



第三屆

國際學校華語教學
研討會暨工作坊

The Third International School
Chinese Language Education
Conference and Workshop

3 - 5 December 2015
University of Hong Kong

Organized By



Faculty of Education

The University of Hong Kong

Division of Chinese Language and Literature

Centre for Advancement of Chinese Language Education & Research



華語文教學研究所

Graduate Institute of Teaching Chinese as a Second/
Foreign Language, National Kaohsiung Normal University

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第三屆國際學校華語教學研討會暨工作坊

The Third International School Chinese Language Education Conference and Workshop

3-5 DEC 2015 • HKU

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序 Preface

The *Third International School Chinese Language Education Conference and Workshop* is jointly organized by the Division of Chinese Language and Literature, and the Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, the University of Hong Kong, the Graduate Institute of Teaching Chinese as a Second/Foreign Language, National Kaohsiung Normal University, I-Shou International School (Taiwan), and the ISF Academy (Hong Kong), and co-organized by the Taipei American School (Taiwan) and Yew Chung International School (Hong Kong). On behalf of the Conference Organizing Committee, we would like to express our warmest welcome to all of the conference delegates.

This conference aims to carry on the tradition and good work of its predecessors while serving as a practical exchange platform for international school Chinese language teachers. We have added two new items (research study and teaching practice sharing sessions) to enhance our understanding of the Chinese as a second language (CSL) field and to facilitate the exchange of ideas. Sub-themes of this conference include Professional Development for Teachers, ICT in Teaching and Learning, Cross-cultural Teaching and Cultural Education, Teaching Pedagogies and Transformation, and International Education.

We are delighted to see 17 invited workshop leaders and over 170 delegates from 7 countries/regions who have agreed to generously share their insights with fellow researchers and teaching professionals. Their experiences and perspectives are, without doubt, invaluable assets to those in our field.

In celebration of CACLER's 16th Anniversary, we are glad and honoured to offer this global platform, on which synergy between research-based and classroom-based knowledge is enabled and facilitated. We believe that the pre-conference school visits and workshops, and distinguished keynote speeches (by Dr. Ian Hill, Dr. Malcolm Pritchard and Prof. S. K. Tse) will be able to enlighten us in different areas of language education, and foster information exchange among academic researchers, teacher trainers and frontline educators.

Chinese language education in international schools, particularly teaching and learning of Chinese for non-native learners, has become one of the most heated issues of the day. In Hong Kong, given that Chinese as a second language (CSL) is essential

for students from non-Chinese backgrounds as both a means of communication and an asset for career development, effective teaching and learning strategies are key to enhancement of learners' motivation and Chinese proficiency levels in ethnically mixed school settings. In this regard, we place our primary focus on curriculum development and pedagogies for CSL learners while covering current research from other parts of the world as well.

Based on the experience of our University-School Support project entitled "Start From the Beginning – Supporting Non-Chinese Speaking Kindergarteners to Learn Chinese as a Second Language" (2015-2017), as well as of other sister programmes (including Student Support Programme on Chinese Language [SSP] and "Tradition and Innovation: Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools" (2013-2015), we have initially identified differentiation design, drama in education and peer collaborative learning as three of the most effective strategies for elevating NCS students' Chinese reading and writing skills in academically diverse multicultural classrooms. With the collaborative efforts of partnership schools and HKU researchers, innovative CSL curricula, pedagogies and strategies, assessment tools were developed, experimented and refined. We are pleased to witness the gradual improvement among these CSL learners as evidenced by their enhanced performance and motivation, as well as the easing of teachers' burden.

Once again, we would like to express our sincerest gratitude to all of you for your participation in this conference.

Elizabeth K.Y. Lok

Conference Chair;
Assistant Professor,
Division of Chinese Language & Literature,
Faculty of Education,
The University of Hong Kong

27 November 2015

會議程序大綱 Conference Program

	12月3日 (星期四)	12月4日 (星期五)	12月5日 (星期六)
上午	會前訪校活動 到訪耀中國際學校	開幕式、 大會主題演講1、 分組論文報告/ 特邀嘉賓工作坊	分組論文報告/ 特邀嘉賓工作坊
中午	於弘立書院午膳 *午膳由弘立書院 贊助。	大會午餐	大會午餐
			新書發佈會
下午	到訪弘立書院及 參與實作工作坊	大會主題演講2、 分組論文報告/ 特邀嘉賓工作坊	分組論文報告/ 特邀嘉賓工作坊 大會主題演講3、 閉幕式
晚上		歡迎晚宴 (西環富臨酒家) *由台灣高雄師範大學 華語文教學研究所及 義大國際高級中學 贊助。	

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主題演講 Keynote Speech

Infusing IB philosophy and pedagogy into Chinese Language teaching

Dr. Ian HILL

Former Deputy Director General, International Baccalaureate

The IB keeps abreast of the latest pedagogical developments and education trends. This presentation emphasises the IB pedagogical approach and the philosophy on which it is based, particularly related to the Diploma Programme and to the notion of “international mindedness” (IM). It references how the attributes of IM have been translated into practice in the teaching of Chinese as a second language (CSL). The presentation draws on varied research undertaken by seasoned current and former university teacher trainers from the Division of Chinese Language and Literature in the Faculty of Education at the University of Hong Kong and by others closely associated with the work of that Division. A number of the researchers are, or were, practising teachers in IB schools in Hong Kong who received post-graduate teaching qualifications from that division.

A key question is: to what extent can IB philosophy and pedagogy, emanating from a Western tradition, be applied in a non-Western cultural context? Does the IB Learner Profile (which the speaker considers as a manifestation of IM) fit the Confucian tradition? Using the research, this address indicates how Chinese teachers viewed and adapted IB principles to support teaching methodology in their classrooms.

A book has just been published with the same title as this presentation and edited by the speaker and Dr Mark Shiu-kee Shum, founding Head of the Division of Chinese Language and Literature at HKU. The book chapters report on this research. The discussion about the implementation of an IB approach in a non-Western environment is an important addition to elucidating and developing the concept of IM from an Asian perspective and through the teaching of an Asian language, in this case Chinese.

主題演講 Keynote Speech

多元文化和多語言社會的中文教與學

Chinese Language Education in Multi-lingual and Multi-cultural Societies

謝錫金 (Tse, Shek Kam)

香港大學教育學院教授；中文教育研究中心總監

Professor of Faculty of Education, The University of Hong Kong;

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香港在1997年回歸祖國後，逐步由一個粵、英並用的雙語社會走向粵、英、普並用的三語社會。最近，香港非華語學生的數量明顯增加，使香港的課堂語言及文化環境更多樣化，為中文教與學帶來挑戰。香港的非華語學生通常來自南亞地區，各自以不同的母語溝通。於他們來說，粵語、英語和普通話均非其慣常使用的語言。為了適應在香港的生活，他們大多以英語為第二語言，同時學習粵語，以適應未來工作的需要。

香港特別行政區政府支持我們的中心和同事，發展非華語教學。我們取得很多有效的教學經驗。本報告將總結部分的研究，包括雙語教學、分層課程、分層教學、分層教材。與此同時，本報告亦介紹新加坡、美國和香港的學校課堂實例，讓我們了解多種語言和多種文化的課堂模式，分享他們的成功經驗。

主題演講 Keynote Speech

學習漢語言，了解漢文化：學校竟然是問題的根源嗎？

Learning Chinese for Intercultural Understanding: Are Schools the Problem?

Dr. Malcolm Pritchard (查永茂)

弘立書院校長

Principal of The ISF Academy

Chinese Language programs for non-native speakers have expanded exponentially across the world in the past two decades: according to Hanban statistics there are more than 100 million students of Chinese (Putonghua) as a second language (L2) worldwide (Yang & Chen, 2014). Despite these impressive numbers, the perception and perhaps the reality for many L2 learners is that Chinese is frustratingly difficult, time consuming, and often taught in an uninspiring and highly didactic, teacher-centric fashion.

Contemporary language acquisition theories emphasize constructivist, student-centred pedagogies, utilizing rich and authentic comprehensible input accessed through genuine social interaction. Such approaches, however, are difficult to replicate in the controlled classroom settings found in most schools. Classrooms typically lack the realism, memorability, and linguistic richness of learning settings in the 'real world' beyond schools. Instead, many L2 learners of Chinese are subjected to traditional approaches to learning Chinese that are highly structured and largely based on mimicry of spoken patterns and mastery of character orthography, radicals, stroke order, and character structure. These approaches are easily replicable in schools, but largely ineffective in producing genuine communicative mastery of Chinese.

In contrast, the virtually universal phenomenon of human mother tongue mastery is an essentially experiential undertaking. Our first language is typically acquired through intensive social interaction undertaken in culturally rich authentic settings in which we learn to communicate in order to meet immediate personal needs. Language mastery is thus a highly developed socially mediated human survival skill. When acquired experientially, language is ultimately captured in durable, multi-sensory and context-dependent long-term memory known as episodic memory.

Children acquire and retain language in this way literally for 'life'.

For second language learners (L2), experiential acquisition of language outside of the contrived setting of the school classroom offers similar potential benefits: strong encoding and recall of the target language, reinforced by rich linguistic contextual cues and cultural 'scaffolding'. The language is memorable and living.

Moving L2 Chinese language learning from the world of the school classroom to the classroom of the real world is challenging, risky, unpredictable, experimental, and well beyond the regular professional competencies and skills imparted by teacher training programs globally. And yet we have all learned in this way as infants. Injecting an element of experientiality into L2 Chinese language learning is theoretically sound, but poses some obvious challenges, institutional, pedagogical and practical for schools. This paper will explore some of these challenges and will also suggest some basic principles to guide a more experiential approach to Chinese language learning.

Yang, F. S., & Chen, Y. (2014). The number of global Chinese language learners triped in ten years, reaching 100 million. *Hanban News*. http://english.hanban.org/article/2014-12/11/content_566157.htm Retrieved from http://english.hanban.org/article/2014-12/11/content_566157.htm

為非母語學習者設計的中文學習項目，在過去二十年內以指數般的速度增長。「漢辦」數據顯示，全球有超過一億學生將中文（普通話）作為第二語言來學習。儘管龐大的數據看似樂觀，但事實是，大家覺得漢語作為第二語言，學習難度巨大，耗時長久。傳統的以老師為中心的教學方法，通常又是高度教條化，難以激發學習熱情。

當代的語言習得理論強調建構性，著重以學生為中心的教學法，通過真正的社會交流，運用和掌握豐富、地道的便於理解的語言資料。然而，這種建構性的教學方式在大部份學校所限定的課堂環境中，是難以施行的。課室通常缺少「現實世界」中的真實情境性、可記憶性。許多漢語為第二語言的教學致力於高度結構化的傳統學習方法，重點停留在模仿口語句式、學習文字書寫、掌握固定詞組、記憶筆畫順序和熟悉字型結構上。這些學習方法在學校裏容易推行，便於組織，卻無法促進真正的中文溝通的技能。

與這種刻板的教學方法不同的是，人類對母語的習得，無一例外，在本質上是一種體驗的累積。我們通常在密集的社交互動中掌握母語，這樣的活動有豐富地道的文化背景為支撐。通過參與社交活動，我們溝通協商，以滿足目前的個人需要。因此，掌握一種語

言，可以說是由高度發達的社交活動來促成的人類生存技能。帶有體驗的語言學習，可以產生持久的、多感官的、有背景連繫的長期記憶，也就是情景記憶。孩子們用這種方式習得、記住一種語言，同時也是為他們的「生存」而服務。

對學習第二語言的學生來說，語言的體驗學習打破了人為的課堂設定，具有與以上方法相似的優點：語言信息輸入大腦時強度大、印象深刻，形成的記憶又可以被豐富的語言上下文加以提示，通過文化「架構」得以鞏固。這樣的語言生動形象，便於記憶。

將第二語言漢語學習的場所，從學校的課室擴展到真實生活的世界具有挑戰性、風險性、不可預測性和實驗性的。這樣的教學方法也全面超出了教師培訓中常規的職業技能和技巧的培養。但我們無需畏懼，因為當我們還是嬰兒時，都是用這樣的方法學習語言的。為第二語言漢語的學習注入體驗性的元素，從理論說上是合理可行的，這顯然也對學校提出了一些挑戰，它涉及到執行機構、教學方法和實際操作。這篇文章將探討一些相關的挑戰，也會提出一些基本原則用以指導更多的體驗方法來學習中文。

特邀工作坊 Invited Workshop 1 (Pre-Conference School Visit)

The ISF's "Shuyuan Program" and its Practice - A Reflection on Learning Ancient Classics in Bilingual International School Setting

高小剛 (Gao, Levi Xiaogang)

弘立書院

The ISF Academy

The ISF Academy has run its "Shuyuan Program" (書院裡的書院) since 2011. There have been hundreds of students enrolled in the program and studied ancient classics, both Chinese and Western, under the instruction of Shuyuan Master Teachers. The program has been widely considered as unique and productive. It has been considered a powerful enrichment of students' Chinese learning experience in the ISF. Looking at our Shuyuan Program and its success, we could have a reflection on the issue of "teaching classics" in the bilingual international school setting, and hence a more inclusive and culturally sensitive understanding of Chinese curriculum planning and the teaching methodologies.

