

首都师范大学
Capital Normal University



首都师范大学



PHENOMENOLOGY AND PEDAGOGY

北京 2006.10

International Conference on Phenomenology and Pedagogy
The Meaning of Pedagogy in the Complex World

现象学与教育学国际学术研讨会
多元世界的教育学意义

Oct.14-17, 2006

College of Educational Science, Capital Normal University

首都师范大学教育科学学院主办

中国·北京



| 时 间 | 内 容 | 地 点 | 参 与 人 员 |
|--------------------|-------------------|--|--|
| 10 月 16 日 | 8: 30- 9: 45 | 主报告三: Concept Analysis and /or Phenomenological Inquiry 报告人: Bas Levering | 国际文化大厦 学术报告厅 主持: 金生鈺 |
| | 10: 00 -12: 30 | 大会发言: 1. 谭斌: 体验死亡: 儿童道德感的发生 2. Khatijah Lim Abdullah ; The use of phenomenological approach in nursing – tell it as it is 3. 杨旭东: 教育之光与现象学的“看” | 国际文化大厦 学术报告厅 主持: 王 桢 |
| | 14: 00 -15: 15 | 主报告四: 他的“看”对残疾学生的意义 报告人: Tone Saevi | 外国语学院学 术报告厅(2楼) 主持: 邢永富 翻译: 李树英 |
| | 15: 30 -18: 00 | 大会发言: 1. 金美福: 一项现象学的教师教育理论研究 2. Aatrid Oien Halsnes: The playful adult – the seeing adult? 3. 蔡春: 现象学精神及其教育学意蕴 4. Dr. Hala espanioly: the relationship between parents and children and its effect on the Intellectual level of the child | 外国语学院学 术报告厅(2楼) 主持: 陶志琼 |
| 10 月 17 日 | 8: 30- 9: 45 | 主报告五: 考试的教育学研究 报告人: 李树英博士 | 国际文化大厦 学术报告厅 主持: 陈向明 |
| | 10:00- 12:30 | 分组论坛一: 现象学运动与教育学 | 国际文化大厦 第四会议室 召集人: 宁 虹 |
| | | 分组论坛二: 儿童、成人与教育学 | 国际文化大厦 第九会议室 召集人: 谭 斌 |
| | | 分组论坛三: 教育技术与教育学 | 国际文化大厦 第六会议室 召集人: 李树英 |
| | | 分组论坛四: 现象学视野下的道德教育 | 国际文化大厦 第三会议室 召集人: 朱晓宏 |
| | | 分组论坛五: “做”现象学和教师教育 | 国际文化大厦 第十会议室 召集人: 蔡 春 |
| | 14: 00 -15: 00 | 现象学教育学对话 | 国际文化大厦 学术报告厅 主持: 丁邦平 |
| | 15: 15 -16: 15 | 分组汇报 | 国际文化大厦 学术报告厅 主持: 朱小蔓 |
| 16: 30 -17: 00 | 闭幕式 | 国际文化大厦 学术报告厅 发言: 朱小蔓 翻译: 丁邦平 | |

