

浅谈如何教好四年级中文

杨 悦

又到了谈中文，学中文和教中文的栏目了。今天我借我校《简报》中的[教师园地]谈一谈我这几来对教授中文的一点小体会，与我的同仁和家长们共同探讨。

四年级使用的教材是人民教育出版社出版的《标准中文》第一级第三册。我们用这本书作为主讲教材。同时也使用暨南大学出版社出版的《中文》第四册作为我们的补充阅读材料。两套书同时进行目的就是要给同学们多一些阅读资料。同学们在中文学校两小时的中文学习是远远不够的。补充一些与课文有关的阅读材料对学好中文是有帮助的。下面我想就如何教四年级中文谈一点我的体会和看法，供大家探讨。

大家都知道孩子们对学习中文的兴趣不是很高。为了能调动他们的积极性，让这些天真可爱的孩子们从不爱学中文到逐渐对中文产生兴趣。这确实是给我们当老师的出了一道难题。那如何去合理安排这每周六仅有的两节课呢？对于四年级的学生而言，我是这样安排：

一、调动他们的积极性，让他们每个人在每周上中文课时都有机会做班里的小主人。顾名思义就是要选出各组的小组长，让各位小组长都有权利行使各自的权利。比如说收作业本，帮助老师维护课上和课下的纪律，帮助老师管理和维护教室的卫生等等。让他们感觉到中文学校不光只有老师们，还有他们的存在，而且让他们觉得他们在中文学校起到了举足轻重的作用。

二、教中学，学中教。四年级学生是我校中年级段的学生，对于这个年级段的孩子来讲不能把他们看成是低年级的孩子，要让他们知道自己已经是一个大孩子了，知道自己到中文学校来是干什么。有了这种出发点我在教授中文时就采取由我来主讲，把课上要学的知识给同学们讲完后，再由同学们上讲台来带读生字和做有关的练习，让他们体验一下当老师的感觉，使他们感到他们

不光要学好中文，而且还要会用中文，更主要的是还有一种责任感和自豪感。

三、举一反三，温故知新。学中文就是一种语言学习，必需要反复的讲和练。学了新字和词，要学会联想到已经学过的老字和词。要有启发性的教授，调动同学们的想象力。开发他们智慧的大脑。我常说同学们的大脑就好比是一台壹扑谦珣。当你上中文课的时候，就要打开储藏在你大脑里的中文开关，让它运作起来受你的控制，使它越用越活，同时也使你的大脑储存的中文越来越多。这对他们今后听中文、说中文、读中文和写中文都会有帮助的。

四、分角色或是请同学代读学过的课文和词语以及发的阅读材料。

五、安排适当的时间请同学们用中文表演小节目。其内容都是和上课所学的内容紧密联系在一起的。目的就是让同学们活学活

用，练习他们中文的表达能力，充分调动他们学中文的积极性。

说了怎么多，归纳起来就是要用我们的知识、用我们的爱心和用我们的责任去浇灌我们这些生长在海外的孩子们。让他们永远不

要忘了他们是龙的传人，不要忘了他们是中国人。不要忘了中国文化，中国文化博大精深,让中国文化源远流长。

<http://www.raychineseschool.org>

深切悼念陈凡女士

陈凡，一个普普通通的名字；陈凡，一个普普通通的知识女性，于二〇〇四年七月十七日走完了她平凡而坦荡的一生，年仅四十岁。

陈凡女士1963年9月4日生于北京，1985年毕业于北京大学中文系，1987年赴美。生前在美国之音中文部任网站设计师。她对工作兢兢业业，一丝不苟，堪称楷模；她热心于海外中文教育事业，在新墨西哥州创办中文学校，在纽约的中文学校任教，在过去的四年中，先后担任哈维中文学校教务长和校刊主编；她热心支持华府北大校友会的工作，为弘扬中华文化，殚心竭力，鞠躬尽瘁，为华人社区作出了卓越的贡献。陈凡女士善良热情，乐于助人，在生命的最后日子里，仍关心他人，关注著中文教育事业。在身患癌症的近六年里，她始终乐观坚强，以惊人的毅力与病魔抗争。

陈凡女士的葬礼于7月24日下午在哥伦比亚市的Witzke Funeral Home 举行。来自哈维中文学校，华府北京大学校友会，美国之音，哥伦比亚华人浸信会和陈凡女士生前的亲朋好友二百余人参加了葬礼。

葬礼由哥伦比亚华人浸信会的褚襄烈牧师主持。在祷告，唱诗，读圣经，献诗和安慰以后，陈凡的先生_Johns Hopkins 大学的陈十一教授和他们的女儿，陈焯(Cathy)和陈珍妮(Jenny)小姐介绍了陈凡的生平。然后，在北大校友，哈维中文学校董事李宏诚先生的主持下，北大校友会会长刘虹霞女士，前会长刘江先生，美国之音东亚及太平洋部执行总编张晶先生，哈维中文学校校长尚洪钟先生，哈维中文学校校刊主编朱大鸣女士，哈维中文学校名誉校长韩清源先生，哈维中文学校教务长李元军女士，美国之音中文部负责人罗大任先生，北大校友会前理事袁东亮先生和 Johns Hopkins 的 Charles Menevean 教授分别致词表示哀悼。陈凡女士的生前好友，哈维中文学校 的兰晋，孔繁辉以及美国之音，北大校友会的同事和朋友们也纷纷发言表示怀念和哀悼。