特邀工作坊 Invited Workshop 2 (Pre-Conference School Visit)

“習武會文”——弘立書院武術科中的普通話教學

于存輝 (Yu, Cun Hui)

弘立書院

The ISF Academy

弘立書院的語言教學政策中其中一條是：所有的老師都是語言老師。弘立書院為了給學生創造良好的語言學習環境，在不同的科目、不同的學校活動中作出了很多嘗試與努力。校內教學課堂上只使用兩種語言，並且每種語言的使用在課程規劃中經過了精心規劃後的比例分配。武術科作為小學生體育技能發展的一個科目，同時也是語文和中國文化教學不可分割的一部分。做到以武帶文，文武一家，綜合發展。我們在武術科的課程設計上以及教師培訓方面都作出了配合，綜合體現在以下幾個方面：

- 1.通過武術教授相關的中國歷史、文化、語言和傳統價值觀；
2. 通過武術動作和身體部位的技能練習教授中文；
3. 通過武術專題研習和歌曲、音樂教授中文；
- 4.通過有計畫的課堂溝通教授中文。

我們的設計和努力，在弘立書院教學中已經顯現出成果。學習社區的很多人士，都認為學生中文和中國文化底蘊的深化，同學校的體育武術的課程設計不無關係。

特邀工作坊 Invited Workshop 1

国际学校汉语教师培训之我见

A perspective of Chinese teacher training for international schools

王小平 (Wang, Xiao Ping)

英基學校協會

English Schools Foundation

It is a long process of paradigm-shift to nurture excellent practitioners to teach Chinese in an international context. The changes we want are not necessarily a complete reverse from Eastern to Western way of thinking. In this long process, both trainers and trainees seek an optimal model, consciously or subconsciously, optimum referring to the best suitability and effectiveness. In the international Chinese classroom, where East meets West, most teachers are repeating a journey from curiosity and survival to proficiency and dull routine or success. Pre- and in-service training should provide an essential platform for every teacher to be his or her best and to contribute to our profession. The workshop facilitator will share decades of experience and explore issues in training Chinese teachers to work internationally, in the three aspects of commitment, creativity and common sense.

Keywords: teacher training, Chinese, international schools

關鍵詞：教师培训、汉语、国际学校

特邀工作坊 Invited Workshop 2

IBDP 中文文學課探究討論與分享

Incorporating Inquiry in IBDP Chinese Literature Classes

林欣怡 (Lin, Blythe Shin-Yi)

義大國際高級中學

I-Shou International School

This workshop focuses on first language learning of Chinese. The target audience would be IBDP Chinese Literature teachers. The purpose of this workshop is to discuss “Incorporating inquiry in IBDP Chinese Literature classes”. Participants are encouraged to bring your unit planners or booklists of DP Literature class to this session. Typical Chinese Literature courses focus on rational analysis and the curriculum is inflexible in its focus on the Chinese literary canon because of the philosophy and culture of teacher-centered classroom. Incorporating interactive activities is one of the possible solutions. If teachers would like to facilitate a student-centered classroom, where the students’ abilities and strategies are the keys to develop peer-led discussions in a classroom. Collaborative learning can also be used to encourage class-wide discussions about topics such as curriculum themes, allowing students to discover the relevance and connections to their own real lives. One goal of this session would to brainstorm ideas about how to conduct these collaborative discussions strategies to meet each unique teaching context. Through this small international forum that we create, your teaching and cross-cultural experiences would help all those attendees increase their breadth and flexibility on pedagogy.

Keywords: IBDP, Chinese literature, inquiry, student-centered, peer-led discussion

特邀工作坊 Invited Workshop 3

Research-based Best Practice: Creating and Sustaining an Engaged Culture of Learning

梁紫斐 (Leung, Lila)

ISS-ULink Educational Services

What am I asking my students to do? What does an engaged classroom look like? How do I show my support? How do I balance challenge and skill in my lesson? Excerpted from a professional development program designed with research – practice – application as the core, participants will be engaged in a series of strategies through interactive modeling. The integrated strategies aim to develop self-management, autonomy, competence, and purpose into daily lesson plans so students are engaged rather than compliant. Applied research theory behind the strategies relate to rewards and punishment and their effect on learning when planning and implementing lessons. To achieve autonomy, self-reflection and analysis of efficacy of instructional methods are used to increase student engagement during the lessons.

特邀工作坊 Invited Workshop 4

“因材施教” 2.0

Research-based Best Practice: Creating and Sustaining an Engaged Culture of Learning Differentiation with the use of technology

陸高惠風 (Loo, Dawn)

台北美國學校

Taipei American School

在華語學習課時有限的情況下，面對國際學校華語程度、母語背景各異的高中部及中學部學生，若要不犧牲學生的受教權益，又同時能尊重並帶領學生探索語言學習最大的可能性，此時，我們該如何進行妥適的差異化教學呢？此項議題的做法與實踐，正是本次工作坊的重點。在流程安排上，我除了分享針對混能班級所設計的聽、說、讀、寫四大語言技能的教學設計外，也將針對課程內容與活動實作經驗，提出個人省思與教學建議。再者，在此工作坊中，我也會歸納華語差異化的教學策略及模式，尤其是在每一課或每一單元的開始、行進以及評量時所涉及的教學步驟與節奏。其學習的順序從課文朗讀、段落主旨、句型結構到詞彙介紹的過程，我們能夠完整地了解學生個別的學習背景、學習需求、學習風格的多樣性及學習目標，有效率地應用數位科技的革新為輔助工具以進行個別化的語言教學操作。在此工作坊的最後，希望參與本場次工作坊的老師或研究者，也能在工作坊的進程當中，與我們一同分享你(妳)的差異化教學實踐。

關鍵字: 華語學習、國際學校、差異化教學

特邀工作坊 Invited Workshop 5

小學階段中文聽說讀寫教學

Chinese teaching strategies on listening/speaking/reading/writing in the primary school

吳欣蓓 (Wu, Ariel Hsin-Pei)

義大國際高級中學

I-Shou International School

採用繁體字、ㄅㄆㄇ注音系統、90%學生來自臺灣，這是在義大國際高級中學(IIS)國小部的教學環境。作為國際學校且採用 PYP 教學理念的 IIS，中文教學結合探索單元的主題與多元化的教材，兼顧教育部與 IB 的語文能力指標，在縱貫統整的課程架構下，運用活潑且差異化的教學，逐步為學生的中文能力奠基。

此工作坊所聚焦的參與者是在國際學校低年級任教中文的老師，目的在於低年級中文聽說讀寫教學的討論與分享。工作坊討論內容將融入國際文憑組織初等教育課程探索學習與差異化教學的精神，旨在分享如何透過活潑且有效的教學方式來維持學生的學習動力並培養其獨立學習的能力，因此，活動將包含實用 iPad APP 的操作、口語表達活動、成語教學、探究技巧培養及差異化讀寫教學。除了講師進行簡報外，工作坊中也將實際帶領與會老師進行趣味成語活動與實用 APP 實作，因此建議與會老師攜帶平板電腦或是智慧型手機。

透過此工作坊，與會老師能獲得聽說讀寫四方面實用的教學點子，藉此更加活化教學並兼顧學生能力差異化考量，讓每位學生能在活絡氛圍中，依循老師所搭建的個別化鷹架，穩扎穩打且快樂的學習，並培養出獨立探索的能力。

特邀工作坊 Invited Workshop 6

IBDP純文學課程中的跨文化探索

一談翻譯作品教學中【書面寫作】環節的設計和教學

Intercultural Research and Exploration in the IBDP Chinese A Lit Curriculum – How do we effectively teach and handle Written Assignment?

李萍 (Li, Ping)

UWC 世界聯合學院中國常熟分校

United World College

In recent years, all the international schools have incorporated intercultural elements in their curriculum design by developing teaching and learning related activities inside and outside the classroom. However, how can we make this trend more explicit and meaningful in the pure literature curricula in different international schools? How can we make unique and insightful efforts in our literature curriculum design? The IBDP Language A Literature guide (published in 2013) has indeed provided us with a new approach and insight. It is worthy of discussion and investigation.

The presenter/workshop leader, as an IBDP frontier teacher, will share her teaching practice and experience in IBDP Chinese A Literature “Works in Translation” Unit. By delving into the curriculum guideline, teaching flow and learning process, and accomplished students’ works, the presenter will share her personal views and judgment on the curriculum design and discuss with participants how this relates to the IB Learner Profile.

Keywords: international schools; intercultural understanding; IBDP Language A Literature; Works in Translation; Written Assignment; IB Learner Profile

近年來，所有國際學校語言課程的設置和設計中，強調通過課堂內外的教學以及與之相關的活動，融入對跨文化元素的研討和開發已經不再是什麼新鮮的話題。但是，如何在國際學校母語純文學的課程中同樣體現這種大趨勢和有意義又有價值的追求？如何在以往文學課程所做出過的各種嘗試中，突顯獨特性和與時俱進的開拓性？2013年最新頒

佈的 IBDP 語言 A 文學課程大綱中，為我們提供了一種新的教學指引和值得研討的新思路。本人擬以工作在 IBDP 課程教學一線教師的身份，引用最近三年指導三屆 IBDP 中文 A 文學課程畢業班完成翻譯作品研討以及大綱要求之【書面作業】的教學設計為例，聯繫具體的教學安排，借助展示學生的工作過程和研習成果，來分享並闡述個人對於這種課程設置的見解和評價，來探討其中與 IBDP 課程大綱所設定的學習者培養目標之間的關聯。

關鍵字：國際學校、跨文化理解、IBDP 純文學課程、翻譯作品、書面作業、IB 學習者培養目標

特邀工作坊 Invited Workshop 7

怎樣有效地使用漢語教科書？

How to make effective use of the Chinese textbook?

