

香港大學教育學院 中文教育研究中心
(2015-16)非華語學生中文學習支援計劃
教師工作坊(三)

非華語學生學習動機與課堂管理

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2015年11月21日

分享如何利用多元化教材與學習活動 來提升非華語學生學習中文的動機和興趣

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中文難學，像外星文

外語學生學習中文就像「外星文」般困難，原因是：

- 同音字多
- 書寫中文的困難是中文字很多字形非常相似，只是筆劃的長短、傾斜度的不同，或者是多一筆少一筆，如：「土」和「士」、「刀」和「刁」、「夫」和「失」、「折」和「析」、「千」和「干」等，學生很難準確區分其差別

學習動力來自需要及興趣

- 當非華語學生感覺到在香港生活有學習中文的需要
- 老師所教的，是他們生活上可以應用到的，他們自然有興趣並會持續去學習

What makes life 100%

- <http://www.slideshare.net/vantao/make-life-100>

選用生活化的教材

- 人際溝通都是由約定俗成，有規範及有實在的意義
- 課題把生活融入課堂活動與教材中，課堂上學習語音、詞彙、語法、語意的表達、篇章的結構，教材的內容，下課後學生馬上在生活裏可以應用是最重要
- 如果學生在課堂上所學到的，要等幾個星期或是幾個月以後才能在日常生活中去應用，就失去了學習語言的效用

聽說活動建議

- 「聽我說活動」(Show & Tell) - 學生自行搜集一些小冊子、報章、雜誌、廣告單張、他們的生活片段、個人對事情的感受或活動等作報告
- 通過小組與同學交換意見、看法、感覺、經驗和計劃，能展開對話或參加討論有關話題
- 通過聽、看、讀一些故事、廣播節目、短劇、電影或歌曲等，能理解其內容，並可以與人交流感受或討論個人的觀點

閱讀活動的建議

- 閱讀繪本故事、寓言、笑話、謎語、童謠、順口溜、歌曲的歌詞等閱讀材料
- 能力較強的學生鼓勵他們閱讀更多不同形式的文體，如：賀卡、廣告、申請表、食譜、通告、便條、說明書、菜單、邀請信、旅遊資料、雜誌文章、留言等
- 閱讀後，選取重點或一些有意義的片段向同學匯報

有趣活動的建議 1

例如：

- 自設一本《(學生的名字)的字典》：學生從一些小冊子、報章、雜誌、廣告單張等，剪下一些他們認識的字，根據字的部首或部件去排列，老師定期去檢閱及評價
- 自行製作繪本：學生就主題自行創作故事及繪畫相關的圖畫或與同學分工為作者及繪圖



有趣活動的建議 2

- 中英文配對遊戲
- 中文與圖畫配對遊戲
- 同父異母遊戲(相同部首)
- 同母異父遊戲(相同部件)
- 文字摩天輪(組字遊戲)
- 我是小老師
- 猜字謎
- 摘星星
- 找朋友
- 換衣服(轉換部首)
- 捉字蟲(組詞遊戲Word Search)
- Hangman猜字
- 發芽的種子(Mind map)
- 蛇上梯(Board game)
- 文字加減
- 排句
- 聽歌學中文
- 網上遊戲

有趣活動的建議 3

- 大風吹
- 收買佬
- 傳聲筒
- 拎棉胎
- 文字接球
- Bingo
- 角色扮演
- 摺紙或剪紙小玩意
- 配合節令，做相關的活動。例如：
 - 新年介紹新年的習俗、寫揮春
 - 聖誕節、復活節、父親母親節，介紹由來及寫賀卡
 - 中秋節做花燈
- 才藝表演：唱歌、舞蹈、朗誦、戲劇等
- 烹飪課：包餃子、包湯圓、沙律等
- 環保時裝展

鼓勵學生繼續寫作的建議

- 在課室四周張貼已教過的基本詞彙，旁邊附加圖片或解釋
- 提供多本字典，包括雙解中英或英中及附有圖片的為最為理想，給學生發揮創作的機會
- 書架上除出版的書籍外，更影印學生不同學習單元所寫的小書給其他同學作參考
- 鼓勵上網找資料
- 把學生當天完成的作品張貼在壁報板上或用繩子和衣夾夾好在課室上展示，讓大家分享學習，互相訂正