International Conference on Phenomenology and Pedagogy

Calendar

| Date | Time | Activity | Location | Personnel |
|--------------------|-------------|---|---|---|
| Oct 14, 2006 | 9:00-11:30 | Workshop 1: Phenomenological Reflection on the Prereflective Dr. Max van Manen | The amphitheater on the 8 th floor of the International Education Building | President: Prof. Jingbin Zhang, associate Dean of the College of Education |
| | 12:00-13:00 | Lunch | Lang Shan Jiang Hai Restaurant | |
| | 14:00-16:30 | Workshop 2: Historical Observations on continental Phenomenology Dr. Bas Levering | Conference room 9 of the International Education Building | President: Dr. Shuying Li |
| | | Workshop 3: Disabled Students' Lived Experience of Disability in the Pedagogical Encounter Dr. Tone Saevi | Conference room 7 of the International Education Building | President: Prof. Bangping Ding |
| | | Workshop 4: "Meaning Constitution Analysis"—a Software Dr. Roger B. Sages | Conference room 6 of the International Education Building | President: Prof. Xiangming Chen |
| 18:00-19:00 | Dinner | Lang Shan Jiang Hai Restaurant | | |
| Oct 15, 2006 | 8:30-9:15 | Opening Welcome Session and Taking Picture Together a greeting speech: chancellor of Capital Normal University an opening speech: Max van Manen (honorary chair of the conference) | Academic Report Hall of the International Education Building | President: Dr. Fanhua Meng, Dean of the College of Education Interpreter: Dr. Bangping Ding |
| | 9:30-10:45 | Conference Keynote Address 1: The Pedagogical Relation and the Phenomenology of Attentiveness Dr. Marx van Manen | Academic Report Hall of the International Education Building | President: Prof. Youquan Lu, associate director of China National Professional Committee of Philosophy of Education |
| | 11:00-12:30 | Conference Speech 1. Prof. Shenghong Jin: The educational meaning of recognition in schooling 2. Anna Kirova: Childhoods In-Between: Opening up Pedagogical Possibilities 3. Prof. Hongcai Wang: Phenomenological Pedagogy: Overthrow, Revert or Integrate | Academic Report Hall of the International Education Building | President: Prof. Hong Ning |

| Date | Time | Activity | Location | Personnel |
|--------------|-------------|--|---|--------------------------------|
| | 12:30-13:30 | Lunch | Lang Shan Jiang Hai Restaurant | |
| | 14:00-15:15 | Conference Keynote Address 2: Phenomenological Pedagogy—Practical Philosophy of Education Prof. Hong Ning | Academic Report Hall of the International Education Building | President: Prof. Zhongying Shi |
| | 15:30-18:00 | Conference Speech: 1. Prof. Wei Gao: A Few Key Problems on Educational Phenomenology 2. Sol Neely: Phenomenology as Witnessing: Suffering and the Pedagogical Foundations of Community. 3. Prof. zhiding Shu: On Rationality of Experiential Instruction and Its Manifestation 4. Khatijah Lim Abdullah : The use of phenomenological approach in nursing – tell it as it is | Academic Report Hall of the International Education Building | President: Prof. Wei Yu |
| | 18:00-19:00 | Reception Dinner | Lang Shan Jiang Hai Restaurant | Host: the College of Education |
| Oct 16, 2006 | 8:30-9:45 | Conference Keynote Address: 3: Concept Analysis and/or Phenomenological Inquiry Dr. Bas Levering | Academic Report Hall of the International Education Building | President: Dr. Shenghong Jin |
| | 10:00-12:30 | Conference Speech: 1. Dr. Tan Bing: Children's Experience of Morality :A Phenomenological Inquire into Lived Dying: 2. Dr. Hala Espanioly: The relationship between parents and children and its effect on the Intellectual level of the child 3. Dr. Xudong Yang: Phenomenological Seeing and Light of Education | Academic Report Hall of the International Education Building | President: Prof. Nan Wang |
| | 12:30-13:30 | Lunch | Lang Shan Jiang Hai Restaurant | |
| | 14:00-15:15 | Conference Keynote Address 4: The Meaning of Other's "Seeing" to Students with disabilities <i>Dr. Tone Saevi</i> | Academic Report Hall of the College of Foreign Language (2 nd Floor) | President: Dr. Yongfu Xing |

