

2019 CLTA Cheng & Tsui SIG Award Report

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1. Please reiterate the expected outcomes from your original proposal, and address if your workshop has achieved these outcomes. If not, please specify why.

At the 2019 CLTA conference, the three panelists, including Jing Wang from Princeton University, Yang Wang from Brown University and Man He from Williams College, presented on the topic of “Teaching Chinese Language and Culture Through Documentary Films.” The presentations were successfully delivered and well received, attracting a large group of participants.

This presentation consisted of the following three documentary films:

1. *Plastic Kingdom* (塑料王国), a 2016 documentary by Wang Jiuliang, tells a story of a recycling workshop in China and reflects the environmental problems that the country faces and the rural families’ dilemma of suffering irreversible health damages just to make a living.
2. *Crocodile in the Yangtze* (扬子江的大鳄), directed by a former executive at Alibaba in 2012, captures the company’s struggle in its early years and records the Taobao vs. eBay battle over the Chinese market, showing their business strategies and considerations for each major decision.
3. *Remnants* (艳粉街), the second part of Wang Bing’s *West of Tracks* (铁西区 2003), documents laid-off worker families as they cope with imminent displacement and provides an intimate record of China’s painful transition from state-run industry to a free market.

The project proposed is a long-term project, with **expected outcomes** in three stages: In the first stage, case studies of the three documentaries mentioned above will be completed. Each case study will include a detailed lesson plan, accompanying text with vocabulary list, grammar explanations and exercises, and comparable texts. In the second stage, a website on learning Chinese through documentary films will be created and all the materials from phase one will be shared on the website for free access. In the third stage, a paper will be written on teaching advanced Chinese through documentary films.

The expected outcomes stated above were either achieved or were nearly completed. The specific outcomes included:

1. A detailed Lesson plan for each of the three documentary films has been completed. Some accompanying materials including texts, vocabulary and exercises are ready.
2. We have created a website on learning Chinese through documentary films and some of the materials are shared through the website. <http://teachingchinesedocumentaries.com>
3. A draft of our paper on teaching advanced Chinese through documentary films has been finished. It includes the following sections: introduction, methodology, literature review, cases studies, and conclusion. The three cases studies present and discuss different modes of teaching approaches, and each tackles a fundamental question related to the use this medium in teaching Chinese at the advanced level, i.e. the dilemma between standard and authenticity in material selection, creation of a meaningful frame with videos and texts, and design of classroom activities and after-class projects that scaffold students’ learning.

2. Please provide any resources (books, websites, strategies, etc.), as a product of your effort. These resources will be shared with the larger CLTA membership.

Documentary film was adopted as teaching materials for social science classes in colleges in the U.S. as early as in the 1930s and thereafter was introduced into history and English classes in secondary and higher education. Publications on such practices in humanity classes emphasize the advantage of using documentary film to explore multiple perspectives and to teach about controversial topics.

- Teaching Social Studies through Documentary Films (Arch Merey, 1939) [undergraduate class]
- The Documentary Film in History Teaching: An Experimental Course (R.C.Raack, etc., 1973) [undergraduate history class]
- Teaching the Method of History: A Documentary Exercise (J. Samuel Walker, 1978) [undergraduate history class]
- Alan Murcus and Jeremy Stoddard, “The Inconvenient Truth about Teaching History with Documentary Film: Strategies for Presenting Multiple Perspectives and Teaching Controversial Issues” in *The Social Studies*, 100.6 (2009): 279-84 [Secondary school history class]
- Teaching with and about Sports-Based Documentary Films to Address Core Standards (Luke Rodesiler, 2014) [for secondary school English Language Arts class]

It is a new trend that foreign language instructors started to shift their attention to documentary film in the past decade. Most of the articles published on using this medium in second language education focus on cultural teaching strategies in advanced Spanish classes.

- Tammy Jandrey Hertel and Stasie Harrington, “Promoting Cultural and Linguistic Competence with Documentary Film in Spanish” in *Hispania* 98.3 (2015): 549-69.
- Dianan Ruggiero, "Más allá del fútbol": Teaching Highland Afro-Ecuadorian Culture and Engaging Race and Racism through Documentary Film (, Vol. 98, No. 3, Special Focus Issue: The Scholarship of Film and Film Studies (September 2015), pp. 594-606.

Documentary film is still an under-utilized resource in Chinese language classes. Little has been done on the use of this medium in Chinese language pedagogy and no teaching materials have been published or circulated. Between 2014 and 2019, a dozen Master theses were written on this topic in Chinese by students with a major in CFL from Mainland China.

王沸又, 《纪录片<外国人在中国>在对外和那与视听说教学中的应用》(青岛大学, 2019)

李想, 《国产纪录片在中级汉语听说课中的辅助应用——以教材<中级汉语听说教程>为例》(华侨大学, 2019)

贾蕙竹, 《中国纪录片在对外汉语文化课教学中的应用》(哈尔滨师范大学, 2019)

Podzolko Alina 林娜, 《记录 i 按在汉语文化课中的应用》(华中师范大学, 2019)

李嘉妍, 《从跨文化传播视角看纪录片在对外汉语文化教学中的应用》(广东外语外贸大学, 2019)

程起扉, 《对外汉语教学语境下的影视纪录片议题设置与渠道研究》(鲁东大学, 2018)

江冉, 《试论中国文化纪录片在对泰汉语教学中的应用》(广西师范大学, 2017)

张梦，《纪录片作为辅助教学手段在对外汉语文化教学中的应用初探》（陕西师范大学，2017）

唐彦劼，《中国文化纪录片应用于对外汉语教学设计》（四川师范大学，2017）

程子婧，《试论中国文化纪录片在对外汉语教学中的应用》（四川师范大学，2015）

肖青青，《对外汉语教学设置专题纪录片课程的初步调查研究》（四川师范大学，2014）