摺紙學中文妙用的介紹



網上資源 1

- 基本筆順規則-寫字筆順歌
<http://www.chiculture.net/0602/html/c01/0602c01.html>
- 部首
<http://www.chiculture.net/0602/html/b10/0602b10.html>
- 有趣的214部有粵普讀音1-18畫
<http://www.chiculture.net/0602/html/c03/0602c03.html>
- 漢字的藝術-人體篇 (逗娃娃)
<http://www.youtube.com/watch?v=AvozOeuhmYI>
- 漢字的藝術-自然篇 (天氣)
<http://www.youtube.com/watch?v=rkWAHUBmeGE>
- 漢字的藝術-植物篇 (小飛鳥)
<http://www.youtube.com/watch?v=31H1LRNiDNE>

網上資源 2

- 繪本故事(一)：今天運氣怎麼這麼好 粵
<http://www.youtube.com/watch?v=WrlJs8igYs4>
- Handa's Surprise-世界暢銷兒童繪本動畫精選 Eng voice Chinese words
<http://www.youtube.com/watch?v=vnRI5t-gWUM>
<http://resources.edb.gov.hk/idiom2/#>
- 成語動物園
- 有許多與動物有關的動畫成語故事
<http://www.rthk.org.hk>
- 香港電臺電視部
- 電視節目重溫有許多有用的影片
<http://www.chp.gov.hk/tc/content/10094.html>
- 衛生防護中心的繁體版-----傳媒天地-----電視宣傳短片
- 短片大約一分鐘有字幕
<http://edu.ocac.gov.tw/lang/chineselearn/>

網上資源 3

- 遊戲學華語包括：

<http://www.pth123.com/freedownload.html#04>

- 詞彙寶庫-有筆順及錯別字、有認讀、輸入練功房及造句填空、有結構語法及換句話說
- 會話學堂-聽力：有聽對話問內容、購物和價錢、對話配對、聽句子排順序
- 閱讀：看圖讀資訊及對話問題
- 成語書苑-成語故事：有看圖片選成語
- 成語意義-有藏寶庫、配對、認讀及解釋
- 成語應用-有句子應用及填空
- 遊戲擊出題機-可以自己輸入文字，即可產生多媒體互動遊戲

現龍系列 1

- http://www.dragonwise.hku.hk/dragonwise_main/index.html
- 第二代學校協作計劃網上資源包括
- 筆順／部件／砌字／觀字構型／筆畫
／部件／形符聲符練習
- 配對及填充、文字由來動畫、形聲字
演示、文字由來字卡
- 教材文字資料庫

現龍系列 2

- 樂在詞中網上資源-新詩、古詩、童謠、故事、互動練習、詞語庫、工作人員、內容說明、教學理念、現龍簡介
- 文字國-象形城、會意城、形符城、聲符城、有普通話及廣東話可供選擇
- 歷奇故事之小兔子找食物
- 現龍漢字資料庫及互動練習-讀音相似、字族相同、部首相同的漢字、
- 在不同語境下擁有不同解釋的字詞等
- 童歌字趣-共有25首兒歌、有系統地帶出小學生最先學習的500個常用字(參照《小學課程網要》)，內容與兒童生活有密切關係。節奏明快、內容淺白、易於理解及記憶。每首詩有三個練習配合，有動畫及聲音，能提高學習興趣

現龍系列 3

- 閱讀理解學習系統-語言的學習、語言的教學、斷句和加上標點、劃分句群、劃分段落、尋找關鍵詞、尋找段落主句、閱讀議論文、閱讀記敘文南亞裔學生漢字學習軟件套-字表：有Nepali、Urdu、Hindi
- 教材：《煮咖喱》、《門》、《落葉》、《上下左右》、《老鼠與魔法師》、《行人過路燈》、《彩虹》、《交通工具》、《節日》、《一家人》、《眼、耳、口、鼻》、《公園裏》、《我的書包》、《山》、《猜什麼》
- 每個單元有：學習目標、工作紙、電腦輔助遊戲、看圖識字、寫寫看、組詞成句、認識漢字

