# Table of contents

Preface — v
List of figures — xiv
List of tables — xv

1  ‘China Rising’: Chinese and Chinese Language Learning as Global Phenomena — 1
   1.1  Introduction: China (and Chinese) rising — 1
   1.2  Media portrayals of the rise of Chinese — 1
   1.3  Complexities and politics of Chinese language(s) and literacies — 4
   1.4  Cultural politics and ideologies surrounding Chinese language education, learning, and use — 8
   1.5  Chinese language education: Pragmatic curricular issues — 10
   1.6  Trends and gaps in Chinese language education and applied linguistics research — 11
   1.7  Investigating Chinese language learning from multiple new perspectives — 13
   1.8  Existing (auto)biographical accounts of learning Chinese — 14
   1.9  Contemporary case studies in CAL on identity, ideologies, and narrativity — 17
   1.10  Chinese as a heritage language — 19
   1.11  New directions in Chinese language learning — 20
   1.12  The study presented in this book — 21
   1.12.1  Research methodology — 22
       1.12.1.1  Participants — 23
       1.12.1.2  Research design and procedures — 23
       1.12.1.3  Triangulating epistemic stances: “Insiders” and “outsiders” — 23
       1.12.1.4  Procedures and timeline for data collection and analysis — 25
       1.12.1.5  Description of research procedures and process — 25
   1.13  Organization of this book — 29

2  Developing Chinese Proficiency: Linguistic Perspectives — 33
   2.1  Introduction: Researching Chinese language learners’ development — 33
   2.2  Existing research on linguistic dimensions of Chinese as an additional language — 34
       2.2.1  Linguistic approaches — 34
       2.2.2  Linguistic development in sociocultural and phenomenological (narrative) accounts of Chinese SLA — 36
2.3 CAL participants’ linguistic profiles —— 37
2.3.1 Overview —— 37
2.3.1.1 Ella’s language background —— 37
2.3.1.2 Elliott’s language background —— 37
2.3.1.3 Patsy’s language background —— 38
2.3.1.4 Roma’s language background —— 38
2.3.1.5 Tim’s language background —— 39
2.3.1.6 Summary of participants’ language backgrounds —— 39
2.3.2 Formally assessing and describing CAL proficiency —— 39
2.3.3 Proficiency self-assessments —— 42
2.4 Oral proficiency —— 45
2.4.1 Challenges in learning to speak Chinese —— 45
2.4.1.1 The challenge of dialects in CAL —— 45
2.4.1.2 The challenge of tones in CAL —— 48
2.4.2 The CAL proficiency interviews —— 49
2.4.2.1 Interview structure —— 50
2.4.2.2 Transcription of interviews —— 50
2.4.2.3 Contextualizing the proficiency interviews in relation to learner background, learning contexts, and interview context —— 51
2.4.2.4 Rachel’s observations —— 52
2.4.2.5 Quantitative analysis and linguistic comparison of group’s interview data —— 55
2.4.3 Qualitative analysis of oral proficiency data: Grammatical variety analysis —— 69
2.4.3.1 Morpheme analysis: Semantic and grammatical functions and constructions —— 70
2.4.3.2 Issues with qualitative analysis of grammatical competency —— 74
2.5 Summary of linguistic analysis of proficiency, development, and variation —— 75

3 Developing Everyday Chinese Literacies: Sinographic Choices, Practices, and Identities —— 78
3.1 Introduction —— 78
3.2 Chinese orthography and literacy: Investments, practices, and identities —— 78
3.3 Contexts for and commitments to acquiring Chinese character-based literacy —— 80
3.4 Developing advanced Chinese literacy —— 82
3.5 Literacy as mediated social practice —— 85
3.6 Writing, technology, and literate/textual identities, choices, and practices — 88
3.6.1 Ella’s transcriptions — 90
3.6.2 Elliott’s transcriptions — 91
3.6.3 Patsy’s transcriptions — 93
3.6.4 Roma’s transcriptions — 96
3.6.5 Tim’s transcriptions — 97
3.7 Summary — 99

