being published at a very auspicious moment in XJTLU's historical development. May 2021 marks the University's fifteenth anniversary celebrations. The next ten years, through to 2026 and XJTLU's twenty-fifth anniversary, will see further educational and entrepreneurial innovation as XJTLU's complex ecosystem of learning and teaching expands. New initiatives will be launched in part by the four recently-approved Academies, and in part by the existing Suzhou Industrial Park (SIP) Schools including the School of Languages.

Every graduate of XJTLU has, at some level and in one or more languages, been taught by staff in the School of Languages. Chinese, English, Japanese and Spanish are offered across campus with a growing emphasis on academic literacies and languages for professional purposes from Year 2 onwards which builds on the advanced linguistic grounding or beginners' foundation established in Year 1. In future this delivery of education in multilingual intercultural mobility will also be across campuses with the opening of XJTLU Entrepreneurial College at Taicang in September 2022.

Within XJTLU's educational ecosystem, the promotion of Professional Development for staff and students is already a key feature of everyday activity in the School of Languages. XJTLU graduates all have multilingualism and intercultural mobility as attributes to take into the global worlds of postgraduate research and employment. Whether students arrive on campus in Year 1 with already advanced language skills and intercultural competencies or not, each one of them leaves bearing beneficial formative influences from high-level, professional language teachers whose expertise is life-shaping. XJTLU staff benefit from an exemplary offer of professional development opportunities now including writing for this academic venue.

The time is now right for teaching-based research and research-led teaching to develop further and faster. XJTLU School of Languages is set to win increasing prestige not only as a centre of excellence in teaching but also as an important centre for the transnational dissemination of knowledge about new approaches to language teaching. In this broad institutional context, the modes of educational delivery in the School of Languages are already research-informed for sure. There is a long-standing and particularly vibrant culture of exchanging ideas and teaching tips and techniques gained from reading, reflection and communities of practice. There is also an emergent and growing engagement with doctoral and post-doctoral research projects as well as external grant capture.

Language Teaching in China is born of all of these inspiring levels of practice, ambition and vision to lift XJTLU's School of Languages to a next level of achievement while simultaneously maintaining the impressive excellence in teaching and professional development that is already a hallmark. Warmest congratulations are therefore due to all staff who have made it possible for this inaugural issue to appear. This includes all contributors, all editors, all designers and all administrative staff involved. Language Teaching in China is a team effort and will continue to be an emblem of that specific core value, as well as of the excellence and global connections of the XJTLU School of Languages in the transnational fields of EAP and Modern Languages. 祝贺你们！Congratulations! Enhorabuena! おめでとうございます！

Prof. Chris Harris

Vice-President Academic Affairs
Xi'an Jiaotong Liverpool University
Pro-Vice Chancellor
University of Liverpool

REFLECTION - XJTLU @15

Life-long Learning Continues

at the English Language Centre

Ediyanto Liu has more than 16 years of teaching experience in Higher Education. He has worked at XJTLU's School of Languages since 2010 and was named one of XJTLU's Honoured Contributors of 2020.

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THE YEAR WAS 2010. I was walking towards the white building on Ren Ai road under the sweltering summer heat. I was due to interview for an English for Academic Purposes (EAP) lecturer role at XJTLU's English Language Centre (ELC). My main task was to walk my interviewers through how I would use a long journal article as a source of teaching materials and to design a six-week curriculum that would include helping students prepare for their coursework. As I entered the building, I was brimming with confidence since not only had I prepared the assignment very well but also my teaching and managerial experience had made me a strong candidate for the job.

Long story short, I aced the interview. However, what made the whole process memorable was the campus tour the interviewers gave me afterwards. I was briefed over the future development plan of XJTLU and concurrently learnt of the rather low student population at the time as well as the optimistic projected enrollment for the new academic year. I was sold even though back then I would not even have thought that ten years later what began as a six-story building had grown into state-of-the art north and south campuses with fine displays of architecture and landscaping.