| Date | Time | Activity | Location | Personnel |
|--------------|-------------|--|--|--|
| | 15:30-18:00 | Conference Speech: 1. Prof. Meifu Jin: Teacher's Professional Lived Experience Research: Process and Method 2. Astrid Oien Halsnes: The playful adult – the seeing adult? 3. Dr. Chun Cai: Pneuma of phenomenology and its pedagogical significance 4. Dr. Hala espanioly: the relationship between parents and children and its effect on the Intellectual level of the child | Academic Report Hall of the International Education Building | President: Prof. Zhiqiong Tao |
| Oct 17, 2006 | 8:30-9:45 | Conference Keynote Adress 5: The Pedagogical Research on Test Dr. Shuying Li | Academic Report Hall of the International Education Building | President: Prof. Xiangming Chen |
| | 10:00-12:30 | Group 1: Phenomenological Movement and Pedagogy | Conference room 4 of the International Education Building | President: Prof. Ning Hong |
| | | Group 2: Children, Adults and Pedagogy | Conference room 9 of the International Education Building | President: Dr. Bin Tan |
| | | Group 3: Pedagogical Technology and Pedagogy | Conference room 6 of the International Education Building | President: Dr. Shuying Li |
| | | Group 4: Moral Education with a vision of phenomenology | Conference room 3 of the International Education Building | President: Dr. Xiaohong Zhu |
| | | Group 5: "Doing" phenomenology and Teacher Education | Conference room 10 of the International Education Building | President: Dr. Chun Cai |
| | 12:30-13:30 | Lunch | Lang Shan Jiang Hai Restaurant | |
| | 14:00-15:00 | Conversation between Phenomenology and Pedagogy | Academic Report Hall of the International Education Building | President: Prof. Hong Ning |
| | 15:15-16:15 | Group Report | Academic Report Hall of the International Education Building | President: Prof. Xiaoman Zhu, the Director of China National Institution of Educational Research |
| | 16:30-17:00 | Closing General Session Speaker: Prof. Xiaoman Zhu | Academic Report Hall of the International Education Building | |
| | 18:00-20:00 | Closing Dinner | Lang Shan Jiang Hai Restaurant | |

目 录

| | |
|---|-----|
| 大会日程 | I |
| 十月十五日 | 1 |
| 主报告一: Max Van Manen | |
| 金生鈇: “承认”的教育意义 | 3 |
| Anna Kirova: Childhoods In-Between: Opening up Pedagogical Possibilities | 4 |
| 王洪才: 现象学教育学: 颠覆、回复与整合 | 18 |
| 主报告二: 宁虹 | |
| 现象学教育学——教育的实践哲学 | 27 |
| 高伟: 关于教育现象学的几个根本问题 | 47 |
| Sol Neely: Phenomenology as Witnessing: Suffering and the Pedagogical Foundations of Community | 57 |
| 舒志定: 论体验教育的合理性及其展现 | 59 |
| Pamela: A New Pedagogy for the society of the Future: the Ontopsychology's proposal | 76 |
| 十月十六日 | |
| 主报告三: Bas Levering | |
| Concept Analysis and /or Phenomenological Inquiry | 83 |
| 谭斌: 体验死亡: 儿童道德感的发生 | 84 |
| Khatijah Lim Abdullah : The use of phenomenological research in nursing – tell it as it is | 91 |
| 杨旭东: 教育之光与现象学的“看” | 93 |
| 主报告四: Tone Saevi | |
| 他者的“看”对残疾学生的意义 | 97 |
| 金美福: 一项现象学的教师教育理论研究 | 109 |
| Atrid Oien Halsnes: The playful adult – the seeing adult? | 121 |
| 蔡春: 现象学精神及其教育学意蕴 | 126 |
| Hala espanioly: the relationship between parents and children and its effect on the Intellectual level of the child | 134 |

十月十七日

主报告五：李树英

| | |
|--------------------------------------|-----|
| 考试的教育学研究 | 155 |
| 分组论坛 | |
| 分组 1. 现象学运动与教育学 | 169 |
| 王攀峰：教学论走向生活世界的基本问题论析 | 169 |
| 聂可：课堂教学中符号意义的创造与使用 | 179 |
| 胡萨：关于教育叙事的方法论研究 | 186 |
| 沈卉子：现象学意义理论对教育学的启示 | 192 |
| 刘洁：现象学教育学中的故事 | 199 |
| 李八一：方法的背后 | 206 |
| 分组 2. 儿童、成人与教育学 | 216 |
| 高丽娟：物与成人学习经验的连接 | 216 |
| 刘全礼：残疾儿童现象的存在意义及其启示 | 228 |
| 分组 3. 教育技术与教育学 | 228 |
| 查英：在 E 空间的教师自主发展特点研究 | 229 |
| 周波 何花：现象学视野中的文科生信息技术课程学习 | 236 |
| 分组 4. 现象学视野下的道德教育 | 239 |
| 朱晓宏：儿童公正倾向的生活体验研究 | 239 |
| 秦爱梅、赵冬生：概念图在高职计算机基础教育中动用的可行性分析 | 248 |
| 朱光明：中小学生学习座位的体验研究 | 248 |
| 分组 5. “做”现象学与教师教育 | 257 |
| 耿涓涓：教师生活世界的意义发现： | 257 |
| 冯宇红：专业化视野下的教师教育改革 | 258 |
| 常秀芹：对教师角色的现象学理解 | 259 |
| 于颖：全球化背景下的中国传统文化与教师教育理念 | 264 |