馬亞敏 (Ma, Yamin)

港島中學

Island School

In general, textbooks are written for a particular year group or level, but not tailor-made for one particular class. Therefore, when a textbook is used for a particular class, modifications are necessary in order to have optimal effect on teaching and learning. At the workshop, strategies of how to adjust the use of a textbook by making it easier or more difficult for one particular class will be shared. Sample lessons will be demonstrated followed by hands-on practice.

一般來說，教科書是為某一個年級或某個漢語程度的學生而編寫的，而不是特定為某一個班級量身定做的。因此，為了使教學有最大的成效，某個班在使用一套教科書時必需要對其做相應的調整。工作坊期間，我會跟與會老師分享在用某一套教科書，教授某一個班級時如何將教科書的內容簡化或深化。屆時，我會示範樣課，並帶領老師親自實踐備課。

特邀工作坊 Invited Workshop 8

品格教育融入小學中文課程

Integrating TAS Character Education into K to 5th Grade Mandarin Curriculum Units

趙莉文 (Chao, Liwen)

台北美國學校

Taipei American School

主要介紹台北美國學校的品格教育，目標是希望幼稚園到五年級的學生能夠“做最棒的自己，完成最佳成果和發展美好的世界”。這個目標融入中文教學課程中。尤其五個台北美國學校的品格價值觀“誠實、尊重、責任、仁慈和勇氣”平常都已融入教學的主題中。老師們也由教學中深入的做品格教育的探討。

台北美國學校 Heritage 課程設計給學生中文是母語或聽說讀寫流暢的學生。每天上課時間以三十五分鐘為主。幼稚園到五年級學生依據不同的語言程度提供不同的班級。提供的中文課程當中特別強調讀和寫的技巧，根據學生的語言學習能力，做不同讀和寫的加強和輔助。學生首先從注音、生字、詞彙、生詞、句子，進而建立閱讀和寫作的基本工夫，以幫助學生準備到任何的社會環境中。

因為學生來自不同的教學環境、家庭背景、語言的能力，所以我們會依據不同語言的課程和教學方法來幫助老師們，如何幫助學生達到最好的學習成果。老師從不同課程的教學示範中，可以提升學生的讀寫能力。從品格閱讀書中，如何記錄書名，聽說故事，擴展到寫出大意和心得。從主題的教學中，學生來自不同的課程，同樣的主題，能夠呈現出不同的學習風貌。例如：不同程度的班級寫文章、做辯論、口頭報告或短劇，會呈現出不同的學習結果。借由這些各式各樣的活動和教學過程，能夠輔助老師幫助學生在口語上和寫作上的運用，也幫助學生成為一個有文化品格的人。

特邀工作坊 Invited Workshop 9

小學最後階段銜接中學中文學習的教學策略與課程設計

**Transition from the last stage of Primary level to Secondary level:
Chinese language teaching approaches and curriculum design**

葉智雯 (Yeh, Grace)

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小學階段中文學習該為學生預備什麼樣的基礎能力，才能讓學生進入中學時學習中文事半功倍？中學階段中文學習可以為學生安排什麼樣的課程，才能讓學生中文能力有延續性的發展呢？此次工作坊將分享IB-PYP小學最後階段銜接MYP 在課程設計部分，工作坊將介紹以概念為中心的課程設計模式，此模式著重學生理解知識、實際應用、發現問題、解決問題，最終逐步形成探究式思考的學習方式。而在教學策略部分，將會以閱讀理解指導為例，分享單元設計時可置入的不同體裁的名家作品，讓學生理解文意，認識文章結構，歸納段落、分析文本，探討讀者觀點，再更進一步透過自我提問的方式澄清文本等，一系列建構中文學科知識的學習活動。Year1中文課程的課程設計與教學策略，該課程設計的精神著重培養學生自主探究學習的能力，並為學生預備足夠的中文學科知識，以利中文學習的長期發展。歡迎小學及中學階段指導中文母語學生的教師參與此工作坊，我們將共同深入探討小學階段如何將抽象文學知識脈絡化的過程。

特邀工作坊 Invited Workshop 10

新加坡語境下通過不同的互動平臺促進學生的溝通技能

Promoting Students' Communication Skills via Different Interactive Platforms in Singapore

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本文探討新加坡 1.5 語境下通過不同的數位學習互動平臺以促進中、小學生的溝通技能。新加坡 2010 年母語檢討委員會以溝通為母語學習的目標之一，且在聽說讀寫四技外，加上口語互動和書面互動二種語言技能。新加坡政府和各學術單位紛紛推出數位學習互動平臺，以幫助學生成為善於用華語與人溝通、且具備溝通互動能力的人，如教育部打造的 iMTL 樂學善用互動平臺，新加坡華文教研中心提出的 ALICT (Authentic Learning ICT) 整體概念，以呈現其數位學習的科研成果，新加坡南洋理工大學教育學院的無縫語言學習環境“語飛行雲”(MyCLOUD)。本文首先概覽上述數位學習平臺，其次說明在不同平台上如何進行人際互動和人機互動，最後將跟與會者一起討論和分享如何進行口語和書面的互動評價。本文以中、小學的學生為例，對於以華語作為二語/外語的中、小學教師將有直接的助益。

特邀工作坊 Invited Workshop 11

任務型導向之第二文化教與學

A Task-Based Instruction for the Second Culture Teaching and Learning

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國際學校，是置身於雙語或多語之教學情境中，是跨語言、跨文化之教學型態，本質上是一種跨文化交際(Intercultural Communication)。跨文化交際，語言融合與文化借鑒更為顯著，文化滲透語言，語言教學也需置於其文化系統中。初級文化教學，多著重於節慶、食物和禮節等日常生活之小C文化；中高級階段，逐漸涉及歷史、文學、經濟、藝術與價值觀等較具深度且廣泛之大C文化。國際學校中學生華語教學是由小C文化過渡到大C文化的發展歷程，教什麼？怎麼教？以小C文化知識為基礎，可掌握大C之文化認知；以學習者自身文化為依歸，透過文化對比，可避免文化信息超載，促進交際能力。

本工作坊是文化教學實務分享，是以任務型教學法(Task-Based Instruction,TBI)為教學設計之核心，並運用GRASPS (Goal, Rols, Audience, Situation, Performance, Standard)規範教學任務，是學生為中心的課程設計。TBLT 注重互動、溝通和語義協商，強調教學情境化、語言真實化，可提升語用能力；GRASPS 是體現任務型教學的策略，可強化語言認知，評估學習成效、提升交際能力。本工作坊文化教學內涵，是以跨文化交際為大概念開展華人美食、服飾、茶道與儒家思想等四大主題，具連貫性、文化性、實用性與交際性，可作為華語教師教材編寫、教學活動與課程規畫之參照；TBLT 與 GRASPS 共建之教學模式，可活絡教學現場、優化教學質量，改變教學評量機制，是跨語言、跨文化教學之探索與實踐。

特邀工作坊 Invited Workshop 12

語言學習的持續一貫性和國際文憑語言課程

A continuum of language learning and IB programme

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本講座旨在與國際學校教學管理同仁探討語言學習持續一貫性的問題。講座以語言學習特點入手，以國際學校中文教學特殊狀況為現實依據，在社會文化環境、課程設計和教學操作等方面展現中文教學前線的狀況。講座重點討論母語及非母語學習、語言和文學課程的分別和關聯，由此探究中文教學會遇到的挑戰和應該把握的機遇。講座引述 IBO 的相關文件和政策條例以及學術研究成果，以展示現狀，調理思路為目的，同時提出探究性問題，供聽者思考。聽者可望會對 IBO 語言教學的指導性文件和國際學校中文教學現狀有更好的理解，有機會重新審視日常教學中會忽略的問題，為提升教學成果找到新的契機。

關鍵字：國際學校、跨文化理解、IBDP 純文學課程、翻譯作品、書面作業、IB 學習者培養目標

特邀工作坊 Invited Workshop 13

中文圖書館的資源利用和中文課程的教與學

How the Chinese Library at TAS is used as a resource to support Chinese teaching and learning?

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台北美國學校

Taipei American School

希望透過本次的工作坊，能和大家分享台北美國學校中文圖書館的緣起，以及九年以來的成長與蛻變歷程。本次中文圖書館的簡報內容包含：館藏分類、閱讀分類、書籍比例，以及品德教育。接著說明中文圖書館如何融入本校華語課程，如何配合小學部、中學部、與高中部的循環課程與教學設計，以及支援中華文化社團，並提供華語教學相關的資源與協助。例如：小學部中文課與中文圖書館結合的圖書館日課程、主題式教學與多媒體應用結合的教學、以及品德教育融入教學故事。

其次，我們要探討中文圖書館的現況，包含在學校社區上的角色和在華語課程裡的定位。例如：提供家長便利的借閱環境、場地的利用，以及中文圖書館如何影響與改變學生的華語學習模式。其中涵蓋校方的鼓勵政策、華語課程設計、硬體資源分配，和多媒體技術支援。接下來，我們進一步提供使用者回饋分析，包含師生與家長的問卷調查報告，及未來的願景。內容涵蓋華語閱讀分類系統、市場上符合需求的書籍不足，與國際學校的中文圖書館交流。最後藉著與參與者交流討論，激盪出更多中文圖書館融入華語教學的想法。

希望參與者從本場次中，汲取本校的實際經驗，延伸到華語教學的不同層面。經由這次的研討會，能夠促進華語教學多元化，並且連結各領域的軟硬體支援。運用現有的資源，融入到華語教學課程設計。提升華語學習動力，激發更多的華語教學創意。

關鍵字：中文圖書館、華語課程、學校社區

特邀工作坊 Invited Workshop 14

教學材料設計－以世界為課本

Teaching and Learning Materials- Using the World as a Textbook

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A comprehensive Chinese language acquisition and development program should help students to develop Chinese language knowledge, communicative skills, intercultural understanding and a global-minded disposition. In order to accomplish these goals, students should be given learning opportunities to go beyond the classroom and interact with the world surrounding them.

How should we build in opportunities for students to make real-world connections and prepare them with what they need to succeed in the real world? Teachers tend to make instructional decisions based on textbooks and use them as the core teaching resource, although they will use some authentic, real-life resources as supplementary resources. In addition, there is a disconnection between the existing paper-based curriculum and the digital resources that are highly interactive, and available any time and anywhere for language learning.

Using authentic resources has become more central to how students can effectively and efficiently develop their communicative competence in the language classroom. Given the diversity of our students and the tasks, what are our best options for sources?

Given that Chinese teachers usually teach more than five courses with at least two levels of proficiency, what are strategies for best practices?

This workshop will provide recommendations for creating teaching and learning resources that foster effective use of authentic materials to enhance learning with a focus on interaction, communication, and the development of higher order cognitive skills. Each recommendation describes practical steps for developing and using teaching and learning materials, as well as suggestions for addressing obstacles that

may impede progress. In this highly interactive workshop, participants, especially for K-12 Chinese teachers and administrators, will:

- Unpack the learning targets to identify the necessary teaching and learning materials
- Choose and adapt the resources for students' needs in order to help them reach the expected learning outcomes
- Reflect on ways to make the learning materials more relevant, more effective and more enjoyable for all students

Audience: K-12 Chinese teachers and administrators

Keywords: World, Resources, Authentic, , Communication, Enjoyable

論文報告 Paper Presentation

文本改寫與讀者劇場運用之閱讀教學法

Using Paraphrasing and Readers Theater as tools for teaching reading skills

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The principle for this teaching method is using paraphrasing and Readers Theater as tools for teaching reading skills. Students have to paraphrase text to scripts and voice the different roles in the play, making an animation or video. This teaching method is suitable for middle school students who have been learning a second / foreign language for at least 3 to 5 years.