XJTLU's Business School located on South Campus

AFTER MY ACCEPTANCE of the job offer, a full orientation week for new staff ensued. One primary agenda was the four-day Certificate for Professional Studies (CPS) programme (currently known as Post-Graduate Certificate in Higher Education) where trainers from the University of Liverpool gave new staff training, some content of which was refresher in nature and some that was new. It then immediately occurred to me that regardless of how experienced I thought I was there was something new I could learn from XJTLU. It was like a message being directly sent out that life-long learning is ingrained in this institution. This life-long learning concept took hold during my ten-year employment at the ELC as I witnessed first-hand and experienced the following:

1. Learning from teaching

Many teachers believe that the only learning that takes place for them is when they are given a new textbook to use. For example, during lesson preparation they may learn about something from those unfamiliar topics in the textbook. They may also learn about certain tasks they have never used before and how to execute them in class. The learning then stops when the book has been covered. However, at the ELC, constant learning is the norm. This is because in-house materials need to be developed to accompany the designated textbook for each EAP module. In order to produce high-quality teaching materials, doing research on topics relevant to the module is crucial. Thanks to the ELC's teaching allocation policy, which allows teachers to move to their preferred EAP modules, I have had the opportunity to read closely and thus acquire knowledge in many topic areas of different disciplines: from Corporate Social Responsibility, mergers and acquisitions and leadership styles, to the scientific method, terrestrial and aquatic environments, and principles of design, and even to Kunqu Opera. Following the research, task design is the next step. I have designed many tasks that closely mirror those found in a standard English Language Teaching (ELT) textbook. A jigsaw reading or a role play with a given scenario specific to an EAP module are examples of some of the tasks that I love designing. Imagine the pleasure I derived from getting my students to represent delegates from developed or developing countries, or pharmaceutical companies, or a charity organization, and seeing them heatedly arguing with one another before reaching a consensus. In short, teaching at the ELC has provided me with ample opportunities to learn.

2. Learning from professional development opportunities

The academic staff at the ELC possess diverse scholarly interests and the opportunities to share their expertise are abundant. In my second year of employment at the ELC, a Professional Development (PD) day was initiated and since then staff have had the opportunity to give talks on topics they are passionate about every Wednesday. A few years later, the idea of holding an ELC symposium was introduced and it is now an event that is held biannually. I myself have benefitted considerably from both delivering several talks on different topics and attending a great number of speakers' sessions. The various topics that have been covered in these talks, including willingness to communicate, using clickers in lecture theatres to enhance interaction, the use of apps to learn vocabulary, curriculum and assessment design, for example, indeed reflect the staff's state of expertise in many areas of EAP and simultaneously ensured that there is always something for everyone to learn at the ELC, especially in my case.

3. Learning from intercultural encounters

Before teaching at the ELC, I did not know that frisbee existed until I met an Australian peer who demonstrated how to play this sport to me and his students. On other occasions, when I would run into my colleagues along the office corridor, those from the UK and Australia would sometimes ask 'How are you doing, mate?' Indeed, I often heard them call each other 'mate'! I soon found out that the term is used to show the degree of informality and closeness to each other. Likewise, a Singaporean colleague I used to work closely with – I was the Internal Moderator for her module – occasionally used Singlish (Singapore English) expressions when talking to me. As she knew that I used to study in the city-state country, she assumed that I must understand many, if not all, Singlish expressions. However, I was the one who ended up learning a lot more from her. I now know exactly the meanings of expressions like 'bochap' (not to give a hoot), 'blur' (confused/ignorant) and 'burnt' (to describe a day/weekend being wasted). These are just some of the examples that I have learnt from working as part of the ELC's multi-cultural team. I have, in fact, found this cross-cultural knowledge very useful in helping me establish a positive working relationship with many members of the teaching team that I have been part of. The ELC, without doubt, is one of the few work places that enables such learning to take place.