Practical Classroom Management Strategies for Chinese Teachers

對外漢語教師課堂管理技巧

Julia Zhu
West Island School

Workshop Outcomes

In this workshop you will learn about two key characteristics of effective classroom management

- How to create a positive learning environment
(如何建立良好的教學環境)
- How to deal with bad classroom behavior
(如何應對不良課堂行為)

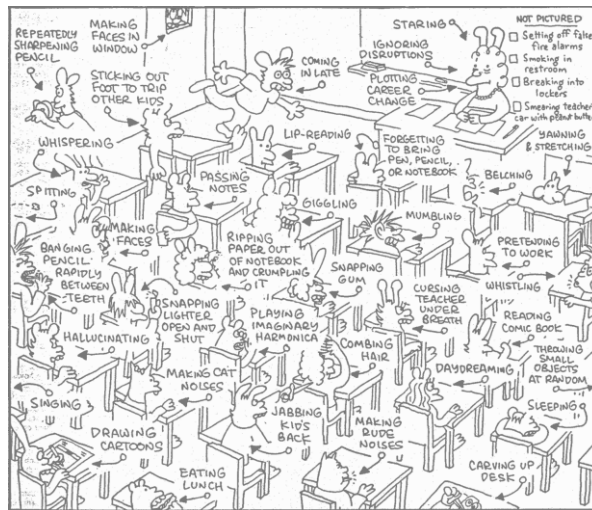
Session 1

- How to create a positive learning environment
(如何建立良好的教學環境)



What is a good Learning Environment?

- Good Behavior Management (良好的行為管理)
- Effective Teaching and learning (有效的課堂教學)
- Strong Teacher - Student Relationship (和諧的師生關係)



What Causes Bad Behavior?

- 老師對學生要求不高，對小的違紀行為放任不管 (low expectation)
- 上課內容太難，學生聽不懂 (too difficult)
- 上課內容太簡單，學生覺得無聊 (teaching is boring)
- 老師說話太多，學生失去了耐性 (teacher talks too much)
- 老師的要求說得不清晰，學生不知道怎麼做 (instruction is not clear)
- 師生關係欠佳，學生不尊重老師 (poor teacher-student relationship)

Behavior Management



- The role of a teacher (老師的角色)
- The classroom rules (課堂行為規則)
- Routines and Conventions (教學常規)
- Other factors (其他因素)

The Role of a Teacher

A Manager (管理者)

- A manager to plan, organize the learning
- A manager to manage the behavior



What Good Teachers Do

- 跟學生關係是師生關係，而不是朋友關係。
(a teacher, not a friend)
- 一雙眼睛永遠落在學生身上。(eye contact)
- 經常在教室裡走動 (move around the classroom)
- 及時發現每一個角落裡發生了什麼事。
(monitor what is happening)
- 有很強的洞察力(quick and brisk)
- 有足夠的靈活性 (be flexible)
- 了解學生特性 (know students)

Knowing Your Students

- 喜歡試探老師的底線 (test boundary)
- 在意老師的公正與否 (care the teacher is fair or not)
- 不喜歡坐著聽說教 (do not like sit and listen)
- 喜歡參與活動 (like activities)



The Classroom Rules

Firm classroom discipline creates an effective learning environment

良好的課堂秩序是學生進行有效學習的前提

Examples of Class Rules

Routines and Conventions

Teachers need to establish routines

- How to get them in
- How to get them seated
- How to start the lesson
- How to give things out and get things back
- How to get them on task
- How to end the lesson



Other Factors - The Third Teacher

Who is the Third Teacher?

What is the impact of the learning environment on student behaviour?