中国驻美国大使馆、全美中文学校协会、希望中文学校等组织和社团对陈凡女士的不幸逝世发来了唁电。陈凡的先生和两个女儿、中国驻美国大使馆教育处、大华府北京大学校友会、美国之音中文部、美国之音中文部网络组、哈维中文学校董事会、哈维中文学校校委会、哈维中文学校全体家长、哥伦比亚华人浸信会、新世界时报、北大力学系八四级、Johns Hopkins 大学、曾与陈凡女士共事多年的前任哈维中文学校校委会董事会成员，以及众多的个人向陈凡女士敬献了花圈和花篮。

最后，在褚牧师的主持下，全体来宾唱诗，祝祷。

然后，在哀婉低回的竖琴声中，来宾逐一走上前去与陈凡的家属一一握手和拥抱表示亲切的慰问。陈凡的家属也向全体来宾表示诚挚的感谢。

在陈凡女士病重期间，哈维郡的华人以及北大校友会和美国之音的同仁们，给予了陈凡女士极大的关爱和帮助。各团体分别组织了捐款。哈维中文学校校长尚洪钟博士带头组织志愿者们轮流送陈凡女士去医院治疗。得知陈凡需要喝汤补充营养以后，哈维中文学校共有60多人参加了由韩清源和劳力行博士负责的“送汤”组，在几个月的期间里，每日有人做一碗鲜鱼或排骨汤送给陈凡。这在人人繁忙的美国，不能不说是难能可贵。这一方面反映了哈维华人良好的素质和团结一心的精神，同时也从另一个侧面反映了陈凡女士人格的魅力。

高山流水泪飞长虹，清风明月永念斯人！

安息吧，陈凡女士！

（朱大鸣）

怀念陈凡

韩清源-- 哈维中文学校荣誉校长

初识陈凡是在2000年秋季中文学校开学时。当时的教务长郭唯带着陈凡来到 N220 大教室，向我介绍陈凡是北大中文系高才生，热心中文教育。我对她的第一印象是，这人很有气质，看上去比较纤弱，但似乎有点儿清高。当时很忙也很乱，只和她简单交谈了几句，得知她在美国办过中文学校教过课。心想哈维又有一位好老师了。后来打电话给她聘请她做中文教师，她推辞说身体不太好，暂时无法胜任。我心想果然有点儿架子啊。却不知那时她已是重病在身，且家遭不幸（母亲刚过世不久），身体和精神上都很痛苦。真的是误解她了！到了十月份，得知学校要为高年级学生开班进行SAT 中文考试辅导，陈凡主动要求执教，并声明不要报酬。在辅导SAT 中文的那段日子里，我认识到了她的才华、她的为人、她的热情、她的认真。稍后郭唯女士因为自己工作太忙提出年底辞去教务长职务并推荐陈凡接任。这时她的身体心情都好多了，就欣然接受，于春季学期出任哈维中文学校第三任教务长兼校刊主编。此后，她以惊人的毅力克服病痛，发挥她的才华，为哈维中文学校的教学和发展做出很多贡献。她很快成为校委、老师和家长们值得信赖的朋友。她的出色工作以及其他校委的积极配合也使我这个校长当得很轻松。2002年6月初哈维中文学校举行了首届毕业典礼，陈凡的丈夫陈十一教授应邀在毕业典礼上做了主题讲演。为此陈凡感到非常高

- 136、窗前飞燕探头来（字一）挖
- 137、山有小口豁然开朗（射清人一）张之洞
- 138、姐己之言是从，天下方毁于一旦（称谓）娱记
- 139、副职之间互较劲（五字法律名词）不正当竞争
- 140、小李广一人会关胜（烹饪名词）花刀
- 141、独守空闺月正圆（5字体育用语）女单第一轮
- 142、无权以后各西东（穴位一）条口
- 143、念念不忘郎君面（花名）芙蓉
- 144、错上加错（字）爻
- 145、茶水俱备更何待（二字新词）泡吧
- 146、便服两面皆可穿，一样穿得悠悠然（八字俗语）反正闲着也是闲着
- 147、半转钗头分外俏（二字新词）传销
- 148、主席事必躬亲（化学实验名词）毛细管
- 149、杜近芳演人间离合（休闲场所）茶坊
- 150、爱上影后休多言（电信新词）彩信
- 151、洞前剑波网匪首（美术名词）沙雕
- 152、雨连横山草依依（植物）雪莲
- 153、细雨一点落帐前（地名连职务）天水市长
- 154、叹异连封后，喜上眉梢头（文艺形式）对口相声
- 155、开了户头共入股（17笔字）臀
- 156、建树可及杜工部，大作先盖李易安（新闻人物）木子美
- 157、一再醒来上厕所（京剧）苏三起解
- 158、抱憾一生（二字词）性感
- 159、推心置腹终须友（六笔字）伎
- 160、叫声情哥哥，休再念奴家（二字称谓二）令郎、舍妹
- 161、落笔画龙图（两字餐饮用语）打包
- 162、陷入美人计（美国机构简称）中情局
- 163、柚子运来换包装（音乐家）李云迪
- 164、懒得费心用手撕（外时人）赖斯
- 165、要购物莫恋床，要修身请卧床（六字消费常言）买得起养不起
- 166、止不住潸然泪下（车名）林肯
- 167、留点悬念心不安（古官名）县令
- 168、西湖眠棹采莲早（餐饮名词）湘菜
- 169、西崦野绿连江畔（水果俗称）山里红
- 170、勾染三分透初寒（旅游景点）九寨沟
- 171、求得半瓢酒，聊添多少狂（休闲运动项目）沙狐球

