



Chinese Studies

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Chinese Language and Culture in Ireland: New Developments and Challenges

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Conference Abstracts

Language, Diversity and “Cultural Ownership”: a story from the beginnings of university-level Chinese language instruction in Europe.

Kiri Paramore, UCC

In this presentation I hope to discuss some current issues in cross-cultural communication through reference to the early history of East Asian language instruction in Europe. In 1863, the Dutch government Ministry of Colonies funded a reprinting of one of the core texts of Neo-Confucianism, the *Daxue Zhangju* 大学章句, Zhu Xi's 朱熹 (1130-1200) commentary of *The Greater Learning*. But it has been re-edited by a European, the Leiden Professor Hoffmann, and printed (in moveable type) in Leiden. Its new purpose was to serve as a textbook in “pure grammar” for students studying in one of the first modern university programmes of Chinese and Japanese in Europe. The *Daxue Zhangju* is one of the primary texts of Confucian orthodoxy and was a key element in the Chinese imperial examinations (which were still conducted at that time). Yet its adoption in Europe had nothing to do with its role in the Chinese imperial state, and everything to do with what it was perceived to mark in terms of high and low culture for the contemporary (Latin and Classical Greek trained) European elite.

Kiri Paramore, Professor of Asian Studies in the National University of Ireland, University College Cork, is a historian of political thought whose recent research has focussed on the comparative histories of Confucianism and liberalism in East Asia. He is the author of the CHOICE Outstanding Academic Title award winning *Japanese Confucianism: A Cultural History* (Cambridge University Press, 2016), as well as other books on the histories of ideology, religion and orientalism. He currently serves as chief editor of the *Cambridge History of Confucianism* and has recently authored articles for the new *Cambridge History of Japan*, and the forthcoming *Cambridge History of Democracy*. Paramore was born and grew up in Sydney and studied Asian Studies and Asian History at the Australian National University (B.A.S. (1997) Hons. (1999)). While completing his studies he worked for the Australian Department of Defence, and after graduation the Australian Department of Foreign Affairs and Trade. Under the auspices of a Japanese Ministry of Education and Science research scholarship he completed two postgraduate degrees in intellectual history at the University of Tokyo (M.A. 2003, Ph.D. 2006). From 2007 to 2019 he taught history and Asian Studies at Leiden University. He has been awarded grants and fellowships from the Institute of Chinese Literature and Philosophy, Academia Sinica, Taipei, the Institute of East Asian Studies, University of California, Berkeley, Rikkyo University, Tokyo, and the University of Tokyo.

Language Policy and Practice in Irish post-primary education: the context for Chinese

Mary Ruan, Ireland China Institute

The publication of *Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017-2026* was a landmark and broadly welcomed event in Ireland's longstanding deliberative national Language Education policy-making. Its recommendations included, for the first time, the introduction of Chinese as a full curricular subject at Leaving Certificate. Among other outcomes, this signals increased official support for the status of Chinese and increasing post-Leaving Certificate pathways into Irish Higher Education at a time of major expansion. This paper briefly reviews the recent history of CFL (Chinese as a Foreign Language) in mainstream post-primary language education referencing Ireland's broader national language policy context. EU policies and practices in plurilingualism and pluriculturalism are a dominant paradigm throughout Member States for many years. They underpin language policy in this country given our context of 'official but lame bilingualism' and unofficial and rapidly growing multilingualism. CFL was introduced in Ireland in the early years of this century at a time of growing trade, diplomatic and person-to-person links between Ireland and China. There was broad societal support from National and Local Authorities and from the two Confucius Institutes established respectively in 2006 and 2007. Chinese Studies was introduced into a number of HEIs at under- and post-graduate levels. But with no pipeline of students with Leaving Certificate Chinese, programmes were mainly *ab initio*. A Chinese Culture and Language module was introduced in post-primary schools by the DES in 2012 in Transition Year and proved popular. The next step in 2014 was the Short Course in Chinese Language and Culture in Junior Cycle which was assessed. The design of the new Leaving Certificate Mandarin Chinese curriculum, to be examined in 2022, draws on the NCCA's plurilingual 'framework approach' to the learning and teaching of a number of curricular languages. This implies broadly similar curricular specifications across all languages in regard to the introduction, aims, expectations for learners, modalities and assessment. But such a policy of harmonisation inevitably gives rise to concerns of adaptability to the specific features of particular languages and to the needs and aspirations of individual learners and learning communities.

