Understanding China Through Media
Teaching Advanced Chinese with Multimedia Materials

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Overview of Today’s Presentation

• Goals and purpose of this project
• Design of three modules
• Showcase of module 3 teaching plan and piloting
• Students’ learning achievement
• Feedback from students
• Self-reflection on this project
Purpose and Goals of This Project

• Better understanding of current events in China

• Linguistic competence

• Ability of conducting research

• Life-long learners of Chinese language and culture

• Higher enrollment
Why Multimedia?

- Exposure to different genres and registers
- Different perspectives reflected in different linguistic forms
- Awareness and interest in a certain topic
- Visual literacy
Topics

1. Language, dialects and writing system

2. Wanghong economy and sharing economy

3. The 2019 Hong Kong protests
Module 1: Language, Dialects and Writing System

• Day 1-3: an academic article
  Learning goals:
  1. Understand the relationship between languages and their written forms
  2. Learn about the history and classification of Chinese characters.
Module 1: Language, Dialects and Writing System

- Day 4-5: a popular Chinese talk show

Learning goals:
1. Identify and differentiate linguistic features of different genres and registers
Module 1: Language, Dialects and Writing System

Learning goals: 2. Learn about multilingualism in China
Module 1: Language, Dialects and Writing System

Learning goals: 3. Know about various languages and their dialects
Module 1: Language, Dialects and Writing System

Learning goals:
4. Learn how to defend their own opinions and critique others’

“(parents) insist on teaching children dialects”

“agree” 9票 VS 4票 “disagree”
Module 1: Language, Dialects and Writing System

Online discussion
Module 2: Wanghong Economy and Sharing Economy in China

• Learning goals:
  1. Knowledge about economic models in modern China
  2. Influence of genres on linguistic choices
  3. Different registers in different kinds of multimedia materials
  4. Research about China in Chinese
  5. Different forms of the same cultural phenomenon
Module 2: Day 1-2
Wanghong Economy and Sharing Economy in China

Article about Wanghong economy from BBC website

A Chinese influencer ‘s living streaming
Module 2: Day 3-4
Wanghong Economy and Sharing Economy in China

Student Presentations on Sharing Economy
Module 2: Day 3-4
Wanghong Economy and Sharing Economy in China

Sharing Transportation Mode (e.g. Uber)

Sharing Economic and Sharing Economy in China

Sharing Financial Service Mode (e.g. Lending club)

Sharing Dining Mode (e.g. OpenTable)

Sharing Health Service Mode (e.g. ClassPass)
Module 2: Day 5-6
Wanghong Economy and Sharing Economy in China

• Discussion about social media:
  Pros and cons
  Comparison of social media in different countries
Module 2: Day 5-6
Wanghong Economy and Sharing Economy in China

- Discussion about social media:
  Comparison of functions between WeChat and other social media
  ---WeChat red packet culture
Module 2: Day 5-6
Wanghong Economy and Sharing Economy in China

• Discussion about social media:
  Learning social media vocabulary and expressions
Module 3: The 2019 Hong Kong Protests

• Multimedia materials used:
  - Online articles
  - Videos
  - Social media posts
Module 3: The 2019 Hong Kong Protests - Day 1
Module 3: The 2019 Hong Kong Protests - Day 1

• Learning goals:

1. Learn about the protests in Hong Kong

2. Become aware about the influence of social media upon current events

3. Learn how different perspectives affect the choices of words.
   e.g. laser pointer:
   
   激光枪 (laser gun) on Weibo vs. 激光笔 (laser pen) in BBC’s Twitter feed
Module 3: The 2019 Hong Kong Protests - Day 1

- Learning goals:

4. Learn to determine the information sources by analyzing the perspectives and linguistic features of the news report

VS.

5. Raise students’ awareness on how different news reports use different photos to reflect their perspectives
Module 3: The 2019 Hong Kong Protests - Day 2-3

2019 香港事件起因是什么？香港暴力事件始末时间轴
整理
2019-08-19 11:49 来源：人民日报

起因：修订《逃犯条例》。

发生暴力事件一说：

香港 2 月 13 日正式启动修例程序，遭到香港的爱国阶层和媒体的反对。香港认为这会对香港的司法独立，自 6 月以来，香港的暴力事件不断升级。

6 月 9 日爆发大游行，反对修例。

香港反送中运动大事记

2019-09-14 未摘，美国之音

香港“反送中”运动已经蔓延，连日来反对《逃犯条例》修订而起的抗议示威，现在已经成为香港社会更广泛的民主诉求。

2019 年 6 月 9 日，百万香港市民参与“反送中”集会和游行示威，要求政府撤回《逃犯条例》修订草案。4 月在立法会一读通过，3 月被批评者称为“送中条例”的修订草案允许把犯罪疑犯引渡到中国大陆，引发香港各界强烈反对。当天游行左右，一些示威者在立法会大楼外出现激战，和警方发生冲突。