- 172、睡眠充足脸色好（六字口语）觉得十分面善
- 173、出门切莫乱花钱（外机构）外务省
- 174、沐后偷眼半失魂（红楼梦人名）湘云
- 175、闹市之隐曰中隐（字）问
- 176、人在异乡多曲折（字）级
- 177、玄德征伐多时，并无所获，却心存百姓（文革口号）备战备荒为人民
- 178、残荷落尽待秋来（四字称谓）光杆司令
- 179、杏梅开时与汝别（红楼梦人名）林如海
- 180、茅庐前后皆生竹（乐器）芦笙
- 181、拒绝互相拍马（四字美学用语）不对称美
- 182、拉登死讯全杜撰（七字影视用语）本故事纯属虚构
- 183、风几声，雁几声，马蹄声声又声声（乘法口诀）一四得四
- 184、为政清正得民心(字) 愍
- 185、惊涛如雷船靠港，风平浪静又起航(八字俗语) 响水不开，开水不响
- 186、一抹云层融笔底，半帘山水入景中(粤地名) 汕尾市
- 187、手握刀绳劝公死(五字常言) 要钱不要命
- 188、一出《解连环》，二出《三岔口》(体育新词) YOYO
- 189、荷塘清韵鸣鹭声(电脑名词) html
- 190、半没蓬蒿感苍凉(股票术语) 逢高减仓
- 191、爱人独弈（即物赠）亲一下
- 192、山枕夕阳回归日，窗前时待别离天（习俗）守岁
- 193、持之虚心，扬名四方（传统节日）七夕
- 194、真心会见意中人，花前柳后紧相随（传统节日）春节
- 195、铁扇子隐姓，霹雳火扬名（传统节日）清明
- 196、欢欢喜喜做元宵（音乐名词）摇滚乐
- 197、摘穷帽，挖穷根，放胆改革观念新（传统节日）腊八
- 198、折柳独寄阵前人，枝头连理圆好梦（传统节日）除夕
- 199、轻舟远去猿声起，空高月下传箫音（传统节日）元宵
- 200、万人空巷看花灯（4字常言）群众观点

Discussions on the issue of teaching pace in Chinese language teaching in the United States

1. Raising the issue

Dear All,

I’m the principal of Cincinnati Contemporary Chinese School. We're currently using the "Zhong Wen" edited by JiNan University as our standard text books.

As you know there are 12 volumes in "Zhong Wen". We analyzed the content of each volume and found that the contents of the first 8 volumes are much shorter than that of last 4 volumes. Based on the this finding, we have decided to teach 1 lesson per week for those students who use first 8 volumes and spend two weeks to teach 1 lesson for those students who use the last 4 volumes.

The issue is attached to the first 8 volumes. After we implemented the "1 lesson per week" practice for a period of time we've now heard two voices from student parents. The first voice (the stronger one) is to ask for a slower pace of teaching for the first 8 volumes, i.e., to extend the time from one week to two weeks to teach 1 lesson; the second voice is to keep the pace of "1 lesson per week". Each voice has its solid points (I'm not going to list them out for the sake of space). Although the first voice is stronger, the second voice is not minor either (kind of 2:1 ratio).

Here is my question: Do you have similar issues? If you do, what's your solution?

Any answer/suggestion/advice will be highly appreciated.

Tons of thanks in advance,

Charlie Zhang
Cincinnati Contemporary Chinese School

2. Discussions

1) Huang Bidan
-----Original Message-----
From: bidan.huang@abbott.com
(mailto:bidan.huang@abbott.com)
Sent: Wednesday, October 20, 2004 2:42 PM
To: Charlie Zhang
Cc: csaus@yahoogroups.com; Norman Ho
Subject: Re: (csaus) Issue of teaching pace

We had exactly your problem about the pace of the teaching schedule and exact parent concerns. Since majority of our parents voiced to slow down the pace, we decided to use 2 week-per-lesson schedule and so far so good. It does cause the problem that we are not able to finish one volume in one year, but usually 2-3 lessons left to finish in the next year, and parents do not seems to mind.

Thanks,
Bidan Huang, Ph.D.
Clinical Statistics - R436, LFCEP1
Abbott Laboratories
Phone: 847-582-5678
Fax: 847-582-2403
e-mail: bidan.huang@abbott.com

2) Stanley Chien
-----Original Message-----
From: Chien, Yung-Ping (Stanley)
(mailto:schien@iupui.edu)
Sent: Wednesday, October 20, 2004 4:32 PM
To: bidan.huang@abbott.com; Charlie

Zhang

Cc: csaus@yahoogroups.com; Norman Ho

Subject: RE: (csaus) Issue of teaching pace

The fact is that parents want children to go to Chinese school but most students do not like to go to Chinese school. If there is a lot study pressure in Chinese school, it is more difficult for parents to keep children stay in Chinese school. Therefore, our school adopts 2-week-per-lesson approach. Our reasoning is that if we can keep children in Chinese school with more fun and less study requirement, they will learn something slowly. Once they quit, they will totally forget Chinese characters. The other point is that the speed is not important, how much the students remember is important. My son has been in Chinese school for 4 years, he does not remember many characters even though he is learning level 5 textbook. I am hoping that he will be more willing to study Chinese when he gets older and at that time he can pick up the Chinese characters that seem familiar.

Stanley Chien, Ph.D.

IUPUI

Chinese School at IUPUI

Indianapolis, IN

317-293-2016

3) Tang

From: Tang, Suting, CSFF2

(mailto:suting@att.com)

Sent: Thursday, October 21, 2004 10:04 AM

To: Chien, Yung-Ping (Stanley);

bidan.huang@abbott.com; Charlie Zhang

Cc: csaus@yahoogroups.com; Norman Ho

Subject: RE: (csaus) Issue of teaching pace

Dear colleagues,

The problem is these students in many people's concern wouldn't like to learn Chinese no matter if it's faster or slower. Look at most Chinese

schools operated by people from Taiwan, they usually have very slow pace and have more fun in classroom. What are the results after 6 years? How many % of students have really remembered more than 500+ Chinese characters, or could speak a little in Chinese?

