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Titolo	Post-Lingual Chinese Language Learning : Hanzi Pedagogy // by Jinghe Han
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1. Contextualising Chinese language education in the Western Context -- Chapter 2. Chinese language and Duiwai Hanyu Jiaoxue (Teaching Chinese as a Foreign Language) -- Chapter 3. The debatable role of English (L1) in Duiwai Hanyu (L2) Jiaoxue (Teaching Chinese as a Foreign Language) -- Chapter 4. Post-lingual pedagogical practice - Hanzi Method -- Chapter 5. Meaning-making - Hanzi orthography and real world integrated learning -- Chapter 6. Learning through the logic in Hanzi -- Chapter 7. Hanzi method - knowledge generation, concepts / conceptualization and thoughts in Hanzi -- Chapter 8. Further thoughts on Hanzi methods - the language, epistemology and ontology.
Sommario/riassunto	This book presents a thought-provoking challenge to mainstream theories of second language learning. Focusing on Chinese Hanzi, a self-sufficient meaning-making system that operates via visual shape and the logic built into its formation, it analyses 'post-lingual' pedagogy. The author examines this 'language beyond language' or

linguistic theories, demonstrating that Hanzi is not made up simply of arbitrary signs but is the result of a complete conceptualisation process. In doing so, she creates a conceptual framework that builds on Hanzi's humanistic spirit of language learning. This intriguing book will interest students and scholars of language education, and offers practical advice for those involved in teaching and learning Chinese as a foreign language. Jinghe Han is Senior Lecturer at the Centre for Educational Research, Western Sydney University, Australia. Her research interests include post-lingual pedagogy, research literacy, and English as a Medium of Instruction.