Content

| | |
|---------------------------|-----|
| Conference Schedule | III |
|---------------------------|-----|

15th October

| | |
|--|----|
| Key Presentation I: Max van Manen | 3 |
| <i>Shenghong Jin</i> : The educational meaning of recognition in schooling: | 3 |
| <i>Anna Kirova</i> : Childhoods In-Between: Opening up Pedagogical Possibilities | 4 |
| <i>Hongcai Wang</i> : Phenomenological Pedagogy: Overthrow, Revert or Integrate..... | 18 |
| Key Presentation II: Hong Ning | |
| Phenomenological Pedagogy: Practical Philosophy of Education | 27 |
| <i>Wei Gao</i> : A Few Key Problems on Educational Phenomenology | 47 |
| <i>Sol Neely</i> : Phenomenology as Witnessing: Suffering and the Pedagogical Foundations of Community..... | 57 |
| <i>Zhidong Shu</i> : On Rationality of Experiential Instruction and Its Manifestation | 59 |
| <i>Khatijah Lim Abdullah</i> : The use of phenomenological approach in nursing – tell it as it..... | 76 |

16th October, 2006

| | |
|--|-----|
| Key Presentation III: Bas Levering | |
| Concept Analysis and/or Phenomenological Inquiry | 83 |
| <i>Tan Bing</i> : Children's Experience of Morality: A Phenomenological Inquire into Lived Dying..... | 84 |
| <i>Hala Espanioly</i> : The relationship between parents and children and its effect on the Intellectual level of the child | 91 |
| <i>Xudong Yang</i> : Phenomenological Seeing and Light of Education | 93 |
| Key Presentation IV: Tone Saevi | |
| The Meaning of Other's "Seeing" to Students with disabilities | 97 |
| <i>Meifu Jin</i> : Teacher's Professional Lived Experience Research: Process and Method | 109 |
| <i>Astrid Oien Halsnes</i> : The playful adult – the seeing adult? | 121 |
| <i>Chun Cai</i> : Pneuma of phenomenology and its pedagogical significance..... | 126 |
| <i>Hala espanioly</i> : The relationship between parents and children and its effect on the Intellectual level of the child..... | 134 |

17th October, 2006

| | |
|--|-----|
| Key Presentation V: Shuying Li | |
| The Pedagogical Research on Test | 155 |

Concurrent Group Sessions

| | |
|--|-----|
| Group 1: Phenomenological Movement and Pedagogy | 168 |
| Wang Pan-Feng: Analysis of Basic Problems of the Modern Teaching Theory: Approaching the Life-world | 169 |
| Ke Nie: The creation and application of symbolic meaning in classroom instruction: discussing teacher's professional development with perspective of symbolic interactionism | 179 |
| Sa Hu: Discussion on the methodology of education narrative research A perspective of phenomenology- hermeneutic | 186 |
| Huizi Shen: Implication of the theory of phenomenological meaning to pedagogy | 192 |
| Jie Liu: Stories in the Monographs on Phenomenological Pedagogy | 199 |
| Bayi Li: More than method: phenomenological understanding of educational qualitative research | 206 |
| Group 2: Children, Adults and Pedagogy | 216 |
| Lijuan Gao: Connecting Artifacts to Adult Learners' Learning Experience | 216 |
| Quanli Liu: The meanings and revelation of the phenomena of children with disabilities | 228 |
| Group 3: Pedagogical Technology and Pedagogy | 228 |
| Ying Zha: The study of the features of teachers' development in E-sapce | 229 |
| Zhou Bo, He Hua: Phenomenology for Arts Majors' Learning of Information Technology Courses | 236 |
| Group 4: Moral Education with a vision of phenomenology | 239 |
| Xiaohong Zhu: A lived experience research on Children's intention of justice | 239 |
| Aimei Qin, Dongsheng Zhao: The feasibility analysis of concept map in computer based education of higher vocational technical college | 248 |
| Guangming Zhu: The Meaning of Seat Experience as Hidden Curriculum: Researching How the Students Experience Their Seats in the Classroom | 248 |
| Group 5: "Doing" phenomenology and Teacher Education | 257 |
| Juanjuan Geng: Discovery of the meaning of teachers' life-world: a narrative inquiry of a female secondary school teacher's educational beliefs | 257 |
| Yuhong Feng: Teacher Education reform in the Background of teachers' Profession | 258 |
| Xiu-qin Chang: Phenomenology understanding on teacher role | 259 |
| Ying Yu: Chinese traditional culture and teachers' educational idea in the background of globalization | 264 |