For student who would like to learn, one lesson per week would be just find if they could spend 20-30 min everyday for homeworks. I agree that the textbook is not too good for our students. I think we could define some guidelines to suit our own situation when we use it. For example, there are 10 new characters in the lesson, we could require students to master 5 of most used one, and for other 5, read and understand would be fine. We could also drop some impractical lessons for optional reading, and add some fun games after each unit (3 to 4 lessons).

However, if you reduce the speed by 50%, there could be lots of problems. First, the volumes were designed for certain ages of students. Teenagers would not like to read something that little kids should be reading. It would make them hate Chinese even more. Also, language should be easier to learn while you are young. Why don't we teach them more at their best ages. We would not like to keep them for longer years especially they will be very busy after they going to high schools.

Thanks,

Suting Xin from Hua Xia Chinese School of
NJ, NY, PA

4)

To: "Tang, Suting"

From: "Zhu Louise" <lzhu@girlscouts.org>

Date: 21 Oct 2004

Subject: RE: (csaus) Issue of teaching
pace

Hi, dear all,

I had involved in Chinese school teaching for

060、采伐杉木，先要请示（新词）彩票

062、安排破案，细致分工（水果）红果

063、勺子一把，筷子一双（时事名词）911

064、回家就怕（国际新词）反恐

065、保镖去国外（排球用语一）打手出界

066、天下第一伟男子（台湾地名二）大甲，高雄

067、拿来一个，掰做两个（字）手

068、巨觥饮毕连呼酒（老政治用语）大干快上

069、出嫁出家有何不同（称谓）少女

070、典卖铺盖卷，买来三八盖（5字口语）被人当枪使

071、盛名之下、大有变化（11笔字）盒

072、明月当空人尽仰（字一）昂

073、今日相逢口难开（字一）哈

074、上下团结如一人（字一）娱

075、酷似父母（聊目三）小人，象，大人

076、疑是玉人恻隐心（字一）侧

077、明月西移人来会（字一）胭

078、急着要走不放心（字一）趋

079、各得十分（字一）备

080、摄制完毕（成语）打成一片

081、七仙女下凡，众姐姐担心（俗语）六神不安

082、个个见了开口笑（字一）吞

083、随员不少（离合字）从人众

084、开车时间搞错了（五字常用语）出发点不对

085、封面设计美娇娃（4字称谓）外籍华人

086、一人乘船一人坐轿（物理单位）达因

087、几处争先水中翻（字一）饥

088、十娘貌美占花魁（奥运事件，4字）杜丽夺冠

089、深闺门锁，流水纵横（12笔字）琛

090、薄熙来其父在世之时（任贤齐歌词，6字）一波还未平息

091、天天挂念是大家（字）曹

092、邻里之间好相处（称谓）令郎

093、“烟销日出不见人”（字）火

094、“四季少了夏秋冬”（5字毛泽东词句一）只把春来报

095、隆胸见效即褒扬（五字表彰名词）突出成就奖

096、仗剑东游去（字）俭

097、哪里比得上岳父大人（成语）安如泰山

098、青松明月扬琴声（字）晴

099、“日东生而月西出”（字）腥

100、今至墓前祭二王（歌星）蔡琴

101、西湖一见心性情（红楼梦人名）牛清

102、柳泉前头草蒙茸（食品名）白木耳

103、未及极目一朵开（商品名）相机

104、皆言此行定折桂（12笔字）街

105、念及情分，费尽苦心（称谓）愤青

106、此番惹祸，必死无疑（4口）这招绝了

107、“便解寻香隔舍来”（古科考用语）探花及第

108、“共有白云心”（字一）其

109、“网坛双娇”并肩站（水浒传人名二）李立、孙立

110、首犯必办（市招）处理领带

111、胸透结果保密（成语）心照不宣

112、前生注定雨里串，惟将苦心付东流（外政要）布什

113、吴国太曰“真一吾婿也”（喜庆用语）准备结婚

115、平反方能解困境（15笔字）橘

116、各据一点，分头进军（交通名词）客车 117、何为烙刑（烹饪名词二，3+3）铁板烧，红烧肉

118、缤纷落英有所觉，万事皆空念顿生（4字礼貌用语）感谢光临

119、无才补苍天，降生荣国府（七字口语）一块石头落了地

120、只会画圈圈（七字歌词）就图个团团圆圆

121、饿着肚子去探路（旅游名词，4字）空中索道

122、背着领导去睡觉（四字口号）反对官倒

123、“此是春归处”（字）柴

124、钱不是个好东西，但真的想有钱（作家笔名二）金庸、巴金

125、郎骑竹马来，绕床弄青梅（五字俗语）不大好相处

126、又来一个挑拨的（毛泽东词一句）换了人间

127、嫁人只求不挨饿（同义词，2+2）结巴、口吃

128、生活变化每多辛（书名）辞海

129、缉捕疑犯，警力不足（四字俗语）拿人手短

130、为人豁达，办事不拘小节（四字法律用语）宽大处理

131、银汉移转洒清辉（五字娱乐名词）明星走光照

132、两心上下总难平（四字成语）忐忑不安

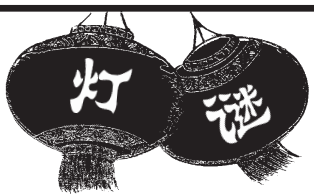
133、愚公故居（打一成语）开门见山

134、大年初一过生日（中国城市）重庆

135、说东道西又话北（打一省份名）云南省

新选春节联欢晚会灯谜200则

韩清源选编
2004年12月2日



- 001、亲亲王小丫（金庸小说人物）香香公主

002、波尔加姐妹（电视剧名）婆婆

003、“青云羡鸟飞”（中国奥运选手）刘翔

004、桃李半开泪尽洒（食品名）栗子

005、儿女雨中续前盟（中国奥运选手）姚明

006、解衣除裳中圈套（四字电信术语）宽带入网

007、揣摩领导试口风（三字排球术语）打探头

008、雅典打响第一枪，奥运冠军热泪盈（千字文一句）金生丽水

009、避之不及惹是非（字）壁

010、雪杖残处眼前来（17笔字）霜

011、折柳送君泪沾衣（聊目）湘裙

012、心寒头球入自门（茶名）冻顶乌龙

013、前面是大王八一堆，后面是大王八一头（美容名词）美甲

014、北极冰山，南极冰山（美国机构）NASA

015、得胜利，挺直立，升国旗（商业用语）VIP

016、谈论灾后重建，重点应先落实(13笔字)痰

017、何苦整容原貌非(中药名)荷叶

018、寒梅半放红河畔(水浒传人名)宋江