Mary Ruane is the Founding and Former Director of UCD Applied Language Centre and for many years was Head of Modern Languages in UCD School of Education. Her research and publication interests include Language Education policy and practice, Teacher Induction and Development, Plurilingualism and Computer-mediated language teaching. She is currently a member of a DCU-Salis led research group examining Language Policy-making in Ireland. A recent (2020) paper focused on the Consultation Processes for Language Connect, and another 'Agency and Power' is in preparation. Invited by the Founder of UCC School of Asian Studies to engage in projects in the School and UCC Confucius Institute, she is still attached to UCC. She has held many leadership positions including Secretary-General, European Confederation of Language Centres in Higher Education, President of the Irish Association of Applied Linguistics, Chair of the French Teachers' Association (Ireland). She is currently a Board Member of the Ireland China Institute and the Ireland China Business Association.

Continuing Professional Development of Mandarin Chinese Teachers

Chang Zhang, Post-Primary Languages Ireland

Following the Languages Connect strategy (DES, 2017), Mandarin Chinese is introduced as a new Leaving Certificate (LC) subject along with three other new languages (Polish, Portuguese, Lithuanian) in Irish schools. The first cohort of students have begun their study in September 2020. Post-Primary Language Ireland is the Department of Education unit with the responsibility of implementing the new LC languages. One of the key aspects of the implementation is the continuing professional development (CPD) of qualified teachers. This paper first presents the profile of qualified LC Mandarin teachers and the framework of CPD that PPLI adopted as a supporting system and a means of conducting action research. It discusses the needs of CPD and initial teacher education (ITE) among Mandarin teachers and teaching candidates through data collected from focus group, survey and interviews. Based on the discussion, suggestions are made for developing ITE programmes in the aspects of entry requirements, programme duration and design, learning and assessment strategies, guidance and support system and structures for communication and decision making. Some challenges in developing the capacity of qualified teaching candidates will also be discussed such as the pedagogical and cultural adjustment for internationally qualified teachers, upskilling for existing teachers in schools, capacity and further development of third level Chinese language programmes and teacher motivation and sustainability.

Dr. Chang Zhang joined PPLI in early 2020 as an education officer based in Dublin. He works on the development and implementation of Mandarin Chinese in schools, supports teachers of new and lesser taught Leaving Certificate languages, designs and delivers CPD for quality and innovative teaching, and develops resources to sustain and promote home languages. Chang is a registered post-primary English teacher in China. He came to Ireland in 2012, taught Chinese in schools and enterprises and worked in two Irish universities. He has a BA in TESOL, an MA in TCSOL and a PhD in Applied Linguistics. Before joining PPLI, he was teaching postgraduate Chinese language modules and supporting undergraduate blended learning foreign language modules at Trinity College Dublin. His areas of interest and expertise include Mandarin language and pedagogy, psycholinguistics, CALL and language teacher education.

Journey of running a Chinese Language School in Ireland

Weihong Jiang, Lucan Chinese School

Private Chinese Schools play an important role in the Chinese community. It is the starting point for children of first- or second-generation Chinese immigrant families to learn about their language and culture. In this talk, I will present how I became a teacher and principal of Lucan Chinese School. I will briefly discuss the original intention of the school, the philosophy of running the school, and its achievements and impact on the community. I will talk about how our school is operated, and what education material we use to educate and motivate our students. Given that Chinese language has been added as a Leaving Certificate subject, I will discuss the benefits for our students and challenges for our school.