To put all of this in a nutshell, while there are perhaps other equally valid or strong reasons to teach EAP at XJTLU's ELC or elsewhere for the sake of argument, the strongest pull factor for me is the life-long learning opportunities that come along with the career. To my mind, teaching EAP at the ELC is not a mere 9-to-5 day job – it is significantly more than that as I have acquired substantial knowledge from teaching EAP modules, giving or attending PD talks, and having interactions with my multi-cultural peers.

Charting the School of Languages Evolutionary Development: A Leadership Perspective

Dr. Gareth Morris worked at XJTLU for more than a decade. He has recently completed a Doctorate in Education (TESOL) and he is a Senior Fellow of the Higher Education Academy (SFHEA).

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I STARTED LANGUAGE teaching in China back in 2005 and in the intervening years have been fortunate enough to have taught on a wide range of courses. One of the key features apparent to me sixteen years ago and even more so today, as my awareness on the subject has been increased and enhanced, is the importance of good leadership at all levels. What I would therefore like to focus on is some of the leadership approaches I have seen employed over the years in language teaching in China, and more specifically here within what is now the School of Languages, and what makes these effective when they work well.

WHEN I FIRST JOINED Xi'an Jiaotong-Liverpool University in the autumn of 2011 my language teaching experiences centred around EAP modules and my leadership examples and insights were drawn predominantly from those running the modules on which I worked. In my first year I taught on two very distinct courses and the way in which each module team was led varied quite considerably. This may have been because the individuals were quite different in personality and, as a result, so too were some of their associated leadership traits (see Watt, 2009), but both experiences left lasting impressions, and both enabled me to take away a number of positives from which I hope I learnt. In the first instance, I benefitted from joining a strong knowledgeable group of practitioners who supported new arrivals, meaning I could focus more quickly on teaching good classes. One semester later I was learning firsthand from a more decentralised modular level approach to course preparation which highlighted the importance of flexibility, tailored provision and, more generally, being able to deliver classes from both a prescriptive and evolving curriculum.

AS TIME PROGRESSED I also more began to see and appreciate leadership on a more macro centre-wide level as the English Language Centre evolved into a Language Centre. Others may recall it differently, but I would suggest that there was a successful period of transformational leadership where significant overhauls were required and implemented as the centre grew and change was necessitated. Gozukara (2016) provides a nice discussion on some of the leadership and managerial approaches found in higher education, and

what makes these effective, and this period of evolution within what was then the Language Centre certainly bore elements of multiple leadership approaches and styles, such as situational and transformational.

Situational leadership suggests that different styles are required for different situations (Hersey and Blanchard, 1998), and at this given point, when significant developments were occurring and more were required, a transformational approach was effective. Bass and Avolio (1997) have noted that transformational leadership is epitomised by five behavioural patterns, namely attributed and behavioural influence, motivation (and an ability to motivate others), intellectual stimulation and consideration. In situations in which I have perceived this leadership approach to be in effect, these behavioural patterns were also often present to varying degrees at certain points. It is important to note that in any hierarchical chain leadership will be occurring at multiple levels, and if there is a period of overarching change it is likely that leadership at all levels will echo this, at least in the areas where change is occurring. If this transpires, Hallinger (2003) might contest any transformational label, especially if decisions flow vertically, but at certain points it can be essential simply to get things done that need doing. Certainly, this period which defined my mid-career within the school was an exciting period in what can now be regarded as part of the historical evolution of what is now the School of Languages. Of course, like any period or stage of development this is not to say it was not without challenges, but it was a period in which there were opportunities to learn and grow, which was important. One tradeoff however was that transformational leadership, to my mind at least, needs to evolve at some juncture because if it is not continual, long term change becomes draining. The impact it can have in terms of inspiration and motivation can also wane.

