

Bridging East and West: Integrating Tesol Approaches into Chinese Language Teaching for Bilingual Learners

Medine Bedel , Leila Badalova

independent researcher, Turkey

Abstract

The globalization of education has created a pressing need for innovative methodologies that combine the strengths of different pedagogical traditions. This paper explores the integration of TESOL approaches into Chinese language teaching, specifically targeting bilingual learners who navigate both Eastern and Western cultural and linguistic contexts. Drawing on case studies from classroom practice, the study demonstrates how communicative TESOL strategies, such as task-based learning, scaffolding, and interactive assessment, can be adapted to the teaching of Mandarin. These methods not only enhance language acquisition but also improve learners' intercultural competence and critical thinking skills. Special attention is given to the challenges faced by bilingual learners, including code-switching, transfer of grammatical structures, and differing cultural expectations in language use. By bridging Western methodologies with the depth and structure of traditional Chinese language pedagogy, this research highlights a practical framework for building dynamic and inclusive classrooms. The findings suggest that hybrid models of instruction foster both linguistic proficiency and cultural adaptability, preparing learners to succeed in an increasingly interconnected world. This presentation will provide practical recommendations for educators seeking to enrich Chinese language instruction through TESOL-informed innovations.

Keywords: Tesol, Bilingualism, Chinese Language Teaching, Intercultural Education, Communicative Methods