

Using Classical Chinese Literatures to Serve for Advanced Curriculum Development in Chinese as A Foreign Language (CFL) Education



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Introduction

The present model of curriculum development in Chinese as a foreign language (CFL) education has been criticized falling behind the goal of a foreign language education in the 21st century, because it largely used a conversational approach to engage listening, speaking, reading and writing activities in a variety of everyday situations and cultivate these four domains of language proficiency with numerous drills and practices and assessed them in a grammatic metric, which goes against the implementation of the “Five C Standards” to enhance the cross-language and cross-culture competency in the new century. A considerable scholars have seen engaging culture in the foreign language curriculum as a significant notion (Brooks, 1968; Steele, 1989; Swaffar, 1992; Kramsch, 1993; Byram, 1994), and have had a strong commitment of incorporating culture into Chinese a foreign language curriculum in order to promote the advancement of CLF curriculum development (Hu, 2010; Cheng, 2015; Mohammad & Hu, 2015; Wei, 2017; Ruan, 2017), yet they rarely have reached consensus on what are the eligible cultural materials to accomplish this incorporation (Wang, 2006; Chang, 2010).

Starting from this gap, this research proposes a hypothesis that using Classical Chinese Literatures (CCL) to serve for advanced CFL curriculum development. As CCL had been widely recognized as the condensed Chinese inheritance which manifest the essence and authenticity of Chinese culture and language. Grounded in the constructivism paradigm and the sociocultural conceptual framework, a qualitative approach is used to investigate the research question that: what is the essence of using Classical Chinese Literatures to serve for CFL curriculum development? This research might provide CFL teachers a boarder view and constructive approaches in curriculum development in order to embrace the “Five C Standards”.

Keywords: Chinese as A Foreign Language (CFL) Curriculum, Five C Standards, Classical Chinese Literatures, Curriculum Development.

Objectives

Based on the hypothesis that using Classical Chinese Literatures (CCL) are able to serve for advanced CFL curriculum development as they had been widely recognized as the condensed Chinese inheritance which manifest the essence and authenticity of Chinese culture and language. This research aims to achieve three layers of goals:

- (1) to solve the myth of the separation of engaging Chinese language and culture in one curriculum;
- (2) to reveal the essence of a culture-based CFL curriculum looks like;
- (3) to explore constructive ideas and approaches in advanced CFL curriculum development.

Methods

Research Question

What is the essence of using Classical Chinese Literatures to serve for CFL curriculum development?

Measures

A qualitative approach of Interpretative Phenomenological Analysis (IPA) is used to guide research design and proceed research process.

Participants

Chinese as a foreign language teachers in the state of Ohio, and Participants will be recruited through the Ohio Association of Teachers of Chinese (OATC).

Sampling

A purposeful sampling method from Patton (1999) is using to recruit qualified participants

Data Collection and Analysis

- Interviews
- A modified version of Consensual Qualitative Research (CQR) for analyzing the data.

Results

- In many ways, the model of using CCL helps Chinese teachers revisited the essences of a foreign language education which is manifested by the intercultural competence and cross language communication.
- The combined attention on using CCL to serve for CFL curriculum development leads to a more effective view for its curriculum development.

Conclusion

- Using Classical Chinese Literatures in CFL curriculum provided Chinese teachers a new insight and resources in CFL curriculum development.
- We believe this is a promising tendency although confronts with a few obstacles and challenges.

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