Using paraphrasing helps students to have more interest in the text and learn more about the context and characters, improving text comprehension. Reading the lines while putting in their own emotion will also help achieve this goal.

The teaching method builds text comprehension for students by using multi media. Students are allowed and encouraged to add creative ideas while still requiring them to follow the plot provided in the text. This utilizes the students' imaginative and creative power and also helps them to expand their vocabulary. Additionally, reading the lines repeatedly fathoming how to express them with emotion can motivate the student to learn and progress their reading skills.

Keywords: reading strategy, readers theater, paraphrasing

此教學設計原則在於運用改寫文本之閱讀策略，學生將課文中故事體文本改寫為劇本。利用讀者劇場之理論，學生詮釋劇本中不同角色，並將內容製作成動畫或影片。此教學設計適用於中學以上，學習至少三至五年的外語學習者。

從改寫文本、轉換文體的過程，能幫助學生對文本產生興趣，並對文章內容及人物形象理解更為深刻，進而達到理解文本的目的。此外，讓學生以角色扮演方式朗讀其改寫之對話，除了將融入情感於文本中，還能加深學生對文本的掌握。

此教學設計法以多元的方式建立學生對於文本的理解，讓學生在活動過程中拓展詞彙，學生雖使用同一文本，教師鼓勵學生於合理情況下加入其創新思維於改寫之文本中，則能培養學生的想像力與創造力。製作動畫或影片的過程中，學生反覆念讀劇本，透過聲音的詮釋、角色的轉換，不僅提升學生閱讀文本的能力，也能提高學生學習動機。

關鍵詞：閱讀策略、讀者劇場、改寫文本

論文報告 Paper Presentation

國際學校統整式課程與沉浸式華語文教學設計之實踐與應用

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近年來，隨著「華語熱」席捲全球，國際學校紛紛投入「國際華語」課程之設計與實踐。國際學校華語文學習者，透過沉浸式教學模式學習，已成為重要的研究議題。原因是學習者浸入華語文情境中，能自然地表達、溝通和獲得知識的理解與應用。本論文包括主題式的統整課程設置、任務編製的教學途徑、以及把華語文中所內涵的形式、意義、功能結合，呈現多樣貌的課堂互動和學習。研究對象為國際學校小學部一年級，針對課後輔導，將華語、數學、機器人科學等課程統整，藉由主題建構任務，學習者充分使用華語進行聽、說、讀、寫等語言技能之運用，並透過科技的媒介，評估學習成效。本實踐研究的特點是將華語視為知識閱讀和理解，以及解決問題時溝通的工具，可避免傳統語文教學中的枯燥乏味。教師翻轉教學，設計有意義的課堂活動，搭配機器人(Lego)的有趣遊戲，將有趣的課程教學活動藉由語言實踐來建構知識。希冀透過統整式課程與沉浸式教學設計的有效搭配，學習者在統整式課程，與沉浸式華語文教學設計的環境中，華語文能力將能逐步提升。

關鍵詞：統整式課程、沉浸式教學、華語文學習、華語文教學

論文報告 Paper Presentation

文本改寫與讀者劇場運用之閱讀教學法

Using Paraphrasing and Readers Theater as tools for teaching reading skills

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Word list stands at the most center in language teaching and learning, especially for programmes of Chinese as a second language (CSL). As the result, there are various methods of language instruction, curriculum and assessment development using word list as the crucial connecting element. However, only one word list in nowadays, called "Syllabus of Graded Words and Characters for Chinese Proficiency" is authoritative and widely applied in CSL teaching and learning, which is far from meeting the diversified needs of CSL learners.

This paper aims to discuss problems of how to construct a CSL word list through in-depth practice of language teaching and learning in both primary and middle school. Problems concerning the construction of word list are: a) How to formulate criteria for word selection and how to size the lexicon through comparison among word lists for various teaching objectives, such as "the 3000 Frequent Words in Modern Chinese" for native speakers (He & Li 1987), CSL word lists in response to exams (IB, IGCSE for instance), and words used in CSL textbooks for primary and secondary schools. b) How to devise a weighting system according to teachers' experience? c) How to grade the words for various teaching objectives in different environment? The validity and effectiveness of the word list will be tested through application to deal with various language instructional problems proposed by international schools, including: a) textbook development; b) activities design and c) language assessment.

Keywords: word list, Chinese as a second language , teaching and learning practice

詞表在語言教學、特別是漢語作為第二語言教學中起到核心作用，因而有專門針對詞語的字詞教學、以詞語為綱講解語法、編寫教材和設計各種教學評估等等。然而，現今較為權威的漢語非母語教學詞表只有一部，即《漢語水準詞彙與漢字等級大綱》，這遠遠不能滿足越來越多元化的學習者需求。

本文探討如何研製針對中小學漢語非母語學習者的教學詞表，以及與此相關的各種教學應用。研製詞表的問題包括：1) 參考代表不同教學目的的詞表，比如漢語母語的《現代漢語三千常用詞表》(何克抗、李大魁 1987)、國內外漢語非母語考試詞表(比如：IB, IGCSE)、中小學漢語非母語教材詞表等，確定詞表的選詞原則、以及針對不同教學對象的詞語量；2) 如何根據不同教學對象的教師經驗，制定選詞原則的加權；3) 如何給詞表進行分級。詞表應用則通過包括所有教學實際環節的實驗來展開，即以詞表為綱貫穿語音、語法、篇章和文字，針對國際學校特定環境中各種實際教學問題提出有效的解決方法。具體包括：1) 編寫教材；2) 設計多種教學活動；3) 評估教學效果。

關鍵詞：教學詞表，漢語非母語，教學應用

論文報告 Paper Presentation

語塊教學法在中學華語閱讀教學之應用

The Application of Lexical Chunks to Mandarin Reading Teaching in Middle School

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和美國民小學

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閱讀，是建構語言技能與培養綜合能力的重要策略。第二語言習得歷程，由於語言結構與文化差異，閱讀教學是培養閱讀能力(Reading proficiency)的途徑，更是促進交際能力的基礎。詞彙，是語言教學的基本單位，然在語言交際中往往非獨立存在，而是以語塊(chunks)的形式出現(Becker,1975)。語塊(chunks)是詞彙組塊(lexical chunks)、半固定短語(semi-fixed patterns)、是記憶組織單位(Lewis,1993；Krashen,1978；Newell,1990)。本文是語塊教學法(lexical chunks)在中學華語閱讀教學之實踐歷程，語塊教學法，非教學策略，而是依據教學方法、教材內容與學習目標調整的教學觀(teaching approach)。語塊具固定形式，例如華語之成語、俗語、諺語和俚語等，蘊含著豐富的文化內涵，具有標記語的作用，可幫助學習者快速掌握文本意義與篇章結構；語塊是整體儲存與記憶的單位，兼具語法和辭彙特徵，可降低詞彙與語法記憶負擔。語塊教學法，跳脫傳統下而上(bottom-up models)逐字、逐句的教學模式，將詞彙擴大為語塊形式，可幫助教學者規劃教學活動、簡化教學步驟、活絡教學氛圍；大量語塊閱讀，可幫助學習者建構心智網脈、擴大詞彙量，促進自上而下(Top-bottom models)整體篇章之理解力，能預防信息超載(informations overload)、培養學習者語感，提高閱讀力(reading literacy)，對於口語表達、聽力、詞彙量與寫作能力等之提升具有主導與強化的作用。

關鍵詞：語塊、閱讀力、語感、信息超載、chunks、reading literacy、language sense、informations overload

論文報告 Paper Presentation

PYP 與 MYP 的教學課程銜接—以中文課程教學內容為例
The Continuous Connection between PYP and MYP Programs
- A Case Study of Teaching Contents in Chinese Courses

陳水錦 (Chen, Shui-Chin)

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IB 國際文憑課程的建構，在於以探究學習的方式，通過傳統的與現代的媒體資訊，引導學生獨立思考與學習興趣。老師提供適當且有連結性的學習課程，並扮演課程協調者與引導者。本工作坊的要旨在於分享講者在 PYP 與 MYP 兩種中文課程的教學經驗，並提出中文課程銜接的策略性建議。

PYP 的教學模式為 Transdisciplinary Teaching (跨學科教學)，以六大主題為教學主軸，將各學科融合於主題課程中，並在各年段發展不同層次的概念。MYP 的教學模式則進入 Interdisciplinary Teaching(學科互動教學)。MYP 的教學模式以分科為主軸，再以各學科間的單元教學內容做課程連結，課程設計會針對所融合的學科內容加以發展。

因此，PYP 的中文課程以主題教學概念來挑選搭配的教材，但 MYP 以學科教學為主，課程內容開始進入專業學術領域，導致單元設計會偏向以學術性質為主軸來挑選教材，這是兩種課程銜接時所遭遇的挑戰。

在此次工作坊中，講者將示範如何以 PYP 的六大跨學科單元主題來連結中文學習課程，介紹不同文體、以及挑選適合各年段閱讀程度的中短篇故事，結合 PYP 的問題提問方式讓學生思考文章重點。學生有廣泛的中文閱讀經驗與認字基礎，會有助於其在 MYP 分科教學模式，理解中文專業課程的理論。

關鍵詞：跨學科、學科互動、教學模式

論文報告 Paper Presentation

自然學習法於中文教學之運用

How to teach Mandarin as a second language through “The Natural Method” ?

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This teaching method is based on “The Natural Method”, which is designed for children from age 4 to age 6. The teacher combines vocabulary with actions in this method with the aim to help students comprehend conversations rather than to memorize grammar.

The teacher first uses TPR (Total Physical Response) to establish classroom rules, then teach the words and phrases using actions in order to enhance the student’s Mandarin language skills. Once students are familiar with the phrases, the teacher will introduce different words to expand student’s knowledge of vocabulary. Students can learn in an accelerated pace through the constant “exposure” and “input” to new vocabulary.

Students will learn new vocabulary through conversations with their teacher. The contents of these conversations will not only be about their daily life but will also be comprehensive to students in order to reduce their anxiety in learning and to better incorporate this teaching method into different culture.

During each lesson, the teacher will use positive reinforcement to encourage students to repeat newly learned vocabulary. Students will also understand how to apply their newly learned words into phrases they already know. They will be able to accumulate more vocabulary and comprehend the meanings of conversations in a short period of time. Through this teaching method, students will learn Mandarin on their own initiative and speak Mandarin naturally.

Keywords: The Natural Method, TPR

此教學設計以自然學習法為基準，適用於四至六歲學童，教師將語詞搭配動作，讓學生自然的說出中文，也幫助學生建構語言關，而非不斷在課堂上強調文法，使他們對中文產生排斥感。

教師一開始先以肢體回應法TPR(Total Physical Response)建立常規後，接著將結合動作的語詞配合句子，幫助學生建立中文語法。當學生熟習語法後，教師便抽換詞面，加深加廣學生對語詞的認識。透過不斷的曝光(exposure)和輸入(input)，學生能夠快速的學習新教的生詞，在他們熟悉後可運用於日常生活。

學生從和教師的對話中學習新字彙，而不是以字彙建立對話。對話取自實際生活，內容也以學生可理解的輸入為主，降低學習時產生的焦慮感，也可以針對不同文化改變教學內容。

教師在課堂中使用正增強的方式，所以學生會不停的模仿聽到的新生詞，套用至學習過的句子，進而培養他們自主學習。這個教學法能夠使學生直覺式說出中文，在短時間內累積大量詞彙，並理解對話中的意義。

關鍵詞：自然學習法、肢體回應法

論文報告 Paper Presentation

學以致用：從建構教學的角度看資訊科技融入中文教學

Learning by doing: integrating ICT into a Chinese Class

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This paper reflects the theory of constructivism and outlines a way to develop Chinese curriculum integrating information and communication technology (ICT). Based on an ethnographical study of four year 1 Chinese class, with one-on-one iPad at a bilingual international school in Hong Kong, this research found that integrating ICT into the teaching routine helps to achieve multi-channel language input, independent learning, and maximize effective learning time of school learning.