Activity

Entering the classroom

Starting the lesson

Classroom organization

Do's

Keeping them quiet

Keeping them on task

Setting Homework

Ending the lesson

Dont's

Effective Teaching and Learning

Planning

Learning Design

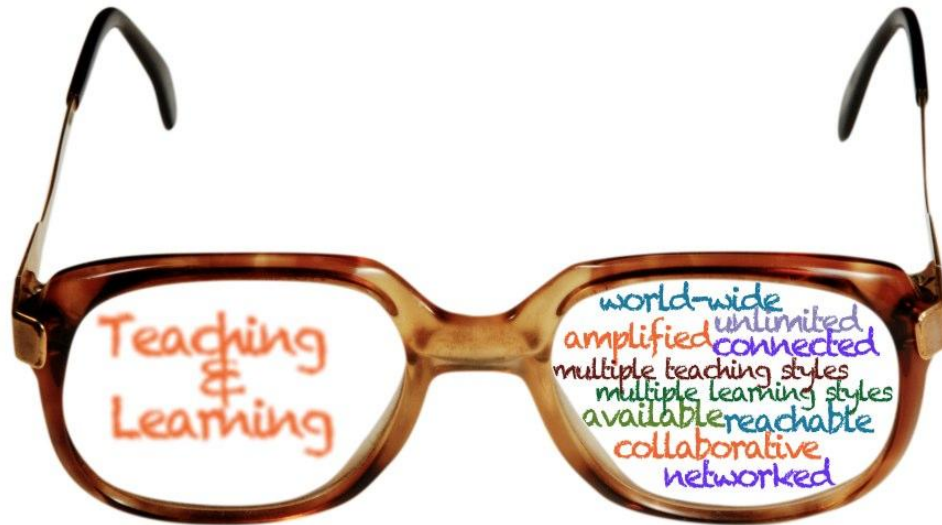
Differentiation

Instruction

Pace

Feedback

Scaffolding



Build a Strong Classroom



Engage your students

Develop a sense of ownership

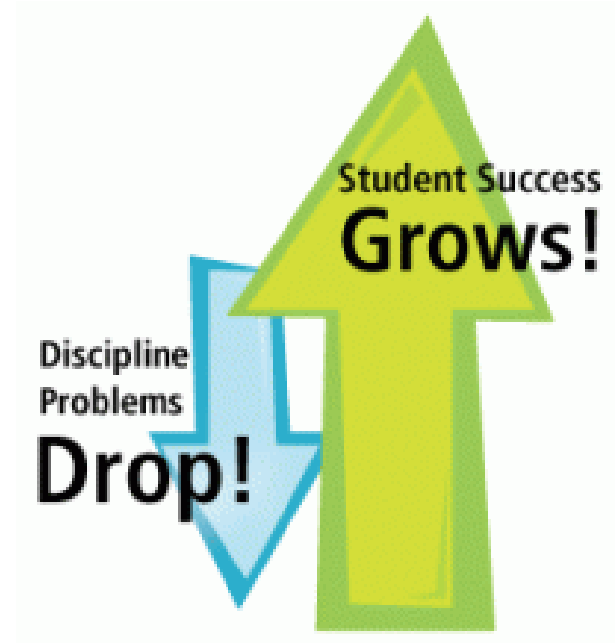
Use humour

Celebrating progress

Establish personal and positive relationships

The Power of Humor

- Connects you to the Class
- Helps build Relationships
- Defuses Conflicts
- Gets their Attention