019、似雪梨蕊已纷纷凋落，串串榆荚却未见稀疏（7字口语）白白花掉不少钱

020、一声挂念语，甜到心里去(八笔字)刮

021、贪婪偏要捞点滴(字)楼

022、嫩的都好办，老的就要一打再打(8字市招)小便免费，大便三角

023、芳魂独葬孤坟里(4字餐厅招呼语)小姐埋单

024、喝醉之后起色心(2字食品名)麻花

025、蛙声起三度，山影倒六行(网络术语)WWW

026、一入舞池，顿时来劲(封建活动)跳大神

027、只穿真货与洋装(成语)水土不服

028、劝告后进志不减，勤苦终生扬家声(5笔字)加

029、“举手无悔大丈夫”（3字口语二）一下子、不容易

030、焚香操琴(4字俗语)放烟雾弹

031、夫人非常喜欢搬弄口舌（4字道教用语）太极八卦

032、问君求签为何物?（6字口语）你算什么东西?

033、好汉落草，几多约定（中药名）没药

034、一直推行中西结合（九笔字）晒

035、人生有变,爱心犹存（九笔字）牵

036、携手同心定天下(九笔字) 拾

037、番人皆长发（成语一）蛮不讲理

038、左边听，右边漏（美容词）穿耳朵

039、帮忙剃头遭赞许（四字银行用语）代理发行

040、干戈一休方安定（字）哉

041、夫人自幼田家女（3字口语）太小农

042、少林武当掌门均善良之辈（四字常言）好大派头

043、忠祥遇上饶女士（运动员，粉底格）赵颖慧

044、唯独人言可畏（6字成语）天不怕地不怕

045、略受救济，便盛宴相请（称谓二）小资、大款

046、浆声流韵传千古（字）久

047、“铜雀春宫锁二乔”（美国机构简称）美联储

048、分别在即两目对（中国驰名商标）盼盼

049、人口格局新分析（10笔字）倍

050、欲效先贤定远侯（学校用语一）学前班

051、央视女主持，身价谁最高（俗称谓一）小丫头

052、山洞两侧嘶嘶声，睁眼一看两条蛇（国际通用标志）SOS

053、跟随上司，重游故地(4字歌名)从头再来

054、侧隐之心人有之（字）侧

055、领导做事慢腾腾（三字发型）蘑菇头

056、牖前斜雁栖树中（字）版

057、企业上下，推广节电（字）庵

058、全身投入，转机建制（字）躲

059、志士出征，二进闽中（字）惠

more than 10 years and used to face the same problems because kids lost interests in learning Chinese. Later I got training from Girl Scouts. I found that the ways of mainstream youth organizations such as GS training their staff and volunteers could be good reference for our Chinese schools. I had used those methods in my Chinese and culture classes, which increased students' interests in learning Chinese. My students enjoyed the classes and did not even want to miss a single one. My own daughter also got benefits from this kind of learning with fun concepts. Although she never got highest scores at Chinese school, she kept her interest in learning Chinese and was willing to attend the class until no higher level for her then she helped as a TA for a while. Now as a college freshmen, she is taking Chinese class at a pretty high level.

Since my GS volunteer experience, I have become a local GS council staff, and now I am working for Girl Scouts of the USA headquarters in NYC. A few months ago, I was invited by a Chinese School in MA to provide a workshop for teachers from several Chinese schools. My workshop topic is "Use the Training Methods of Mainstream Youth Organizations as Reference, to Increase the Interests in Teaching Chinese Language". The response from the audience was very positive. The teachers learnt new skills to keep the class active and fun. I am willing to share my knowledge with you all at this year's CSAUS convention in December.

In facts, the goals of Chinese schools and mainstream youth organizations have a lot in common -- all are outside or after school programs, a variety of classes and activities, promote culture diversity, serve children and their parents, need adults as volunteers Both sides could learn from each other. Jewish and Latino communities have received huge benefits by collaborating with mainstream organizations. Asian communities should take the advantages as well.

Another big issue in teaching Chinese is the text

books as your discussion. I would like to share some ideas in the future.

Louise Weiyl Zhu
Former teacher and principal of Newton Chinese School in MA
Now as Outreach Consultant of Girl Scouts of the USA

5) Charlie Zhang
To: csaus@yahoogroups.com
From: “Charlie Zhang”
<czhang39@yahoo.com>
Date: 20 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

Why not two lessons per three week. The first two weeks would be new lessons and the third week would be reviewing with some additional materials for student have more fun.

