



南澳中文教师学会期刊  
CLTASA Newsletter

二零一九年 第三期  
2019 Issue 3

南澳大利亚中文教师学会

Chinese Language Teachers' Association of South Australia

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## 2019 Term 3 Presidents' Report

Since the beginning it has been busy, fruitful and productive Term 2. The term's activities began on Friday 3 May when the CLTASA engaged a group of 20 teachers of Chinese in a detailed discussion as part of the "Consultation for SACE Locally Assessed Languages at Continuers' Level Framework", and submitted the association's recommendations to the SACE Board.



On June 7 we held Term 2 professional development. The theme was Working with Digital Technology in the Classroom. It was a very successful event. We had some great presenters with some practical and inspirational ideas for different levels of language classrooms. This event attracted about 50 teachers who participated in four workshops presented by Robbin Wang, Wenting Hao, Joyce Chen, Jing Zhou, Grace Le and Mingxia Wei. We thank those teachers for the effort that they put in to the preparation of their presentations.

After the PD we held the Term 2 General Meeting. Participants listened to the Presidents' Report and discussed the theme and preparations for the 2019 Chinese Teachers' State Conference and Video Competition.

The 25th Australian Chinese Language Teachers National Conference was held in Perth this year. We were very pleased to see 18 teachers from South Australia in attendance, we would particularly like to mention Joyce Chen who presented a workshop. Teachers gleaned a great deal of knowledge and ideas for teaching methods from various workshops at the conference. Our association contributed \$100 to support each member who participated in this conference.

In the first weekends of Term 3 our association supported Mingxia Wei in inviting Mr Huiling Yu to come to Adelaide to run a two-day IB professional development workshop on "The Chinese Language and Literature Course: The Curriculum, Teaching and Assessment". The workshop focused on the Chinese language and literature and Chinese Literature programmes at native and near-native level in the context of the IB international school curriculum. It was held at Seymour College, and attended by 15 teachers from different schools.

At this stage we are busy preparing for the state conference which is to be held on August 31. The theme of the 2019 state conference is "New Directions and Innovative Techniques in Chinese Teaching and Learning". The keynote speaker is Jessy Tu, the Director of Languages at Wellington International College in Bangkok. We are looking forward to catching up with many of our friends and colleagues at the conference.

Kathy Purvis and Jenny Jin  
Joint Presidents  
Chinese Language Teachers' Association of South Australia

## Treasurer's Report


 ABN 7525 4960 267  
 CLTASA, GPO Box 10261, Adelaide, SA 5000

### 2019 Chinese Language Teachers' Association Financial Summary

(01/01/2019 --30/06/2019)

Items	Amount
<b>Opening Balance (on 01-Jan-18)</b>	<b>37599.96</b>
<b>RECEIPT</b>	
Membership fee (74 members)	3475.00
2018 Awards Night	120.00
2019 CLTASA Term 1 PD workshop	1125.00
2019 CLTASA Term 2 PD workshop	1360.00
IB Chinese A workshop	3150.00
Banking interest (Doesn't count into income)	19.37
<b>Sub-Total:</b>	<b>9230.00</b>
<b>PAYMENTS</b>	
2018 Awards Night catering	1125.00
2018 Award Night gift	64.45
Video Camp	291.00
PO Box renew and postage	228.80
2019 Term 1 PD Catering	792.00
PD1 Fee refund	70.00
2019 Term 2 PD Catering	775.00
CLTASA capitation fee	102.00
Awards Night Primary gifts	748.80
CEASA membership	177.07
<b>Sub-Total:</b>	<b>4375.12</b>
<b>Closing Balance (on 30-July-18)</b>	<b>42474.21</b>

By Treasurer Shuo Wang

## CLTASA Term 2 Professional Development Report

### Working with Digital Technology in the Classroom

On Friday the 7<sup>th</sup> of June 2019 the Chinese Language Teachers Association of SA came together again for our second PD event for the year. This term's theme was digital technologies. There were many wonderful presenters who volunteered their time to share their ideas and experiences with us. It is always great to hear about resources used by others in our field, and how they are using them successfully.

#### Workshop #1: **Robbin Wang and Wenting Hao** –

Robbin and Wenting, who both work at Saint Ignatius College, shared their experiences of using Apple apps and programs at their school. They discussed both built-in software, as well as some free, downloadable apps. Robbin also shared some technological tips for keeping track of students' computer use, insuring they are not using their technology inappropriately! Some highlights of the workshop included explanations of how to use iMovie and Book Creator and some examples of work students had created using these tools.



