Instructor: Yu-Leng Lin

Course：Psycholinguistic and sociolinguistic perspectives on Chinese language teaching (華語教學的心理與社會語言學視角)

● **Goals**

This course examines Chinese language teaching through integrated psycholinguistic and sociolinguistic perspectives, focusing on how learners' cognitive processing, identities, social positioning, and educational contexts shape language learning outcomes. Rather than treating learning difficulties as purely linguistic errors, the course emphasizes how issues such as heritage identity, pragmatic socialization, multilingual processing, literacy development, and assessment fairness emerge in real teaching settings.

Students will engage with empirical research on Chinese language acquisition and analyze concrete classroom cases involving diverse learner populations, including heritage learners, multilingual learners, and learners with potential reading or learning difficulties. Through guided discussion, cross-perspective analysis, and applied projects, students will learn to diagnose teaching challenges, connect them to both psychological mechanisms and social structures, and design theoretically informed instructional responses.

By the end of the course, students will be able to critically interpret psycholinguistic and sociolinguistic research, apply these perspectives to real-world Chinese language teaching problems, and develop pedagogical solutions that are cognitively grounded, socially informed, and ethically responsible.

Tentative Syllabus (Subject to change)

Week	Date	Contents	Assessment
1	2/23	■ Syllabus explanation ■ Course requirements ■ Basics	
2	3/2	■ Lead discussion ■ Classroom management	Reading: Linnell (2001) Leader: TBA --Leading discussion: classroom contexts & teachers' choices
3	3/9	■ Lead discussion ■ Literacy development	Reading: Lu, Ostrow, and Heffernan (2019) Leader: TBA --Leading discussion: Chinese handwriting
4	3/16	■ Lead discussion ■ Reading difficulties	Reading: Gao et al. (2019) Leader: TBA --Leading discussion: learning disabilities
5	3/23	■ Lead discussion ■ Identity	Reading: He (2006) Leader: TBA --Leading discussion: identity theory

6	3/30	■ Lead discussion ■ Identity	Reading: Wu, Palmer, and Field (2011) Leader: TBA --Leading discussion: identity & beliefs
7	4/6	No class (民族掃墓節補假)	
8	4/13	■ Lead discussion ■ Socialization	Reading: Tian and Lau (2024) Leader: TBA --Leading discussion: Translanguaging
9	4/20	■ Lead discussion ■ Assessment	--**Research proposal**: literature review and research gap Reading: Catherine Elder, McNamara, Kim, Pill, and Sato (2017) Leader: TBA --Leading discussion: language assessment
10	4/27	■ Lead discussion ■ Policy	Reading: Cathie Elder (2021) Leader: TBA --Leading discussion: Language policy
11	5/4	**Midterm presentation**	-**Midterm presentation** (with materials ready)
12	5/11	■ Lead discussion: your choice	Reading: TBA --Leading discussion: TBA
13	5/18	■ Lead discussion: your choice	--**Progress report 1**: with preliminary results ready Reading: TBA --Leading discussion: TBA
14	5/25	■ Lead discussion: your choice	--**Progress report 2**: with preliminary analysis ready Reading: TBA --Leading discussion: TBA
15	6/1	**Final presentation**	--**Final presentation**
16	6/8	Final revised paper due	--**Final revised paper due**
17	6/15	16 + 2 Flexible teaching week	
18	6/22	16 + 2 Flexible teaching week	

● **Grading**

1.	Attendance and in-class active participation	20%
2.	Leading discussion (with handouts ready)	20%
3.	Written research proposal (literature review and research gap)	10%
4.	Oral midterm presentation (slides) (with materials ready)	10%
5.	Written progress report 1 (with preliminary results ready)	10%
6.	Written progress report 2 (with preliminary analysis ready)	10%
7.	Oral final presentation (slides)	10%
8.	Written final revised paper (at least 8000 words)	10%

(As for 2, 4 and 7, handouts and slides should be provided to facilitate discussion.)

● **Use of AI tools**

Students may use AI tools to assist with reading and understanding the assigned literature (e.g., summarizing or clarifying designated readings). However, because this course emphasizes original analysis, design, and data interpretation, AI-generated content is not allowed in any drafts, presentation materials, or the term paper. This includes the use of AI tools to generate, modify, fabricate, or manipulate data, analyses, results, or interpretations. Any submission that includes AI-generated content will receive a grade of 0.

● **Readings**

Elder, C. (2021). Towards 'policy responsible' language assessment: Framing the Language Testing Research Centre's contribution in languages other than English. *Papers in Language Testing and Assessment, 10*(1), 4-29.

Elder, C., McNamara, T., Kim, H., Pill, J., & Sato, T. (2017). Interrogating the construct of communicative competence in language assessment contexts: What the non-language specialist can tell us. *Language & Communication, 57*, 14-21.

Gao, Y., Zheng, L., Liu, X., Nichols, E. S., Zhang, M., Shang, L., . . . Liu, L. (2019). First and second language reading difficulty among Chinese–English bilingual children: The prevalence and influences from demographic characteristics. *Frontiers in Psychology, 10*, 2544.

He, A. W. (2006). Toward an identity theory of the development of Chinese as a heritage language. *Heritage Language Journal, 4*(1), 1-28.

Linnell, J. D. (2001). Chinese as a second/foreign language teaching and research: Changing classroom contexts and teacher choices. *Language Teaching Research, 5*(1), 54-81.

Lu, X., Ostrow, K. S., & Heffernan, N. T. (2019). Save your strokes: Chinese handwriting practice makes for ineffective use of instructional time in second language classrooms. *AERA open, 5*(4), 2332858419890326.

Tian, Z., & Lau, S. M. C. (2024). Translanguaging flows in Chinese word instruction: Potential critical sociolinguistic engagement with children's artistic representations of Chinese characters. In *Translanguaging and Multimodality as Flow, Agency, and a New Sense of Advocacy in and from the Global South* (pp. 12-32): Routledge.

Wu, H.-P., Palmer, D. K., & Field, S. L. (2011). Understanding teachers' professional identity and beliefs in the Chinese heritage language school in the USA. *Language, Culture and Curriculum, 24*(1), 47-60.