Ms Weihong Jiang is both principal and teacher at Lucan Chinese School. After her college education, she went to study in Tokyo and later worked for Japan Airlines in London in 1992. She later moved and settled in Dublin in 1994. She founded the Lucan Chinese Language School in 2008. In 2014, she was awarded the 'Outstanding Contribution Award for Overseas Chinese Education' by the Overseas Chinese Affairs Office.

How the horse (馬) and chariot (車) came to China

Nathan W. Hill, TCD

Since Leibniz Chinese 馬 mǎ has been compared with a putative Proto-Indo-European *marko-, cf. Germanic *marha- (e.g. Old English mēarh, Old High German marh, Old Norse marr) and Celtic *marko- (e.g. Gaulish markos, Old Irish marc, Old Breton marh). Due to its isolation in the far West of the Indo-European speaking territory the Indo-European age of *marko- is questionable. Even if there were a Proto-Indo-European *marko- there are insurmountable phonological difficulties. This propose that the Chinese word originates in Indo-Aryan árvant- 'steed'. The proposal is backed by the comparison of Chinese 車 *t.q^hra and Indo-Aryan *cakra 'wheel'. I discuss these interaction in the light of the recent debates on Indo-Europeans in Eastern Central Asia including the Indo-Aryan Migration and early steppe influence on China.

Nathan W. Hill is Sam Lam Professor in Chinese Studies and Director of the Trinity Centre for Asian Studies. He earned his Ph.D. from Harvard University in 2009 and previously taught Tibetan and historical linguistics at the School of Oriental and African Studies, University of London. Professor Hill researches Tibeto-Burman/Sino-Tibetan historical linguistics. He has published on Old Tibetan descriptive linguistics, Tibetan corpus linguistics, Tibeto-Burman reconstruction and comparative linguistics, the history of Chinese, and the typology of evidential systems.

Chinese Character Learning in Irish Higher Education

Ning Jiang, Trinity Centre for Asian Studies, TCD

Chinese language teaching around the world is a relatively new phenomenon when compared to the traditional practice of teaching European languages. Despite its recent entry into language study options, Chinese language education around the world has boomed from the start of the 21st century. However, previous studies into Chinese character learning suggest that the learning of Chinese characters is a key but difficult facet of Chinese language acquisition. In view of this, this study will investigate the Chinese character learning of students who study Chinese in higher education with alphabetic writing system language backgrounds with the latest framework. To more specific, the purpose of this study is to investigate learner's strategic learning in the process of Chinese character learning. To do so, the researcher is conducting a nation-wide investigation of Chinese learners. By using statistical methods, psycholinguistic approaches and education theories, the study measures learners' learning strategies and self-regulation to learning Chinese characters. Based on this, this study broadens the understanding of how strategic learning affects the results of Chinese learning. In addition, as self-regulation is seen as important notions in terms of recent theoretical developments in applied linguistics this study is also makes a significant contribution to not only the study of Chinese character learning, but also has implications for theory as applied to other languages.

Dr Ning Jiang (Assistant Professor in Chinese Studies at Trinity College Dublin) is an applied linguist who specialises in Chinese linguistics and Teaching Chinese as a Foreign Language. A graduate of Shanghai University (TCFL) and East China Normal University (Applied Psychology), she has completed her PhD in Psycholinguistics and a Master's in Education at Trinity. Her recent research work at Trinity explored acquisition strategies in learning Chinese characters. Her research interests include computer-mediated language learning, media and technology in the language classroom and applications of eye-tracking technology.

