

谈东、西方在外语教学理念之落差- 兼谈美国中文学校教师成长的方向

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CSAUS 海外华文教育大讲堂 - 第八讲

2017年10月14日

郑安中 & 梁辉

10/14/2017

目的

就一些课堂教学和学习的现象，我们抛砖引玉，
一起探讨中文学校教师成长的方向

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今天所要达到的目标

1. 分析中西教育观念落差
2. 中文学校老师期望达到的效果， 介绍逆向式教学设计
3. 简单介绍美国教学标准

请和我们一起思考.....

- 什么才是适合华裔学生学习的中文教学方式？
- 为什么要一年或一学期上一本课本？
- 学生识字数目是评估学生能力的标准吗？
- 除了传统的书面考试外，还有哪些检测学生学习成效的方法？
- 教师要如何做，学生才会专注学习？

有家长或老师说.....

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- 我以前小时候是这样学中文，所以我孩子也要这样学.....
- 我以前是这样学英文的，所以我也这样教孩子这些学习外语的诀窍.....
- 我以前这么学语文，所以我也在课堂上这么教孩子中文.....

我的孩子为什么不喜歡去中文學校上課？

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中西教育理念的落差

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教师和学生角色

中式传统教育

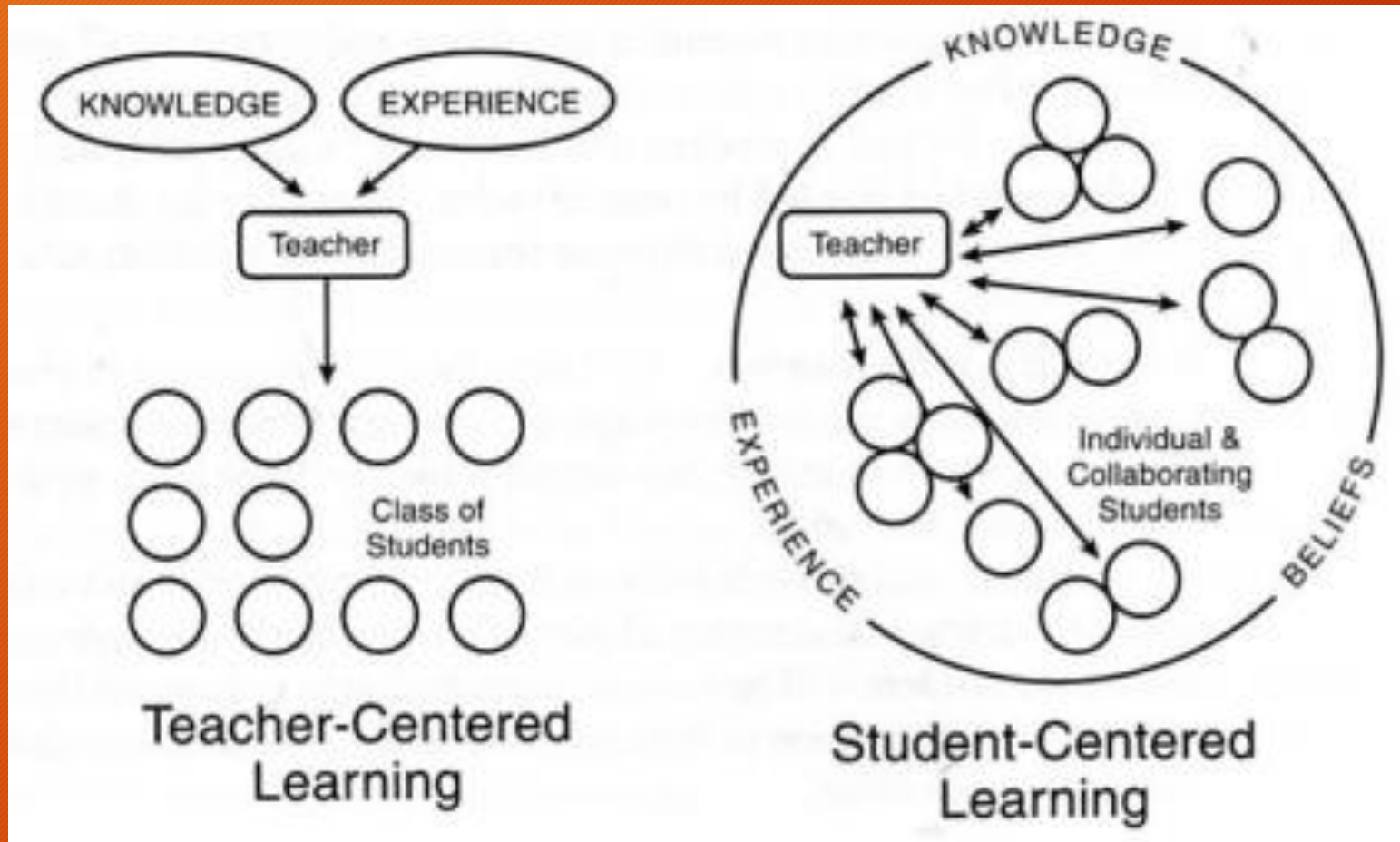
- 教师的角色：知识的来源、演讲者、如水源
- 学生的角色：知识接受者、听讲者、如装水的容器

