

(2019-20)非華語學生中文學習 教師專業發展工作坊系列 (三)

資料集

香港的非華語學生在主流學校學習中文科，往往由於文化差異及家庭背景，而遇到不同程度的困難。本工作坊以 GCSE 及 IGCSE Chinese 最新課程及考核模式為例，探討中文科作為現代外語學習的形式，並研討相關聽、說、讀、寫的教學策略，去配合學生的程度及需要，旨在讓學生能有效地學習中文，按部就班地達到學習目標。本工作坊也會以小組活動形式，探討如何調適教材以配合教學需要，及如何評核學生成績以配合考試要求。參與老師們可以分享經驗，作日後教學參考之用。

30 November, 2019

Provision of Support Services to School Teachers teaching Chinese Language to Non-Chinese Speaking (NCS) Students for the 2018/19 School Year

Powered by Centre for Advancement of Chinese Language Education and Research (CACLER), FACULTY OF Education, The University of Hong Kong
Funded by Education Bureau (EDB)



香港大學教育學院
中文教育研究中心

Centre for Advancement of Chinese Language Education and Research (CACLER)
Faculty of Education, The University of Hong Kong

(2019-20)非華語學生中文學習教師專業發展工作坊 (三)

日期：2019年11月30日(星期六)

時間：上午9:30至中午12:30

地點：英皇道250號香港大學專業進修學院北角城中心4樓R406室

主題：提升非華語學生中文聽、說、讀、寫能力的教學策略：以GCSE、IGCSE教學及評估為例

主講：宋小萍老師

主持：羅嘉怡博士/李潔芳老師

程 序	
09:30 - 09:40	工作坊簡介及歡迎辭 主持：羅嘉怡博士/李潔芳老師
09:40 - 11:00	第一部分： 中文聽、說的教學策略：以GCSE、IGCSE Chinese為例 主講：宋小萍老師 分組研討聽說試卷內容：各老師
11:00 - 11:15	休 息
11:15 - 12:20	第二部分： 中文讀、寫的教學策略：以GCSE、IGCSE Chinese為例 主講：宋小萍老師 分組製作讀寫練習：各老師
12:20 - 12:30	答問時間

提升非華語學生中文聽、說、讀、寫能力的教學策略： 以GCSE、IGCSE教學及評估為例

講者：宋小萍老師

2019年11月30日

New GCSE / IGCSE Chinese (Edexcel - first exam 2019)

1. Specification
2. Course planning (Ref Chinese as 2nd language framework)
3. Past papers referencing
4. Teaching strategies
5. Teaching materials

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2

GCSE Themes

- 1) Identity and culture
Who am I? Daily life Cultural life
- 2) Local area, holiday, travel
Holidays, Travel & tourist transactions,
town, region & country
- 3) School
What school is like, school activities
- 4) Future aspirations, study and work
Using languages beyond classroom, Ambitions, Work
- 5) International and global dimension
Bringing the world together, environmental issues

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3

IGCSE - Common topic areas

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

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4

Overview of GCSE Chinese Exam

- **Listening – 25%**
 - choice of Mandarin or Cantonese
 - multiple-choice & open-ended short answers
 - Q & A in English
- **Speaking – 25%**
 - Choice of Mandarin or Cantonese
 - Preparation time = 12 min, Test time = 10-12 min
 - 3 tasks : Role play, Picture-based task, conversation
- **Reading – 25%**
 - Reading comprehension on 9 authentic literary texts
 - multiple-choice & open-ended short answers
 - Q & A in English
 - Translation – from Chinese to English (about 60 characters)
- **Writing – 25%**
 - 1 informal writing (80 – 110 characters)
 - 1 formal writing (130-180 characters)
 - 1 translation – from English to Chinese (about 50 words)

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IGCSE Chinese Features

- For listening and reading:
 - identify and note main points
 - deduce the meaning of words from context
 - extract specific details
 - identify points of view
 - show some understanding of unfamiliar language
 - recognise attitudes, emotions and opinions.
 - Passages in various forms: dialogues, statements, letters, interviews, prose etc.
- For writing
 - Translation (4 sentences) from English to Chinese
 - 1 short piece of 60-75 characters on a given task
 - 1 writing of 125-150 characters on 1 of the 3 given topics