Keywords: constructivism, ICT, Chinese teaching, Curriculum development

本文以反思建構主義教學理念為出發點，提供一種將資訊科技融入中文「課程發展 (curriculum development)」的方式。本文通過民族志 (ethnographical study) 的方法，參與觀察香港一所雙語國際學校的一年級中文課。課堂上，學生以分組活動的形式一對一使用 iPad 進行中文教學活動。研究發現，資訊科技融入教學流程不僅能幫助實現語言的多元化輸入，幫助學生獨立學習，而且能在教學時間內，最大限度給學生提供有效的中文學習環境。

關鍵詞：建構主義、資訊科技、中文教學、課程發展

論文報告 Paper Presentation

華語遠距教學實習教師開場白類型探究

A study on Chinese preservice teachers' opening remarks in the context of online Chinese teaching

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Opening remarks refers to interactive speech during the warm-up stage of class. Effective opening remarks can draw students' attention, generate their learning interest and curiosity, and create a positive learning environment where students can easily participate instructional activities. Therefore, it is imperative to help pre-service teachers develop opening strategies that are appropriate to students and relevant to content. However, current research on opening remarks is scarce. In recent years, many overseas Chinese language programs have collaborated with CFL research institutes in Taiwan, co-offering online Chinese classes. An online teaching environment is distinct compared to teaching in a traditional classroom. When pre-service teachers teach online, the effects of opening remarks show different in engaging students in learning. Some pre-service teachers may become very anxious, using words or sentence structures that may not match a student's language level. Due to these issues, opening remarks deserves further investigation.

This present study observes the types and effectiveness of opening remarks in one-to-one online courses taught by pre-service teachers. This study also looks into main factors related to the use of opening types, and observes the speech acts of opening remarks. The participants include 4 pre-service teachers with an average of 40 hours teaching experiences in a CFL institute of a national university in Southern Taiwan. The analysis was based on transcription of their online courses and observation of students' language output in teacher-student interaction during the warm-up stage, shown in the course recordings and transcriptions. The results show that (1) free conversation, review, and multimedia activity are three frequently used types of opening-remarks; (2) the use of opening remarks are relevant to students' daily events, teachers' teaching methods, and capability of using multimedia; (3) the

speech acts in opening remarks are found to be directional and presentational. The directional function refers to asking questions or directing students to carry out some activities. The presentational function refers to explaining new words and repeating students' sentences. Future research is suggested to compare the differences in types and effects of opening remarks used in traditional classrooms and used by veteran online teachers.

Keywords: opening remarks, distance education, speech acts, pre-service teachers

開場為課堂一開始到進入課程前的環節，好的開場白能集中學生注意力，激發學習興趣，建立良好的學習氛圍，學生易迅速進入學習狀態，提升學習成效。因此，培訓新教師設計適合學生和課程內容的開場白十分重要。然而，開場白的文獻研究缺乏。近年來，諸多國外中文項目與台灣各華語教學系所合作開設線上同步課程，然線上教學的場域不同於實體教學，新手教師常過度焦慮，或使用語言不適，導致課程開場效果不一，基於此，線上課程開場白值得深入探討。本研究旨觀察華語遠距教學實習教師一對一的線上同步課程中，常用的開場白類型及成效、相關因素及言語行為。

本研究以台灣南部一所國立大學華語研究所四位實習教師為對象，平均教學經驗時數 40 小時，線上課程師生對話逐字稿和學生口語輸出量及理解為評斷依據。研究結果發現(1) 教師最常使用開場類型為自由話題、複習及多媒體。(2) 影響開場白類型主要因素包含應用學生日常活動，溫故知新的教學原則及數位教學媒材使用的能力(3) 開場白中語言行為常為指令式與報告式；指令式大多是教師的提問句；報告式則包含教師講解的生詞與重複學生語句。建議未來研究廣泛觀察實體與線上課程、及新手教師與資深教師之開場白使用及效果差異。

關鍵詞：開場白、遠距教學、言語行為、實習教師

論文報告 Paper Presentation

非華語學生中文記敘文寫作評估分析

**Chinese Text Analysis of non- native Chinese speaking students in
Narrative writing Assessment**

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Research Background

Narrative writing task is frequently used in national assessment. Territory-wide System Assessment (TSA) was implemented by the Hong Kong Government since 2004. The main purpose is to provide the Government and school management with information on school standards for Primary 3, Primary 6 and Secondary 3 grades. Non- native Chinese speaking students were obligate to take TSA in Hong Kong. However, no information about their performance in the writing assessment and how do they respond to writing assessment task is a neglected area of research.

This study addresses the need of getting non-Chinese native students' writing performance features reviewed in TSA Chinese writing assessment. The result of the analysis tries to describe non-Chinese native students' language characteristics and to enhance their writing ability by improvement in teaching and learning.

Research Questions

1. What is the characteristics of the non- native Chinese speaking students' text in order to uncover their use of knowledge about genre and knowledge in the narrative writing assessment?
2. What is the cultural influences on non- native Chinese speaking students' understanding of prompts and on the nature of their response?

Methodology

The study selects qualitative research procedures:

1. The text analysis through systemic functional linguistic perspective
2. 5 minutes individual interview

4 non- native Chinese speaking students aged 16, having study 9 years of Chinese language and come from different countries background will be selected to join in the study.

Research Procedures

The same task will be administered by all students. The task select for use is TSA 2008 Secondary 3 writing assessment question 2 (narrative writing).

The students will take the 30 minutes for the writing assessment.

The students will join an individual interview directly after the assessment.

The recorded data from the interviews will be transcribed and read critically.

The essays will be perceived by markers and selected by the researcher to be considered reaching the basic competency or good performance.

The essays scripts will be analyzed from a systemic functional linguistic perspective (Halliday 1985). The focus will point out the linguistic features but not the mistakes in the use of Chinese of the essays. Transitivity system, theme-rheme system were adapted to analysis the essays in terms of percentage occurrence of different process types. The study also adapted cohesion analysis according to Shum (2010)'s definition of cohesion types of Chinese language. (reference, ellipsis, substitution, conjunction, lexical cohesion)

Conclusion

The interview part will give the information about the spoken interpretation of prompts and the preparation for response in the assessment. It will reveals the challenging facing by the non-native Chinese speakers.

The analysis of the essays part will give the information about their realisation of task and the observation in the language of the essays.

The Study will give implications for the designs of assessment tasks, for the rating of writing, for teaching non-native Chinese students to preparing for the assessment, and can enrich the feedback for teaching and learning.

Keywords: Chinese teaching of non-native Chinese speaking students, narrative writing, TSA, SFL discourse analysis

背景

記敘文是最常見於寫作評估的文體。而全港性系統評估 (TSA) 自 2004 年開始實施，其目的是為政府和學校提供不同學習階段的學生學習信息。在香港不少非華語學生需要

應考 TSA 的。但是一直以來，並沒有提供非華語學生參與寫作評估時的表現或相關教與學的資訊，他們的寫作能力，特別是漢語寫作研究，仍是一個未開發的研究領域。

這項研究為了解和探討非華語學生在應考全港性系統評估中文寫作評估時，如何詮釋及回應寫作任務指引，並學生在記敘文寫作文章所呈現的語言特徵。分析影響非華語學生寫作力的因素。試圖描述非華語學生的語文特性和面貌，為改善非華語學生的中文教與學。

研究方法

本研究選取質性的研究方法，包括：訪談和文本分析。本研究將選取 4 名 16 歲（在香港學習中國語文科達 9 年）的非華語學生參與研究。學生進行預設的 TSA 2008 年 S3 中文寫作評估題目二。然後，學生接受 5 分鐘訪談，研究員作口語紀錄和分析。評改文章和訂出相關的水平和等級後，研究員以系統功能語法理論(Halliday 1985)的主述位系統、銜接系統和圖式結構等進行文本分析。

結論

訪談的結果將為教育界提供有關非華語學生如何詮釋試題的即時回應，分析他們對評估試題的理解和文化背景帶來的差異，期幫助教師訂立教學策略和擬卷者選用更合適的評估詞彙，也揭示非華語學生所面對的挑戰。而通過分析文本，相信可以提供非華語學生的文章語言特徵和相關信息。

關鍵詞：非華語學生中文教學、系統功能語法語篇分析、記敘文寫作

論文報告 Paper Presentation

困惑中的掙扎：職前中文教師跨文化能力教學的信念及課堂行為

Struggling in the ambivalence: Pre-service Chinese language teachers' belief and practice in teaching intercultural communicative competence

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Language education is a critical bridge to facilitate students to be intercultural communicators and international citizens, and it becomes a new responsibility for language educators to teach intercultural communicative competence (ICC) at present. As professional beginners, pre-service teachers need to be equipped with ICC accordingly. On the base of a mixed method, the study explored pre-service Chinese language teachers' belief and their practice in teaching ICC in Hong Kong. All participants were from a Master programme provided by a Hong Kong university, and quantitative and qualitative data showed that although the teachers highly expected to prompt students' intercultural competence, they had to transmit linguistic knowledge in the most of class time actually. The research further revealed a number of factors that influencing student teachers' performance in teaching ICC. The findings suggested that multi-dimensional supports were necessary to help the teachers instruct ICC effectively, and suggestions for improvement of the programme and implications for further studies were discussed.

語言教學是培養學生成為“跨文化交際者”和“世界公民”的重要途徑。目前，傳授和提升學生的跨文化交際能力已經成為語言教師一項新的任務。作為職業起步工作者，職前教師自身應該具備相應的跨文化交際能力。基於複合研究方法，本論文探究了香港職前教師傳授學生跨文化交際能力的信念及課堂教學行為。研究參與者來自香港一所大學的授課型研究生項目，量化數據和質化數據共同表明：雖然這些職前教師希望提升學生的跨文化能力，但是在課堂上他們往往需要使用絕大部分時間教授語言知識。質化數據進一步表明：許多因素的確影響職前教師的跨文化教學。研究發現顯示，對職前教師全方位的支持是必要的。唯有如此，他們的跨文化教學才可以有效實施。同時，本論文也討論了對於此研究生項目的改良建議及對於未來研究的啟示。

論文報告 Paper Presentation

應用 Reading to Learn 文體教學法進行讀寫教學設計

——建議書的教學示例

**Application of Reading-to-Learn Genre Pedagogy in Teaching
Reading and Writing: Teaching Design of Proposal**

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Reading and writing have been recognized as related language competency and it's suggested that reading-to-writing pedagogy is essential to improve teaching and learning effect. While both of reading and writing are closely related to text while reading is the process of deconstructing text and writing is the process of constructing text, genre pedagogy can work as a bridge to connect reading and writing. Considerable works have been done to study genre theory and prove its effects especially in the field of teaching in English, but relevant research in teaching of Chinese was less common. Developed from the theories of Systemic Functional Linguistic, Pedagogical discourse and Scaffolding, Reading to Learn pedagogy has been recognized as one of the most effective and well-designed genre study from theoretical and pedagogical aspects. As Reading to Learn has been proved that it can improve English L1 and L2 learners' reading and writing competency at an average double to four times standard growth rates, it's important to conduct further research to examine its effectiveness and feasibility in Chinese language education.