6 月 12 日，数以万计香港市民参与立法会外抗议《逃犯条例》修例。警方采取措施，警方在立法会外驱散示威者发动橡胶子弹和催泪弹拦截，立法会宣布原定于当日进行的程序二读。

6 月 15 日，特首林郑月娥宣布《逃犯条例》修订，表示愿意听取更多意见。

6 月 16 日，香港民众再举行“反送中”大游行，参加人数创纪录，民众在示威、集会和游行中反驳对 12 日抗议活动的“暴力”定性，指出香港警暴、不法执法等问题，特首林郑月娥宣布晚上将发表声明，强调会以方式市民解。

《逃犯条例》已经出现明显偏颇，现政府工作不识到做出适当和回应，但没有实质改善声明。
# Module 3: The 2019 Hong Kong Protests - Day 2-3

Students read two articles and list all the events described in two columns in chronological order.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Protest against the extradition law. The extradition law allows criminal to be transferred from Hong Kong to mainland China. Protestors clashed with Hong Kong police.</td>
</tr>
<tr>
<td>10th</td>
<td>Hong Kong officials gathered around government infrastructure for protest; police shot pro-democracy leaders with tear gas and rubber bullets. Protestors responded with, &quot;confront the law.&quot;</td>
</tr>
<tr>
<td>16th</td>
<td>More anti-extradition law protest movement; 2 million in protest. People were in black and protest slogan 9 demands; Lin didn't agree to demands.</td>
</tr>
<tr>
<td>17th</td>
<td>A student who was convicted came out of jail and joined the protest.</td>
</tr>
<tr>
<td>18th</td>
<td>Lin apologized for the riot, but she won't retract the law.</td>
</tr>
<tr>
<td>21st</td>
<td>Protestors surround police department and block traffic; attacked police with eggs and+ tear gas.</td>
</tr>
<tr>
<td>26th</td>
<td>Protestors destroyed police department's plaque. Before the G20 meeting, protestors went to USA embassy and euro government building to demand retraction of law.</td>
</tr>
<tr>
<td>1st</td>
<td>32 years since HK was returned to China; over 100 thousand people who gathered in protest, destroyed government buildings and used graffiti.</td>
</tr>
<tr>
<td>2nd</td>
<td>Hit riots attached police, 15 injured; 1 with finger bit off.</td>
</tr>
<tr>
<td>4th</td>
<td>Hit police found explosives with reins related toremain.</td>
</tr>
<tr>
<td>7th</td>
<td>Hit police found explosives with reins related to remain.</td>
</tr>
<tr>
<td>21st</td>
<td>Marcher called China national emblem; resulted in conflict.</td>
</tr>
<tr>
<td>25th</td>
<td>Bug congress leader's grave, and tossed out body offline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th</td>
<td>Demanded warning signal for the tourists.</td>
</tr>
<tr>
<td>25th</td>
<td>Attacked citizens in airport. Airport couldn’t operate properly.</td>
</tr>
<tr>
<td>27th</td>
<td>Serious conflict between police and citizen; this protect was not accepted and official.</td>
</tr>
<tr>
<td>28th</td>
<td>The original protest was in Charter Garden, but police disbursed what was accepted and 49 people got arrested.</td>
</tr>
<tr>
<td>29th</td>
<td>Reporters conference showed support to Lin and agreed this protest is out of hand and must be stopped.</td>
</tr>
<tr>
<td>30th</td>
<td>Protestors went to jail where the 44 protestors were arrested and again more conflict.</td>
</tr>
<tr>
<td>3rd</td>
<td>Took Chinese flag in front of harbor city and threw into ocean.</td>
</tr>
<tr>
<td>5th</td>
<td>More Chinese flag thrown into ocean at Star Ferry in Yuen Long (Star Toll)</td>
</tr>
<tr>
<td>9th</td>
<td>More airport not and conflict.</td>
</tr>
<tr>
<td>11th</td>
<td>Protestors threw Molotovs at Police and conflict was serious.</td>
</tr>
<tr>
<td>12-13</td>
<td>More airport not and conflict. Airport couldn’t function properly attacked people who looked like Chinese police (apolitical aftermaths).</td>
</tr>
<tr>
<td>16th</td>
<td>Hit protestors attacked reporters and tourists; Police were in agitated state.</td>
</tr>
</tbody>
</table>

(a student’s work)
Module 3: The 2019 Hong Kong Protests - Day 2-3

• Learning goals:
  1. An awareness of the importance of word choices
Module 3: The 2019 Hong Kong Protests - Day 2-3

• Learning goals:
  1. An awareness of the importance of word choices

“violent incident” ➔ “anti-send-back-to-China protest”
“violent; violence” ➔ “democracy protest”
Module 3: The 2019 Hong Kong Protests - Day 2-3

• Learning goals:
  1. An awareness of the importance of word choices.

