



Media Chinese

Design and Practice

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Today's Presentation

- **Some Background Information**
- **Course Design: Basic Considerations**
- **Media Chinese—An Example**



Some background information

Advanced Chinese Classes at Columbia

- **5th-year Chinese** (1 class)
Media Chinese (1 class)
- **4th-year Chinese** (heritage-2 classes, non-heritage-2 classes)

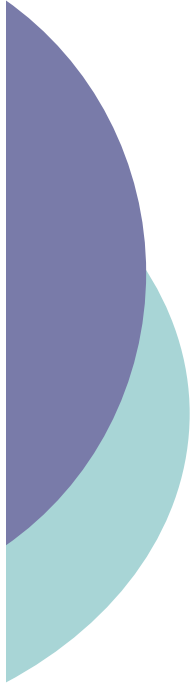
Chinese classes at Columbia past third year are oriented heavily towards reading and writing and focus mainly on literary texts.

Student Needs

(formal journalistic language, colloquial language in TV dramas & movies, development of listening & speaking skills, opportunities to discuss socio-political issues, etc.)

Student Initiation

The Presenter's Beliefs



Course Design

Basic Considerations



Basic Considerations

- **Who are the students?**
- **What are my goals?**
- **How do I achieve the goals?**
- **How do I assess students' learning?**
- **How does this course relate to other courses?**
- **What kind of classroom & equipment do I need?**



Basic Considerations

Who are the students?

- Background: language background, cultural background
- Prior knowledge & experience
- Needs & interests

What are my goals?

- What knowledge or skills do I want my students to acquire?
- What do I want my students to be able to do after taking this course?

How do I achieve those goals?

- course materials
- teaching strategies
- learning activities
- assessment



Basic Considerations

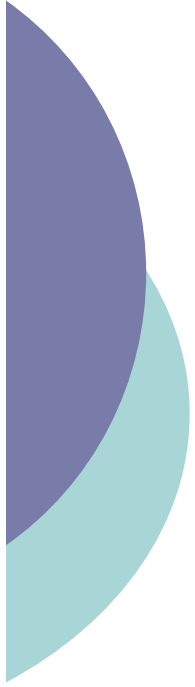
How do I assess students' learning?

- quizzes, tests, exams,
- writing assignments,
- oral presentations,
- integrated projects,
- one-on-one interviews, etc.

How does this course relate to other courses?

- What Chinese language courses does this one build on?
- What is the relationship between this course and the other content courses the students take?

What kind of classroom & equipment do I need?



Media Chinese: An Example

created in 2008



Ultimate Goal: Learner Autonomy

Learner Autonomy: Learners develop life-long learning skills and take charge of their own learning.

The Internet is a great tool for promoting learner autonomy.



Media Sources

- **CCTV News Broadcasts** 中国中央电视台新闻联播
<http://www.cctv.com/default.shtml>
- **People's Daily** 人民网 <http://www.people.com.cn/>
- **Liaowang Weekly** 瞭望新闻周刊
<http://lw.xinhuanet.com/htm/200736index.htm>
- **Huanqiu Wang** 环球网 <http://www.huanqiu.com/>
- **Sina.com** 新浪 <http://www.sina.com.cn/>
- **Sohu.com** 搜狐 <http://www.sohu.com/>
- **NetEase** 网易 <http://www.163.com/>
- **Caijing** 财经 <http://www.caijing.com.cn>
- **Southern Weekly** 南方周末 <http://www.infzm.com/>
- **博客中国** <http://www.blogchina.com/>
- **FT 中文网** <http://www.ftchinese.com/>
- **BBC 中文网** <http://www.bbc.co.uk/zhongwen/simp/>
- **New Tang Dynasty Television** 新唐人 <http://www.ntdtv.com/xtr/gb/index.html>
- **Radio Free Asia** 自由亚洲电台 <http://www.rfa.org/mandarin/>
- **Voice of America** 美国之音中文网 <http://www1.voanews.com/chinese/news/>



Course Materials

- **A Course Reader** prepared by the instructor, which includes excerpts of TV news reports, interviews, TV dramas, movie segments, and blog essays as well as vocabulary lists, sentence patterns, and discussion questions.
- **Miscellaneous English articles** that address the topics covered in the Chinese materials.



General Course Objectives

By the end of the spring semester, students are expected to be able to:

- read and listen to basic media publications and programs with greater ease.
- summarize, orally or in writing, information that they have listened to or read.
- express their own opinions about various issues with greater linguistic sophistication.
- gain a better understanding of both Chinese culture and some of China's major political, economic, and social challenges.



Course Topics--Fall 2008

- **3.14 Lhasa Incident**
- **5.12 Sichuan Earthquake**
- **The Beijing Olympics**
- **100 Years of Humiliation & Chinese Nationalism**
- **China's Rise: Hard Power & Soft Power**
- **Xi Jinping's Talk at the Party School**
- **2008 Sanlu Milk Scandal**
- **2003 SARS**
- **Stability & Social Harmony**
- **Life in Beijing's Hutong**



Course Topics--Spring 2009

- **The Reform and Opening-up Policy**
- **Foreign Businesses in China**
- **China's Middle Class**
- **Corruption**
- **AIDS**
- **Human Rights**
- **Sino-US Relationship**
- **China's Economy**
- **Sustainable Development**
- **Internet Development & Information Control**



Course Topics—One Specific Example

5.12 Sichuan Earthquake

1. Central Propaganda Department.
2. Western media's coverage of the earthquake.
3. Sharon Stone's remarks about the earthquake.
4. Government reaction to Sharon Stone's remarks.
5. Chinese netizens reaction to Stone's remarks.
6. Earthquake parents' petition for justice.
7. Chinese intellectuals' stances on Sichuan parents' petition.