The model of Reading to Learn pedagogy includes the principle of supporting all students to do high-level tasks by means of guidance through interaction. The three levels of support provided by this model consist of preparing for reading, detailed reading, sentence making, spelling, sentence writing, joint rewriting, individual rewriting, joint construction and individual construction. The aim of this study is to apply Reading to Learn pedagogy in teaching Chinese and examine whether reading and writing performance of Chinese language learners will be improved. The significance of this research is to develop effective teaching design which can help to enhance students' performance of reading and writing Chinese proposal. Teaching

framework, lesson plans, and classroom activities will be presented to demonstrate how to apply Reading to Learn in teaching. Quantitative data (results of pre-test and post-test) will be used to analyze the effectiveness of this pedagogy.

Keywords: Reading to Learn, Teaching of Reading, Teaching of Writing, Practical Texts, Proposal

閱讀及寫作都與文本有關，而文本有一定的文體特征，例如在結構、語言、表現手法等方面有各自的特點，掌握不同文體的不同特征能讓教學重點更明確，使教師有系統地進行閱讀講解或寫作引導，輔助學習者組織信息及理解文本主題，以處理信息的輸入或輸出，因此文體教學可作為聯結閱讀與寫作教學的樞紐。文體教學法 Reading to Learn 基於系統功能語言學、教學話語與支架教學的理念，提供從閱讀到寫作的教學流程，一共包含 9 個環節，即讀前準備、深入閱讀、詞句重組、拼寫字詞、句子寫作、合作改寫、獨立改寫、合作寫作及獨立寫作。在英文教學領域，已有不少學者探討其應用模式并已證明此教學法的正面效果；但在中文教學領域的研究與應用仍有待發展。在教學常用文體中，學生往往需要學習如何理解並回應各種溝通管道的信息，以滿足生活中的社交需求，達到語言的溝通目標，而實用文作為常用的交換信息渠道，也成為教學中不可缺少的文體之一。因此本文以 Reading to Learn 教學法為基礎，除了進行中文建議書的讀寫教學設計，展示教學流程、教案、課堂活動設計以外，也進一步通過教學實踐收集數據，結合前後測成績分析 Reading to Learn 對學生閱讀與寫作表現的影響。

關鍵詞：Reading to Learn、閱讀教學、寫作教學、實用文、建議書

論文報告 Paper Presentation

香港少數族裔學生透過廣泛閱讀學習中文詞彙的研究

Chinese vocabulary acquisition through extensive reading of ethnic minority students in Hong Kong

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Chinese is one of the most difficult languages for non-native speakers to learn (Lin et al, 2008; Wu & Miller, 2007). One to the basic things for learners to learn is Chinese vocabulary. To help students to learn Chinese vocabulary, teachers usually teach students some Chinese vocabulary from textbooks, asking students to memorize the vocabulary. Since mid-1980s there has been an interest in the role of vocabulary in second language learning and many empirically based studies on this issue. Some scholars suggested that L2 vocabulary acquisition was through extensive reading. In Hong Kong, most of the ethnic minority students learn Chinese as a second language. Extensive reading is one of the ways to learn Chinese vocabulary. However, the relative neglect of extensive reading has often found in schools. Compared to work in examination, textbook reading, writing, speaking, listening, much less is focused on extensive reading. Through this study, it provides some theories about L2 vocabulary acquisition. Then it investigates the difficulties of learning Chinese vocabulary through extensive reading in Hong Kong, which includes the beginner's paradox, problematic extensive reading strategies, insufficient reading materials for extensive reading and insufficient of level diversity of reading materials. Some perspectives and pedagogies can be contributed to researchers, teachers and other language professionals interested in Chinese vocabulary in second language teaching and learning. Development of fundamental competence of beginner, extensive learning strategies, reading materials and level diversity of reading materials are some pedagogies that can be used in extensive reading. More, teachers can have insight on how to use some strategies to practice extensive reading and bring back some successful experience. At the same time, much effort should be put on extensive reading of second language learners in Hong Kong and an awareness of the public about extensive reading can be raised in Hong Kong.

Keywords: Chinese vocabulary acquisition, extensive reading, ethnic minority students, Hong Kong

漢語是外語中最難學的一種的語言。對於外語學習者，學習漢語的最基本之一是學習詞彙。為了幫助學生學習詞彙，教師通常會教授學生一些課文中的詞彙，要求學生背誦詞彙。自 80 年代中期，出現了有關第二語言詞彙學習的研究，為第二語言詞彙學習的研究奠下基石。有學者認為，學習詞彙可通過廣泛閱讀。在香港，大部分少數族裔學生學習漢語作為第二語言。廣泛閱讀是一個學習詞彙的方法。然而，學校經常忽視廣泛閱讀的重要性。相對考試，課文中的聽說讀寫教學，廣泛閱讀不太被重視。這項研究提供了一些有關第二語言詞彙學習的理論。然後，研究在香港推行廣泛閱讀遇到的問題，其中包括初學者的矛盾，廣泛閱讀策略的問題，閱讀材料不足的問題和閱讀材料水平多樣性的問題。而針對這些問題，同時提出解決方法，包括初學者的基本能力，豐富的學習策略，閱讀材料和閱讀材料水平的多樣性發展這些方法。希望，教師可以使用一些策略來實行廣泛閱讀，並帶回了一些成功的經驗和見解。與此同時，香港學者可投放更多資源在研究第二語言廣泛閱讀的研究上和增加大眾對廣泛閱讀的意識。

論文報告 Paper Presentation

全球在地化華語教材編寫與實施研究

A Study of Globalized Mandarin Learning Materials

許羚琬 (Hsu, Ling Wan)¹、黃湘玲 (Huang, Xiang-Ling)、
許秀娟 (Hsu, Hsiu-Chuan)、鍾鎮城 (Chun, Chen-Cheng)²

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短期兒童華語遊學團在教材選擇或編寫上，多以訓練口語表達能力為主，少有以文學作品與主題為教材內容。參與本研究的華語遊學團學生，目前正於IB系統所認證的香港某國際學校就讀。針對此類學生，本研究目的在於探討以文學為本的全球在地化華語遊學團教材編寫特點和實施狀況。

本研究以2015年「我的夏日台灣」華語遊學團教材為分析文本。該教材以鍾鎮城(2012)全球在地化的概念為理論背景、「食育」為編纂核心。教材對象包含PYP課程項目下的三、四年級學生，以及MYP項目下的五至九年級學生。蒐集資料採文件、課堂觀察、田野筆記等方式；資料分析的重點在於找出以文學為本的全球在地化華語遊學團教材編寫特點，並追蹤分析這些特點於教學實證過程中所呈現的回饋現象。

研究發現有以下三點：

1. 文學教材在語體的揀選上，應以敘事語體為主，新詩和韻文為輔。
2. 主題式行程和教材緊密的結合，能凸顯教材的媒介與認知功能，以及在地化體驗學習之效。
3. 以文學為本的全球在地化華語遊學團教材，必須凸顯「兩文三語」、「國際學校學生的跨域特性」與「在地與全球之連結性」等三個概念，方能建構出IB對於涵養學生探究及批判思考能力之課程概念。

關鍵詞：全球在地化、華語遊學團、IB、國際學校

參考書目：

鍾鎮城 (2012)。移民華語教學:全球在地化的語言民族誌研究。台北：新學林出版社。

論文報告 Paper Presentation

創新科技在華語文教與學的應用

Innovative Applications of Cutting-edge Technology in Chinese Teaching and Learning

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國立臺灣師範大學

National Taiwan Normal University

This study reports on a series of top-notch Mandarin Chinese e-learning platforms developed by the Center of Learning Technology for Chinese at National Taiwan Normal University. The findings from research dedicated to applying the platforms are beneficial to establishing learning portfolios, and meanwhile, developing digital Mandarin-Chinese teaching models for more adaptive teaching strategies and curricula.

eMPower is a learning system incorporating advanced language learning technologies such as character hand-writing programs, voice recognition programs, character-based teaching method, and editing tools for customizing teaching materials. The research concerning how eMPower can help the students in the Division of Preparatory Programs for Overseas Chinese Students at NTNU indicates that teaching through incorporating and editing teaching materials in the platform can effectively help the students overcome the difficulties that they have encountered in recognizing and writing Chinese characters.

SmartReading is an integrated Chinese adaptive reading support system. It combines the readability assessment modes and adaptive reading assessment modes. SmartReading has been used in 103 elementary schools and junior high schools in Taiwan. In total, data from 9414 students are collected to create a reference norm and parameters for the system. The results indicate that a collection of questions accumulated in the system can accurately diagnose students' reading ability and help students identify reading materials that best meet their needs.

SmartPinyin develops upon acoustic features, second-language phonetics acquisition studies, testing theories, as well as learning strategies with respect to providing

learners comprehensive assessments of their listening and pronunciation abilities automatically. With 20 learners of Mandarin participating in the monosyllabic tests and the survey afterwards, test results were analyzed with cross reference to the subjective and objective information gathered. The findings provide feedback to the system, and moreover, to contribute to the research field of computer-assisted language learning (CALL) systems at large.

Keywords: learning technology, Chinese-learning platforms, customized teaching design, adaptive learning

本文提出由台灣師範大學華語文與科技研究中心獨創的一系列華語文教學平台。平台應用的實證結果有助於建置學習歷程，繼而開發數位華語文教學模式以提供更適性化的課程及教學策略。

「eMPower 系統平台」融合了先進的語音辨識技術、手寫辨識、字本位教學方法及客製化教材編輯功能，提供全方位線上教學環境。實證研究方面，以臺師大僑生先修部之僑生為觀察對象，將教材內容建置於平台中來協助教學，可有效解決學習者在漢字辨認與書寫上的困難。

「SmartReading 慧讀，會讀」是結合中文文本可讀性分析技術以及閱讀能力適性評量技術所開發的「適性文本閱讀支援平台」。此平台在台灣 103 所國中、小學進行施測，共收集 9414 位學生的資料作為本系統的參照常模，結果顯示，本系統建置的題目可精確診斷學生的閱讀能力並協助學生快速找到最適合其能力的讀本。

「SmartPinyin_慧聽•慧說」是針對華語學習者最難自學的聽力與發音兩能力而設計的自動診斷與教學系統，結合最先進的語音自動辨識技術，提供及時自動診斷與回饋機制。本研究以 20 名華語學習者為施測對象，結合問卷結果，對辨識技術、電腦測驗、電腦輔助教學三層面做主觀與客觀之交叉分析，結果除可對系統建置提供直接回饋外，對電腦輔助華語教學也有實質助益。

關鍵詞：學習科技、華語文學習平台、客製化教學設計、適性學習

論文報告 Paper Presentation

新加坡学生华文的 PIRLS 测试和结果分析

Singapore Students Chinese PIRLS Assessment and Result Analysis

胡向青 (Hu, Xiang-Qing)、林伟业(Lam, Joseph Wai-Ip)、谢锡金 (Tse, Shek Kam)

香港大學

The University of Hong Kong

In the age of information, the global usage of Chinese is emerging. With the appearance of multimedia reading platforms, teaching Chinese reading with multilingual environment generates much research interests. PIRLS, set by IEA, aims to investigate students' academic achievement, reading experiences at home and in school, in order to find out the factors affecting reading abilities. Since year 2001, Singapore has conducted English PIRLS study. From "pre-reading" to "learning to read" to "reading to learn", these are important stages in the development of children's reading ability. In view of this, this article will analyse reading teaching strategies and methods. Through Chinese PIRLS assessments and surveys for Singapore Chinese students, this article will give relevant suggestions for reading teaching and learning under bilingual environment.

