

# **“Integrating Community into Chinese Language Teaching and Assessment”**

13th NECLTA Annual International Conference on Learning and Teaching Chinese  
Language and Culture  
Saturday, October 5, 2024

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World Languages Center, Northeastern University

# Rationale

- Enhancing translingual and transcultural proficiency
- Replacing traditional exams with community engagement projects
- Building and serving the Chinese-speaking community

# Course Design

- Textbook: Wang, Jing, Xi Tian, *Lens on China: Intermediate and Advanced Readings on Film for Learning Chinese*, Hong Kong University Press, 2020
- “Performed Culture Approach” (PCA): students select, analyze, and perform cultural events/situations
- Service-Learning: Collaboration with Foster Grandparents program of ABCD. Weekly meetings with Chinese elders.
- Final Assessment: “A Chinese Movie Night” at the senior center.

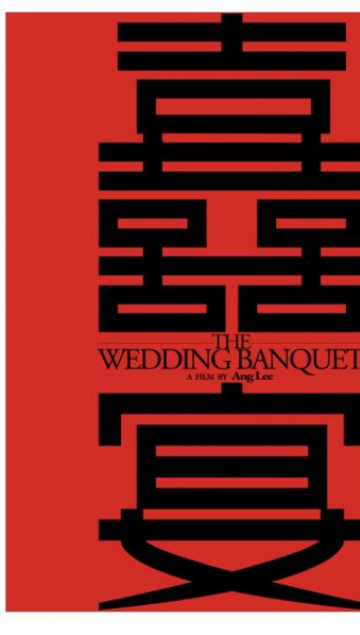
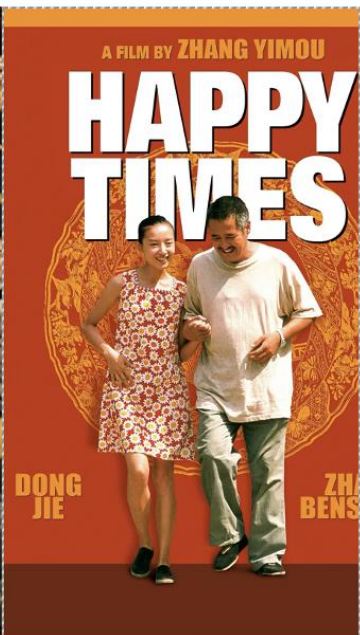


**CHNS 3800 Chinese Culture through Film**  
CRN 12788, Nupath: IE; TF 1:35 – 3:15 pm  
Instructor: Hua Dong

This advanced Chinese language course aims to enhance students' proficiency in the Chinese language and their understanding of contemporary Chinese society, cultural beliefs, and practices in China and the broader diaspora. The selected films represent the linguistic landscape and address crucial socio-political, economic, cultural, and historical issues relevant to the Chinese-speaking world. By using visual and textual materials along with Service-Learning opportunities, the course encourages students to analyze and perform cultural events and situations to improve their communication skills and encourage in-depth reflection, all conducted in Chinese.

**Prerequisite:** Advanced Chinese 2, or by an interview with the instructor.

For more information, please contact Prof. Hua Dong (h.dong@northeastern.edu)



### 《重返20岁》"Miss Granny"

老年歧视age discrimination against seniors, 孝顺 filial piety, 家庭关系 family relationship, 流行音乐 pop music, 理想主义 idealism

### 《幸福时光》"Happy Times"

底层社会 underclass, 阶级固化 class solidification, 残障人士 people with disabilities

### 《喜宴》"The Wedding Banquet"

同性恋 LGBTQ, 面子 face, 出柜 to come out, 传宗接代 to have a son to carry on the family name

### 《亲爱的》"Dearest"

离婚 divorce, 拐卖儿童 child abduction, 城乡差别 urban-rural divide

### 《别告诉她》"The Farewell"

文化冲击 cultural shock, 代沟 generation gap, 家庭关系 family relationship, 文化身份认同 cultural identity

### 《滚蛋吧！肿瘤君》"Go Away Mr. Tumour"

中国式亲情 Chinese family affection, 职场文化 workplace culture, 医患关系 doctor-patient relationship



## Course Structure (1):

Pre-class 1: Watch the film, learn the vocabulary (Part 1), complete the pre-class assignment on Canvas.

