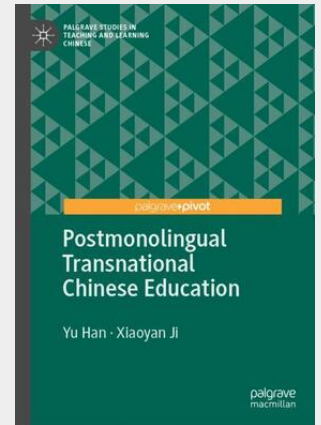


Postmonolingual Transnational Chinese Education

This book examines Transnational Chinese Language Education (TCLE) in the Australian context. Taking a post-monolingual perspective, the authors examine Chinese teachers' monolingual and multilingual practices and mindsets in their educational practices. They find that a Chinese-centric monolingual mindset dominates the Chinese teachers, while a multilingual mindset permeates in their classroom teaching, creating an unconscious tension between the two perspectives. The book proposes that it is the responsibility of teacher educators to train future Chinese teachers with an awareness of this issue, as well as suitable strategies to overcome it and be efficient language teachers. This book will be of interest to applied linguists, pre-service and in-service language teachers, as well as students and scholars of Teaching Chinese to Speakers of Other Languages (TCSOL).

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