6) Guo Xiaowen from California
To: csaus@yahoogroups.com
From: “XW Guo”
<xw_guo@yahoo.com>
Date: 20 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

Dear All,
NewStar Chinese School of Davis, California was established fours years ago and has also faced the issue of pace for the lessons. We typically have 32 2-hour sessions per school year. Now we are teaching two volumes per school year for the first 8 volumes for grades 1 to 4; one volume per school year for the last 4 volumes. Eventually, we probably will offer the first 6 volumes for grades 1-3, then one volume per year for the last 6 volumes. Plus Kindergarten, the students will be in Chinese School for ten years and graduate when they are in 9th or 10th grade. Additional

class can be offer then in preparation for SAT II-Chinese Test.

When considering pace changes, the school needs to consider (1) grade to grade transition from year to year; (2) Average academic levels of students; (3) Experience of teachers (4) Availabilities of supplementary materials to teachers

For larger school, the school can consider offering two tracks, one with single volume per school year and one with 2 volumes per school year. This will also serve the student body better-students with good Chinese background can take the 2 volume class while the one prefer to take the slower pace can do so and keep more of what they learn even though they do not get to learn as much.

For 2 volume per school year, since the time is short, we removed one or two lessons from each volume in the last year and it worked well for our students.

For the primary grades (grades 1-3), if only one volume is taught per school year, it requires that the teachers provide a lot of supplementary material. Our teachers liked that they had more material to teach and they did not have to add a lot of extra supplementary material.

For continuity from grade to grade, partial volume completion doesn't work.

These are just my two cents.

Best regards,
Xiaowen Guo
NewStar Chinese School

7) Bonnie Ren from Pennsylvania
To: csaus@yahoogroups.com
From: "Bonnie Ren"
<bonnie_ren@yahoo.com>
Date: 20 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

We have decided using 2 week-per-lesson

teaching paces for several years. For us, it takes one grade per volumn. Although some students cannot "graduate" from the Chinese school before they enroll in to the college, it give the students more time to absorb what they've learned from the class. It also gives the teachers more time to add more related topics. The textbook content is not very good for students who prepare to take the SAT II Chinese test. The teachers have to add some reference materials to help the students.

Bonnie Ren
Principal
Great Wall Chinese School in PA

8) from Bonnie Liao
> Bonnie Liao
> YingHua Language School
> www.yinghua.org

I agree that "slowing down" would not solve any fundamental problems that many Chinese schools are facing. Children can read sophisticated English materials by fourth grade. However in Chinese schools they can hardly read anything without the help of pin-yin - even for those who speak Mandarin at home. No wonder they would be discouraged and lose interest. We think the solution should go the other way - at least for Mandarin-speaking children. We teach over 1300 characters during the first four years while their school work is not too much and are willing to follow instructions. The students love it. It's NOT because they love learning Chinese; it's because they feel they are not wasting time and they can "actually learn something" (as one of the students told me). They can read stories without the help of pin-yin. The character-recognition retention rate is very high thanks to the build-in reading materials, flashcards, and CD-ROM homework. They do not HATE learning Chinese any more. My children who have been following this methodology for over three years, can read

中文与英文共进 后悔和庆幸并存

REGRET ABOUT MY CHINESE SCHOOL EXPERIENCE: I DID NOT START GOING SOONER

A Great Wall Chinese School Student

Twelve years ago, I came to the United States speaking Chinese. Six years later, my parents sent me to Chinese School speaking English. The gap between these years had a disastrous effect on me-as a first generation Chinese immigrant surrounded by an English world, I had lost total exposure to Chinese except within my family. Thus, I had let my language skills in Chinese deteriorate. Fortunately, before all could be lost, my parents decided to send me to Chinese School, whereupon I was left to salvage what I could from the remnants of my Chinese skills.

At that time, as a sixth grader, I had protested furiously against my parents' decision. I had just started middle school, where I had discovered that both schoolwork and extracurricular activities had increased manifold and that there was definitely considerable less time in the day to complete all my tasks. Because of this, I thought that Chinese School was a total waste of my time, but my parents remained firm in their decision. "Chinese is important," they said, "Just try your best." So grudgingly I began to attend Chinese School weekly, where people spoke a language that was unfortunately becoming foreign to me.

As I progressed through Chinese School, I began to discover again the beauty of the language and the importance of attaining fluency in it. Furthermore, through my study of Chinese, I learned about different aspects of Chinese culture that I wouldn't have known otherwise. And ofcourse, I met very interesting people in my classes whom I wouldn't have met in regular school. Subsequently, it was a huge surprise to me when I actually discovered that Chinese school was an enjoyable experience.

Chinese school has not only taught me Chinese. Through Chinese school, I learned about discipline, organization, and responsibility. The added work of Chinese school to my other activities required that I become more focused at home-just so I will be able to complete all my work in time. This responsibility and time management that I learned through Chinese school of course has applications to everything I do-from studying for tests to organizing a club meeting to learning vocabulary words

for the SATs. Partially because of the study skills I learned from having to manage my time wisely because of the extra work from Chinese school, I have high grades and SAT scores.

Currently, I am a senior in high school, in the process of applying to many extremely selective colleges. I have been told numerous times from admission officers and college counselors I have met that knowing a language such as Chinese is an invaluable skill. In the world of college admissions, many of the applicants to distinguished schools such as Ivy League schools will mostly have the same credentials-high grades, high SATs, good leadership skills, etc. Therefore, the applicants with distinguishing characteristics will be the ones admitted. It is obvious that not everybody knows Chinese. Therefore, knowledge of Chinese can set an applicant apart from another, and can immeasurably benefit the Chinese-speaking applicant in the long run in terms of admission to college.

