

香港大學教育學院
(2018-19)非華語學生中文學習

中文教育研究中心
教師專業發展工作坊（二）

提升非華語學生中文聽說能力的 教學策略： 以GCSE、GCE-AS/AL教學及評估為例

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Designing suitable curriculum for NCS learning Chinese

設計合適課程

- 1 Group discussion and review
 - Primary
 - Lower secondary
 - Senior secondary
- 2 Review on public exam specifications
- 3 Explore common topic areas

Review Specifications of Chinese public Exams

■ GCSE

- https://qualifications.pearson.com/content/dam/pdf/GCSE/Chinese/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Chinese.pdf

■ IGCSE

- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Chinese/2017/specification-and-sample-assessments/9781446944516-ig-chinese.pdf>
- <http://www.cambridgeinternational.org/Images/414337-2020-2022-syllabus.pdf>

■ GCE

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chinese-2017.html>
- <https://www.cambridgeinternational.org/Images/329311-2019-syllabus.pdf>

Themes & topics

GCSE (Edexcel Board):

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension

IGCSE (Edexcel Board):

- A Home and abroad
- B Education and employment
- C Personal life and relationships
- D The world around us
- E Social activities, fitness and health

IGCSE (Cambridge Board – 2nd language 0523)

- A Young people & education
- B Society
- C The world
- D Cultural Diversity

GCE - AS/A-level (Edexcel Board)

Theme 1: 當代華人社會變遷

Theme 2: 中國文化

Theme 3: 演變中的華人社會

Theme 4: 1978 年改革開放對中國的影響

Exploring common topic areas

探討適合NCS學生中文課程主題

- Self & relationship 個人及人際關係
- Education & future plan 教育及將來計劃
- Travelling around 旅遊
- Global view 放眼世界
- Culture & tradition 文化傳統
- ...

介紹「成果導向學習」的教學策略

設計課程 Course objective

設計前測 Pre-test → 比較成績，釐定學習成果

全期課程規劃 Scheme of work

課堂教案設計 Lesson Plan

教學日誌 Teaching log

設計後測 Post test



Sample Curriculum plan 課程設計示例

學習目的：引導學生學習描寫文、記敘文、說明文和社交與書信

學習目標	評核準則
<p>學生應能夠：</p> <p>(一) 閱讀能力</p> <p>a.理解描寫文、記敘文、說明文和書信篇章的詞句意思；</p> <p>b.理解描寫文、記敘文、說明文和書信篇章的內容大意；</p> <p>c.辨識描寫文、記敘文、說明文和書信篇章的文章結構。</p> <p>對應「中國語文課程第二語言學習架構」閱讀能力學習成果</p> <p>1)NLR(3.1)2：能概略分析閱讀材料的內容要點</p> <p>2)NLR(4.1)2：能就主題，評價閱讀材料中的內容和人物角色的行為</p> <p>3)NLR(5.1)3：能概略分析閱讀材料主要運用的寫作方法（如記敘、說明）</p> <p>4)NLR(5.1)4：能辨識閱讀材料所運用的修辭手法</p>	<p>學生能夠：</p> <p>A.描寫文</p> <p>1.理解描寫文篇章<我的家人>、<我的愛好>的詞句意思</p> <p>2.理解描寫文篇章<我的家人>、<我的愛好>的內容大意</p> <p>3.辨識描寫文結構：總述 / 分述 1-n / 總結</p> <p>B.記敘文</p> <p>1.理解記敘文篇章<一次乘坐地鐵的經歷>、<一次開心的旅行>的詞句意思</p> <p>2.理解記敘文篇章<一次乘坐地鐵的經歷>、<一次開心的旅行>的內容大意</p> <p>3.辨識記敘文結構：背景 / 激化 / 化解 / 評論</p> <p>C.說明文</p> <p>1.理解說明文篇章<大排檔和大酒樓>、<環保與飲食>的詞句意思</p> <p>2.理解說明文篇章<大排檔和大酒樓>、<環保與飲食>的內容大意</p>