美式教育

- 教师的角色：辅导，引导
- 学生的角色：主导地位
- 建构式的知识：由师生互动中让学生逐渐建立自己的知识

教师为主

学生为主



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中文学校华裔学生的‘双语’及‘双学习方式’

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学生为中心
建构知识

老师为中心
传授知识

教学任务设立的现状

- 以课本为主，以教完一册书为主要目标，而不是以教学效果和学生的能力为考量设计课程
 - 教学统一、较有系统

但是.....

- 赶进度的问题，学生囫圇吞枣，一知半解，何谈应用？
- 学生一旦落后或中断上课，就和其他学生越差越远。

中文学校只教语言文字吗？

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- 主题式的课程：学习内容结合语言、文化和学科



中文学校只教语言文字吗？

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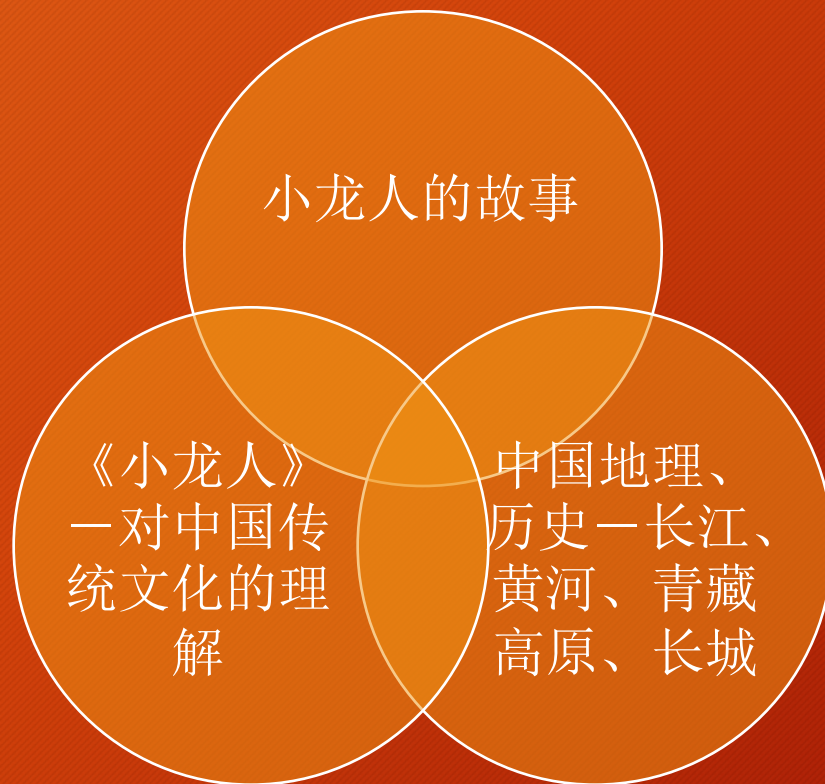
- 主题式的课程：学习内容结合语言、文化和学科



