



International Journal of Chinese Language Teaching
Special issue on Culture and Chinese as a Second Language (CSL)
Teaching Materials: Representation, Context, and Pedagogies
Call for Papers

Guest Editors

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Background

Language teaching materials is an essential vehicle for learners to understand and appreciate the target culture (Kramsch & Vinall, 2015; Xiong, 2012; Xiong & Qian, 2012). With the rapid development of multilingual and multicultural realities in today's globalized world, issues on culture in language textbooks have once again been in the spotlight (Canale, 2016; Curdt-Christiansen & Weninger, 2015; Daghigh & Rahim, 2020; Kramsch & Vinall, 2015; Sun & Kwon, 2019; Weninger & Kiss, 2013). As a kind of cultural product, the design, circulation and use of language teaching materials are embedded in particular social, cultural and political context, reflecting and reproducing cultural knowledge and value orientations. Against the backdrop of ideals of "common destiny for mankind" and the Belt and Road Initiative, China's global influence has seen a rapid growth, leading to mounting cultural and ideological debate. International Chinese education is a potential venue for teachers and students to seek cultural understanding and co-existence (Li, 2011, 2013; Ouyang & Zhou, 2016; Xiong & Peng, 2020). It has therefore become a topic of high interest to study the representation of culture in and teaching of culture with CSL materials.

Aims

This special issue aims to address the broad topic of culture in CSL materials with special focus on representation, context and pedagogies. The suggested topics are listed but not limited to the following:

- Representation and construction of cultural knowledge and values in CSL materials
- Development, evaluation, and treatment of culture in context-specific CSL materials
- Stakeholders' (e.g., teachers and students) perceptions of culture in CSL materials
- Translingual/multilingual and multicultural contexts and their relevance to CSL materials
- Pedagogical innovations and reflections on cultural teaching with CSL materials
- Other related topics

We understand CSL teaching materials as including not only commercial, ready-made textbooks but also materials and resources in digital forms. The themes and topics cover materials from primary to tertiary levels, and from different cultural contexts. We welcome innovative contributions to the topic from a variety of theoretical, conceptual and methodological perspectives.

Important Dates

- Abstract submission due: 1 April, 2021
- Initial notification: 1 May, 2021
- Full manuscripts due: 1 September, 2021
- Revised manuscripts due: 1 December, 2021
- Publication date: March 2022

Submission Instructions

We accept submissions written in English or Chinese. English articles should be around 7,000 words and Chinese articles 10,000 Chinese characters (inclusive of notes and bibliography). For formatting requirements, contributors are invited to review online the journal's style guide and recent publications at www.clt-international.org. Questions about this special issue and submission of abstracts and full manuscripts should be sent to guest editors at txiong@gdufs.edu.cn (Tao XIONG) and pengyue@mail.shufe.edu.cn (Yue PENG).

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《国际汉语教学学报》专刊
文化与汉语教材：表征、语境、教学法
征稿启事

专刊主编

熊涛，广东外语外贸大学外国语言学及应用语言学研究
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相关背景

外语教学材料是学习者学习目标语言文化的重要载体 (Kramsch & Vinall, 2015; Xiong, 2012; Xiong & Qian, 2012)。伴随着全球多语与多元文化现象的深入发展，外语教材中的文化因素持续受到学界的密切关注(Canale, 2016; Curdt-Christiansen & Weninger, 2015; Sun & Kwon, 2019; Weninger & Kiss, 2013; Xiong & Peng, 2020)。教材作为一种文化产品，其编写、流通与使用植根于特定社会文化和政治语境，折射并再生产文化知识和价值取向。在“人类命运共同体”和“一带一路”理念下，中国的全球影响力迅速提升，引起了文化和意识形态论争。汉语国际教育理应成为师生共同寻求文化理解和文化共生的重要场域 (Li, 2011, 2013; Ouyang & Zhou, 2016; Xiong & Peng, 2020)。在上述背景下，汉语（作为第二语言教学）教材中的文化表征与文化教学值得我们深入探究。

征稿主题

本期专刊旨在探讨汉语教学材料中广泛的文化议题，尤其聚焦到其表征、语境和教学法。议题包括但不限于以下方面：

- 汉语教材中文化知识及价值观的表征与建构
- 特定语境下汉语教材中文化内容的编写、评估与改造
- 相关人员（如教师和学生）对汉语教材中文化内容的感知
- 超语、多语和多文化语境与汉语教材的关系
- 针对汉语教材中的文化教学的教学法革新与反思
- 及其他相关议题

本专刊中的所谓的“汉语教学材料”不局限于商业化和正式出版的教材，也包括以数字媒体等形式呈现的各种教学材料与教学资源。其涉及的教学阶段包括从初等教育到高等教育，也包括各种不同的文化语境。欢迎来稿涉及多样化的理论、概念和方法论视角。

时间节点

- 摘要提交：2021年4月1日
- 接受通知：2021年5月1日
- 全文提交：2021年9月1日
- 修改稿提交：2021年12月1日
- 刊出日期：2022年3月

稿件体例

论文可用英文或中文撰写，篇幅限7000英文单词或10000汉字（含注释及参考文献）。文稿格式要求请参阅期刊体例及近期刊出的论文，网址：www.clt-international.org。有关本期专刊的诸项事宜请洽专刊主编熊涛（txiong@gdufs.edu.cn）和彭越（pengyue@mail.shufe.edu.cn）。

参考文献（略）