Integrating community and experiential learning in Chinese L2 programs

Yanfei Li,
Assistant Professor, Dalhousie University

Paper Abstract：

As the scholarship on immersive teaching and task-based teaching grows, experiential learning has received increased attention and recognition in foreign language teaching. Meanwhile, a noticeable trend of experiential learning has also taken shape in many narratives in the Canadian university strategic plans. Situated at the intersection of these trends, rethinking experiential learning in Chinese teaching as a foreign language (CFL) provides opportunities to advance the pedagogical discussion and explore new directions for CFL programs in Canadian universities. This project mobilizes archive research, case studies, and interviews to reflect upon the design and implementation of experiential learning in CFL programs. Combining theoretical inquiries and analysis of representative cases, the project aims to reveal the optimal principles and practices of designing, developing, and assessing experiential learning in CFL. The findings can help CFL programs locate the much-needed community resources and connect the classroom with the real world, thus creating an authentic language community that motivates students to learn by actively using Chinese in their everyday lives.

Presenter's Bio：

Yanfei Li is an Assistant Professor and Program Coordinator in the Chinese Studies at Dalhousie University, Canada. She teaches all levels of the Chinese language and oversees the curriculum development in Chinese Studies. Experiential learning, inclusive classroom, and technology-enhanced teaching are three areas Yanfei has worked on recently. Her research findings have been shared at national and international conferences on teaching Chinese as a foreign language. Yanfei is an active member of the Chinese Language Teachers Association, USA and the Chinese Teaching Group in Canada.