中文学校只教语言文字吗？

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- 主题式的课程：学习内容结合语言、文化和学科



中文学校老师和家长期望达到的目标

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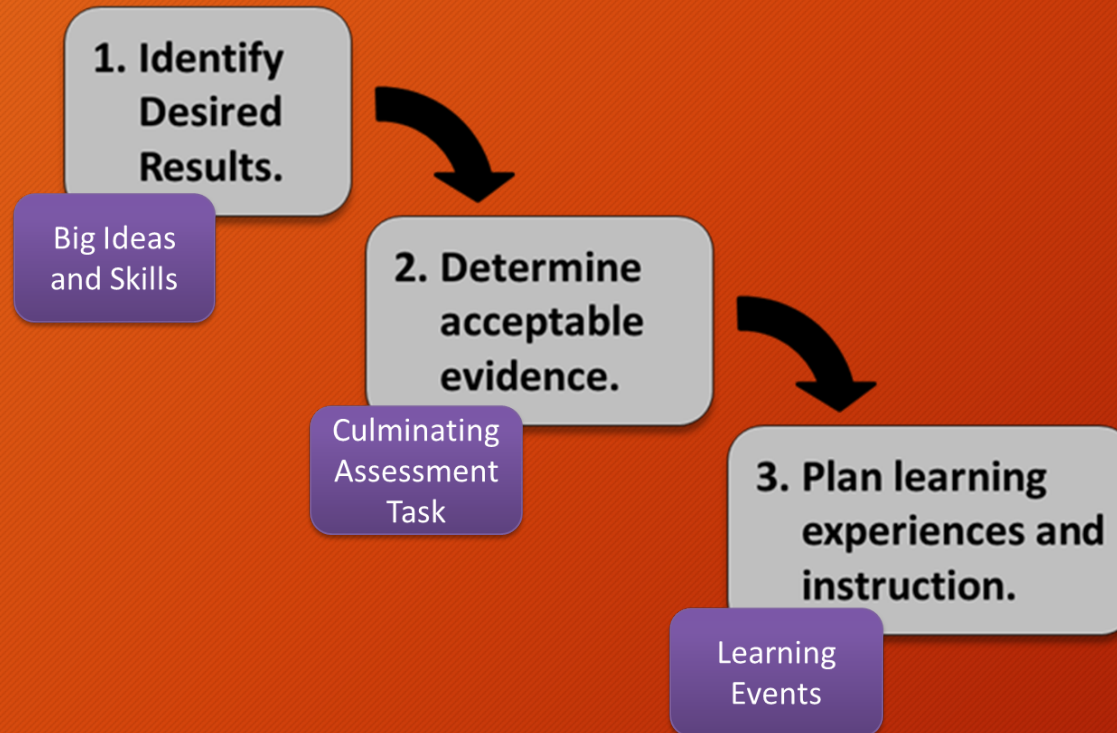
- 能够和家人沟通
- 自我文化认同并能正确对待父母的文化传承
- 看得懂广告
- 认得路标
- 会读新闻
- 在未来职业选择上具有优势

Backward Design Planning

逆向教学设计

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Backward Design



Backward Design Planning

逆向教学设计

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Backward Design

能够以合适的语言祝长辈生日快乐

与家人沟通和交往的能力

写出符合文化传统的生日贺卡，表达祝福的邮件等

贺卡、邮件、IPA

有关生日祝福的语言训练，过生日的习俗，尊老敬老的文化传统

学习活动

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小兔过生日--课文学习

- 小兔过生日，好朋友小猴、小猫、小狗和青蛙都来了。小兔把桃子、汽水、牛奶、牛肉、鱼给朋友们吃。
- 小猴说：“我要吃桃子，喝汽水。”
- 小猫说：“我要吃鱼，喝牛奶。”
- 小狗说：“我要吃牛肉，喝牛奶。”
- 青蛙说：“我要吃蚊子，蚊子呢？”