Sample Scheme of work

教學大綱示例

學期：上學期 7/10/2017 至 3/2/2018，合共14個課節

上課時間：星期六 9:30am - 12:30pm, 每節3小時

教材來源：1. 中國語文課程第二語言學習架構（不同文類相關的教材）

2. 《新版中文八達通》第一、二、三冊

3. 本計劃提供

4. 個人創作及網上教材

教節	完成日期	課題	教學目標	教學活動	評核方法	中國語文課程第二語言學習架構（評級）
1	7/10/2017	1. 師生互相認識 2. 自我介紹 3. 畫圖畫小活動 4. 寫字小比賽	1. 學生能閱讀準確的口語介紹自己 2. 學生能完成「我的語言背景問卷」 3. 學生能和老師一起訂立班規 4. 學生能透過繪畫一個物件來講述自己的性格特徵 5. 學生能在白板和練習簿上	1. 摺紙活動：老師教授學生摺一本小書，讓學生在小書上寫下自己姓名、就讀學校、愛好等個人資料，並進行個人口頭匯報 2. 完成問卷和訂立班規 3. 圖畫書認識自己：透過一個心理測驗小遊戲——讓學生在白紙上繪畫一個物件，然後讓不同學生講述這個物件和自己的性格的相似之處。	1) 課堂提問與反饋 2) 小組討論 3) 口頭匯報 4) 寫字	（一）閱讀能力： NLR (3.1) 1

International GCSE Chinese


Module 1

Week	Topic Area coverage	Grammar Skills	Vocabulary	Exemplar classroom activities practical skills
Week 1	<p>Topic Area C – House, home and daily routine</p> <p>Information about self, family and friends</p>	<ul style="list-style-type: none"> The present tense* Plural 们 & Questions using 吗 <p>Skill: Introducing oneself and the others</p> <p>*Some linguists consider tenses non-existing in Chinese language but the general belief is the opposite. If in doubt please refer to 黄伯荣's 《现代汉语》.</p>	<ul style="list-style-type: none"> 0 – 100 in characters 几 as an interrogative pronoun Age <p>你几岁? 我十五岁。 你们在家吗? 我们在家。 这是你朋友吗? 是, 他叫小明。</p>	<ul style="list-style-type: none"> Reading/Listening: Self-introduction Speaking: dialogue practice during the lessons (Writing if speaking not taken)
Week 2	<p>Topic Area C – House, home and daily routine</p> <p>Information about self, family and friends</p>	<ul style="list-style-type: none"> Verbs 是、在、去、喜欢、吃 & 喝 The stative verbs <p>Skill: Understanding verbs and stative verbs in the target language.</p>	<ul style="list-style-type: none"> Sentences with verbs: 我喜欢你。我们去吃饭。 Adjectives used as stative verbs: 天很好。饭真好吃。 	<ul style="list-style-type: none"> Writing: a short paragraph about yourself, using the verbs learned Distinguishing verbs and stative verbs in Chinese sentences.
Week 3	<p>Topic Area C – House, home and daily routine</p> <p>Information about self, family and friends</p>	<ul style="list-style-type: none"> Revision – interrogative pronouns The past tense Affirmative negative questions <p>Verb – 不/没 – verb</p> <p>Skill: Different roles of 了 & 没</p>	<ul style="list-style-type: none"> 了 & 没 for past tense 你冷不冷? 是不是他? 喜不喜欢吃鱼? 	<ul style="list-style-type: none"> Speaking: asking questions with interrogative pronouns (or set writing task) Listening: distinguish sentences in the present tense from those of the past tense Reading comprehension: P18 - 2; P19 - Task 3
Week 4	<p>Topic Area B – Education and Employment</p> <p>School life and routine</p>	<ul style="list-style-type: none"> measure words 个、本、只、节、天、年、条、件、张、碗 etc. <p>Skills: 'More than' before/after a measure word (for more able students)</p>	<ul style="list-style-type: none"> 汉语、英语、法语、数学、科学、音乐、艺术、历史 etc. 一年多, 两碗多饭, 三十多本书, 四十多个人 	<ul style="list-style-type: none"> Speaking: talking about school (or listening task) Writing: 我最喜欢的科目(100 字) Reading: sentences using structure of 'more than' before/after a measure word

Listening Teaching Strategies

Exploring Listening language skills 探討聆聽訓練準則

- To identify information and opinions
- To deduce meaning
- To recognize & respond to extended texts
- To draw conclusions and inferences
- To translate from Chinese to English



Sample Assessment Paper Review(GCSE)

- Look at the Sample assessment paper
- Evaluate the question types
- Try to work on Question 3



Ref: Edexcel listening SAM

Audio file

有關聆聽教學策略的建議

- 熟悉課程所涵蓋的主題
- 熟悉相關詞彙
- 學習在不同語境中運用詞彙
- 練習聆聽技巧：
 - 小心聆聽，辨別所需資料
 - 培養分析、綜合及總結技巧
- 熟習中英文表達形式