十月十五日

October 15th, 2006

◆ 开幕式、合影、发言

首都师范大学校长
马克斯·范梅南

◆ Opening welcome Session ,

Taking Picture Together Greeting speech:
chancellor of Capital Normal University
Max van Manen

◆ 主题报告

马克斯·范梅南
宁虹

◆ Conference Major Lecture

Max van Manen
Hong Ning

◆ 大会发言

金生铎
Anna Kirova
王洪才
高伟
Sol Neely
舒志定
Pamela Bernabei

◆ Conference Speech

Prof. Shenghong Jin
Dr. Anna Kirova
Prof. Hongcai Wang
Prof. Wei Gao
Dr. Sol Neely
Prof. Zhiding Shu
Dr. Pamela Bernabei

PHENOMENOLOGY AND PEDAGOGY

北京 2006.10.

时间: 8: 30-12: 30 ;

14: 00-18: 00

Time: 8: 30-12: 30 ;

14: 00-18: 00

地点: 国际文化大厦学术报告厅

Location: Academic Report Hall of the
International Education Building

15

10

1-1

Time: 9:30-10:45 Oct.15th 2006Location: Academic Report Hall of the International Culture Building

Key Presentation

Max van Manen

Professor of Education at the University of Alberta, Edmonton, Canada.

Dr. Max van Manen is a Professor of Education at the University of Alberta, Edmonton, Canada. Van Manen regularly speaks and conducts workshops on human science research methods, pedagogy, and on related topics of professional practice in education, the health sciences, psychology, and human ecology. He has written on the tact of teaching, the pedagogy of secrets in children's lives, the phenomenology of the body in illness and health, the pedagogical task of teaching, the meaning and significance of recognition in teaching and learning, the primacy of the pedagogical relation, the epistemology of professional practice, and he has developed methods of inquiry for phenomenological research and writing. Max van Manen teaches courses in qualitative research methods, pedagogy, and curriculum studies. He coordinates CPIn (the Curriculum and pedagogy Institute), and maintains the website <phenomenologyonline.com>. His publications and books, which have been translated into several languages, include "Researching Lived Experience: Human Science for an Action Sensitive Pedagogy" (1997 revised), "The Tact of Teaching: The Meaning of Pedagogical Thoughtfulness" (1991), "Childhood's Secrets: Intimacy, Privacy, and the Self Reconsidered" (1996), "The Tone of Teaching" (1986/2002 revised), and "Writing in the Dark: Phenomenological Studies in Interpretive Inquiry" (2002). He has been conferred many awards, including the Canadian Society for Studies in Education, (CACS) Life Time Achievement Award; the American Education Research Association (Curriculum) Life Time Achievement Award; the Killam Professorship; and the prestigious University of Alberta J. Gordin Kaplan Award for Excellence in Research.