#### Workshop #2: **Mingxia Wei** –

Mingxia works as a language coordinator at Seymour College. In her workshop, Mingxia presented a film called Song of Youth (老师好) 2019, and discussed how it could be used for Chinese continuers. She talked about how to use the film to plan the unit involving text analysis, role play and tasks with authentic text input. The workshop was aimed at teachers who teach Chinese continuers and background Chinese students. Besides showing examples of worksheets and activities used in the unit design, Mingxia also led the discussion with teachers around the social context, timeframe and depth of analysis of the unit plan, which suits learners from different levels.

#### Workshop #3: **Jing Zhou and Grace Le** –

Jing Zhou teaches Chinese at Westminster School and Grace Le at Saint Peters Girls School, as well as Open Access College. In their workshop, Jing and Grace shared a range of useful resources including website with stories such as Little Fox and More Fun Chinese by Cool Panda; a variety of useful songs from Youtube such as Genki Chinese,

Basho and Friends and Groovy Pauli and Friends. Jing even suggested some ideas for how to use Chinese TV advertisements to engage students and expose them to some sights and sounds of Chinese language and culture. Grace also presented some additional ideas of how to use iMovie and Book Creator, such as using the split-screen function and creating audio books.

#### Workshop #4: Joyce Chen -



Joyce teaches Chinese at University Senior College to students from both Chinese and non-Chinese backgrounds. She shared a text analysis resource about plastic pollution in China in the hope of presenting some strategies for engaging native and non-native speakers in some relevant and deeper level thinking. She discussed the inevitable challenge of catering for this diverse range of learning needs and how an engaging topic can help to support this successfully. The topic of the text addresses issues around culture and geography and can be accessed from various entry points depending on the language level of the student.

Once again, we commend all of our fabulous teachers for taking time out of their busy schedules to plan and present workshops for our community. We greatly appreciate all of your efforts. Learning from and discussing ideas with our colleagues is one of the best ways to improve our practice and without the generosity of our members, we would not be able to provide these opportunities. We look forward to having many more great workshops this year!

加油！

Grace Myers from Goodwood Primary School



## 2019 National Conference Report

12-13 July 2019 Perth

### 第 25 届澳洲中文教师联合会年会报告

2019 年 7 月 12 日, 第 25 届澳大利亚中文教师联合会(Chinese Language Teachers Federation of Australia,以下简称 CLTFA)年会在西澳大学商学院正式拉开帷幕。本届大会主题为“指日可待: 弘扬中华语言文化, 共铸全球视野人才”(Mission Possible: Equipping Global Citizens with Chinese Language & Culture)。此次大会由西澳中文教室联合会(Chinese Language Teachers' Association of Western Australia) 承办, 来自全澳的 250 多位中文教师及嘉宾参与其中。南澳老师们积极响应, 共有 18 位老师参加了该年会。



开幕上还授予了澳大利亚中文教师联合会创立者及终身会员 **Geoff Davis AM; James Wu OAM** 和来自南澳大学的 **Andrew Scrimgeour** 荣誉奖章，以此感谢他们连续 30 年为澳大利亚中文教师联合会及中文教育的辛勤付出。



（图片来源：东方邮报）

此次年会共计两天，邀请了数位专家及资深教师们分享其教学理念及实践。共有 39 场工作坊举行，为到会的中文老师及教育工作者提供了丰富的交流平台。其中，南澳中文教师 **Joyce Chen** 提供了两场工作坊：一为 “How to organize a China Educational Tour”，分享了其多年组织中国游学项目的丰富经验；二为 “How to use the controversial film 狗



十三 to design and conduct an Analysis or Text Production Task for our senior language learners”，给与了高年级中文教学设计的见解及新思路。在会的老师们反响热烈，纷纷表示日后想与陈老师能继续交流及学习。另外，**Andrew Scrimgeour** 也举办了名为 “Curriculum design for developing literacy skills in Chinese” 的工作坊，在架构上给与老师们更为系统性的指引。