THE NEXT STAGE of settled development might be described as a period of laissez-faire leadership. In high performing settings with experienced practitioners who know what they are doing, and in which a high degree of trust exists, this approach can be beneficial or at least elements of it may be, as more often than not leaders will adopt a hybrid mix of leadership features which are determined by the situation at a point in time within a given context, as well as determined by what works best for the person in charge. Take the case of an established module which is settled staffing-wise and is continually evolving as highly motivated and knowledgeable teachers work on it. In this scenario, the course leader can take a step back and trust those in place to do their jobs with high degrees of autonomy as they will almost certainly self-regulate, reflect and improve. This potentially has important implications for instructional leadership or leadership for learning as well, if some of the concerns raised by Macbeath (2008) are to be guarded against, including, amongst other worries, order being prioritised over learning, managerialism superseding learning vitality, and accountability drives dulling creativity and the student experience. That said, considering laissez-faire leadership more specifically and in particular deploying it in successful work areas, the same premise can also be applied on an extended macro level with units within units also being entrusted to self-manage. There are, however, some important points to note, such as the degree of stability, performance levels, reciprocal trust and open communication channels. All of these elements are important if the concerns raised in some literature, for example Robert and Vandenberghe (2020), are to be avoided. These include diminished contributions, reduced commitment and satisfaction and increased stress and conflict.

MORE RECENTLY, and taking an analytical step back, aspects of transformational, perhaps transactional and participative leadership have featured. Going back to the importance of situational leadership, and also taking a personalised approach to this, it has been fascinating and exciting on reflection to have played a part in the School of Languages leadership and evolutionary journey. There are certainly a lot of crucial takeaway points from all of this. The first is that there is no one best way to lead. How we lead and manage a situation at a given point in time is very much determined by the context, our leadership remit and the person we are. Within these constraints, we simply have to do the best that we can and if we have a good vision which is enacted for the benefit of others, namely the students and our colleagues, then if we lead by example the hope is that others will buy in to this and support us. In many ways there are echoes of ethical leadership here as well. Secondly, leadership happens at all levels. It does not only occur on the school level, but is apparent at all scales, and also away from formalised hierarchical reporting chains. This goes back to the very essence of what is leadership, and how can we become effective and successful leaders. Finally, it is important to be reflective and open to learning (Hampe, 2013). The very best leaders do this and good examples are found across professions of just how significant this is (see Ferguson, 2013). Certainly, as I reflect on my leadership experiences, both leading and being led, I feel I have learnt a lot and, put to good effect, this has enabled me to become a better all-around educator.

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REFLECTION - XJTLU @15

XJTLU – The Journey to Conference Success

The global forum for **EAP** professionals

Simon Dawson
has worked in English language teaching for over 10 years. He has taught English for Academic Purposes at universities in Germany, the UK and China. He has a special interest in language assessment and has fulfilled a range of assessment-related roles, including exam writer, assessment manager, and internal moderator.

Martina Dorn
has been in the English language teaching field for over 21 years. She has had a number of roles (Director of Studies, Lecturer and Assessment Specialist) in the United Kingdom, United Arab Emirates and China. She is currently employed as a Senior Language Lecturer at XJTLU in Suzhou, China, where she is also active in her role as Head of Division for Taicang.

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Introduction

XJTLU was proud to host the inaugural 2021 CEAPA - BALEAP Joint International Conference, the first of its kind in Asia in May 2021. Due to the global COVID pandemic, the conference took place exclusively online. Among other benefits, it offered a unique opportunity for those who may not have been able to attend in person to fully experience and participate in the event. The conference boasted a diverse array of over 100 speakers from 52 countries, all of whom shared their expertise, wealth of experience and understanding of English for Academic Purposes (EAP), both in the global and local contexts.

Why?