Meeting 1: Quiz 1, Comprehension check, student Q&A, Text (Part 1)

Pre-class 2: complete after-class assignments on Canvas, learn the vocabulary (Part 2)

Meeting 2: Quiz 2, Narration in conversation, Character and Theme discussion. Text (Part 2)

Pre-class 3: Read film reviews in Chinese. Write scene dialogues and analysis

Meeting 3: "Acting Out"

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Pre-class 4: prepare discuss questions

Meeting 4: Student-led discussion

Post-class Project

## • Course Structure (2)



### ▼ Module 4 《亲爱的》"Dearest" (Oct. 23 - Nov. 3)

#### 📄 M4 Overview

#### 📄 M4 Cultural Background 文化背景

#### 📄 M4 Texts and Vocab

#### 📄 M4 Memorable Scenes 电影片段

#### 🗨️ M4 Before Class 1 课前功课 1: Film Comprehension and Scene Narration 课前准备: 电影理解与故事复述 Oct 23, 2023 10 pts

#### 🗨️ M4 After Class 课后功课 Keywords and Grammar in Context Oct 29, 2023 10 pts

#### 🗨️ M4 Before Class 2 课前功课 2: Movie Clip Performance 电影片段表演 Oct 30, 2023 10 pts

#### 🗨️ M4 "Court Debate" Nov 3, 2023 10 pts

#### 🗨️ M4 Project: Defense Argument Nov 5, 2023 30 pts

# Weekly Service- Learning Activities



DISCUSSION TOPICS: GIFTING AND  
BANQUET ETIQUETTE, FILIAL PIETY,  
REGIONAL DISPARITY IN CHINA



STUDENT REFLECTIONS  
INCORPORATING VOCABULARY  
AND GRAMMAR FROM FILMS

## M4 Service-Learning Talking Points

✓ Published

Assign To

Edit

⋮

从《亲爱的》这部电影，我们了解到一个当代中国相当严重的社会问题----拐卖儿童，以及造成这个问题的许多历史、文化和政治原因，比如重男轻女、户口制度、独生子女政策 (又称“计划生育”政策)、地区差异、贫富差距、城乡差别、地域歧视等等。跟ABCD的中国老人聊一聊这些现象和问题，特别是他们自己的经历，然后把你的发现写200-300个中文字。下面是一些提示：

- 地区差异、城乡差别、地域歧视
  - 了解跟你聊天的中国老人来自中国哪个地区，是内陆还是沿海地区，是农村还是城市？
  - 他们跟别人说起自己的老家时，是否觉得很自豪还是觉得被人看不起？
  - 他们觉得中国哪些地区最好？哪些地区不太好？为什么？
- 户口
  - 什么是户口？
  - 跟你们聊天的中国老人在中国的时候是什么户口？城市户口还是农村户口？对他们有什么影响？
  - 现在有什么变化吗？
- 计划生育政策 (planned birth, or single-child policy)
  - 跟你们聊天的中国老人有几个孩子？他们的孩子有几个孩子？
  - 计划生育政策在他们的地区很严格(yan2ge2, strict)吗？
  - 计划生育政策对他们的家庭有什么影响？
  - 计划生育政策对他们的亲戚、朋友的家庭有什么影响？
- 重男轻女
  - 了解老人们怎么看待重男轻女的观念，赞成还是反对？还是觉得有一定的合理的地方？
  - 了解老人们在过去身边是否存在重男轻女的现象。
  - 了解老人们怎么看待传宗接代。“延续血脉”意味着什么？为什么是男孩子传宗接代呢？为什么香火很重要呢？

Points 10

Submitting a text entry box or a file upload

# Final Project: Chinese Movie Night

Planning and presenting a movie in low-income Chinese housing communities

Steps: selecting themes, preparing scenes, creating keywords list, drafting discussion questions, designing bilingual flyers

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Due Dec 8, 2023 by 11:59pm    Points 100    Submitting a file upload

## “A Chinese Movie Night”: Film Screening and Discussion

The goal of this independent project is to share your passion and knowledge about Chinese film and culture with the community. You will present a Chinese-language film of your choice (see below for a list of popular Chinese films) to the members of ABCD of your Service-Learning sites in Chinese to spark discussions and interest in Chinese films on Dec. 8 and Dec. 9. Please fill out [the form here](#) ➞ to choose your preferred time.