Course Topics—One Specific Example

CCTV NEWS, May 13, 2008

本台消息，中共中央政治局常委李长春，今天主持召开抗震救灾宣传报道专题会议，传达中央政治局常委会议精神，对于抗震救灾宣传报道工作作出部署。

李长春强调，新闻宣传战线要认真贯彻落实中央精神，增强政治意识、大局意识、责任意识，以对党、对人民高度负责的精神，牢牢把握正确舆论导向，坚持团结稳定鼓劲、正面宣传为主，大力营造万众一心、众志成城、迎难而上、百折不挠的社会氛围，为抗震救灾工作提供强大的精神动力、舆论支持和思想保证。

中共中央政治局委员、书记处书记、中宣部部长刘云山出席会议。



Course Topics—One Specific Example

5.12 Sichuan Earthquake

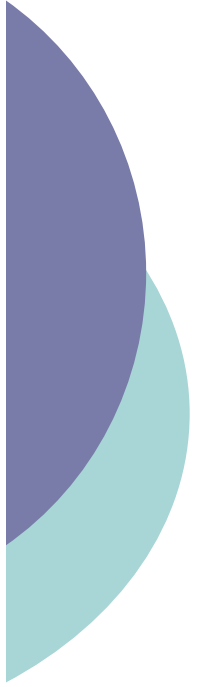
知识分子看灾民请愿

1. 余秋雨：《含泪劝告请愿灾民》
2. 吴祚来：《含泪劝告余秋雨先生，敬请您重新做人》



Activities in A Typical Class Meeting (105 minutes)

- Quiz
- Listening (+ Video Viewing)
- Reading
- Lecture
- Q&A
- Pair Work/Group Discussion
- Writing Exercise (optional)

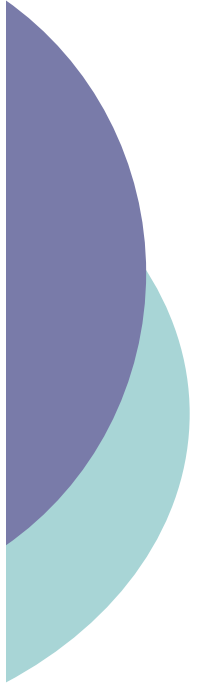


Student Projects



Challenges

- Creating a censorship-free learning environment where learners are allowed to freely explore the language and express and share ideas.
- Balancing current events and old news.
- Meeting the interests & needs of so many different students.



Student Feedback



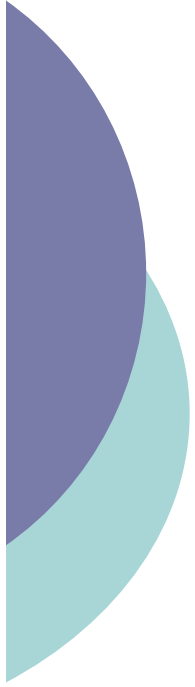
Student Feedback-1

“Media Chinese was very relevant, for three reasons. First, the emphasis on talking, debating, and listening was really useful, because that's more or less what I have to do for my job here...and the fact that Media Chinese was largely discussion-based was really helpful in helping to develop that skill and, I expect, would be similarly useful to anyone in China conducting research, doing business, or otherwise trying to make a go of it here. Second, the content of the discussions was also useful. We touched on many of the major issues in China today, and I was lucky to have an exceptionally well-informed group of classmates. Talking about the subjects in our texts was an education not just in the language, but also helped me learn about modern China. Consequently, the words we learned were all also relevant to actually living in, analyzing, and understanding China... Third and perhaps most importantly, Media Chinese gave me the tools to learn how to learn the language. Obviously, nobody is going to leave Media Chinese with fluent, native-level Chinese. But using the language here in my work requires being able to learn new words and subjects quickly... The give and take in the classroom and having to deal with real world materials was really useful training for that, since we were expected to learn new words quickly and then use them in discussions. The assignments – essays, learning words for quizzes, and presentations -- were also all focused on that goal.”



Student Feedback-2

“In regard to Media Chinese, I feel that the course was very helpful and productive for the following reasons. My reading ability (both speed and comprehension) improved dramatically while taking the course, and has now gotten to the point where I am able to do pretty sophisticated translations of Chinese materials into English. ... I find that a lot of the vocabulary we studied pops up in conversations I have with people in a variety of contexts -- ranging from casual chats with people on trains to more serious discussions with professors and other artists/intellectuals in China. ... I learned a great deal about how Chinese-language media represents events in the news. ... The combination of reading news pieces in Chinese and watching video clips from online sources gave me a greater appreciation for the complexity of the media organism in China. ... To go on, the range of media voices in the course was also very eye-opening, as we read materials written by members of the Party, more mainstream media outlets, as well as more critical voices from the West and the Chinese diaspora. This broad approach and selection of materials added a lot of layers to our perspectives, and has also given me a good selection of media outlets that I continue to go to in order to keep up with current events while living in China.”



Conclusion