一年仅一度的年会，自然少不了各个州的中文教师协会报告。7 月 13 日上午，各州会长及代表均就所在州的中文教学发展进行了报告。值得一提的是，南澳中文教师协会会长 **Jenny Jin** 以其风趣诙谐的精彩发言博得了在场的阵阵掌声。她分享了南澳中文教学的发展历程，并着重强调了“南澳中文教师们不辍耕云”才是我们南澳中文项目得以不断壮大的主要原因。她亲切地称青年教师们为早上“七八点钟的太阳”，而咱们南澳中文老师们亦是“一群最可爱的人”。现场笑声迭起，好不热闹欢腾。也正是因为有新老几辈中文教师们的互相扶持



及共同努力，才有了如今澳洲中文教育的蓬勃发展。随后不久，靳老师的同步表情包亦在南澳中文教师群里流传开。咱们的老师们都是“6666~”；你们也都“辛苦了！”；接下来，咱们还要一起努力“向前进！”。



By Jenny Xu from Plympton International College



## Coming Event: CLTASA State Conference

<http://cltasa.org.au/2019-state-conference.html>



### South Australian Chinese Language Teachers State Conference New Directions and Innovative Techniques in Chinese Teaching and Learning 汉语教学-新思维 新方向

<b>Date:</b>	Saturday 31 <sup>st</sup> August 2019	Sunday 1 <sup>st</sup> September 2019 (Ms Jessie Tu's workshop)
<b>Time:</b>	8:30am - 4:00pm	9:30am - 12:30pm
<b>Where:</b>	Napier Building, Adelaide University	Hawke Building H6-12 UniSA City West

#### Early Bird Fee: (Before 9<sup>th</sup> Aug 2019)

	Saturday	Saturday + Dinner	Saturday + Sunday	Saturday + Sunday + Dinner
Member	\$90	\$130	\$140	\$180
Non-member	\$120	\$160	\$170	\$210

#### Regular Fee (10<sup>th</sup> Aug 2019-16<sup>th</sup> Aug 2019)

	Saturday	Saturday + Dinner	Saturday + Sunday	Saturday + Sunday + Dinner
Member	\$120	\$160	\$170	\$210
Non-member	\$120	\$160	\$170	\$210

(Morning tea and lunch will be provided for Saturday; morning tea will be provided for Sunday workshop)

Registration starts Thursday 4<sup>th</sup> July, closes on Friday 16<sup>th</sup> August

Call for papers starts Thursday 4<sup>th</sup> July, closes on Friday 16<sup>th</sup> August

**Keynote Speaker** – Ms. Jessie Tu a reputable teacher trainer for language teaching who shared her practice and strategies through her books, workshops and online teaching blog. She is currently working at Wellington College International Bangkok as a Director of Languages, managing EAL/Thai and MFL.

#### Register online:

<http://www.cltasa.org.au/2019-state-conference.html>

An automated response and invoice will be sent out once you register online.

#### Payment by EFT

Chinese Language Teachers Association

BSB: 105-010.

Account Number: 073 501 740

#### Cheque to

Chinese Language Teachers Association

GPO Box 10261 Adelaide SA 5000



#### Certificates will be issued at the conference

- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 3.5 Use effective classroom communication
- 4.2 Manage classroom activities
- 5.1 Assess students learning
- 7.4 Engage with professional teaching networks and broader communities

## Coming Event: 2019 Video Competition

In 2018, four entrants won prizes in the Video Competition with the signature phrase of 红. Winners were presented with their prizes at the CLTASA Language Award Night.

**This year, CLTASA Video Competition is back and even bigger!**

### 中文视频比赛 2019 Chinese Video Competition 2019

#### 微电影竞赛 Short Film Contest

Entries close on **Friday 27 September 2019 (Week 10 Term 3) at 11:59pm.**

Start to plan & prepare!

Combine your Chinese language skills with your creativity and acting skills to make a 2-minute film.

#### THE COMPETITION

This year's signature phrase is **动物 Animals**.

Your film can be on any topic. The signature theme does not need to be the main theme but must be featured somewhere in your video. Aside from the signature phrase and the use of Chinese language, there are no restrictions on the style or theme. You can produce a comedy, a drama, a documentary; you can animate it, you can Claymation it – the sky is the limit!

#### ELIGIBILITY

Entrants must be students of South Australian schools, who learn Chinese as a second language. Students can enter the competition as an individual or as a group. There is no limitation how many students can be in a group. Schools can submit as many entries as they wish.

Upper Primary Group: Year 5-7

Middle Group: Year 8-10

Senior Group: Year 11-12

#### TIME LIMIT

The video must be **no longer than 2 minutes**. Entries which exceed the time limit will not be considered as winning entries for the contest.