Celebrating Progress

Positive feedback makes students feel positive about themselves

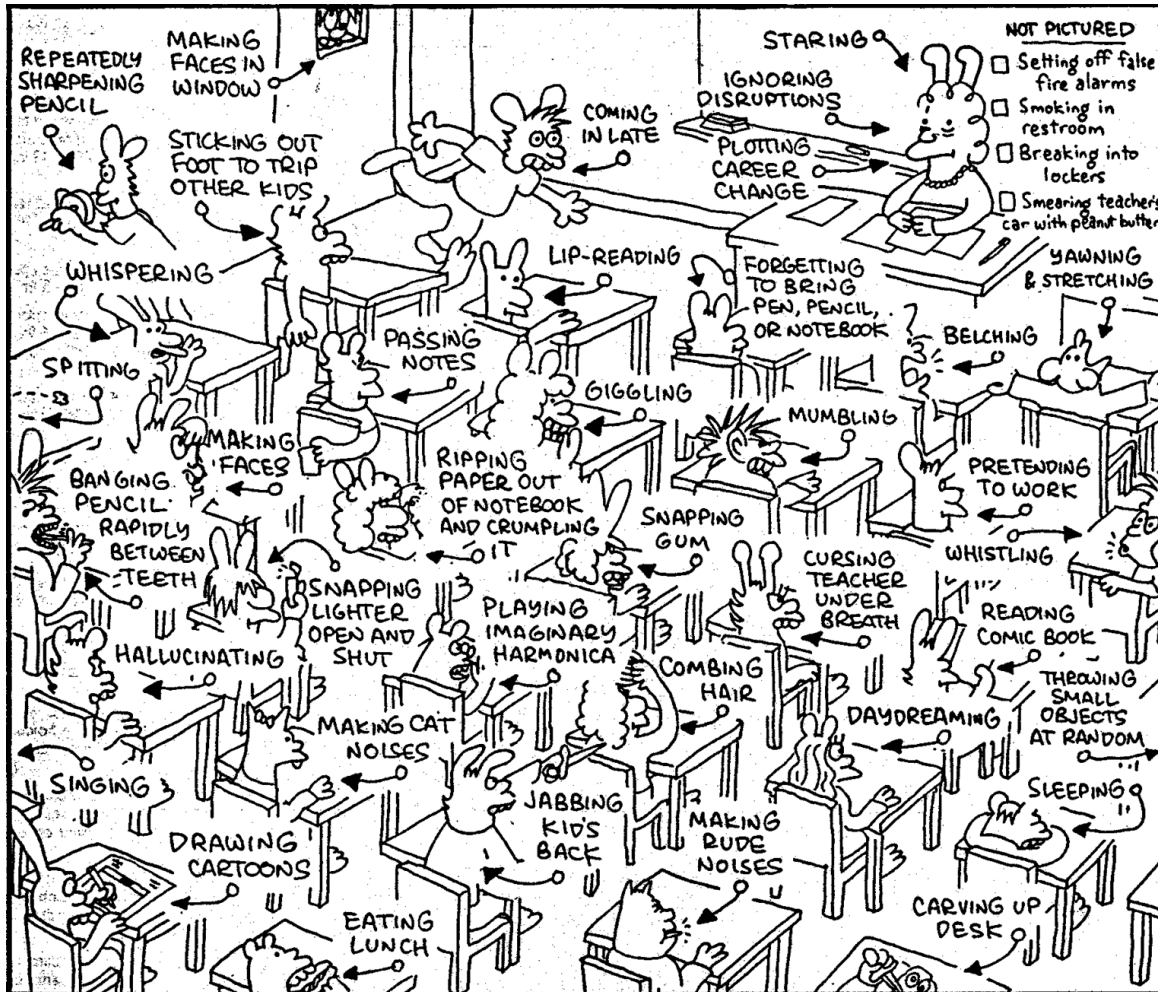
- It reminds everyone that they can all be successful
- It motivates students to want to succeed
- Good leaders frequently use Positive Feedback to raise morale
- It shows you care



No Rewards

Any Time Any Where and Any Form

Session 2. Strategies for dealing with Bad Behavior



Session 2. Strategies for dealing with Bad Behavior

- How to deal with outbursts
- How to deal with common problems
- How to deal with class clown
- Quality of the teacher
- Other factors



Dealing with Outbursts – Avoid Confrontation

An open confrontation with a student will:

- escalate the situation
- damage the relationships
- attract attention seeking behavior
- make other students feel uncomfortable



TIPS

- Calm the situation
- Isolate the problem student
- Talk privately but firmly with student
- Consider referring matter to colleagues

How to deal with common problems

Students frequently chat

Always ask for toilet

Persistent questions

Arguing back

Defensive language

**Do not allow low
misbehavior to
escalate**

Dealing with Class Clown

Do not easily get angry!