2-1

Time: 11: 00-11:30 Oct.15th 2006Location: Academic Report Hall of the International Culture Building

Paper Presentation

The educational meaning of recognition in schooling

Prof. Shenghong Jin

(Research Institute of Moral Education, Nanjing Normal University)

The main thesis of this article is that "recognition" is part of everyday life, and it is integral to schooling and education. In the unfolding the forms of "recognition", its educational meaning is illustrated. The communication of education is formed in the relation of recognition. Only can children receive recognition

from “the important others” in education, they will foster the self- understanding and unique self-identities, and they will develop the sense and attitudes to respect and recognition to others. In the affirmative relationship of recognition, children form healthy selves as whole persons. Recognition is conducive to raise the moral sense of the agents and to form the friendly community of education.

2-2

时间: 11:00-11:30 2006.10.15

地点: 国际文化大厦学术报告厅

大会发言

承认的教育意义

金生铉 (南京师范大学 道德教育研究所)

本文在对“承认”进行现象学分析的基础上,研究了不同的承认形式,主要探讨“承认”的教育意义。获得承认是人性中的自然倾向,是每个人进行交往的动机,也是获得健全发展的基础。教育中的交往结构是一种相互承认的关系结构。儿童作为完整的人的精神品格,是首先从“教育中的重要他者”对他的“特殊性”的承认中获得发展的。在承认的教育交往中,儿童处于不断了解和肯定自己的独特的自我过程之中,他由此确定一种自我认同的纬度,并且把获得承认作为出发点形成一种对他人的认同和尊重。在这种承认的教育关系中,儿童不仅形成了独特的、完整的有尊严的自我,培养了主体间的道德感和共通感,而且形成了一种友爱的教育共同体。

3-1

Time: 11: 30-12:00 Oct.15th 2006

Location: Academic Report Hall of the International Culture Building

Paper Presentation

Childhoods In-Between: Opening up Pedagogical Possibilities

Anna Kirova

Associate Professor, University of Alberta, Department of Elementary Education, Edmonton, AB, Canada

Abstract

What is the nature and experience of childhood for immigrant children in their day-to-day living in-between languages and cultures? What are the new possibilities that are open when the language fades away and children are thrown into unfamiliar status of being? What are the human possibilities, other than equal access to education, information, and meaningful peer interactions, from which immigrant children are deprived if their own language no longer opens up a region of relatedness? I take Heidegger's (1982) view of language, not as the product of human beings, but rather as “what gathers things together and opens up a region of relatedness for human dwelling” (p.120) in exploring the contemporary phenomenon of “moving childhood(s)” as experienced by immigrant children who attend school in their host counties. How does language help immigrant children understand themselves in terms of where and how they comes to be as such,

and what and how they are going to be when the culture in which they lives is different from the one they were born? Perhaps Heidegger's notion that the breaking up of what is taken for granted is "the true step back on the way of thinking" (p. 108). This notion may help us explore the creative relation-making processes in which immigrant children are engaged as they perceive and create new childhoods among scattered and conflicting events and experiences. This approach opens up considerable pedagogical possibilities as it emphasizes our human capacity to perceive and construct new childhood relatedness through what is dissimilar rather than to deduct from what is known.

3-2

时间: 11: 30-12: 00 2006.10.15

地点: 国际文化大厦学术报告厅

大会发言

跨文化中的儿童——开启教育的可能性

安娜·基洛瓦博士
阿尔伯特大学副教授

摘要:

在两种语言和文化间生活的移民子女其日常状态和体验是什么? 当自身的语言消亡, 孩子们被置于一种不同的生存境地, 对他们来说敞开的新的可能性是什么? 如果不能平等地接受教育, 获取信息以及得到与同龄人交往的机会(移民子女自己的本族语言被中断使用而使他们的上述权利受到的剥夺), 那么还有哪些可能性的发展呢? 在这里, 我指称的语言用的是海德格尔所指涉的语言, 即语言不是作为人类的产品, 而是作为研究当代“流动儿童”现象的“一种集束, 这种集束为人的此在展示了一定的空间和场域”, 这正是移民子女在移民国度受教育要经历的。语言如何促进移民子女了解自身所处的位置及其原因? 当他们生活在一种有别于自己出生的本土文化时, 他们将遭遇什么, 如何应对? 也许海德格尔那种被认为是理所当然的“断裂”才是“真正走向反思之路”。这种观点有助于我们寻求创造性的相关教育模式, 使移民子女在碰撞和冲突中参与其中, 探寻新的发展道路。这一方法为教育开辟了诸多可能性, 因为它强调的是人类从差异中而不是从对已知的事物中发展起来的认知和建构能力。