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IGCSE Chinese Speaking Assessment

- Section A – Presentation and discussion based on a single picture
 - chosen by candidate
 - 1 min presentation followed by 3 min discussion
 - Total time: 3-4 min
- Section B - 2 conversations
 - Based on 2 different topic areas
 - Topics chosen by teacher
 - Total time: 6-7 min

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Listening teaching strategy

(Ref IGCSE listening past paper)

- Multiple choice and open-ended questions
- Identify main points, extract information, deduce meaning, evaluation & draw conclusions.
- Recognize tenses
- Questions & answers in English
- Read questions to note what answers to look for before listening

T=45 min + 5 min reading time, M= 50

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Links to Chinese as 2nd language framework (examples)

- NLL(1.3-2.3)3
能理解視聽資訊中的基本資料(時、地、人、事)
- NLL(1.3-2.3)5
能理解視聽資訊中的內容要點
- NLL(3.1)1
能理解話語內容，概括要點
- NLL(5.3-6.3)2
能綜合視聽資訊中不同人物的對話，作出判斷

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_listening_2019.pdf

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9

GCSE Speaking exam

Preparation time – 12 min (for task 1 & 2 only)

1. Role-play – 5 bullet points eliciting 5 utterance, T=2.5 min, M=10
2. Picture-based task – 5 set Qs, 1 Q is unpredictable based on 1 given picture + stimulus T=3.5 min, M=24 (C=16 + L=8)
3. Conversations –
 - a) student chosen topic, student present up to 1 min, followed by teacher’s question & discussion
 - b) Edexcel allocated topic – discussionT= 5 - 6 min, M= 36 (C=12+ L=12 + I & S =12)

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10

Speaking – Assessment of role play

Role play (marked for effective communication – 10 marks)

- The mark grid is applied once to each individual response to the prompts.
- There is a maximum of 2 marks for each of the five prompts on the role play cards.
- 0 - No rewardable communication; highly ambiguous OR pronunciation prevents communication
- 1 - Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
- 2 - Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

(From Edexcel on-line training)

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11

Speaking – Assessment of picture-based discussion

- Communication and content (16 marks)
- Linguistic knowledge and accuracy (8 marks)
- Encourage candidates to say as much as they can and to develop their answers as fully as they are able.
- Fully utilize “1 min introduction time”
- Opinions & justification - knowledge
- Range of vocab, structures- language skills
- Discussion should be relevant to the picture and topic

(adapted from Edexcel on-line training & PE report)

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12

Speaking – Conversation Questions

- Communication and content (12 marks)
- Interaction and spontaneity (12 marks)
- Linguistic knowledge and accuracy (12 marks)

These must allow candidates to

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use a range of time frames (past/present/ future)
- use a wide range of vocab & structures to show knowledge and language skills

(adapted from Edexcel on-line training & PE report)

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13

Speaking teaching strategy (Ref GCSE speaking paper & guidance)

- **Role- play questions – precise & concise answers**

NLS(1.2)3 能就日常生活的話題交談，作出簡單的回應

能複述別人說話內容的大意

NLS(2.1)1 能就熟悉的主題，簡單描述熟悉的事物；簡單說出自己的感受或想法

- **Picture discussion - talk according to the picture and stimuli, include Q & A, different tenses**

NLS(2.2)2 大致能描述人物的外貌、行為；能具體交代事情的起因、經過、結果；能就日常生活的话题交談，說出自己的感受

受

NLS(1.5)4 發音正確，吐字清晰；能用陳述、疑問的語氣說話

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14

Speaking teaching strategy (Ref GCSE speaking paper & guidance)

3 Conversations –

T : ask open-ended Qs, elicit ps language skills, monitor flow of conversation & time-keeping

P: give extended ans, opinions & justifications, develop discussions, spontaneity and fluency, use range of vocab & structures , show knowledge of topics & language skills.