#### ENTRY FEE

\$5.00 per entry (One video is considered as one entry.)

## ENTER & SUBMISSION

Please click the video competition website <http://www.cltasa.org.au/2019-video-comp.html> to get more information.

Each video must be accompanied by an entry form online. The form must be submitted by a supervising teacher. Teachers may only complete the form on the condition that they have sought consent from the parent or guardian of any student appearing in the video.

## NAMING YOUR FILES

We receive many entries for the contest. Please ensure your file is named using the following format so it can be easily found.

**[Year Level\_School Name\_Film Name]** eg : Year 7\_Red High School\_My Weekend

## ELIGIBILITY

Entrants must be students in SA schools, who are not use Chinese as their first language.

## PRIZES

The winner schools will receive certificates and awards. Winners will be announced in Term 4, and the winners are invited to Chinese Awards Ceremony to receive the awards.



(Resource: 2018 CLTASA Chinese Language Award Night)

## NEWS: School Activities

### Reflection on the Victorian Goldfields Trip

From 24 May to 28 May our school organised the Goldfields Trip for our Year 11 and Year 12 Chinese Background Speakers level classes. During the trip to Gold Rush locations from Robe to Ararat, I discovered the involvement of Chinese people in Australian history and the cultural legacies that Chinese people left during the Gold Rush period. We travelled from Adelaide to Victorian cities in the goldfields themselves and a few famous tourist locations. In class, we learnt about the history of the Victorian Gold Rush. Therefore, this trip has led us to have more in depth understanding about the Gold Rush, through visiting different museums in Robe, Ararat, Ballarat, and Bendigo to see how Chinese cultural heritage is preserved and celebrated in these towns. I was amazed by what Chinese people achieved in the past in Australia, and left such a rich history of their culture in Australia.

The first day we drove for about 2 hours to Chinamen's Well which is in Coorong National Park, then for another 1 hour to Robe which located on the Limestone coast in South Australia. These two locations have a memorable history, especially Robe. Chinese people departed from Hong Kong and were forced to arrive in Robe and walk 400km to Ballarat if they were to avoid a poll tax imposed by the Victorian government. When we visited the information centre, the staff explained a little bit of the Chinese people's history, and also promoted Robe to us.



*Robe, Friendship Welcoming Pai*

When I was walking around the centre, I met a lovely lady who was interested in the Chinese and was curious about us and where we came from. It was fantastic how people are interested in Chinese culture and willing to discover more and beyond what they already know about. After that, we went to Mt Gambier and went to our accommodation at Blue Lake Holiday Park first, then met up with five St. Martin's Lutheran College students at dinner time. They are currently taking Chinese language as their second language subject. It was a fun and memorable experience to communicate with them, especially as we spoke in Chinese. Dylan, a year 12 student, was cool, and it was amazing that we spoke in Chinese and he wrote some words that he knows in simplified Chinese. I really admire English-speaking people who would learn Chinese, despite the difference in culture. I admire their dedication to learn ours, which is one of the most difficult languages in the world.



*Port Campbell*





*Mt Gambier, Blue Lake*

The next day, we start our journey by visiting a picturesque lake – Blue Lake. It was originally a volcano, and it is so amazing how it turned into a beautiful lake. However, it wasn't really blue when we went there, and apparently it will only look blue from November to early January. Then, we left and went to our next location – Ballarat. On the way to Ballarat, we went to Port Campbell, then along the Great Ocean Road where we saw the 12 Apostles. Those landscapes that I saw were spectacularly gorgeous. At Port Campbell, the view was panoramic and breathtaking. Then we drove to Ballarat, a city

full of gold history. It was night time when we arrived so we then

we went to a remarkable light show at Sovereign Hill. In the beginning, we watched a 15-minutes 3D video which explained the aboriginal legend about Bonjil and how gold was created and throughout, the lightshow demonstrated how miners from around world got along and their lives during the Gold Rush. However, it didn't talk much about the Chinese; it only told us that Chinese walked 400km from Robe, and they were exhausted, and they wished that they could go home with pride having made a lot of money pride.



