



Teaching and Learning European Languages in Chinese Universities

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Symposium format:

- **Symposium Multimodal**

Symposium mode:

- **100% online**

Sub-themes:

- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Short abstract in English:

China may become a major player in promoting European language education, yet little is known about learning and teaching of European languages in Chinese universities. For this reason, this symposium brings together researchers to share insights into the learning and teaching of European languages and welcomes papers that address a variety of topics related to European language education in Chinese universities. Papers may explore teachers' translanguaging practices when teaching subject content in the medium of European languages or examine how cultures are represented in European language textbooks published in China. They may investigate how European languages (e.g., grammar) are taught in Chinese universities. They could be mixed-method investigations into both foreign language enjoyment and foreign language classroom anxiety of European language learners. They can be classroom-based studies to explore European language learner's willingness to engage and actual engagement in speaking tasks. Studies may also focus on language teachers' emotional labour in enhancing language learners' learning engagement in Chinese universities.

Argument:

There have been widespread concerns over the decline of modern languages and waning interest in learning languages other than English (LOTEs) around the world. By contrast, the Chinese government has energetically renewed its investment in the learning and teaching of European languages, driven by globalization aspirations such as the 'Belt and Road' initiative. Due to its large population, China has probably the largest number of foreign language learners in the region, with China having nearly 400 million English speakers at varying proficiency levels (Wang, 2015). English language education is related closely to the Chinese government's efforts to widen and deepen China's participation in political, economic and cultural activities in the international arena. For this reason, English dominates in China's foreign language education landscape and in turn, China plays a critical role in promoting and sustaining the global dominance of English. However, China may also become a key player in promoting and sustaining the learning and teaching of



LOTEs including European languages, given the large population of language learners. For instance, China sends the largest numbers of students to non-Anglophone countries such as France, Germany and Spain. In 2014, 17,649 students took college German tests and tests for German Majors, 10,741 students enrolled in the tests for French Majors, and 10,563 students were in Spanish major programs at different levels (undergraduate, Master's and PhD) (Wang & Xu, 2015). While Chinese universities may play a significant role in promoting the learning and teaching of European languages, little research has been conducted to address critical issues related to learning and teaching of European languages in Chinese universities.

To address this gap in the field, we bring together researchers who have been engaging with these issues to share insights into the learning and teaching of European languages in Chinese universities. The symposium welcomes papers that address a variety of topics to do with European language education in Chinese universities. Papers may report on studies that explore teachers' translanguaging practices when teaching subject content in the medium of European languages. Studies may also examine how cultures are represented and reconstructed in European language textbooks published in China. They may explore how European languages (e.g., grammar) were taught in Chinese universities. They could be mixed-method investigations into both foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) of European language learners in Chinese universities. They can be classroom-based studies to explore European language learner's willingness to engage and actual engagement in speaking tasks. Studies may also focus on language teachers' emotional labour in enhancing European language learners' learning engagement.

References

- Wang, W. (2015). Teaching English as an international language in China: Investigating university teachers' and students' attitudes towards China English. *System*, 53, 60–72.
- Wang, W., & Xu, H. (2015). *Annual Report on Foreign Language Education in China (2014)*. Beijing: Foreign Language Teaching and Research Press.