In addition, many elite college and universities offer special International Studies or study abroad programs where knowledge of Chinese is necessary. Proficiency in Chinese is an admissions requirement at programs such as The Huntsman Program of International Studies and Business at the University of Pennsylvania/The Wharton School. Knowledge of Chinese plays a huge benefit when seeking admissions to highly selective schools such as the Sloan School at MIT, The Woodrow Wilson School of Public Policy and International Affairs at Princeton University, Georgetown University, George Washington University, and others. Later, knowledge of Chinese will make a person a more favorable applicant for companies seeking to hire employees with diversified skills.

Knowing all this, I am so glad that my parents decided to force me to go to Chinese school seven years ago. If there is one thing I regret about my Chinese school experience, it is that I did not start going sooner. There is no doubt that Chinese school has had a hugely positive impact on me, both as a student and as a person.

(孙小音推荐)

周末中文教学所想

1. 课堂时间的掌握

课堂时间的安排：作业讲述2-5%，旧课复习25-28%，新课完成70%。

劳与逸合理安排：低年级休息两次（5到10分钟），若2个半小时的课时，最好有 5-10 分钟的点心时间。

2. 课文内容的掌握

只有教完全程，才知各课文之间的连贯性，每一课文的深浅，怎么把握全课本的教法。老师最好不跟班。教两年后再换班，如果想。老师要有书面的学期教程安排。进行教学评估，老师最好做一个学生考试的全班平均分和个人平均分的比较，以提高教与学的质量。

3. 老师的爱心，能力，和付出

爱学生如爱自己的孩子。谈起学生，如数家珍。了解每一个孩子学习中文的能力，努力让每一个孩子都在进步。老师要会观察，注意学生学到什么的时候，上到多久时最容易疲累和分心。

上课要有热情，老师的情绪影响学生，尽量不要老师的威严。教与学气氛融洽，学生始终参与。碰到生动风趣的话题，大家笑成一团，乐在一起。老师不批评学生，而是充满慈爱地鼓励他们。怎么批评和纪律：对小同学，目光停在他/她那儿2秒，对全班，停几秒不讲课或拍拍手几下；对高年级学生同样如此，不到万不得已，不找家长。学生回答问题时，无论对否，老师予以鼓励。

老师的板书，普通话，和讲述：板书工整，至始至终。作业批改字迹端正不草。说话不带地方口音，尽量以中慢速进行。不用低或大或尖嗓门。音调的频率大小和教学效果有直接联系（研究结果和教学体会）。高年级的老师尽量不说重复的话语，以提高话语的份量和减少课堂不应流失的时间。

教学的高明在於能使学生始终对中文学习感兴趣，能使学生会自己开展学习，动脑筋、想问题，不用父母督促而自觉地管理好自己的学习。老师应潜移默化地带给学生良好的学习习惯和行为。

明确自己的职责，尊重校方的安排。了解学校实际情况，配合校委会开展学校活动。和家长沟通，但不求多（无论电话还是EMAIL）。有问题及时反映给校长或校方，不随意在课上谈与校方家长意见交流的内容。

4. 家长的配合

低年级的孩子非常需要家长的帮助，学好中文，是老师40%的课上辅导和家长60%课下帮助。高年级家长注意督促孩子的学习，但千万勿用强硬口气。勿和孩子或当孩子面评论老师（只有有弊）。

5. 校方的合作

校委会有招聘老师的详细标准。校委会与老师互相尊重理解。安排老师的具体活动，不求多，但要有并求实。一学期两/三次老师会议，交谈教学，传达学校计划和想法，问讯老师需何帮助。

6. 祝愿

MSU中文学校注册独立，有其活动经费，有其活动网页。老师用自己的网页工作，部置作业和做其他事情。MSU中文学校学生能坚持读完中文系列。学生学习毛笔书法，学唱优秀的中文少儿老歌曲，学完中文系列后有中文学校发给毕业证并得到其当地就读学校的学分认可，高年级学习怎样欣赏中国文化，包括古诗和现代文学。一句话，祝MSU中文学校欣欣向荣。

7. 为何学中文？

和长辈亲人交流，保留祖先语言。

得到高中额外学分和SAT中文好成绩。

中文教育和本地英语教育的结合，可帮助孩子身心的健康成长。一个13亿人使用的语言，一个孩子爱戴的父母和想念的爷爷奶奶外公外婆日用的语言，那一定是孩子想学会的东西。

中文和英文属不同语系，但有共同规律。学习中文有利孩子了解更多语言体系，使其学起新语言更容易。

在美国多文化的国家里，多学会一种语言，多得到一项本领。在世界社区里，发挥能力。中文使用，体现处处，即使在美国。中国将来是最有发展的地方，学会中文，前途无量。

欣赏中国文化，古今文学，其味无穷，决不少于读一篇沙翁作品。

(MSU中文学校老师崔巧)

shui3 hu3 zhuan4 stories (adapted for children) - simple chapter books. Looking at the curricula of some regular schools' Chinese courses, I was amazed by the pace the teachers dared to set. I believe in this achievement-driven society, our children would NOT be fooled into believing they were doing great in Chinese schools while they knew they could hardly read or remember anything. Many students told me that in their former Chinese schools, they always got 100 at the exams and got all kinds of honors from high achievements. However those honors were meaningless to them, except for causing temporary excitement. Ultimately they went to schools only for the purpose of meeting friends and to take those "culture classes." In that regard, even Chinese schools ran by people from Taiwan have the same problems. Of course, textbooks alone cannot solve any problems. No matter what methodology to follow, the students' language education would only benefit if the school puts language education as its #1 priority. Obviously if a school puts "promoting Chinese culture" first, the students would benefit from "promoting Chinese culture." Most of Chinese schools' principals have fulltime jobs. I am glad that our Board supports me to focus all my effort on language education. It's just my two cents. Look forward to meet everybody in LV! Regards, Bonnie Liao YingHua Language School www.yinghua.org

Regards,
Bonnie Liao
YingHua Language School
www.yinghua.org

9) Han Qingyuan

To: csaus@yahoogroups.com
From: qhan@comcast.net
Date: 21 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

I totally agree with Principal Bonnie Liao and others that to let the kids focus on learning more

HanZi in the first 3-4 years is very important and critical. Once they managed "enough" Hanzi, they will be loving to read and learn new materials. Another key is to make the learning "full of fun" and just like "playing". How many of us attended some kind of company sponsored 1/2 day training classes ? As adults we always like to play and have fun in those classes, right ?