- Getting angry only entertains students
- Clear and precise warnings
- Discuss the consequences
- Keep a record
- Use a contract if the student fails to respond



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Quality of the Teacher

- **Be Fair**
- **Be Consistent**
- **Don't personalise**



A teacher who is firm but fair and consistent
will get respect

Other Factors

Counselling

Develop responsibility

Language strategies

Team work

Respect student's privacy

Counseling Students

- See the student on their own
- Explain why their behavior is unacceptable
- Avoids resentment building up
- Encourages student to take responsibility for their behaviour



The Language Strategies of Discipline

Be clear, assertive and positive

Do not ask questions, give instructions by name

Do not make vague requests such as *please be quiet*

**What's wrong
with these
statements?**



Who said that?
Who did that?
What are you doing?
Guys be quiet!
Why are you talking?
You have detention

Positive Criticism

Avoid damaging the relationship

It is easy to be accepted

Summary

Do's

- Criticize the behavior
- Explain the consequences
- Counsel
- Use humour
- Talk to colleagues
- React quickly and precisely
- Avoid confrontation



Dont's

- Criticize the student
- Simply give detentions
- Always shout
- Get angry
- Keep it to yourself
- Delay
- Escalate the problem

Reflections from Research and the Literature

Research has shown that it is the constant low level disruption in the classroom which causes teachers the most stress, rather than the big outbursts.

Misbehavior occurs in all classrooms but evidence from school studies has shown that:

- Not all teachers have discipline problems
- Disruptive classes are rarely disruptive with all their teachers
- In a disruptive class not all the students misbehave

Teachers make the biggest difference to student behavior. Student misbehavior is a reflection of how a teacher manages their class.

Action: Find out how your students generally behave in your school and what expectations are made of them. Talk to colleagues or even ask if you can visit their classrooms to see how students behave in other subjects.

Scenarios

Two students begin to argue in your lesson accusing each other of taking a pencil. Their voices are getting louder and distracting other students

You have just started the lesson and two of your students rush in and loudly say they sorry for being late!

You criticize a student for not being on task. His friends defends him.

Students always want to go the toilet

You criticize a student who does not behave well. He argues back “ I have done nothing wrong” or “ everybody is talking”

