

An Investigation on the Situation of Teaching Chinese as a Second / Foreign Language in Auckland Area, New Zealand

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Since Chinese teaching emerges and flourishes globally, Chinese teaching in each country has been positively promoted consciously. Aware of shortage of Chinese teaching research in New Zealand, the author aims to make a survey of the current Chinese teaching condition in Auckland region in New Zealand.

Regarding the design of the research framework, with literature data and online resource collecting as the first priority, the author described the educational systems in New Zealand, such as “the National Curriculum Guideline” announced by the Ministry of Education, Te Kete Ipurangi (TKI)-- the online learning website of the Ministry of Education in New Zealand, New Zealand Qualifications authority (NZQA), and the ALLiS Programme targeting at learning the second Asian language. Then, focusing on collecting, seeking for, and organizing online data of schools at each level, the author designed the interview questionnaire through semi-structure interviews in interview survey method. Ultimately, the author went to Auckland region personally to interview the local experienced Chinese teachers for a month, and organizationally synthesized the interviewing results, expecting to further understand the Chinese teaching condition in Auckland region currently.

The research subject in this paper are the mainstream schools in Auckland region in New Zealand, and the overseas Chinese schools and the private Chinese teaching units. During the author making interviews in Auckland, she visited a total of 10 schools, including one mainstream university, three mainstream high schools, two mainstream elementary schools, and four overseas Chinese schools. The interviewed units include University of Auckland, Takapuna Grammar School, Epsom Girls Grammar School, Elim Christian College, Kristin School, Willow Park School, Feng-xing Digital Learning Center, Hoy Light Chinese School, Chi Yuan Education Center, and Chinese Tutor Class. In addition, under the premise of school unit's and teachers' permission, the author observed the teacher's teaching class process, while discussed on the Chinese teaching materials generally exerted in Auckland region. Finally, suggestions involving teaching material usage by the local Chinese teachers

are organized and proposed.

According to the research results, the heterogeneity of Chinese teaching in Auckland region in New Zealand is high, and the curriculum is rich as well as diversified. Although schools at each level and the Chinese teachers comply with the standard of “the National Curriculum Guideline” announced by the Ministry of Education in New Zealand, both the Ministry of Education and the schools at each level allow the teachers to teach autonomously. Regardless of selecting Chinese teaching materials, Chinese curriculum design, or teaching methods, the teachers can fully utilize the personal teaching characteristics and professionalism. Currently, the difficulty of teaching Chinese in Auckland region mainly lies in a huge increase in Chinese immigrants that makes a changes in Chinese teaching ecology as well as the teaching environment. The New Zealand government and Chinese teachers in Auckland region have to adjust the individual teaching approaches and curriculum design in reaction to different student backgrounds and school systems, which is a big challenge for the teachers and the issue the New Zealand government must tackle in regard of the second language policy.

Due to difficulties in collecting literature, a lot of data was the first-hand information sought for by the author personally, which characterizes this paper as a pioneering research. The author truly expects that this study can offer a systematic description of the current Chinese teaching condition in Auckland. Meanwhile, the author hopes that this study can further help those who intend to devote themselves to Chinese teaching in New Zealand subsequently by providing the reference as prior knowledge before teaching.

Keywords : New Zealand, Auckland, the National Curriculum Guideline, Current Chinese teaching condition, Interviews