

Breakout Room Activity 1: Instructions

- Review the C-BLI study for Chinese in the following slides and discuss:
 - What do you notice about:
 - the C-BLI instructional design in this study?
 - the SCOBAs in this study?
 - the tasks in this study?
 - How might these work in your own context? What might be challenging?
 - What do you think will be most helpful when developing your own C-BLI unit?

Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)

Abstract

Due to the importance of metaphorical capacity for L2 learners, metaphor instruction is increasingly considered a crucial part of language education. To contribute to the still growing literature, the current study reports a project of teaching Chinese animal metaphors to learners of Mandarin as a foreign language, following the framework of systemic-theoretical instruction for concept-based instruction (CBI). Given the conceptual nature of metaphors and their role in the conceptual understanding of a language, a concept-based approach is therefore hypothesized as relevant in the development of learner's metaphorical capacity. By analyzing the surveys, coursework, and assignments completed by and the audio recordings of instructional sessions conducted with three focal participants, this research shows that CBI is effective in growing the learners' metaphorical awareness and competence, despite their difference in general language proficiency and the

seemingly short period of instruction. As such, this research reveals both the mechanisms of L2 metaphor learning and the effects of CBI on the practice of L2 metaphor instruction.

KEYWORDS

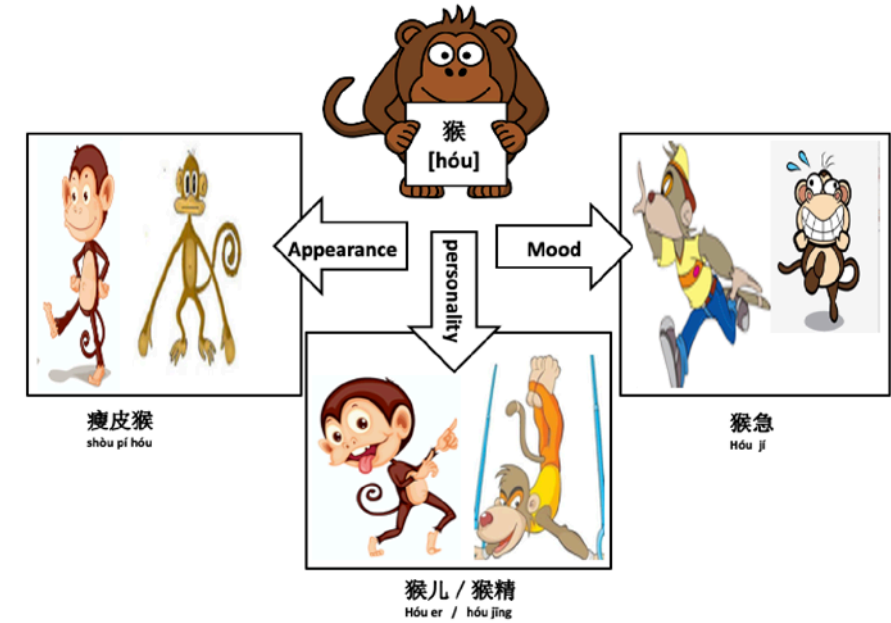
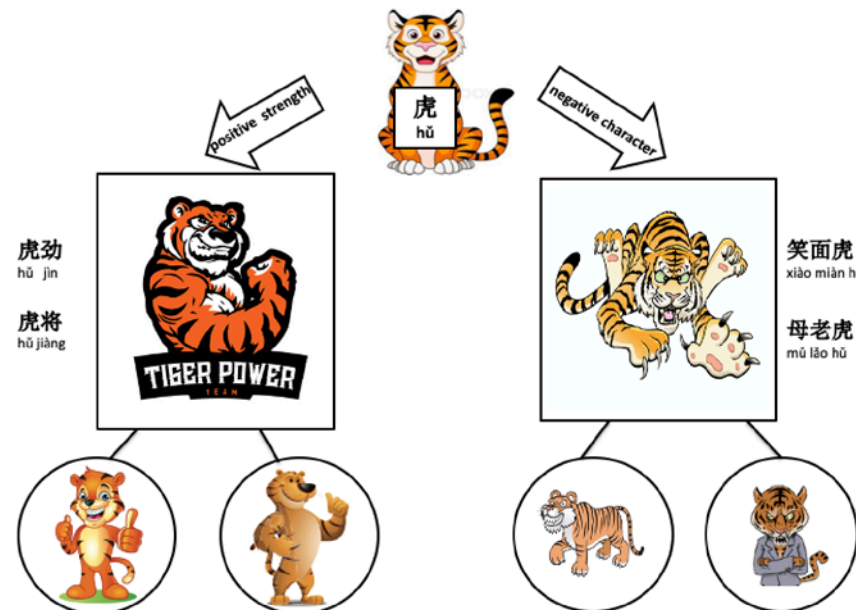
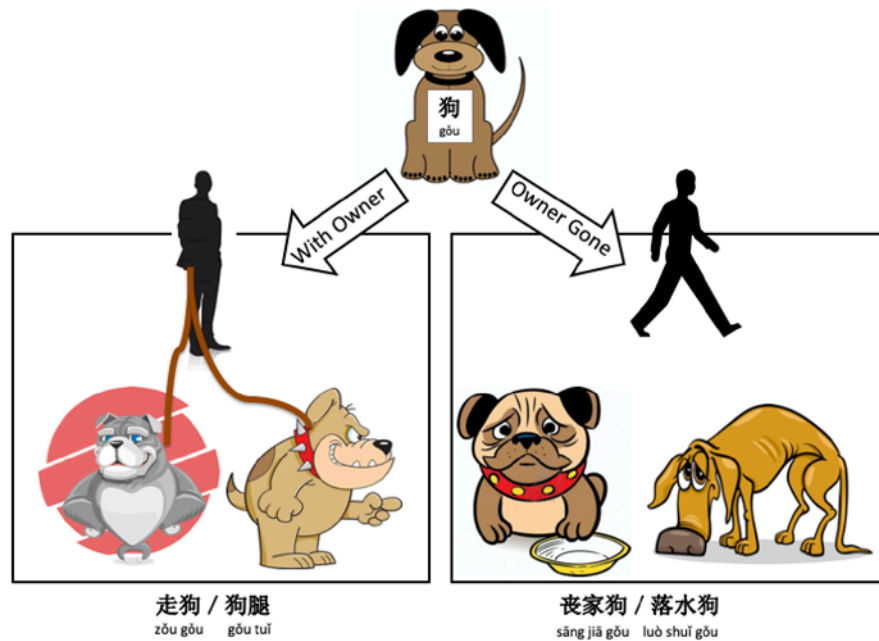
pedagogy/instruction, Chinese (Mandarin), foreign/second language learning, cultural competence, case study, sociocultural theory, metaphor