The study uses global PIRLS reading ability assessment and questionnaire, mainly focusing on children with bilingual background of three age groups (7, 9 and 12 years old). They are further classified into Chinese dominant, bilingual in Chinese and English, and English dominant, depending on their family language background. Through assessments of both informational and literary reading abilities, 4 levels of reading comprehension will be compiled and compared statistically (ANOVA). Using the 5 types of reading teaching strategies and methods (mind maps, narrative 6 main factors, reading reflections, formative assessment and key words reading) in lessons, its investigation results are collected and undergo OLS regression analysis. The effects of these strategies and methods are also studied for different student backgrounds and different levels of reading abilities.

The results show that these 5 types of reading teaching strategies and methods have different effects for different age groups, different family language background and different levels of reading ability. Hence, method of usage and scope of these reading

teaching methods differ according to age groups. The children of age 9-years old group with bilingual in Chinese and English have difficulties developing their reading ability due to the bilingual interference in Chinese and English, which the children of age 12-years old group with bilingual in Chinese and English no longer have. For children with English dominant background, after the age of 9 years old, their Chinese reading ability development seems to be lagging behind, which is a concern for parents and bilingual education teachers.

Keywords: Chinese, PIRLS, bilingual, reading ability, reading teaching

华语的全球化趋势明显，多语环境下的华文阅读教学引起很大的研究兴趣。全球学生阅读能力研究课题（PIRLS）是由国际教育成绩评估协会（IEA）主办，旨在探讨小学四年级学生学习语文阅读的经验，并找出获取语文阅读能力的因素。新加坡自 2001 年开始，进行英文 PIRLS 课题研究，属国际领先水平。从“阅读前”到“学会阅读”再到“从阅读中学习”是儿童阅读能力发展的重要时期。

本研究采用全球 PIRLS 阅读能力测试和调查问卷，主要聚焦 7 岁、9 岁和 12 岁三个年龄层的双语背景学生展开研究，按照他们的家庭语言背景主要分为中文为主、中英均衡和英文为主三组。通过考查学生华文信息性和文学性阅读能力，统计阅读理解四个层次的测试成绩，进行多重数据比较（ANOVA）。再结合思维导图、记叙文六要素、阅读反思、形成性评估和关键词阅读，在课堂教学中使用和学生掌握情况的调查统计结果，进行 OLS 回归分析。

研究显示，这五类阅读教学策略和方法，对这些不同年龄层不同家庭语言背景学生不同层次阅读能力的影响程度各不相同。9 岁中英均衡儿童由于出现中英双语干扰，影响其中文阅读能力的发展，到 12 岁时情况好转。英文为主儿童在 9 岁以后，中文阅读能力发展出现滞后现象，应引起家长和双语教育工作者的高度关注。

關鍵詞：华文、PIRLS、双语、阅读能力、阅读教学

論文報告 Paper Presentation

在国际文凭中学项目汉语非母语班级实施以概念为基础的教学大纲

**Implementation of Concept-based Curriculum in Mandarin Class at
the IB Middle Years Programme**

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“What and how to teach the most enduring, essential, and relevant knowledge in a society and for a world that are experiencing a meteoric knowledge explosion, unprecedented changes, and an unpredictable future becomes an issue” (Costa & Loveall, 2002)

“Perhaps the most significant reason that children overall are not performing as well as they should academically is that we provide teachers with intellectually shallow curriculum materials that fail to engage higher-order thinking” (Erickson, 2007)

It is under these circumstances that Concept-based curriculum and instruction has re-attracted the attention of educators recently. This research presents a detailed analysis of Concept-based curriculum in the context of IB (International Baccalaureate) MYP (Middle Years Programme) on the subject of Mandarin Acquisition (Learn Chinese as a Foreign Language). Concept-based curriculum differs from the traditional Objectives-based two-dimensional curriculum, which focuses on facts and skills. The three-dimensional Concept-based curriculum adds the third dimensions of concepts and big ideas while keeping the facts and skills to ensure that conceptual thinking and understanding are prominent in curriculum design and instruction. There are only a few researches about the effect of Concept-based curriculum and instruction on some subjects and the students' motivation. This study adds to this line of research by enhancing our understanding of Concept-based curriculum and instruction in the subject of IB MYP Mandarin Acquisition.

The study sets at an international school in Hong Kong. The 28 participants studying

IB MYP Mandarin Acquisition Phase 3 and 4 are either Native English speakers or fluent in English. They are all from different countries and they range from 11 to 13 years old. This research aims to compare the effectiveness of a Concept-based curriculum against that of a traditional curriculum in the context of IB MYP Mandarin acquisition and to explore the challenges arisen from the implementation of Concept-based curriculum.

The present research adopts a quasi-experimental design. It integrates different methodological perspectives, drawing on both quantitative and qualitative data. The quantitative data includes the students' assessment grades while the qualitative data covers the content of the students' assessment performance, End of Unit's reflection and evaluation, as well as the researcher's teaching diaries. The students' HSK (Mandarin proficiency test) results before and after the intervention as well as the assessments assessed against the IB MYP Language Acquisition criteria during the intervention will be compared between the experimental and control groups. The analysis of students' End of unit reflection and evaluation is to look into the students' perception and attitudes towards Mandarin learning. Together with the teaching diaries, these qualitative data identify the challenges in the implementation of Concept-based curriculum in the context of IB MYP. The pilot study reveals that Concept-based curriculum facilitates the students with their understanding without taking away their facts accumulation and skill proficiency. The students of the experimental group perceive more positively towards Mandarin learning in regard to their enjoyment of the unit, becoming more confident in Mandarin and getting more motivated to learn by the end of the unit. The pilot study also identified some challenges in Concept-based curriculum implementation. It is expected that this research can enrich the theories and practices of curriculum design and implementation in the field of Teaching Chinese as a Second language.

Keywords: concept-based curriculum and instruction, Chinese/Mandarin teaching as foreign language, IB MYP

近年来以概念为基础的大纲和教学重新吸引了教育者们。本研究详细分析了在国际文凭中学项目中(IB MYP)以中文作为第二语言教学科目(Mandarin Acquisition)的以概念为基础的大纲。以概念为基础的大纲不同于传统的以教学目标为主的只是注重事实知识与技能的二维教学大纲。三维的以概念为基础的大纲在二维的基础上加上了概念这个第三维度以确保在大纲设计与教学中，概念思维与理解占有显著的地位。目前仅有有限的一些研究在一些科目中探讨了以概念为基础的大纲和教学的效果以及对学生学习积极性的作用。在此基础上，本研究将通过在中文作为第二语言教学科目中使用以概念为基础的大纲和教学加深对其的理解。

本研究在香港一家国际学校进行。28名参与者是学习国际文凭中学项目中(IB MYP)中文作为第二语言学习科目(Mandarin Acquisition)的汉语水平在第三级(Phase 3)和第四级(Phase 4)的学生。这些均是英语母语者或英语流利的非汉语母语的学生。他们来自不同的国家，年龄大概在11至13岁之间。在国际文凭中学项目中(IB MYP)以中文作为第二语言教学科目(Mandarin Acquisition)的背景下，本研究旨在通过比较以概念为教学的大纲和传统教学大纲探讨前者的有效性以及实施该大纲时出现何种挑战。

本研究采取准试验研究设计，综合了定量研究与定性研究。定量研究数据包括学生评估的成绩，定性研究数据包括学生评估考试的内容，单元结束后的反思与评价，以及研究者的教学日记。实验组和控制组的评估考试成绩将被比较，这些考试成绩包括：介入前以及介入后的学生的汉语水平考试（前测以及后测），介入期间学生的根据国际文凭中学项目语言作为第二外语学习的评估标准的成绩。对学生的单元反思以及评价的比较分析探索了学生对汉语学习的看法以及态度。这些定性研究数据和教学日记确定了在国际文凭中学项目汉语作为第二外语学习科目中实施以概念为基础教学大纲存在的挑战。初步研究发现以概念为基础的大纲能够在不减少学生事实积累以及熟练技能的前提下促进学生的理解。实验组学生在单元学习结束后对汉语学习表示：更喜欢、更自信以及更有动力学习汉语。初步研究也发现了以概念为基础大纲在实施时的一些挑战。本研究期望能进一步丰富中文作为二语教学领域中大纲及其教学的理论与实践研究。

关键字：以概念为基础的大纲和教学，中文作为第二外语教学，国际文凭中学项目

論文報告 Paper Presentation**華語副詞「就」偏誤分析與教學策略****Chinese adverb "jiù" Error Analysis and Teaching Strategy**

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The most difficult part of learning mandarin is using and understanding Adverbs and conjunctions with multiple meanings. Especially as “jiù”, it comes from verbs first, and then developed other oral conjunctive adverbs by similar meaning, such as restrictive adverb, time adverbs and conditional conjunctive adverbs. They do not only present different semantics by verbs, conjunctions and adverbs, but also by adverb of degree. Therefore the difficulty is higher for who learning Chinese as second language. Nowadays, the most commonly used function is oral conjunctions. And it also derived many different ways in functions by suffixes, such as “jiù shì”, “jiāng jiù”, “jiù yào”and so on. Also by the influence of negative transfer, most of elementary teaching material and learner usually use “just” or “then” in English for a better understanding, but it also affects the learning and understanding of other deep semantics of “jiù”. Moreover, as the category of semantics growing, it's easier for learners to behave overgeneralization. Therefore, this study sets from the beginning meaning of “jiù” as the starting point, sorts the previous literature and find out the functions in grammar, semantics, and text. Especially the functions of oral and text, the study runs on an intermediate Chinese learner who speaks English, and from conversation and composition. After investigating errors, proposed the teaching strategies of “jiù” for students. And hope to make it easier to understand and use through this program, and help them to distinguish other conjunctions they learned.

在漢語學習中，對學習者最難的部分即為副詞與多義連接詞的運用與理解，尤其以「就」字來說，其原先從動詞衍伸，以接近義發展更多口語中連接之用途，如作限制副詞、表時間及表條件的連詞，不僅具備動詞、連詞、副詞等語義，更有程度上之修飾用法，其複雜度對於第二語言學習者而言是更加的困難。然而，現今最常使用的即為語篇中的連接義，又以後綴字的不同而衍生出更多更深的語用功能，如就是、將就、就要…等。對學習者而言，最難習得與應用的詞彙即為口語語篇用詞中的連接詞，又以母語負遷移影

響，多數初級教材與學習者常以英語“Just”或“then”語義作為對照以貼近學習者，但卻影響其他「就」深層語義之學習與應用，並且當其意義範疇擴大時，學習者也容易出現過度泛化之現象。因此，本研究從「就」字根源作為出發，梳理前人文獻，找出其語法、語義、語用和篇章各類功能，特別是語用和篇章功能接著檢視美語為母語之華語中高級學習者之口語(會話)及書面語(作文)語料，考察其偏誤後，提出針對美籍學生有關「就」之教學策略，使學習者能更加容易理解並加以運用，進而利於區分往後習得之其他連詞。

關鍵詞：就、副詞、語篇偏誤分析、教學策略

論文報告 Paper Presentation**探索龍族起源、精神與國際學校的成語教學：從文創產業談起****Explore into the Origin And Spirit of Chinese Dragon Ethnicity And Chinese Idiom Teaching in International Schools**

柯亞先 (Ko, Ya-Hsien)

亞東技術學院

Oriental Institute of Technology

The Dragon spirit has deeply embedded in Chinese people's mind. Vast majority of Chinese consider themselves as the "Descendants of Dragon." For thousands of years, Chinese have blended the Dragon totem and its spirit into their daily lives, which evolved into a unique Dragon culture. It can be conceived by doing research through the Chinese Twenty-Five Histories and Siku Quanshu to gain the insight of the "Dragon ethnicity" including its origin, categorizations, nomenclature, formation, habitat, fostering, habits, evolution, cultivation, and mythical connection to emperors and tribe leaders. Next, taking a practical, cultural view via popular phrases and idioms, even platitudes, involving Dragon, may help derive and understand the spirit of the "Dragon race." This unique approach will be an innovative technique expanded by this study. Phrases and idioms containing Dragon in public use may convey different connotation. This study tried to depict the true Dragon spirit without being trapped in biased, overly positive viewpoint as shown in previously published articles. In addition, several representable CCP of Chinese Dragon are presented as illustration to help cultural and creative workers capture the essence of CCP design and development.