小兔过生日--课文学习 (2)

- “吃蚊子? 吃蚊子?” 小兔摇摇头说: “我没有蚊子。”
- 青蛙眼睛一亮, 说: “有了!” 青蛙一跳, 把一只飞来的蚊子吃了。大家都笑了。
- 吃完东西, 朋友们一起说: “小兔, 生日快乐!”



如何确定学程和单元/课堂教学目标?

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

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GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Language Performance Descriptors

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- **Comprehensibility** 表达清晰度
(How well is the student understood?)
- **Comprehension** 理解度
(How well does the student understand?)
- **Language Control** 语言的掌握
(How accurate is the student's language?)
- **Vocabulary** 词汇
(How extensive and applicable is the student's vocabulary?)
- **Cultural Awareness** (语言表达中) 对文化的意识
(How is the student's cultural knowledge reflected in language use?)
- **Communication Strategies** 沟通策略
(How does the student maintain communication?)

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can _____

I can exchange information using texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers.

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can _____

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can _____

I can interact with others in everyday situations.

- I can order a meal.



DISTINGUISHED

Can reflect on a wide range of **global issues** and **highly abstract concepts**, use **persuasive** hypothetical discourse, and **tailor** language to a variety of audiences

SUPERIOR

Can **support opinion**, **hypothesize**, discuss topics concretely and **abstractly**, and handle a **linguistically unfamiliar situation**.

ADVANCED

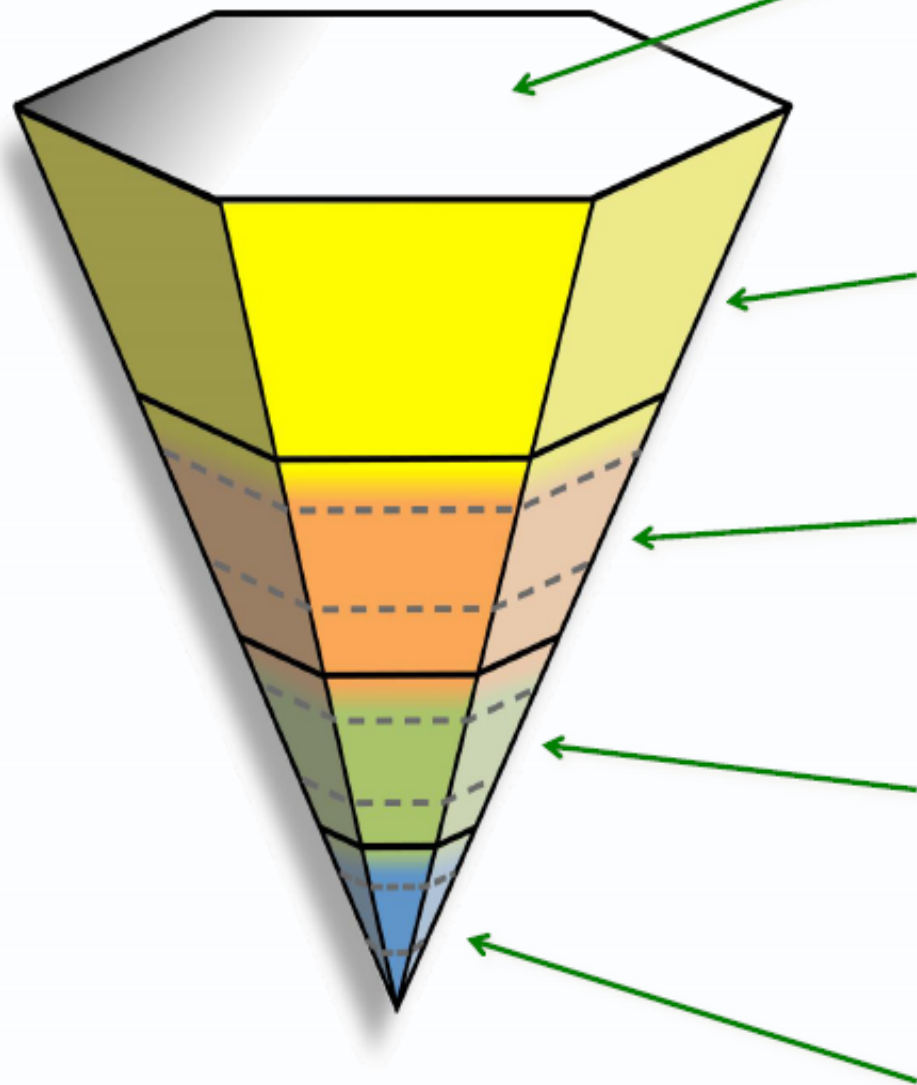
Can **narrate and describe** in **all major time frames** and handle a situation with a **complication**