Liu, S., & Hsieh, C. Y. C. (2020). Developing metaphorical awareness and competence in Chinese as a foreign language through concept-based instruction. *Foreign Language Annals*, 53(3), 478-504.

https://onlinelibrary.wiley.com/doi/pdf/10.1111/flan.12483?casa_token=8eju6L4CvB4AAAAA%3AoXDIaghGMxX9jNTDtD4gQ4tkPFyZnSnJT_k00h2uJ_8VuYuQlcxPjYvPVUjEqDMcYtJahd4tV7AObGcM



Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)



Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)

Example of tasks to assess students' understanding before the C-BLI unit

1) What are some qualities and characteristics in English and Chinese that you associate with the animals in the left column? Write your associations in the table. If you don't know the meaning of the animal term, you can leave the row blank.

	Qualities and Characteristics in English	Qualities and Characteristics in Chinese
猪 <u>zhū</u>		
牛 <u>niú</u>		

2) Please judge how certain you are about the meaning of the following items, with 0 being very uncertain and 5 very certain.

牛性子 <u>niú xìng zǐ</u>		走狗 <u>zǒu gǒu</u>	
笑面虎 <u>xiào miàn hǔ</u>		狗腿 <u>gǒu tuǐ</u>	
四 十 五		五 十 四	

Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)

Example of a concept task: written reflections

狗:

狗官

gǒu guān

狗仗人勢

gǒu zhàng rén shì

Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)

Example of a production task: fill-in-the-blank

Instructions: Use the words to fill in the blanks of the following sentences, please use dictionary for any unknown words/meanings.

走狗 狗腿 丧家狗 落水狗

1. 大华为那个坏人工作，就是他的_____。
2. 那个坏人现在成了_____, 人人喊打。
3. 那个学生那么_____, 说那么多好话，就是为了拿高分。

Chinese: Metaphor in Chinese (Liu & Hsieh, 2020)

Example of a production task: Writing task

Please choose your favorite or least favorite metaphorical expression learned from the last two sessions, and write a passage to explain why this is your favorite/least favorite animal metaphorical phrase. You may write either in English or Chinese as long as you feel comfortable using it to express your opinions. There is word limit requirement for the length of this passage.

Words we learned:

Monkey-瘦皮猴，猴儿，猴精，猴急

Dog--走狗，狗腿，丧家狗，落水狗

I am also attaching two concept charts here with corresponding words on them in case you need them.

Breakout Room Activity 2: Discussion Questions

- How would you like to focus more on pragmatics in your classroom?
- What kind of pragmatic competence do students need to develop in your classroom?
- How do you think you can promote your students' L2 agency in the classroom?
- How have you or other Chinese instructors assessed students' pragmatic competence?
 - Would you like to change how it's assessed? Why or why not?
 - If so, how would you modify it to also consider students' L2 agency?
- What challenges have you faced in promoting L2 agency, and how have you addressed them?
- What is your perspective on using English as a mediational tool in your classroom?
- How can you prepare students to navigate challenges in global contexts through C-BLI?
 - How might C-BLI help develop the pragmatic agency needed to engage in international settings?