### Step 1: Choose a Chinese-language film

Please select a film based on the following criteria. First, the language adopted in the film needs to be mainly Mandarin and beneficial to Chinese learning. Secondly, the selected film reflects important sociopolitical, economic, cultural, and historical issues of concern to Chinese speakers (not limited to China only). Please see [this link](#) ➞ for a list of “[The 51 Best Classic Movies for Learning Chinese](#)” ➞ on FluentU.

### Step 2: Research and Prepare for Screening

1. Pick **two or three themes** of the film. Research the cultural background of the themes represented by the film.
2. Prepare **four to five scenes** that best capture the highlight of the film that you are going to show to the audience. You can either cue up the timecodes or edit video clips of your choice.
3. Prepare a list of **keywords (about 10)** that are important to the development of plots and theme discussion.
4. Draft about **4-5 discussion questions** for the discussion. It should include at least a couple of questions that reflect your research in the cultural background. Get ready to offer your understanding and insights leading the discussion in Chinese.

### Step 3: Design a Bilingual Flyer

Write an announcement with about 200 Chinese characters about the film. Make sure to be clear on the time (the date of your choice), location, a short synopsis, and your reviews in both English and Chinese to encourage the audience to attend the event.

All material needs to be uploaded to Canvas [期末项目交付成果1 Deliverable 1: A Bilingual Flyer](#).

# Grading

Presentational Speaking						
Criteria	Ratings					Pts
Comprehensibility - Vocab	5 pts Strong range of appropriate vocabulary.	4 pts Good range of appropriate vocabulary.	3 pts Basic range of appropriate vocabulary.	2 pts Limited range of appropriate vocabulary.	1 pts No Description	<div>4.5</div> / 5 pts
Comprehensibility - Language Control	5 pts Few errors when using practiced structures, time frames and word order.	4 pts Some errors when using practiced structures, time frames and word order.	3 pts Errors in practiced material may require interpretation.	2 pts Errors in practiced material often impede communication.	1 pts No Description	<div>4.5</div> / 5 pts
Comprehensibility - Pronunciation	5 pts Accurate pronunciation, with native sounds.	4 pts Mostly accurate pronunciation, with many native sounds.	3 pts Some accurate pronunciation, with occasional native sounds.	2 pts Pronunciation errors often impede communication.	1 pts No Description	<div>5</div> / 5 pts
Comprehensibility - Fluency	5 pts Rate of practiced speech is consistent, with few hesitations.	4 pts Rate of practiced speech is appropriate to level.	3 pts Some unnatural hesitations or pauses.	2 pts Many unnatural hesitations or pauses.	1 pts No Description	<div>5</div> / 5 pts
Task Completion - Content	10 pts Communicative goal is exceeded, with elaborate and relevant content.	8 pts Communicative goal is met, with relevant content.	6 pts Communicative goal is partially met, with some related content.	4 pts Communicative goal is minimally met, with limited content.	2 pts No Description	<div>9</div> / 10 pts
Task Completion - Details and Support	5 pts Authentic resource(s) or details consistently used to support and expand on the response.	4 pts Authentic resource(s) or details often used to support response.	3 pts Authentic resource(s) or details sometimes used to support response.	2 pts More details needed to support response.	1 pts No Description	<div>5</div> / 5 pts
Discourse Quality - Organization and Level of Language	5 pts Speech is well-organized or sequenced, with strong cohesion and transitions. Sentence complexity (word—phrase—sentences—connected sentences—paragraph style) exceeds targeted level.	4 pts Speech is mostly organized, with cohesion and transitions. Sentence complexity is appropriate to level.	3 pts Speech is somewhat organized, or has some transitions. Sentence complexity partially meets targeted level.	2 pts More organization, cohesion or transitions needed. Sentence complexity minimally meets targeted level.	1 pts No Description	<div>4.5</div> / 5 pts
Discourse Quality - Impact	5 pts Audience interest consistently maintained through originality, technology, content, writing style, humor, or emotions.	4 pts Audience interest is mostly maintained.	3 pts Audience interest is somewhat maintained.	2 pts Audience interest is minimally maintained	1 pts No Description	<div>5</div> / 5 pts
Interculturality - Intercultural Competence	5 pts Language or behavior shows strong intercultural	4 pts Language or behavior shows general intercultural	3 pts Language or behavior shows some intercultural	2 pts Language or behavior shows limited intercultural	1 pts No Description	<div>4.5</div> / 5 pts