Hosting this event is a privilege of which the School of Languages (SoL) and its English Language Centre (ELC) at Xi'an Jiaotong-Liverpool University (XJTLU) are acutely aware. Indeed, in the words of Conrad Heyns, the incoming BALEAP Accreditation Scheme (BAS) Chair, the benefits of hosting a conference such as this are manifold. For example, XJTLU, the first BALEAP accredited institution outside the UK, will be seen as a pioneer – carrying the flag for EAP in China – and in doing so, raise the profile of the university and specifically the SoL. Helen Beech, SoL Dean, points out other benefits, including opportunities for research, scholarship, professional development (PD), and staff recruitment.

PROF. JIGANG CAI
CEAPA President

"The conference will not only help Chinese colleagues gain a deeper understanding of EAP in a wider context, but will also provide an opportunity for further cooperation, such as the development of the ability scale of EAP for students (both English for General Academic Purposes (EGAP) and English for Special Academic Purposes (ESAP)).

> **As BALEAP continues to develop as an organisation with a global membership, it is important to recognise the varied ways in which EAP is delivered in different settings around the world, and to establish relationships with associations in other countries to build our understanding of how EAP is taught in these local contexts.**

Sarah Brewer
BALEAP Chair

It is not just XJTLU who benefit. The conference brought together two of the largest EAP organisations in the world – China EAP Association (CEAPA) and the British Association of Lecturers in EAP (BALEAP). With this cooperation, new and inherent advantages and benefits will emerge.

As for EAP in China, Professor Jigang Cai, CEAPA President, believes that the conference not only provided Chinese colleagues with a deeper understanding of EAP in a wider context, but offered an opportunity for further co-operation, thus developing the discipline of EAP in China.

BALEAP also benefits. Sarah Brewer, current BALEAP Chair, describes the significance of the event as a mutually beneficial partnership between BALEAP and CEAPA. As BALEAP continues to develop as an organisation with a global membership, Sarah believes it is important to recognise the varied ways in which EAP is delivered in different settings around the world, and to establish relationships with associations in other countries to build our understanding of how EAP is taught in these local contexts.

History

Although Although Sarah Brewer had been interested in forming professional ties with CEAPA since 2015, the concept for the joint CEAPA – BALEAP conference was not conceived until 2018, when the then BALEAP Chair, Maxine Gillway, came to China to deliver a keynote speech. Later, at the April BALEAP conference held in Leeds 2019, a group of XJTLU SoL staff, including Chris McAllister, Jon Ford, Helen Beech, Angela Xia and Bin Zou, further discussed the possibility of a joint conference with BALEAP. The idea was put to Professor Jigang Cai, CEAPA Chair, who enthusiastically agreed. In 2020, BALEAP was contacted and the idea was ultimately accepted.

Following this, the conference was brought to life by Chris MacAllister and Bin Zou, who formed the organising committee. Sarah and the BALEAP Events Officer, Kerry Tavakoli, liaised with the committee at XJTLU to organise and enlist interested parties. Thanks to all those involved, the concept of a Joint International Conference for CEAPA and BALEAP became a reality between the 28th and 30th of May this year

XJTLU - Scholarship and Research

The SoL at XJTLU is a prominent centre of EAP teaching, scholarship and research in China. Helen Beech explains that the ELC, with its nearly two hundred full-time lecturers from diverse backgrounds, has a wide range of interests and expertise to draw on. The SoL prides itself on a solid internal professional development (PD) programme which includes weekly Communities of Practice sessions. Each semester symposia are held, and at university level, the Annual Learning and Teaching Colloquium brings lecturers from all departments together to showcase best practice. The university also offers courses such as MA TESOL and the PGCert in HE, accredited by the UK's Higher Education Authority (HEA).

Staff are also encouraged to take part in scholarship and research in their areas of interest. Internal funding such as the Teaching Development Fund (TDF) and Research Development Fund (RDF), is available to support staff research projects. Recently approved applications include the use of technology in

language teaching and learning (Artificial Intelligence and Virtual Reality), corpus linguistics and learner autonomy.

