

Teaching across Intercultural and Intracultural Differences in Chinese Classrooms in Multilingual Contexts: Challenges, Opportunities, and Ways Forward

Date: 17 July 2024 (Wed)

Time: 10:00-11:30

Venue: E33-2036, Faculty of Education

Language: English

Registration: Online Registration (<https://go.um.edu.mo/2ucpuiqa> or )

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Speaker:

Prof. Guofang LI is a Tier 1 Canada Research Chair in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth, and Co-Director of Language Sciences Global Research Excellence Institute, University of British Columbia, Canada. Her research interests span longitudinal studies of bilingualism and biliteracy development, Chinese heritage language education, new literacies and technology-enhanced language teaching, bilingual language teacher education, and language and educational policies in globalized contexts. Her research contribution has been recognized by numerous national and international awards.

Abstract:

Chinese language classrooms in multilingual contexts are often superdiverse with students coming from Chinese and non-Chinese backgrounds. Even among students of Chinese backgrounds, they are superdiverse with different Chinese language varieties, writing conventions, proficiency levels, and cultures from distinct Chinese diaspora communities. In this talk, I will outline several key challenges of teaching Chinese to superdiverse learners and illustrate how to turn these challenges into innovative pedagogical opportunities to practice a different version of cultural relevance that departs from the traditional, homogeneous notion of Chineseness and builds on the multilingual and multicultural assets students bring to the classroom.