Competence in both Chinese & English (GCSE)



設計聆聽練習：

Choose the correct answer:

1 What caused the disaster?

A Typhoon

B shipwreck

C Bamboo

D Government

2 How many boats were left unattended?

A 100

B 200

C More than 100

D More than 300

颱風山竹吹襲期間，有300多艘遊艇被吹上岸，除了200艘由船主領回修理外，其餘有待政府處理。

小組活動：

- 設計適合自己學生的課程
- 選擇一個主題，設計一個聆聽練習
- 與同組老師分享

Speaking Teaching Strategies

探討公開考試對「說話」評核的要求

- Convey information and narrate events coherently and confidently, using and adapting language for different purposes
有條理地表情達意
- Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
流暢地交談
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
熟習運用相關詞彙、句式、語法等
- Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
善用語法去表達及辯解意見


SP 1 - GCSE speaking assessment (Edexcel)

1. Role play –based on one topic
 - 5 bullet points eliciting 5 utterances (2 marks each)
 2. Picture discussion – base on another topic
 - Communication and content (16 marks)
 - Linguistic knowledge and accuracy (8 marks)
 3. Conversations – based on 2 different topics
 - 1 topic chosen by candidate
 - Another allocated by exam board
 - Interaction showing knowledge and language skills
- 12 minutes preparation time for task 1 & 2
 - 10 – 12 minutes assessment time



GCSE Speaking Assessment

Review on sample assessment paper



Ref: SAM role-play, SAM Piicture,
Conversation mark scheme

Sp-2 GCE speaking assessment

GCE AS / A-level speaking requires

- More knowledge and deeper understanding of Chinese Culture + social context
- Ability to analyse and summarize views and opinions, both spoken & written
- Ability to present own ideas & opinions + justification critically
- Fluency and spontaneity throughout discussion.

GCE Speaking Assessment paper

AS: (compulsory Qs + extended Qs)

Task 1 – Responding to texts + discussion on
Theme 1

Task 2 – Discussion on Theme 2

A Level:


Task 1 – Discussion on a theme (Theme 1-4)

Task 2 – Presentation and discussion on
independent research topic



GCE Speaking Assessment

Review on sample assessment paper



Ref: SAM As speaking 1 & 2,
SAM AL speaking
mark scheme

有關說話教學策略的建議

- 認識各主題相關資料、詞彙及句式
- 認識中國文化習俗背景
- 練習說話技巧及有條理的表達能力
- 鍛鍊交談技巧 — 應對、發問、答問
- 在課堂裏營造語境，鼓勵學生學習
- 聆聽 / 觀摩 / 點評 示例片段
- ...

發問技巧（老師版）

- 你可以舉例說明.....嗎？
- 你為什麼這麼說？
- 你為什麼有這個看法？
- 我們可以由.....得出什麼結論？
- 你可以舉例來支持這個看法嗎？
- 為什麼這很重要？
-表示什麼意思？

發問技巧（學生版）

- 你同意我的看法嗎？
- 是不是可以認為……？
- 我們可以說……嗎？
- 你怎麼看……問題？
- 你對……有什麼看法？
- 你明白我的意思嗎？

說話教學示例

- GCSE
 - Ref : Accessing Chinese Bk 3
- GCE AS
 - Ref : Advanced Chinese Bk 1
- GCE A-level
 - Ref: Advanced Chinese Bk 2

References

- https://qualifications.pearson.com/content/dam/pdf/GCSE/Chinese/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Chinese.pdf
- https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/specification-and-sample-assessments/SAMs_GCE_A_level_in_Chinese.pdf
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Chinese/2017/specification-and-sample-assessments/9781446944516-ig-chinese.pdf>
- <https://www.cambridgeinternational.org/Images/420664-2020-2022-syllabus.pdf>
- <http://www.cambridgeinternational.org/Images/414337-2020-2022-syllabus.pdf>
- <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chinese-second-language-0523/>
- Teaching materials:
 - Accessing Chinese, Advanced Chinese, HKU -CACLER.
<http://www.cacler.hku.hk/hk/publication/>
 - GCSE Chinese published resources , Pearson
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2017.resources.html?filterQuery=category:Pearson-UK:Publisher%2FPearson>

End of Presentation
Happy Teaching!