Other exciting developments are the establishment of a new research centre by Dr. Bin Zou, and the recently launched International Journal of English for Academic Purposes: Research and Practice, first published March 2021. It is a bi-yearly publication in partnership with the Asia Pacific EAP Association, China EAP Association, BALEAP and Xi'an Jiaotong-Liverpool University, China.

Challenges Of Hosting An Online Conference

Hosting an exclusively online event comes with a unique set of concerns. Different IT formats may affect the delivery, and participants may need technical support in giving talks and presentations. Not only this, but the organisers were also concerned with the need to make the conference feel 'real' despite it being fully online. People often attend conferences not only to present, but also to network and discuss ideas, research, and potential future projects with other participants.
Both Helen Beech and Conrad Heyns were mindful the conference should not consist solely of presentations, but for an immersive and satisfying experience it was also vital to include social and networking aspects. To help attain these goals, the organisational team attended the online BALEAP conference hosted by the University of Glasgow in April 2021. Impressed by its various aspects, they applied them to their own conference.

There were several online social activities, all of which, according to participant feedback, livened up the conference and allowed them to get a glimpse of Suzhou, experience some Chinese culture, and learn more about the SoL and XJTLU. The main strength of the online social activities was the fact that they were made interactive through extensive preparation. Haixia Wang of the Modern Languages Centre taught the attendees some Chinese characters through visualization and gamification, while Mark Sinnott, an EAP lecturer, showed a short professionally produced video, and talked us through his bike journeys exploring Suzhou and the surrounding areas. Mark was inundated with questions from the attendees and definitely helped to put Suzhou on the map. The conference participants were encouraged to attend an online networking activity where ELC Academic Manager Dan Cornish took questions about working for the ELC and XJTLU. People were surprised to hear how large the SoL is while learning about its ethos and future ambitions.

The Future

This joint CEAPA, BALEAP conference has greatly enhanced the understanding and appreciation of EAP in China and aided in burgeoning its popularity. Feedback from the attendees rated conference activities extremely highly; indeed, the volume of positive comments demonstrates clear enthusiasm for future CEAPA-BALEAP collaboration. The success of the May conference at XJTLU could well set the standard for such future events in China, while for BALEAP, the potential of hosting future events overseas has now been opened.

Thinking of hosting a conference?

Martina Dorn of the XJTLU CEAPA-BALEAP General Organisational Committee offers some advice...

First of all, have a clear vision for the conference; without knowing what you want to achieve by hosting it, the event may just end up being mediocre and forgettable. The main theme should be such that it can be subdivided into several strands, and it needs to be current and catchy. That will determine what audiences you want to target and also realistically reach. Next, choose a team who are dynamic, dedicated and flexible. The success of the CEAPA-BALEAP International Conference rested largely on the willingness of both the Core and General Committee members to devote their free time, and their ability to act quickly and decisively. Last of all: have fun! Organising and participating in a conference can be an enjoyable learning experience, and I urge you to get involved if you have the opportunity.

READY TO TELL

By Xinyi Liu

Building a Virtual Community for "Technology Enhanced Language Learning"

TELL-focused magazine launching soon *New!*

READY TO TELL is a new e-magazine that will present ready-to-go class activities for technology enhanced language learning, or TELL. The project is being initiated by the School of Languages at Xi'an Jiaotong-Liverpool University and will go live this autumn.

The e-magazine aims to provide a globally-accessible platform for language teachers to share their most effective technology-based teaching and learning practices, and to build a virtual community for teachers to discuss the best ways to utilise technology to enhance language learning for their students. In order to best support teachers in the global community, the magazine will be free to access.

As Kun Li, EAP Lecturer and IT Officer at XJTLU, explains, "the position of 'Ready to Tell' e-magazine is a practice-oriented guide for how to integrate technology in teaching instead of providing only theoretical explanations. Our goal is to make activities introduced in our e-magazine more detailed and practical which can be applied directly in class."