You ask a student to move to another table but this students does not move

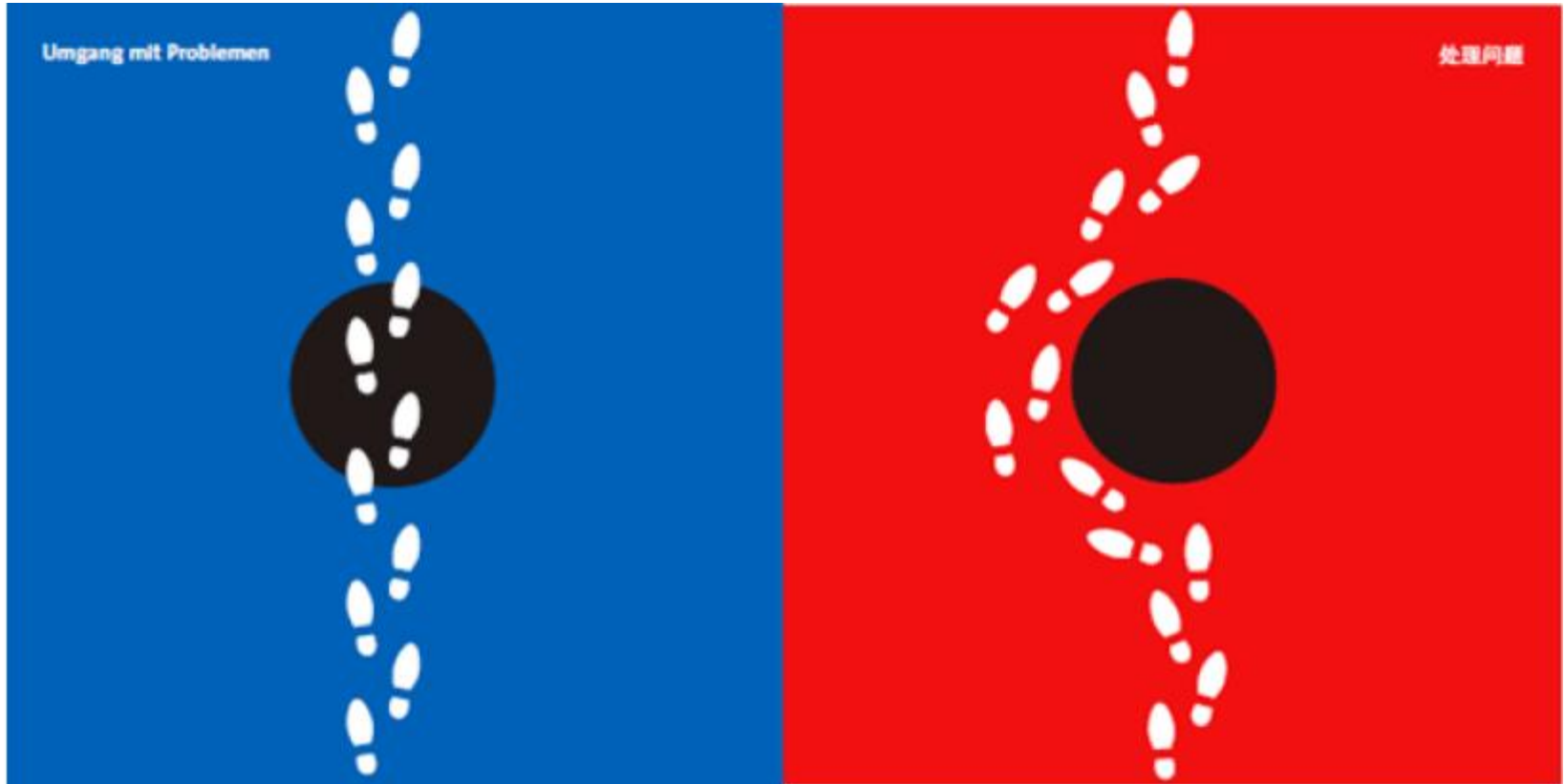
Some students make fun of your use of English

Your lesson is going as planned and everyone seems to be working but you suddenly notice a student is using their mobile phone to take an inappropriate picture of another student

HOW DO YOU RESPOND?

Mind the Gap!

Cultural Differences from CRI online



Discussion



How do these quotes represent the different professional identities of Chinese and Western Teachers?

A teacher is one who propagates the doctrine, imparts professional knowledge and resolves doubts

韓愈 (768-824)

《師說》：

古之學者必有師，師者，所以傳道授業解惑也

..It is not the presence or absence of teaching skill but knowing when to intervene...

Madeleine Hunter.
Essential Elements of Instruction 1994



Culture difference

in professional behavior and relationship

in learning expectation

in assessment and reporting

in curriculum design

In lesson planning

in classroom management

In language used

In integration in school

Activity

Reflect on your own experience. Identify the different approaches adopted by Chinese and Western Teachers to the following professional practices

- Marking and Grading students' work
- Managing different opinions
- Managing the feedback and report
- Dealing with students who misbehave
- Working with colleagues
- Communicating with parents
- Extra curricular activities
- Perception of the role as a teacher



Cultural Gap = Different Professional Identities and Practices



Chinese

Teacher centered learning:
Authoritarian
Respect
Centralization for ideas
Collectivist values and approach to learning and behavior
Goal of high stakes exams
Teach knowledge

Western

Student centered learning:
Teacher is a facilitator
Knowledge is questioned
Teachers expect to be judged by performance of their students
Individualistic values and approach to behaviour and learning
Teach to learn

Inquired based learning
Independent learning
Personalized learning
Differentiation and Inclusion

What is the price if we do not adapt?



- It will affect how we are perceived by colleagues and parents
- It will lead to discipline problems in our classroom



What is an effective approach in the Chinese classroom?

A blended approach which
Combines the best of **East** with the best of **West**
within the whole school ethos

識時務，迎潮流，中西合璧，揚長避短