

Teaching Chinese as a Second Language under the Influence of the Ethnic Chinese Identity in Philippines

Huang, Yi-Hsuan

It has been a long history to teach Chinese in Philippines. In the past, the education of overseas Chinese commenced with inheritance of the ethnic Chinese identity. Nowadays, the correlation between Chinese-Filipino schools and ethnic Chinese identity is still tightly inseparable in Philippines. Owing to the shocks and observations on classroom practice, the research is to explore “The ethnic Chinese identity under the various layers how to influence the teaching Chinese as a second language (TCSL) in Philippines”.

The main areas of the research are Chinese-Filipino schools in Manila. Among those participators, who come from the Chinese-Filipino schools, are the students, teachers, and the leader of administrators. The research data is mainly collected from interviews , and then questionnaires. Follow the analyzing courses of qualitative research, the researchers apply ways of coding , categorizing, defining by verbatim transcription, and then together with the result-investigation of questionnaires revealing the influences of learning, teaching, and schooling under the ethnic Chinese identity.

The results of the research are convinced that the ethnic Chinese identity in all respects deeply influences the Chinese teaching in Philippines. The ethnic Chinese identity has been existed with heterology among the same generation, and different generation. The heterology of the ethnic Chinese identity has been influenced on learning motivation and language attitudes, teachers’ beliefs and school orientation, as well schooling idealization, which is leading the various choices to learning, teaching, and schooling.

Four results are generated:

First, the ethnic Chinese identity triggers the Chinese-Filipino students’ motivation to learning Chinese.

Second, continuing the ethnic Chinese identity is convinced of Chinese-Filipino schools’ mission to teaching and schooling .

Third, the heterology of the ethnic Chinese identity influences the choices of teaching and schooling.

Fourth, the ethnic Chinese identity leads the orientation of the Chinese-Filipino schools, and transfer the paradigm of teaching.

In conclusion, people who devote to teaching Chinese in Philippines can not neglect the influence of the ethnic Chinese identity. Why Chinese Filipino students learn Chinese? What purpose teachers teach? And what is Chinese-Filipino schools' Instructional Objectives? Under the history and the sequence of ideas, without doubt, the ethnic Chinese identity deeply influences the different layers of TCSL in Philippines and displays the various standpoints of education. To be aware of the issue not only helps understanding the Chinese Filipino students' different identities, but also assists to rectify the meaningful, target, and value of the teaching.

Keywords : Chinese, Philippines, Chinese-Filipino school, teaching Chinese as a second language, ethnic Chinese identity