Events missing from the description found in the “People’s Daily.”
Module 3: The 2019 Hong Kong Protests - Day 2-3

• Learning goals:

2. Students understand that there is no single news report that will capture all aspects of a current event

3. Students realize that one needs to gather information from different sources in order to get a relatively complete and objective description of the event
Module 3: The 2019 Hong Kong Protests - Day 4

• Information sharing session:
  online research at home
  group sharing
  class presentation

• Learning goals:
  1. Students conduct their own research by using online resources in Chinese
  2. Students reflect their own opinions by selecting and presenting their research results
Module 3: The 2019 Hong Kong Protests

after-class / online activities

• Video watching 1:
• Learning goals:
  1. Learn how influencers try to influence people’s opinions
  2. Use existing information to support their answers
  3. Use vocabulary from previous readings to convey their ideas
Module 3: The 2019 Hong Kong Protests after-class / online activities

• Video watching 2:
• Learning goals:

1. How various elements in the multimedia impact audience
2. How people’s gender, age and personal experience affect their opinions
Module 3: The 2019 Hong Kong Protests
after-class / online activities
Module 3: The 2019 Hong Kong Protests
after-class / online activities

• Response in different roles to a news report

Politics

Houston Rockets’ Daryl Morey ‘meant no offence’ with Hong Kong protests tweet – but angry Chinese demand more

• US basketball team’s general manager posts conciliatory comments after earlier tweet prompts Chinese sponsors and broadcasters to cut ties

• Weibo users and state media call for further apologies as Rockets become the latest organisation to learn the cost of ‘hurting Chinese people’s feelings’
Module 3: The 2019 Hong Kong Protests after-class / online activities

- Retrieve information
- Choose from different registers
- Decide on content and language
Students’ Learning Achievements

News report from student A
Students’ Learning Achievements

News report from student A

事件背景

- 香港知專設計學院學生
- 一名游泳健將
- 多次獨自參與香港反送中示威活動
- 於9月19日失蹤，家人於9月21日報警
# Students’ Learning Achievements

News report from student A

## 事件經過

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19</td>
<td>失蹤</td>
</tr>
<tr>
<td>9/22</td>
<td>被一名男子發現在魔鬼山溺斃 (drowned)</td>
</tr>
<tr>
<td>9/25</td>
<td>Telegram &amp; LIHKG討論區 開始流傳陳彥霖的尋人啟事</td>
</tr>
<tr>
<td>10/5</td>
<td>警方初步調查相信浮屍的歲數與陳彥霖相符</td>
</tr>
<tr>
<td>10/9</td>
<td>警方確認遺體身份為陳彥霖</td>
</tr>
<tr>
<td>10/10</td>
<td>陳彥霖遺體火化</td>
</tr>
<tr>
<td>10/11</td>
<td>警方澄清陳彥霖死因是自殺，無可疑</td>
</tr>
<tr>
<td>10/14</td>
<td>校方提供兩段 CCTV 的片段</td>
</tr>
</tbody>
</table>
Students’ Learning Achievements

News report from student A

社會的觀點與看法

→ 校方提供了剪輯過、不完整的CCTV片段
→ 陳彥霖的電話 SIM 卡在她失蹤後消失
→ 警方聲稱死因是自殺
→ 驗屍官(coroner)表示死因有待確認，但是遺體 10/10 就火化
◆ 消屍滅跡?
Students’ Learning Achievements

News report from student A

我的想法

也許...
但是...

問題

• 全世界還有哪個國家會發生類似事件呢？
Students’ Learning Achievements

News report from student B

The soundtrack of this year’s Hong Kong protests marks a somber turn from the Umbrella Movement.
Students’ Learning Achievements

News report from student B
Imagine, John Lennon -- 2014

- Imagine all the people. Living for today
  想象所有的人，都为今天而生活。

- Imagine all the people. Living life in peace
  想象所有的人，都生活在和平之中。

- You may say I’m a dreamer, but I’m not the only one
  你可以说我在作梦，但我不是唯一的一个

《願榮光歸香港》--2019

- 何以 為信念 從沒退後
  Why do the faithful never retreat?

- 何解 血在流 但邁進聲 響透
  Why does the blood flow but the advancing sounds fill the air?

- 同行兒女 為正義 時代革命
  The children that walk with us, for justice we have a revolution now

- 祈求 民主 與自由 萬世都 不朽
  Pray for democracy and freedom everlasting

- 我願 榮光 歸香港
  I wish for glory to return to Hong Kong
Feedback from students

“I like that the materials come from the real world and the language are used in real life. Also, seeing posts from news, Weibo, etc. gives different styles / varieties / registers of language.”
Self-Reflection

• Multimedia materials do enhance students’ learning experience

• Instructors need to carefully select multimedia materials

• Various activities are helpful to students
Thank you 😊