3-3

Childhoods In-Between: Opening Up Pedagogical Possibilities

Anna Kirova, Associate Professor, University of Alberta, Department of Elementary Education, Edmonton, AB, Canada

"Mom, when are we going home?" my five-year-old son asked me a week after we immigrated to Canada. "We are not, dear. This is home now," I managed to say and burst into tears. He looked at me in complete dismay and ran into my open arms. We remained united by love and fear, overwhelmed by the unknown for quite some time. The world as we knew it seemed to have disappeared upon our arrival at this new place, but at least we had each other. (Kirova, A., personal memory)

"I am going home!" said Val, a 6-year-old Chinese girl after almost four months living in Canada with her

15

10

family. Tears are pouring down her face as she packs her knapsack: "I am going back to my grandparents ... I am going home. I miss my home, I miss my friends." (interview with Val's mother, December 2002)

What was childhood like for my own child, whom we moved with us to three countries in 12 months? What was childhood like for Val, who although living with her parents did not feel at home in the new country? What is the nature and experience of childhood that has been interrupted by immigration? What are the lived experiences of immigrant children in their day-to-day living between languages and cultures? What is the lived experience of a child when his or her home is replaced by a space to live and when the new language does not serve as a guide to the world? How is childhood experienced when a child becomes a stranger in the world of others? How does a child experience the unknown world of things and language of the people to which he or she does not belong?

To undergo an experience with something—be it a thing, a person, or a god—means that this something befalls us, strikes us, comes over us, overwhelms and transforms us. When we talk of "undergoing" an experience, we mean specifically that the experience is not of our own making; to undergo here means that we endure it, suffer it, receive it as it strikes us and submit to it. It is this something itself that comes about, comes to pass, happens. (Heidegger, 1982, p. 57).

It seems that in Heidegger's sense, the experience with an unfamiliar world that overwhelms and transforms a child as a result of immigration is no different than any other childhood experience such as going to school or being sick in bed. Yet the phenomenon of moving childhoods as experienced by millions of children in the globalized world of the mid-20th and early 21st centuries seems different. To paraphrase Heidegger, it invites children to ask, "In what relation do I live to the language I speak?" The opportunity that immigration opens for asking this question is of the utmost importance in awakening children's awareness of their relation to language, both the language of home and the home of language. If language (*Sprache*) is one way of being in the world for humankind that has an immediate presence in the world, and it is one form of discourse (*Rede*), (Heidegger, 1996, 1982), then what is it to learn another language? What is relation of the new language to the first way of being in the world? Is beginning to feel at home in the new country an essential aspect of feeling at home in a "languageing" way?

In this article I explore Heidegger's (1982) notion that the breaking up of what is taken for granted is "the true step back on the way of thinking" (p. 108) in an attempt to understand how language helps immigrant children understand themselves in terms of where and how they come to be as such, and what and how they are going to be in a culture into which they were not born.

The experiential accounts included in this article come from conversations with my son about his childhood as an immigrant child, from the interviews that I conducted with 10 immigrant children about their experiences of loneliness as part of my doctoral study on the phenomenon of childhood loneliness (Kirova-Petrova, 1996), and interviews with four recent Chinese immigrant children within six months from their arrival in Canada (Kirova & Wu, 2002). In addition, my videotaped observations over five months of a 4-year-old immigrant child provide snapshots the child's daily life in a preschool setting (Kirova, 2002a). Although as an immigrant myself I have explored my own experience with a foreign (English) language, I am conscious of the various life worlds adults and children inhabit, and I am particularly cautious not to impose adult meaning on children's words. Rather, my attempt is to understand how their life world looked in their experiences of moving childhoods in immigration.

Childhood/Childhoods

We cannot investigate the phenomenon of moving childhoods without examining our notions of childhood that, as Danaher and Briod (2005) suggest, rest upon a radical empirical fact: "To be human means