Very glad to see such good discussions here, especially right before the CSAUS convention. Hope to see some comprehensive papers at the conference. Maybe we should set up a BBS at the CSAUS website so such discussions can continuously go on there.

That's my 3 cents (with the inflation:)

Thanks,
Han Qingyuan

10)
To: csaus@yahoogroups.com
From: "li fu" <fuliliu@yahoo.com>
Date: 21 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

Dear all:
What you are concerning is absolutely what we have been trying to work on therefore would like to share my experiences with you. Hope it will help.

I noticed that younger kids do not hate Chinese that much than "older" kids therefore are able to learn Chinese in a fast pace. As for the "older" kids, they hate to learn Chinese characters especially do Chinese homework but they do NOT hate Chinese culture. Therefore we are now trying to teach our kids Chinese culture such as Chinese history, geograph, games, etc. I am happy to see that the kids who dropped Chinese school last semester are now comming back and start having fun learning Chinese culture. I am also happy to see that a group of Chinese teenages (include one American boy) are learning Chinese Gong Fu Sword Dance now and is

going to perform on their school stage in December. (this is from their request. not forced by anyone!) So I encourage them that if they perform the dance very well, we will show them Chinese Gong Fu Fan next year so they will be proud of themselves much more!!!!

Besides, I also found that kids do NOT hate all Chinese movies. Well, they may not like the slow paced ones but, they are interested in the movies that is very Chinese style. For them, that is a different thing from what they are experiencing and what they have learned from local school. For example, my daughter, who is 14 years old now, has been watching Chinese history movie/TV series with me for a few years. She learned a lot from the movie!!! We have a few other kids from age 6 to 16 learn Chinese via the same path and they are all very good at Chinese, both verbal and reading. They also ask a lot of questions as why things went like this not that, why the person did it this way not that way etc.... they are good thinker! And..there are a lot of fun discussing with them about Chinese culture. BTW - one kid asked me who invented Chinese checker last year when I showed them about Chinese Checker (Zhong Guo Xiang Qi) and I haven't got an answer for him yet. Any one knows the answer, please share with me. Thanks a lot!

Therefore, I think that the most important on teaching Chinese is to increase kids interest in Chinese and then to help them when they have the incentive to learn.

Li Fu
Buffalo Chinese School

11)
To: csaus@yahoogroup.com
From: qiaocui@yahoo.com
Date: 21 Oct 2004
Subject: RE: (csaus) Issue of teaching pace

各位学校说得非常有道理有启示。十分感谢。

我校也有此问题。学校建议老师们自己调节教学进度, 争取一年完成两本书。我教了八年, 前三年用国内统编教材, 后五年一直用暨南教材, 现在在教第九册。

我个人是这样处理进度的: 根据学生的水平来调节, 调节方法是

- 1) 把一些课文由精读改为泛读(即课外阅读), 并发给学生一些相关问题和练习, 以帮助阅读理解;
- 2) 留两三课给学生自己在暑期学习, 把学课文的方法和练习一起给他们。(家长们挺欢迎给学生暑期作业的, 无论是低年级还是高年级。);
- 3) 然后可以用两周一课或一周一课的进度来上好每一课。

我个人觉得暨南教材的编写有不足和缺陷, 需要修改。对有些不值得作为精读的课文, 我就把其作为课外阅读; 而对有些累赘或散或重复的练习, 我就删去, 正好减少学生的作业负担。根据自己教学的体会, 课文的精美和质量非常重要, 练习题的质量同样如此。一篇好的课文, 学生们听得如神, 学得认真, 作业也做得好。想必老师们都有此体会。

谢谢。

崔巧

MSU中文学校



2004冬季在美教师培训

Nationwide Teacher's Training Program for CSAUS

一、团员名单及授课内容

领队: 刘为杰, 男, 中国海外交流协会文教处副处长

团员: 1、蔡云凌, 女, 北京大学汉语学院讲师

主要讲授: 汉语语音正音

2、李家声, 男, 北京四中特级教师

主要讲授: 如何提高语文教学效果

关于教师职业发展前景的感悟

3、钱玉莲, 女, 南京师范大学副教授

主要讲授: 如何提高华裔学生学习汉语的兴趣

汉语拼音的教学方法

4、马一平, 女, 北京八中高级教师

主要讲授: 中小学语文教学方法理论及常规实践

二、行程安排

11月18日 蔡云凌、李家声由北京飞旧金山

11月19日 蔡云凌、李家声由旧金山飞洛杉矶

刘为杰、钱玉莲、马一平由北京乘CA983 (20:00-16:00) 航班飞洛杉矶

11月25日 全团由洛杉矶乘AA002航班 (09:30-17:38) 飞纽约

12月1日 全团由纽约乘UAS405航班 (10:05-11:25) 飞华盛顿

12月7日 全团由华盛顿乘UA857航班 (09:30-10:41) 飞芝加哥

12月14日 全团由芝加哥乘UA137航班 (08:00-10:46) 飞旧金山
然后转乘CA986航班 (13:55-17:55+1) 飞北京