*Sovereign Hill, Group photo next to the stream*

We stayed at Ballarat that night and the next morning we visited Sovereign Hill again. We went to the Gold Museum which explained how gold was discovered in the past, and the life of gold miners. Then we went back to where the lightshow had been the night before to join a daily program which allowed us to try gold panning, watched a spectacular gold pour show and visited a few shops, factories and homes. It is like a theme park, but smaller and with rich history of Gold Rush. My friend Camryn who's in year 11 panned real gold from the stream. The piece of gold was really tiny but also really shiny and solid. It was

the first time that I have had close contact with gold without some salesperson coming to me like in a jewellery store. It was definitely a fun day full of new experiences. Later that day, we went to Bendigo and got more in depth understanding about Chinese heritage in Bendigo. We visited the Golden Dragon Chinese Heritage Museum, and I was flabbergasted to see so many Chinese relics. The museum also demonstrated the Chinese people's contribution to Australia and their life after the Gold Rush. Some got to go home, some did not have enough money to go back, and had to stay here and be a farmer or a businessman. After visiting the museum, we went to the Joss House Temple; it is a Chinese house of prayer. It has stood for over a century, also it's one of the few remaining buildings of its type in Australia. It was built to protect the Chinese people during the gold rush.



*Bendigo, Golden Dragon Museum with Russell*



*Ararat, Gum San Chinese Heritage*

The last day, we went to Ararat, the city that was discovered by the Chinese, but there are no Chinese people in Ararat now. We went to the Gum San Chinese Heritage Museum. This museum shows the influence of Chinese culture on the economic, cultural and social development of Australia. Many Chinese customs and superstitions are catered for in the design of the building. The museum also gave us so much information about the life after the Gold Rush, and also demonstrated the lifestyle they have left. Then we have left this city and spend our last night at Horsham.

At the end of this trip, I have gained a lot of new knowledge about the Chinese contribution to Australia, and I was so pleased that our culture can get along with western culture. I am so happy to be a Chinese person, and I am proud. Being a Chinese student in Australia, I felt that I should have known about Australia's Chinese cultural heritage. It was a memorable 5 days trip: no matter about learning about the Gold Rush, I also enjoyed spending time with my friends and teacher for 4 nights in the same cabin. I am so grateful that I could be involved in the Chinese class and got to know about the Chinese legacy in Australia.



*Robe, Information Centre*

By Isha Li (Year 12) from Immanuel College

## 2019 Term 3 IB Workshop Report

Over the first weekend of Week 1 Term 3 (27-28 July), 14 teachers gathered together at Seymour College to attend Mr Huiling YU's workshop. Mr YU has taught IB Chinese and the Theory of Knowledge courses in Australia and Hong Kong and has held the position of the head of Chinese. He is a DP Chinese and the Theory of Knowledge workshop leader, a member of DP language curriculum review committee, and consultant and visiting team leader for IBDP school authorisation. Mr YU is an instructor and honorary adviser for the Faculty of Education of Hong Kong University. He is the published author of IBDP Chinese A Language and Literature Course Study Guide and IBDP Chinese B Study Guide. Mr YU is now working in the English Schools Foundation, Hong Kong as the Teaching and Learning Adviser for Chinese.

The workshop focused on the Chinese language and literature and Chinese Literature programmes at native and near-native level in the context of international school curriculum. Included in the content were the curriculum design, resource development, and teaching and learning strategies. Both literary and non-literary materials were examined in the workshop for the curriculum plan and the effective implementation. The workshop equipped teachers with the subject knowledge and teaching skills and enabled a sharing culture among teaching professionals.

All participants believe it was a rewarding and meaningful weekend fulfilled with sharing, collaboration and learning.

## News: CLTASA Facebook Page

On 26 January 2019, CLTASA launched a Facebook page to deliver news and upcoming events including professional development opportunities. CLTASA hopes all teachers of Chinese are ready for and excited about the new school year of 2019, the year of the pig.