• NLS(3.1)2 能圍繞話題，運用敘述、說明等方式討論，表達自己的意見

• NLS(4.2)1 能介紹事物和簡單說明事情的道理；討論時，能表達個人的意見

• NLS4.3 能圍繞中心說話，內容有條理

• NLS4.4 表情達意用語恰當，詞匯較豐富

https://www.edb.gov.hk/attachment/tc/curriculum-development/klia/chi-edu/second-lang/NLF_outcome_speaking_2019.pdf

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15

小組活動

- 探討舊試卷題材及型式
- 研討教授聆聽的策略
- 提出疑難
- 分享及討論

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16

讀、寫教學策略

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17

GCSE Reading exam (ref past paper)

- 9 graded passages , various topics , different writing styles
- 1 literary text, short extract, adapted to suit level
- 1 short translation from Chinese to English
- Q&A - Multiple choice & short answers in English
- Recognize tenses

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18

教授閱讀策略

1. 釐定教學目標 / 學習成果 (參考中文第二語言架構)
https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_reading_2019.pdf
1. 準備閱讀教材 —
e.g. 告示、傳單、傳單、剪報、對話、故事、傳記、文章
- 3 擬題 — **Assessment for learning** 評估促進學習
Assessment of learning 考核學習成果
e.g. 填充，排列，選擇，連結，繪圖，

書寫，答題、翻譯...

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有關閱讀教學策略的建議 (Assessment of learning)

- 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
- 練習閱讀技巧：
 - 小心閱讀，辨別字裏行間的意思，擷取所需資料
 - 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)

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GCSE Writing exam (Ref past paper)

- 1 informal writing, include 4-5 bullet points, 80-110 characters, 20 marks
- 1 formal writing , include 4 bullet points, 130-180 characters, 28 marks
- 1 translation, English (about 50 words) to Chinese 12 marks

Marking Grid : (Ref Mark scheme)

- Communication and content
- Linguistic knowledge and accuracy

IGCSE Reading & writing paper (Ref past paper)

- For listening and reading:
 - identify and note main points
 - deduce the meaning of words from context
 - extract specific details
 - identify points of view
 - show some understanding of unfamiliar language
 - recognise attitudes, emotions and opinions
 - Passages in various forms: dialogues, statements, letters, interviews, prose etc.
- For writing
 - Translation from English to Chinese (4 sentences)
 - 1 short piece 60-75 characters on a given task (related to reading)
 - 1 writing 125- 150 characters on 1 of the 3 given topics

書寫教學策略 (參考考試評分準則)

協助學生

- 認識相關主題內容、文化、背景
- 練習基本寫作技巧—詞彙、句式、複句、形容詞、動詞、條理分明、結構緊密、書寫流暢
- 小心審題
- 釐定書寫大綱，包括所有要點
- 敘述要清晰，表達意見要中肯，並加解析
- Tenses – 包括現在式、過去式及將來式
- 注意字數分配，在規限字數內完成寫作

參考中國語文課程第二語言學習架構

- <https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/resource.html>
- https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_reading_2019.pdf
- https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_writing_2019.pdf

中文第二語言學習架構試用經驗 (中三級主流中文)

主流課程	五階至六階LS5.1-6.1 (說話能力學習成果)			
	能因應目的、聽者、場合，確定說話的內容，運用適合的表達方式說話，內容充實			
第二語言架構	五階至六階(一)	五階至六階(二)	五階至六階(三)	
能力	NLS(5.1-6.1.1) 能考慮說話的目的、聽者的需要，確定說話內容	NLS(5.1-6.1.2) 能紧扣主題，運用合適的表達方式說話(如說明、議論、抒情)	NLS(5.1-6.1.3) 能因應場合的氣氛及聽者的反應調整說話內容	
確定目的、內容和表達方式				
主流課程	五階至六階LS5.2-6.2			
	能明確表達個人的觀點；能就不同主題報告、演講、討論、辯論、游說			
第二語言架構	五階至六階(一)	五階至六階(二)	五階至六階(三)	五階至六階(四)
能力	NLS(5.2-6.2.1) 能按主題進行演講(如分享經驗)，發表意見，抒發感受	NLS(5.2-6.2.2) 討論時，能表達個人觀點，適時回應別人	NLS(5.2-6.2.3) 能從不同角度游說聽者接納自己的意見	NLS(5.2-6.2.4) 辯論時，能適時補充新觀點或反駁對方不足之處
確定目的、內容和表達方式				