INTERMEDIATE

Can **create with language**, **ask and answer simple questions** on familiar topics, and handle a simple situation or **transaction**

NOVICE

Can **communicate** minimally with formulaic and rote utterances, lists, and phrases



ACTFL Proficiency Guidelines in Chinese

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Publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/chinese/simplified-characters/口语

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ACTFL PROFICIENCY GUIDELINES 2012

Arabic
Armenian
Bosnian
Chinese
Dutch
English
French
German
Greek
Hebrew
Hindi
Indonesian
Italian
Japanese
Korean
Latin
Lithuanian
Mandarin
Portuguese
Russian
Spanish
Tamil
Telugu
Vietnamese

口语

优异 | 优秀 | 高级 | 中级 | 初级

序言

《ACTFL语文能力大纲2012版——口语》对五个主要的语言能力等级作出描述：优异、优秀、高级、中级及初级。对每个主要等级的描述代表了一个具体范围内的能力。这些水平等级汇集成一个等级体系，其中每个等级都涵盖低于它的所有等级。高级、中级、初级三个主要等级又各分为高等、中等、初等三个次级。

大纲对讲话者在各个等级所能完成的任务以及与各等级任务有关的内容、语境、准确程度及谈话类型作出描述。大纲还展示了讲话者在试图达到下一个更高的主要等级时能够达到的界限。