Presentational Speaking					
Criteria	Ratings				Pts
	knowledge or understanding (cultural content, register, gestures, idiomatic expressions, daily life, intercultural similarities/differences)	knowledge or understanding.	knowledge or understanding.	knowledge or understanding.	
					Total Points: 47 out of 50

• Test Student

Save

Cancel

## Assignment Comments



舒乐，谢谢你挑选的电影和认真准备的报告！很有吸引力！特别是电影反映的主题与ABCD老人们的生活息息相关！可以在报告中再深入地探讨一下电影主题，比如中国文化里对阿尔茨海默氏病的偏见，当女儿告诉李爷爷他得了这个病的时候，他马上说出来这个病流行更广的的中文名字：“老年痴呆症”。同一个疾病的两个名字说明了什么？电影中表现的家庭责任、代沟冲突到底是怎么样的？对个人和家庭到底产生了什么影响？另外，在报告的第二页最好用bullet points, 而不用完整的句子。希望你继续保持学习中文的兴趣，努力让自己的中文更加准确！加油！

Hua Dong, Dec 14, 2023 at 10:57am

Add a Comment

# MOVIE NIGHT 电影之夜

DECEMBER 8TH

12月8日

ABCD office, 178 Tremont St, 3rd Floor,  
Casa Room, Boston MA 02111

ABCD 办公室, 178 Tremont St, 3楼  
Casa 房间, 波士顿, 马萨诸塞州 02111



Join us for a special screening of the heartwarming Chinese film "**New Year's Eve of Old Lee**! Directed by Gao Qunshu, this touching family drama unfolds during the Chinese New Year, where a daughter returns home from Beijing to reveal that she's given birth to a child. The movie provides a glimpse into Chinese family structure, portraying the ups and downs of a northern family. Don't miss out, see you there!

欢迎加入我们观看感人至深的中国电影《过年好》！由高群书执导，这部温馨的家庭剧情片发生在中国农历新年，一个女儿从北京回到家中，揭示她已经生下了一个孩子。影片深刻展现了中国家庭结构，描绘了一个北方家庭的酸甜苦辣。别错过这电影的扣人心弦的故事情节，优秀的演技，和幽默搞笑的客串演出。我们期待在活动现场见到你！

下午 4:30PM - 5:30PM

*"New Year's Eve of Old Lee"*  
“过年好”

## 讨论！

1. 你过春节吗？你认为这和电影中的表现相似吗？你们家庭有什么特别的传统？
2. 大家在吃饭的时候得知朱莉怀孕了。她妈妈生气她这么大的事情还敢吃饭，而李爷爷却告诉他们吃饭。因此，这情况对朱莉的朋友不知道该吃还是不吃。你认为朱莉应该怎么办？你觉得他们应该继续吃晚餐吗？
1. 你认为美国和中国在庆祝新年方面有哪些不同的地方？
2. 你认为这部电影如何描绘了阿尔茨海默病对个体和家庭关系的影响？

## 电影主题

### 家庭价值观和表示尊重

- 尊重长辈
- 给面子

### 农历年传统

- 怎么庆祝
- 因该说/不说什么
- 欢乐和团聚



### 过年好

由高群书执导，这部温馨的家庭剧情片发生在中国农历新年。李爷爷女儿从北京回到家中，发现她的爸得了阿尔茨海默氏病。

当家人准备庆祝新年时，影片深刻展现了中国家庭结构、价值观，和代际冲突。

## 有用的词

- 1 过年好 (Guòniánhǎo)
- 2 阿尔茨海默氏病 (Ā'ěrcíhǎimòshìbìng)
- 3 老年痴呆症 (Lǎoniánchīdāizhèng)
- 4 糖葫芦 (Tánghúlu)
- 5 姥爷 (Lǎoyé)

- 6 伙食 (Huǒshí)
- 7 吃顺口 (Chīshùnkǒu)
- 8 丫头 (Yātou)
- 9 自私 (Zìsī)
- 10 礼仪 (Lǐyí)

## 电影之夜！

张野乐

# Coordination and Logistics



Coordination with community  
organizers



Handling logistics:  
transportation, check-ins,  
food, and snacks

# Outcomes for Students

Improved translingual and transcultural skills

Authentic engagement and real-world application

Evaluation based on individual progress

Outcomes  
for  
Community  
Elders

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Enrichment of daily life

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Intergenerational  
connections

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Sharing cultural heritage