Link to access the CLTASA Facebook page: <https://www.facebook.com/cltasa>



2019 中秋快乐

月餅

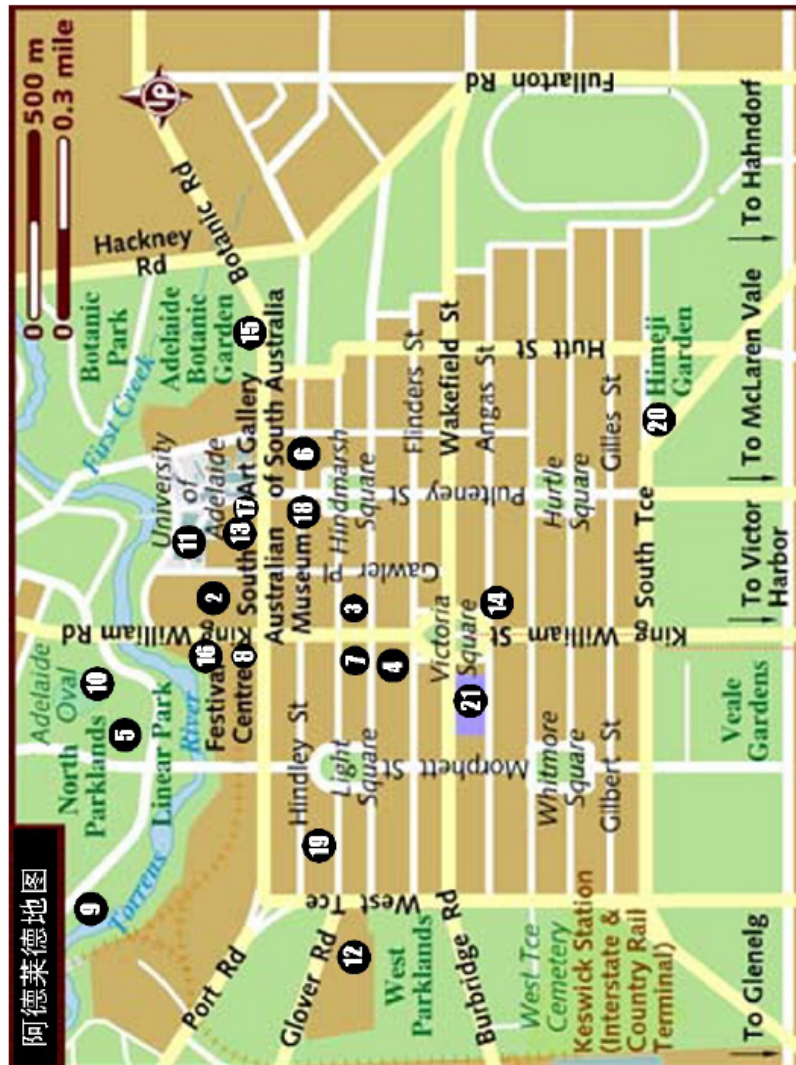
Moon Cake | Yue Bing



Resource: [www.my-coloring-pages.com](http://www.my-coloring-pages.com)



## Teaching Resources



### Instructions

- You will all receive a number from 1-21
- Choose a starting point on a road at the city edge, eg. Port Road
- Choose a numbered destination from the list below, which is located on the map, eg. 14. Victoria Square
- Now make a set of instructions to get from your starting point to your numbered destination.  
eg. To get from Port Road to Victoria Square you could say:  
“ 往前走, 到了 West Terrace 往右拐, 往一直走, 过四条路, 到了 Burbridge Road 往左拐, 往一直走, 过了第二个十字路口 就到 Victoria Square. ”  
“Wǎng qiánmiǎn zǒu, dào le West Terrace wǎng yòu guǎi, wǎng yízhí zǒu, guò sìtiáo lù, dào le Burbridge Road wǎng zuǒ guǎi, wǎng yízhí zǒu, guò le dì èr gè shízi lù kǒu jiù dào Victoria Square. ”
- Now we will take it in turns to note our starting point and give our instructions WITHOUT PROVIDING THE DESTINATION. Students should listen and follow the instructions. If a student notices that the number they were given has been reached, they should stand up. They are then the next person to read out their instructions.

1. 运动中心	Yùndòng zhōngxīn	5. 公园	gōngyuán	9. Torrens 河	Torrens hé
2. 图书馆	túshū guǎn	6. 电影院	diànyǐngyuàn	10. 阿德莱德巨蛋	ā dé lái dé jù dàn
3. 银行	yínháng	7. 商店	shāngdiàn	11. 阿德莱德大学	ā dé lái dé dàxué
4. 邮局	yóujú	8. 阿德莱德火车站	ā dé lái dé huǒchē zhàn	12. 阿德莱德高中	ā dé lái dé gāozhōng
13. 博物馆	bówùguǎn	14. Victoria Square		15. 植物园	zhíwùyuán
16. Festival Centre		17. 美术馆	měishù guǎn	18. Rundle Mall	
19. 南澳洲大学	nán ào zhōu dàxué	20. 姬路植物园	jīlù zhíwùyuán Himeji Gardens	21. 阿德莱德市场	Adelaide Central Market

By Eric Brasse from School of Languages (map from <https://www.lonelyplanet.com/maps/pacific/australia/adelaide/>)

A huge thank you to Eric for sharing this wonderful teaching resource!