4 Sociocultural Approaches to Chinese Language Learning and Research: Negotiating Identities and Communities — 102
4.1 Introduction: Exploring identity and community in socioculturally-oriented Chinese language learning research — 102
4.1.1 Traditional and contemporary approaches to research: The sociocultural imperative in SLA — 103
4.1.2 Sociocultural theory and SLA — 106
4.1.3 Identity — 107
4.1.3.1 Identity(ies) as multiple, situated, fluid — 107
4.1.3.2 Emic versus etic perspectives on identity — 108
4.1.3.3 Identity in heritage versus non-heritage learners of Chinese — 109
4.1.4 Community — 110
4.2 Thematic analysis of narratives: Procedures and priorities — 113
4.2.1 CAL in relation to community engagements — 114
4.2.2 Agency — 116
4.2.2.1 Agency, identities, and communities — 117
4.2.3 Positioning — 125
4.2.3.1 Positioning and race — 126
4.2.3.2 Positioning, identities, and communities — 128
4.2.3.3 Positioning, lǎowài, and English — 129
4.2.4 Gender — 133
4.2.4.1 Gender and communities — 135
4.3 Summary — 139

5 Narrative and Metanarrative Perspectives on Learning, Researching, and Theorizing Chinese as an Additional Language — 141
5.1 Introduction: Narrative inquiry in second language research — 141
5.1.1 Purpose and procedures of (meta)narrative analysis — 143
5.1.2 Becoming participant-researchers in a CAL community of practice — 145
5.2 Stage 1: Narrative generation process — 147
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1</td>
<td>Approach, genre, voice, and style in Narrative One (N1)</td>
<td>150</td>
</tr>
<tr>
<td>5.3</td>
<td>Stage 2: Reciprocal and collective annotation of narratives</td>
<td>154</td>
</tr>
<tr>
<td>5.3.1</td>
<td>Coding comments on Narrative One</td>
<td>158</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Analyzing comments on Narrative One</td>
<td>158</td>
</tr>
<tr>
<td>5.3.3</td>
<td>Metanarrative activity as community building and theory building</td>
<td>166</td>
</tr>
<tr>
<td>5.4</td>
<td>Stage 3: Writing, analyzing, and theorizing SLA in Narrative Two (N2)</td>
<td>168</td>
</tr>
<tr>
<td>5.4.1</td>
<td>Narrative Two prefaces as personal metanarrative reflection</td>
<td>170</td>
</tr>
<tr>
<td>5.4.2</td>
<td>Analyzing Narrative Two: Focus group discussion vis-à-vis written annotation</td>
<td>171</td>
</tr>
<tr>
<td>5.5</td>
<td>Stage 4: Collaborative research and writing with digital aids</td>
<td>174</td>
</tr>
<tr>
<td>5.6</td>
<td>Creation and inclusion of Narrative Three (N3) in this book</td>
<td>174</td>
</tr>
<tr>
<td>5.7</td>
<td>Some final reflections: The benefits and limitations of the (meta)narrative research</td>
<td>175</td>
</tr>
<tr>
<td>5.7.1</td>
<td>Benefits</td>
<td>175</td>
</tr>
<tr>
<td>5.7.2</td>
<td>Limitations and constraints</td>
<td>177</td>
</tr>
</tbody>
</table>

6 Conclusion: Reflections on Research in Chinese as an Additional Language 180

6.1 Exploring diverse approaches to research in CAL 180

6.2 Recurring themes in CAL and in our study 181

6.2.1 Descriptions of language proficiency 181

6.2.2 Literacy 184

6.2.3 Negotiating identities and communities 185

6.3 Triangulating, reconciling, and interrogating diverse perspectives, experiences, and methods for analyzing CAL 187

6.4 Limitations and reflections 190

6.5 Pedagogical and policy implications 191

6.6 Future research directions and possibilities 193

6.7 Conclusion: Learning Chinese as a global and cosmopolitan language 194

Appendices 197

Appendix A: CAL Learners’ Narratives 199

Preface 199

Ella’s Narrative (N3) 200

Elliott’s Narrative (N3) 224
<table>
<thead>
<tr>
<th>Appendix B: Sample Questions for Chinese Proficiency Interview (2009, 2010)</th>
<th>301</th>
</tr>
</thead>
<tbody>
<tr>
<td>References</td>
<td>303</td>
</tr>
<tr>
<td>Index</td>
<td>317</td>
</tr>
</tbody>
</table>