

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(四)

# 非華語中學生多元化中文教學策略

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# Teaching Strategies for Secondary NCS students

# Which Curriculum?

- DSE
- GCSE
- Int GCSE
- GCE AS (Unit 1 & 2 )
- GCE A-Level (Unit 1, 2 & 3)
- .....

# Consider:

- Level of students vs level of curriculum
- The Specifications
- Feasibility of adapting
- Availability of teaching materials
- Status of qualification

# Adapting teaching materials

- From the curriculum / textbooks
- From specification units
- From the exemplars
- From the past papers
- Contemporary material from magazine, TV, Youtube
  - Cooking , food, restaurants, dining out
  - Cultural events, celebrities,
  - TV programs , films and cinema ,
  - Sports and travel
  - .....

# Suggestions for teaching strategies

- Teaching by unit, not isolated lesson
- Learning in context, include vocab and language skills
- Adapting materials to suit students' level and interest
- Planning: aims and objectives, learning outcomes, learning activities, exercise/worksheet/project
- Incorporating 4 skills – ensure enough input before requesting output
- Encourage “creativity”, not just copying
- “Practice makes perfect”

# Review on past GCSE papers

## Question format

- Listening – Rubric, Q & A in English / pictures  
Last question – both Q & A in English
- Reading – Rubric in English  
Q & A in English / pictures / Chinese  
Last question – both Q & A in English

# Implication on teaching and learning

- Word recognition  
ref: minimum core vocab list
- Learning in context
- Listen / read for details
- Assimilation and Discrimination
- Competence in both English and Chinese



# To tailor make assessment materials:

Check:

- Suitability of contents
- Aims of assessment
- Level of vocab & structures
- Types of questions
- Distractors?
- Achievable?

# Designing assessment materials- listening

## Group Activity:

- Look at the transcript of the listening exercise
- Highlight the important points for assessment
- Design questions to suit your students' level & needs

# Designing assessment material- reading

去年二月，英國下大雪，溫度突然下降至攝氏零下五度。許多道路都蓋滿了雪，很多公共交通都停頓了，學校也要停課，連機場也封閉了。學生不用上課，很多人也不用上班。

- Qs for information
- Qs for gist / inference
- Qs for comprehension

# Speaking teaching strategies

\*Integrate speaking in every lesson – not dedicated “speaking lessons”

- Start with simple Qs – “What”
- Build up longer answers – “When”, “How”
- Encourage opinions – “Why” + justification
- Extend ideas – “What if...”
- Practise “interaction”

# Ways of communication

- Monologue
- One way communication
- Interaction



# Speaking activity suggestions

- **Informal chats**
  - weather, breakfast, TV program, favourites
- **Picture description**
  - family photo, trips, scenery
- **Prepared short talk**
  - Personal experience, family, school
- **Role-play**
  - shopping, ordering food, interview

# Writing teaching strategies

- Teach relevant vocab in context
- Practise useful structures
- Learn from model sentences / passage / essay
- Encourage creativity – use language in a new context

Ref: Reading to Learn strategies

- Teach extension skills

# Developing writing skills

- Build up vocab bank (core vocab)
- Expression in context (Themes)
- Expand sentences & ideas (language & knowledge)
  - 我們去旅行。
  - 我們一家人去長洲旅行。
  - 上星期天我們一家人去了長洲旅行。
  - 上星期天我們一家人乘坐小輪去了風光明媚的長洲旅行
- Adding opinions: 我認為…… 我覺得……
- Coherence 不但…… 而且……, 因為…… 所以……, 不過……



# Group activity - writing

Read the writing below. Discuss how to help the student to extend the writing up to 100 characters

Topic : Introducing myself

我叫瑪莉，我十六歲。我是在香港出生。我是一半中國人和一半菲律賓人。我有兩個弟弟和一個妹妹。我媽媽是中國人和爸爸是菲律賓人。我很喜歡跳舞，因為很好玩和我的朋友跳舞很好。

Word count= 76 characters



# **GCSE Chinese**(Pearson Edexcel) **Controlled Assessments**

# Specification

- AO1 – Listening 20%
- AO2 – Speaking 30% \*Controlled assessment
- AO3 – Reading 20%
- AO4 – Writing 30% \*Controlled assessment

# Qualification contents

## Common topic areas (for AO<sub>1</sub> & AO<sub>3</sub>)

- Out & About
- Customer service & Transactions
- Personal information
- Future plans, Education & Work

## Themes

### (for AO<sub>2</sub> & AO<sub>4</sub>)

- Media & Culture
- Sports & Leisure
- Travel & Tourism
- Business, Work & Employment
- Centre devised topics

# Qualification contents

Themes (for AO2- Speaking & AO4-Writing)