Facilitative and detrimental transfer in English-Cantonese bilinguals' L3 Mandarin grammar

Yanyu Guo

Non-native language acquisition was traditionally analysed in the field of second language (L2) acquisition, and little effort was made in L2 research to differentiate between previously monolingual- and bi- or multilingual-speaking learners. However, recent studies have raised concerns about potential differences between L2 acquisition and third language (L3/Ln) acquisition with regard to initial stage transfer and later development. This study investigates L3 acquisition of three types of Mandarin sentence-final particle clusters by English-speaking monolinguals and English-Cantonese bilinguals. The results show that L3 learners with the knowledge of Cantonese behave in a less native-like way than their English-speaking L2 counterparts on the illicit Mandarin cluster [**de le/* le de*] that has a licit corresponding cluster in Cantonese, and outperform their L2 counterparts on the licit Mandarin cluster [*le ne*] that has a Cantonese equivalent. This is regarded as strong evidence of transfer effects from Cantonese, which is typologically and structurally more similar to Mandarin than English. We hence argue that L3 initial transfer is not determined by the order of the languages previously acquired but the structural similarity. More importantly, the present study shows that transfer effects can be facilitative as well as detrimental.

Dr Yanyu Guo is Lecturer in Chinese Linguistics and Applied Linguistics and Director of the MA -Teaching Chinese to Speakers of Other Languages programme (MA-TCSOL) at University College Cork. She works on second and third language acquisition, language processing, syntax-semantics interface, formal linguistics, Chinese linguistics and Chinese language teaching. She obtained her doctorate and then worked on a UK AHRC funded research project -“Multilingualism: Empowering Individuals, Transforming Societies” (MEITS) as a post-doctoral research fellow at the University of Cambridge (2013-2020). Before Dr Guo joined the Department of Asian Studies at UCC, she taught linguistics and Chinese language courses at different top universities in China and the UK.

Teaching Chinese Characters: Challenges and Innovation

Dr. Jun Ni, School of Languages, Law & Social Sciences, TU Dublin

Learning Chinese characters poses a particular challenge for Western learners, especially European students because Chinese is a non-alphabetic language. However the learning of Chinese characters directly affects the improvement of students' Chinese proficiency. Chinese character teaching has been a difficult part of teaching Chinese as a foreign language. Traditional ways of teaching Chinese characters are time consuming. The stroke orders and structure of Chinese characters are demonstrated by the Chinese teachers on the blackboard / whiteboard. Nowadays, computers and mobile technology have transformed the handling of teaching Chinese characters. Existing online app programs and Chinese character teaching websites are useful for students to summarize basic strokes so they can quickly master Chinese characters through categorization. Survey of year 1 students in TU Dublin learning Chinese characters shows that use of teaching Chinese characters websites and apps greatly improved teaching efficiency and enhanced students' enthusiasm for learning Chinese characters.

Dr. Jun Ni has been teaching Chinese language and culture in universities in Ireland since 2003. Currently she is the lead tutor in Chinese at the School of Languages, Law and Social Sciences in TU Dublin. Previously she taught in the Dublin City University and Trinity College Dublin. Her research interest includes Chinese language pedagogy and intercultural studies.

Online Gamified Education: A Future Direction in Chinese Language Teaching and Learning

Meishan Zhang, Maynooth University

The application of games in Chinese teaching has a long history. The popularisation of online teaching during the epidemic has inspired us to rethink and re-create the game models in teaching and provided more possibilities for teaching methods in the post-epidemic period. This talk will introduce some online gamified teaching experiences from last year and the prospect of gamified Chinese teaching in the future. First, I will present two games used in online teaching the previous year and explain how these games are designed to investigate language points. Secondly, showing the rich traditional Chinese culture and promoting exchanges between different cultures is the original intention and future development direction of game design. Allowing students to learn Chinese culture and gain a sense of accomplishment in solving problems will be an essential gain and encouragement in their language learning. Third, games cannot replace traditional classroom teaching, and the cooperation of the two is indispensable. Finally, face-to-face teaching is still the mainstream teaching method. How to transfer online game teaching to the classroom is also a question worth thinking about.

Dr. Meishan Zhang is a Chinese language tutor at Maynooth University. She obtained her BA in Museum Studies and Archaeology (2013) from Nankai University, MA in Museum and Gallery Studies (2014) from University of St. Andrews, and PhD in History (2021) from Trinity College Dublin. Her research examines the sweeping social changes in the city of Republican Shanghai by looking at the production and adaptation of Western medical materials to their users. She is also interested in the interactive ways of gamification in language teaching.