## Teaching Resources

### 看台湾作家龙应台：“全球化”了的我在哪里？

作者：龙应台

来源：《中国新闻网》2004.01.14

<http://news.sina.com.cn/o/2004-01-14/11301585254s.shtml>

在准备这个题目时，一直在思索，在我自己的生活里，到底“全球化”到了什么样的程度？

我的早点，往往是牛奶、面包，涂奶油果酱。若是在国际的饭店里，你面临的选择，基本上不是欧式就是美式。边吃早点边读报。看你人在哪个城市，先读当地的报纸，可能是香港《明报》，可能是台北《中国时报》，可能是新加坡《联合早报》或是《法兰克福汇报》，但是有几份国际的报纸是不管你在哪里都会找来看的，譬如《国际先驱论坛报》、《亚洲华尔街日报》，或者听BBC 的广播，看CNN 的电视报道。

用完早餐，进到浴室冲凉；洗发精的品牌——不管你是北京还是香港台北纽约，大概都是同样那几个国际品牌。连卫生纸都是。坐在梳妆台前，发现你的化妆品，不管你在世界上任何一个城市任何一个角落，你用的品牌都是那几样：法国的、美国的、日本的.....我是对名牌衣服没有感觉的人，如果讲究穿品牌服饰的话，那么衣橱一打开，入眼也是那几个熟悉的名字，法文、意大利文、英文。

不仅仅是衣食住行的物质，还包括娱乐的文化价值和观念，在全球化的运作下，都成为统一的商品，渗透了我的24 小时，令人无所逃于天地之间。

在100 年前梁启超那个时代，知识分子谈所谓的“西学东渐”。西方的影响刚刚来到门口，人们要决定的是究竟我应该敞开门来，让它全部进来呢，还是只露出一条小小的缝，让

某些东西一点点进来。在100 年后的今天，所谓“西学”，已经不是一个“渐”不“渐”的问题，它已经从大门、窗子，地下水道，从门缝里头全面侵入，已经从纯粹的思想跟抽象的理论层次，深入到生活里头成为你呼吸的世界，渗透到最具体的生活内容跟细节之中了。

### 99%是西方的影响

然而什么是“全球化”呢？这个词其实是有问题的。影响从哪里来，往哪里去，是什么力量在“转化”谁，谁被谁“化”掉啊？渗透到我的24 小时生活细节里来的，难道是印度或埃及或阿拉伯的影响吗？不是的，仔细看这24 小时的内容，代表“全球化”的东西中，其实99%是西方的影响，是西化。然后再细看西化的内容，譬如说讲物质的品牌而言吧，其中又有非常高的比例，是美国来的东西。所以对我们而言，所谓全球化的内涵高比例是一种“美化”的过程。

因为全球化其实挟带了大量的美国化，所以许多欧洲人对全球化也是戒慎恐惧的。激进者甚至于诉诸暴力，对他们认为象征全球化的符号——星巴克、元首高峰会议、麦当劳等等，进行抗争。人们所忧虑的，一方面是资源的垄断——韩国甚至有农民以自杀来凸显全球化所带来的本土产业问题；一方面是价值的垄断，因为价值被包装成为商品，随着跨国企业的操作，似乎威胁到本土文化的独特性和完整性。当德国的某一家报纸因为经营不善而可能被英国报业集团收购时，德国总理亲自出面斡旋，为的是不让外资进入本国文化的领域，报纸塑造舆论、传播价值，更是文化的敏感神经。

全球化是一个既让人欢迎又让人不安的现象。文化，还有人们安身立命的价值，都和商品一样一卡车一卡车卸货，直接送入家门。欢迎，因为我们突然多了选择，不管是洗衣粉的牌子还是政府的形态；不安，因为，这种选择往往是强迫性的——虽然我们或不感觉，只不过是强势推销的产品，不见得是对我们最好的；更因为，选择往往破坏了家里原有的秩序——伊拉克人究竟要不要欢迎美国士兵带进来的文化和价值呢？为什么要又为什么不呢？