介紹「成果導向學習」的教學策略

(融合中文第二語言學習架構 & GCSE Chinese curriculum)

1. Outcome based curriculum planning:
www.cacler.hku.hk/en/research/project/provision-of-services-2016-18-for-running-of-chinese-language-learning-support-centres-for-non-chinese-speaking-ncs-students/teachers-workshops/ssp-2016-18-workshop12-handout-1

2. Sample scheme of work

中國語文課程 學習進度架構		中國語文課程 第二語言學習架構		回應反饋能力
閱讀(收讀、理解、綜合)	閱讀(收讀、理解、分析、綜合)	閱讀(收讀、理解、分析、綜合)	閱讀(收讀、理解、分析、綜合)	閱讀(收讀、理解、分析、綜合)
一階 LR1.1 能理解閱讀材料的大意	一階 LR1.1 能理解閱讀材料的大意	一階 LR1.1 能理解閱讀材料的大意	一階 LR1.1 能理解閱讀材料的大意	一階 LR1.1 能理解閱讀材料的大意
二階 LR2.1 能理解閱讀材料的大意	二階 LR2.1 能理解閱讀材料的大意	二階 LR2.1 能理解閱讀材料的大意	二階 LR2.1 能理解閱讀材料的大意	二階 LR2.1 能理解閱讀材料的大意
三階 LR3.1 能理解閱讀材料的大意	三階 LR3.1 能理解閱讀材料的大意	三階 LR3.1 能理解閱讀材料的大意	三階 LR3.1 能理解閱讀材料的大意	三階 LR3.1 能理解閱讀材料的大意
四階 LR4.1 能理解閱讀材料的大意	四階 LR4.1 能理解閱讀材料的大意	四階 LR4.1 能理解閱讀材料的大意	四階 LR4.1 能理解閱讀材料的大意	四階 LR4.1 能理解閱讀材料的大意

讀、寫教材編寫

舉例一:

香港的運動員在奧運會上的表現也很出色。在2012年倫敦奧運會的女子自行車比賽中，香港運動員李慧詩贏得一面銅牌，這是香港歷史上第三面奧運獎牌，李慧詩也因此而獲得「女車神」的稱號。



寫作練習
6 Writing exercise

Your overseas friend would like you to introduce a local athlete who won an international competition.

Write a reply letter to your friend.

You **must** refer to the following points:

- Who he / she is and what sports he or she took
- Describe the event in the competition
- In your opinion, why he or she won the competition
- What other international sports competition your local athletes can take in the future

Write approximately 80-110 characters in Chinese.
Use appropriate **informal** language for this letter.

親愛的 _____：
你好！

舉例二：閱讀

四 | 聖誕薑餅 Gingerbread

1 食物篇 The food



很久以前，薑是一種昂貴的調味料，人們只有在重要節日才於糕餅中加入一點薑來增加味道。薑餅最早於1296年出現在德國，是一種點心，圓形是最常見的形状，味道有甜有辣。現在的薑餅多做成可愛的人形，是為了討小朋友歡心。

選擇題

(1) Choose 2 correct sentences, and put a cross in the boxes.

- A. Ginger is a cheap spice.
- B. People add ginger into cakes and biscuits to add flavour.
- C. Gingerbread appeared first in Germany in 1962.
- D. Gingerbread has many flavours, from sweet to spicy.

薑	ginger
常見	common
形狀	shape

29

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小組活動

- 參考課文資料 (Ref: Accessing Chinese Bk 3)
- 設計閱讀 + 寫作練習
- 分享及評價

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31

舉例二：寫作

2. A food magazine is inviting articles on festival foods in different countries.

Write an article to introduce the festival food in your hometown.

You **must** refer to the following points:

- Describe the food
- How it is made
- The special features about this food
- The cultural meanings behind

Write approximately 130 – 180 characters in **Chinese**. Use appropriate **formal** language for this article.

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30

References

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/chinese-2017.html>
- <https://qualifications.pearson.com/en/qualification-s/edexcel-international-gcse-and-edexcel-certificates/international-gcse-chinese-2017.html>
- <https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/resource.html>
- Accessing Chinese Book 3, HKU

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32