大纲可以用来评估人际沟通（互动、双向交流）或是表达演示型的发言（单向、非互动）。

对口语水平的书面描述在网上配有口语样本，用以说明每个主要等级的特点。

《ACTFL语文能力大纲2012版——口语》仅供非营利、教育目的使用，使用时必须全文照录，不得更改，并需注明来源为ACTFL。

优异

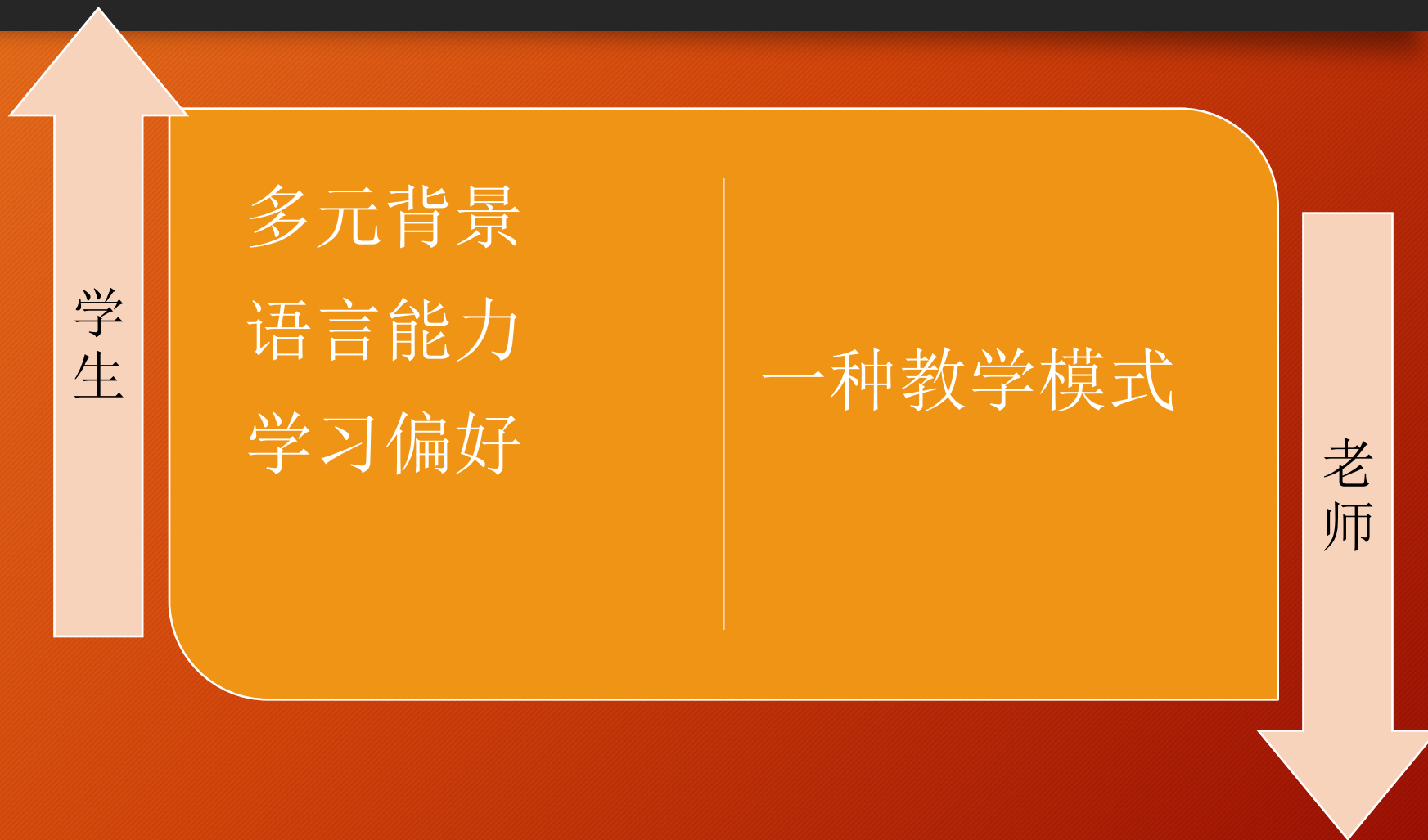
优异水平的讲话者能够熟练、准确、简练、有效地运用语言。他们是受过教育、善于言辞的语言使用者。他们能够以文化上适宜的方式思考广泛的整体事务及高度抽象的概念。优异等级的讲话者可以为某个具有立场性的目的使用劝说型及假设型的话语，而他们所阐述的并不一定是自己的观点。他们可以针对不同的听众来调整自己的发言，并采用符合文化的道地表达方式。

优异水平的讲话者说出的话语十分娴熟，结构紧凑且详尽。同时，他们的讲话可以简明扼要，时常借用文化和历史的典故，从而言简意赅。此一等级的口头语言通常接近于书面语言。

属于此等级的讲话者仍可能在非口语音、母语式简练表达的欠缺、对深层次文化典故的控制力有限及/或偶尔出现的个别语言

教学上面临的问题

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中文学校没有想象的好，但也绝对没有想象的糟。只要我们愿意，你我就是改变的力量！

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第二讲（11 / 11/2017， 东部时间晚上9:00）

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- 对中文学校教学任务设立的观察与思考
 - 美国外语教学五大目标简介以及中文学校课程设计的省思

11 / 11/2017 !