那么，对全球化的戒慎恐惧，和对国际化的追求，有没有矛盾？你不是一直呼吁要国际化吗，那么为什么对全球化又不是一心的拥抱？

### **国际化和全球化的差别**

国际化跟全球化两者之间有着非常关键的差别。全球化，在我的理解，是商品——包括物质和精神商品——的无远弗届；身处亚洲，我们往往是那“输入”的一端，备受影响，当然要无比的谨慎。国际化，是对于国际有深入的了解，掌握知识，从而发展出一种与国际沟通和接轨的能力。

当你进入香港的网页，你发现它用老练的英语、生动的画面、完整的资讯，很有效地让外人马上认识这个城市：它的历史、它的特点，哪里好玩好吃，哪里可以带孩子去。

当你进入台北的网页，障碍马上就出现：英语别扭，内容乾燥——应该是精彩的城市导游的地方，竟然是对观光者没有太大意义的政府组织结构。当你进入上海网站时，你发现，画面比台北活泼，设计也比台北对味，可是，一点进去，内容是空的。

### **用国际语言和手段“呈现”自己**

所以国际化是一个呈现的能力。但是不要误会为那只是表面的包装和行销。就譬如学习英语，一个把英语的文法学得烂熟，语汇背得特别多的人，不见得会使用英语，因为语言的背后藏着习俗和价值；不懂得这些习俗和价值，是不可能真正掌握一个语言的。

有了这个标准，“闭门造车”的可能性就减低了。我们会比较知道要做什么才能和国际“接轨”。一个让人看得懂的网页、一个让人觉得亲切的机场，一个城市让人看得见它的美好、认得出它的特别，都是“轨”接得好不好的问题。可是接轨的意思，是把自己的轨道和别人的接上，以便于将自己的货物输出。轨道，与国际一致，火车里的货物，却得力求独此一家，否则，没有独特风格，谁要你的输出呢？



### **不是把自己淘空换别人的内容**

国际化的意思，不是把自己淘空，更不是把自己的内容换成别人的内容。道理何其简单：谁要你模仿的、次等的、没有性格没有特色的东西呢？

### **实验、寻找属于自己的“当代”**

把铁轨接好，让外面的火车送货进来，同时让自己的火车开出去，盛满自己的东西。当“国际化”被误解为模仿和抄袭的时候，我们的城市就逐渐失去它自己的面貌，走到哪里都似曾相识。我们的音乐和艺术，带来的是二手的感动。

国际化是设法将铁轨铺好，找到衔接的地方，却不是把火车装进别人的货物，抛掉自己的传统。传统从来就不是死的，死的只是我们自己的眼睛。传统永远是活的，只是看你当代的人有没有新鲜的眼睛，活泼大胆的想像力，去重新发现它，认识它。

因此，在全球化排山倒海而来时，最大的挑战可能是到底我们找不找得到铁轨与铁轨衔接的地方，也就是西方跟东方，现代跟传统，旧的跟新的那个微妙的衔接点；找到那个点之后，大概就可以在全球化的大浪里，找到自己真正可以安身立命的地方了。

(Source: Chinese Background Speakers Teaching Resources Collection)

## Contact Us

CLTASA aims to provide support in establishing and sustaining quality Chinese programs, teacher education and professional development, and acts as a voice for teachers, relating to all aspects of teaching and learning about Chinese language and cultures. If you have any news, ideas and teaching resources you would like to share, please email us at [info@cltasa.org.au](mailto:info@cltasa.org.au).

Thank you!

## Membership Registration

Link for registration and information: <http://www.cltasa.org.au/membership/>

**Membership:** All registered and qualified teachers of Chinese language in the government, Catholic and independent school systems are eligible for full membership of the CLTASA. Student teachers are eligible to join as student members. Associated membership is offered to those working in related areas at the discretion of the CLTASA committee.

Annual membership fees are as follows:

**Full members (Employed) \$50**

(Qualified and registered teachers currently in part-time or full-time employment)

**Full members (Seeking work) \$25**

(Qualified and registered teachers currently without employment)

**Pre-service Teacher Members \$25**

(Student members are encouraged to join but have no right to vote or hold office.)

**Associate members \$25**

(Offered at the discretion of the committee to those working in related fields but not currently registered or qualified)

Associate members have no right to vote or hold office.

For more information please email [info@cltasa.org.au](mailto:info@cltasa.org.au)