

1. Record Nr.	UNINA9910373886303321
Autore	Soh Kaycheng
Titolo	Teaching Chinese Language in Singapore [[electronic resource]] : Concerns and Visions // by Kaycheng Soh
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2020
ISBN	981-15-1149-7
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (xiv, 152 pages) : illustrations
Disciplina	495.180071
Soggetti	Language and education Language and languages—Study and teaching Chinese language Language Education Language Teaching Chinese
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part I: Chinese Language Teaching and Culture -- 1. Language Learning and Culture Teaching: Culture in Language -- 2. Culture-based and Values-oriented Language Instruction -- 3. Enhancing Culture Learning in Chinese Language Curriculum -- Part II: Teaching and Learning of Hanzi -- 4. Chinese Character Lists: Development, Uses, and Limitations -- 5. Difficulty Index and Ease Index of Hanzi -- 6. Readability Formula for Chinese as a Second Language -- 7. Strategies for Preventing Orthographical Errors -- Part III: Cognitive and Affective Aspects of Chinese Language Teaching -- 8. Two Needed Changes in the Teaching of Chinese Language -- 9. The Need to Revitalize Chinese Language in Singapore -- 10. Attitude toward Chinese Language Scale: Its Measurement and Uses -- Part IV: About the Future -- 11. Forecasting the Future of Chinese Language in Singapore -- 12. Ten Questions about Chinese Language Teaching in Singapore -- 13. Research into Teaching of Chinese Language in Singapore: From Students to Students.
Sommario/riassunto	This book addresses the problems and issues surrounding teaching Chinese as a second language in the Singapore context. It identifies

four main areas of concern: (1) Neglect of culture in the teaching of Chinese; (2) Difficulty of learning Hanzi (Chinese characters); (3) Cognitive and affective aspects of Chinese language learning; and (4) Authenticity of the Chinese language in a global and Singapore context. The book includes lesson design and instructional practices for re-prioritizing Chinese as a set of trainable skills, as well as teaching culture in the context of teaching the language. It also introduces the Chinese as a Second Language Readability Formula to help learners overcome their difficulties with learning Hanzi (Chinese characters), and the Attitude Toward Chinese Language Scale to help understand the various factors that can influence Chinese language learning. It also proposes a student-oriented model for conducting problem-based research, tapping into the disciplines of psycholinguistics and sociolinguistics. Resolving or minimizing the issues identified here requires action at the macro level by Chinese language researchers on a national scale, and at the micro level by classroom teachers through action research.