T-1: Media and culture

e.g. Music/film/reading  
Fashion/celebrities/religion  
Blogs/internet

T-2: Sports and Leisure

e.g. Hobbies/interests  
Sporting events  
Lifestyle choices

T-3: Travel & Tourism

e.g. Holidays  
Accommodation  
Eating, food, drink

T-4 : Business, work & Employment

e.g. Work experience/part-time jobs  
Product or service information

T-5 : Centre devised option

# Writing Controlled Assessment

- Choose a **Topic** from the **Themes**
- Decide on the **Writing Task**
- Sort out the **Stimulus**
- Up to 2 weeks preparation time & 6 hrs guidance from the teacher
- Make notes on the **Notes Form (CA4)**
- Assign 1 hr supervised session for writing the **Essay**
- Fill in details & sign on the **Mark sheet**
- Send to the Examiner for marking

# Marking Controlled assessment

- Check the task & stimulus sheet & CA4 for relevance
- Read the essay and decide on the mark band
- Read again to award the marks
- Marks awarded separately for

Content & Communication C=15

Knowledge & Language L=10

Accuracy A=5 T=30



# Sample marking

## Task

- Work in pairs
- Award marks to the
  - **Content**
  - **Language**
  - **Accuracy**      according to the Assessment Criteria

Ref:      Writing Sample  
         Writing Assessment Criteria

**Theme:** Media and culture

**Task and stimulus:**

A Chinese-language magazine is offering a cash prize for the best article about your favourite personality.

You could mention:

- Your favourite personality's personal details
- His/her career
- What you like about this person
- Whether you would like to meet him/her and why/why not
- How you are going to spend the prize money



# Summary Notes

# The Task & stimulus sheet

- Check the rubrics – “CAN”, “MAY”, “SHOULD”, “MUST”
- Include bullet points to elicit opinions & ideas
- Varied stimuli for different students
- Preferably not in Q & A form
- Check that the student understands the task & write accordingly

# The word count

- 100 – 150 characters (excluding punctuations) for each essay.
- Below 100 characters, content marks will be affected
- No penalty nor credit for excessive writing

# The Mark sheet

- 1 mark-sheet for both essays
- Fill in the details at the top part
- Sign the authenticity columns for teacher & student
- Send to the Examiner for marking

# The essay

- Check the relevance with the Title and Task & Stimulus sheet
- Check if the important bullet points in stimulus are included
- Do not copy from CA4, or MODEL essay
- Proofread and correct mistakes:
  - Do not miss any dots / strokes or miss-place them
  - Do not split 1 character into 2 halves and place in different squares

# Speaking Controlled assessment Procedure

- Select 2 different topics from the Themes
- Select 2 different speaking tasks from
  - Open interaction
  - Picture-based discussion
  - Presentation & discussion
- Prepare notes on the Notes-form (CA2)
- Up to 2 weeks preparation time and 6 hrs guidance from teacher
- Each assessment lasts 4-6 min
- Marked by the teacher
- Send to Moderator for moderation



# The speaking tasks

- Picture-based discussion:  
up to 1 min introduction followed by discussion.  
Total 4 – 6 min
- Presentation & discussion:  
1 – 3 min presentation followed by discussion.  
Total 4 – 6 min
- Open interaction: Unscripted role-play dialogues, at least 2 Qs from student.  
Total 4 – 6 min

## Open Interaction task sample

- 5CNo2 Speaking stimulus 2015-17
- Can be downloaded and adapted
- Teachers can create their own task and stimulus
- To be refreshed every 2 years

\* No task and stimulus sheet required for Presentation and Picture description.

# The mark recording sheet for Speaking

- Content and Response      Max=18
  - Range of language      Max=6
  - Accuracy      Max=6      Total = 30
- 
- Circle the awarded marks
  - Put down the total marks in the box
  - Separate recording sheet for each recording

# The marking procedure:

- Listening the whole recording , check the timing
- Assign the mark band
- Listen again to award marks
- Award marks separately for content, language and accuracy
- Sum up the total marks in the box

# Sample 1 – picture based discussion

Content

Language

Accuracy

# Sample 2 – Presentation & discussion

Topic : Travel

Time : 2 min presentation + 3 min discussion

Content :

Language:

Accuracy:

# Sample 3 – Open interaction

Listen to the conversations and award marks for  
Content:

Language:

Accuracy:

# Teacher's Role:

- Conduct interactive conversations on the chosen topic
- Ask open-ended questions
- Elicit student's knowledge & lang. skills
- Invite opinions or new ideas
- Let the student talk most
- Time keeping : 4 – 6 min
- Marking on the Mark recording sheet



# Student's Role

- Be responsive when answering questions
- Extend the answers to include: reasons, opinions, explanations, examples etc
- Ask for clarification or repeating the questions when needed
- Take initiative to ask questions whenever appropriate

# Notes to the teacher :

- Put the microphone in favour of the student
- Maintain natural interaction
- Re-frame questions to help understanding
- Do not
  - allow monologue
  - correct mistakes
    - summarize ideas
    - use English (unless no Chinese alternatives)



End of Presentation  
Happy Teaching!