Although the project is in its infancy, its leaders have high hopes that ultimately they will be able to invite contribution from language teachers and TELL enthusiasts worldwide. Contributors will need to detail their activity's aims, procedures, caveats and alternatives. This inclusion, of practical modifications in the event that things don't go according to plan, is a key element of the e-magazine. Kun hopes that this will alleviate teacher concerns about TELL.

She says: "We hope this can save language lecturers' time and efforts for pre-class preparations and minimize their stress if anything goes wrong; another benefit is that it will enable teachers to personalise these activities to better accommodate different target learners."

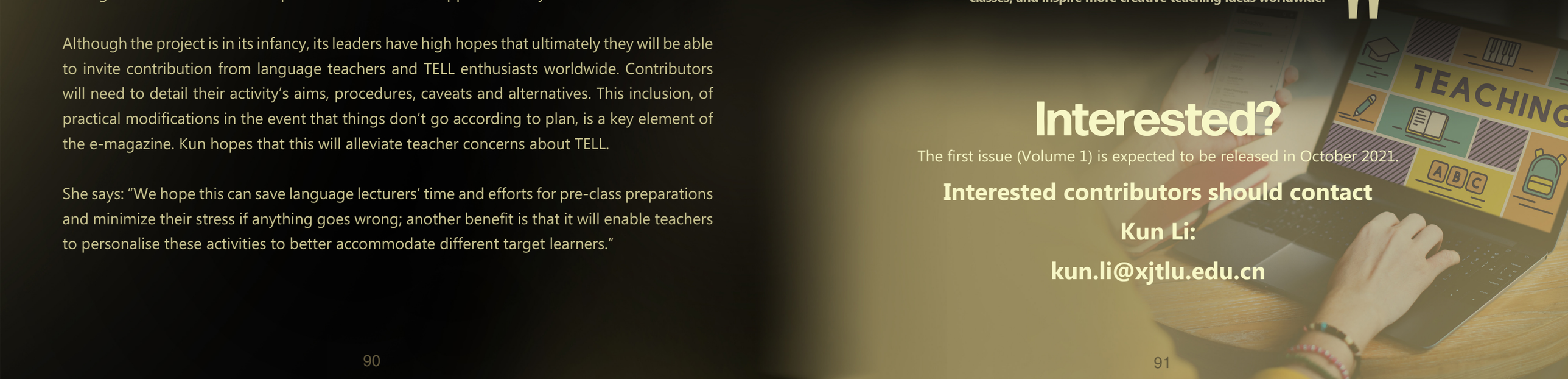
Why TELL – and Why Now?

Since the beginning of the pandemic, educators have been made keenly aware of the need to incorporate technology into their everyday practice, both when teaching online and when back in the classroom. TELL offers an opportunity to embrace these changes rather than run from them. Kun states:

"Since the outbreak of the COVID-19 epidemic, more and more lecturers have realised technology's power during teaching, especially online teaching. So I think having this kind of practical collection of ready-to-go activities is meaningful for language lecturers. Not only does technology help make lessons more interesting and interactive, but it can also help lecturers receive clear and instant feedback from students via technical support tools. Technology-based activities enable lecturers to make instant adjustments to achieve better teaching outcomes."

This project was first suggested by Angela Xia, Director of XJTLU's English Language Centre. She introduces the background and purpose of the project:

"Technology-enhanced teaching is a priority in our school's strategy, and one which has been rapidly developed in recent years. With more and more creative technology being applied in our classes, I think it's the right time for us to have a collection in the format of an e-magazine so that we can have a platform for better storing, disseminating and sharing our best practices. We're also hopeful of attracting excellent contributions from worldwide to achieve mutual progress through collaboration. we hope that this e-magazine can help us systematically collect more cases of applied educational technology in teaching. We would also like to relieve lecturers' anxiety of applying technology in their classes, and inspire more creative teaching ideas worldwide."



Interested?

The first issue (Volume 1) is expected to be released in October 2021.

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