Keywords: dragon totem, dragon culture, spirits of dragon ethnicity, Chinese idiom teaching

許多華人認同自己是「龍的傳人」，在華人心目中「龍」佔有很重要的地位，數千年來華人早已將龍圖騰與概念融入生活中，形成非常特殊的「龍文化」。透過二十五史與四庫全書等典籍的考查，可以對遠古時代龍與領導者的關係，龍族的起源、分類、名稱、生成、養、習性、變化…有所瞭解。其次，從較為務實的文化層面，以生活辭彙或成語的觀點切入，來探索龍族的精神，是一項全新的嘗試，由於這些用語具有正向（如以龍喻君、真龍天子）與負向（如攀龍附鳳、龍蛇雜處）的涵意，較諸前人的研究（對龍

一味的歌功頌德)，應能更為中肯的闡述龍族精神。最後再略舉目前與龍有關的創意產品，做一簡單介紹與評論。期望此一研究成果，對致力推展文創產業的工作者，能有所助益。

關鍵詞：龍圖騰，龍文化，龍族精神，成語教學

論文報告 Paper Presentation

中文作為第二語言在國際學校中的語言定位

— 以台中美國學校小學部中文課為例

The Identity of Chinese Language in an International School- A Case Study from Elementary Chinese Program of American School in Taichung

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Chinese as an official Language in Taiwan is also used universal by its society, however, when it goes to an international School, Chinese its language Identity become an ambiguous exist, most of the students speak Chinese at home to their parents or most of the society areas except at school. Taichung American School, for instance, students can use English (the school's official language) only in the campus while up to 80% students here came from a Taiwanese or Chinese family. That means students were asked not to use their parents' first language to communicate or learn except in the Chinese class.

Therefore, Chinese for these students is their first language or second language? If students can speak fluent Chinese, do their literacy ability supposed to expect the same? Should the Chinese Curriculum be designed from student's mother tongue or a foreign language? These questions will be discussed more and deep into this paper. There is a research collected the past three years elementary Chinese program and its curriculum's change and reform, also included author's observation from classroom and campus.

Conclusion included two points as below,

First, Chinese was identified between first language and foreign language in American School in Taichung in these past three years.

Second, Students complex language background should be considered as the

curriculum, when we talk about a Chinese native speaker class here, it doesn't mean the students heritage background, but students their language ability, take elementary students for example, most of the Korean and Japanese heritage background students have much stronger Chinese literacy ability than their Taiwanese or Chinese heritage background peers.

Keywords: language identity, heritage Chinese language, Chinese curriculum

中文是台灣的官方語言，是台灣民間普遍使用的語言，但中文在台灣國際學校當中的語言身分，卻顯得有些曖昧與弔詭。以台中美國學校為例，中文是 80% 學生家長的母語，但來到全英語環境的校園之後，學生被限制了使用父母親母語交談的權利，學生和師長在校園當中只能使用學校的官方語言－英語。由於本校是明文禁止在校園和公開場合使用中文，因此中文課變成了唯一可以暢所欲言學生母語的地方。但是，對於父母為台灣人的這群學生來說，中文對於他們到底是第一語言還是第二語言？而中文課的授課標準應該以中文為母語來設計或是以中文為外語來設計課程，成為本研究所關注的焦點。此處以所在學校小學部為例，討論過去三年來筆者所經歷過的小學部中文課變化與變革，以及可以提出的反思。並有幾點結論分享：一、中文作為台灣民間普遍使用的語言，但在台灣國際學校當中被視為介於外語和母語之間的存在。二、學生背景的複雜性。此處所談到的中文母語班，當中學生不純粹是中文為其母語的孩子，更多是以學生本身的語言能力做評估。以本校小學部為例，有許多日韓國籍的學生由於家長很早讓其接受中文教育，其讀寫程度更優於來自台灣或中國家庭的孩子。

論文報告 Paper Presentation

如何實踐 IB 國際觀教育於中文課堂教學?

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香港大學

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This study aims at exploring the promotion of internationally-minded pedagogy in Second Language Chinese classroom in Hong Kong. The IB programme advocates International Mindedness education and IB Learner Profile. It is of great interest to see how internationally-minded pedagogy is implemented in second language Chinese teaching in the Hong Kong context. Students develop intercultural understanding and respect for cultural diversity through learning languages in internationally minded curricula. The research methodology includes classroom observation, Classroom Discourse Analysis (Christie, 2005:115-116) and in-depth semi-structured interviews. The pedagogical approaches include scaffolding, inquiry based learning, research skills, critical thinking, collaborative learning and student-centered teaching. Students develop international mindedness by the acquisition of knowledge, skills and values. Students realize international mindedness by making moral judgments and applying interdisciplinary knowledge of social issues to learn the concepts of intercultural understanding and global citizenship. This study seeks to contribute to promoting international mindedness and gives suggestions on improving IB curriculum development as well as teaching and learning.

本研究旨在探討國際教育、國際文憑大學預科課程和華語文教學的關係。國際文憑教育課程旨在提倡國際情懷教育，目的是培養學生具有國際視野和大同世界的思維。故此本研究探討如何有效地實踐國際視野教育的理念，於國際預科文憑華語文教學。研究方法包括個案研究、課堂話語分析、文件分析和訪問課程發展者、學校行政人員和中文教師等。根據發現，本研究將提出對課程和教師專業發展的建議。

論文報告 Paper Presentation

趣味折紙在中文第二語言課堂上的教學應用及其成效

The effectiveness of applying Fun Origami in teaching Chinese as a second language

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Origami is generally regarded as a kind of traditional art for entertainment. In recent years, many academic studies have found that origami can effectively enhance students' abilities in learning and concentration; in particular help improve remarkably students' interest and motivation of learning. However, many of the studies by scholars often focused on exploring the effectiveness of applying origami in learning mathematics, science and other subjects. Few studies have examined the effectiveness of applying origami in learning Chinese subject. Since 1990s, the author put a lot of effort on the promotion of learning Chinese through origami, and conducted some action researches to evaluate the effectiveness of learning Chinese through origami in classes of teaching Chinese as a second language in Australia, Nanjing, Hong Kong, and got significant results. The author has also conducted various teacher training workshops on teaching Chinese through origami for Chinese teachers in local and international schools in Hong Kong in recent years, and the workshops were well received by the participants. Therefore, in this teaching practice sharing, the author would focus on explaining the main characteristics of teaching and learning Chinese through origami to the participants via interactive mode of teaching, sharing the teaching experience, as well as exhibiting a variety of materials for teaching paper folding. The author would demonstrate the applications of principles and teaching skills of using origami in teaching Chinese, expecting participants to master the useful and interesting pedagogies of learning Chinese through group work and interactions with the author.

Keywords: fun origami, teaching Chinese as a second language, application, effectiveness

折紙通常被視為人們消遣娛樂的一門傳統藝術，近年不少學術研究均發現折紙有效提高

學生學習及專注能力，尤其在提升學生的學習興趣和動機方面大有裨益。然而綜觀前賢的研究，往往側重在探究折紙對於學生學習數學、科學等科目的應用成效，鮮有探討折紙如何提升學生學習中文科目的成效。筆者自上世紀九十年代開始即致力推廣折紙學中文的教學活動，在澳洲、南京、香港等地的中文第二語言課堂上試驗折紙學中文的應用，成效顯著。近年更在香港多所本地及國際學校給前線中文老師進行折紙學中文的師資培訓，廣獲好評。故此，在本次教學實踐分享中，筆者主要以現場互動教學的模式，向一眾與會者講授折紙學中文的教學特點，分享教學經驗，展示多種折紙教學的材料。並即場示範折紙教學的應用原則和授課技巧，以期讓與會者透過小組合作和與筆者互動，從而掌握有用的、有趣的折紙學中文的教學法。

關鍵詞：趣味折紙、中文第二語言、應用、成效

論文報告 Paper Presentation

利用「閱讀促進學習」教學法及圖畫書提升香港初中非華語學童的文言文

閱讀和鑒賞能力

Using “Reading to learn” Pedagogy and picture books to enhance the comprehensive and appreciation ability of Classical Chinese of Hong Kong Non-Chinese speaking junior secondary students.

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Classical Chinese is a key learning area in Hong Kong Secondary Chinese Language Education, which is also a difficult sector for Non-Chinese speaking students. Students can also acquire elements of Chinese Culture when learning Classical Chinese. The paper studies the use of “Reading to learn” Pedagogy, which has been proved successful world-widely, and picture books to enhance the comprehensive and appreciation ability of Classical Chinese of Hong Kong Non-Chinese speaking junior secondary students, the effectiveness will be evaluated by pre- and post-tests.

4 Classical Chinese passages of similar length and level are selected. Students read and complete an appreciation report on the first passage. Teacher illustrates the second and third passages by prepared reading, detailed reading, and different interaction in class, in. Picture books with simplified explanation are used to enhance students’ understanding. The genre of appreciation report is then introduced and studied in the class, followed by joint writing and individual writing, to facilitate students’ analysis and discussion on texts. Students are then required to complete the appreciation report for the fourth passage as the post-test. Students’ learning outcome can be assessed by comparing the result of pre- and post-tests using assessment criteria of “Reading to Learn”. Meanwhile, “Reading to Learn” pedagogy is good at teaching students to understand the genres and structures of different articles, the analysis of Classical Chinese passages in this paper may give insights to teaching.

Keywords: classical Chinese, reading comprehension and appreciation, inter-cultural learning, R2L, picture books

文言文閱讀能力是香港中學中國語文科課程中的重要一環，對非華語學生而言尤其困難。同時，文言篇章亦蘊藏不少中國文化元素，學生在理解語篇的同時，也能增進對中國文化的認識。本文將探究利用在世界各地教學成效顯著的「閱讀促進學習 (R2L)」教學法及圖畫書，提升香港初中非華語學生的文言文閱讀和鑒賞能力，其成效將用鑒賞報告的前測和後測形式呈現。

在教學過程中，老師會選取四篇程度、篇幅相近的文言篇章，首先學生閱讀第一篇篇章，完成鑒賞報告前測，讓教師了解學生程度。教師在教授第二、三篇課文時，以準備閱讀和仔細閱讀文本，透過不同的課堂互動，例如不同難易程度的問題配以輔上語譯、注釋、漫畫的文本，讓學生完全理解文章，然後介紹鑒賞報告的寫作方法，先由老師以集體創作指導，然後學生獨自完成對文言篇章的歸納簡介和賞析評議。然後，我們會以最後一篇篇章為後測，以「閱讀促進學習」評核準則與前測比較，分析學生的學習成果。此外，由於「閱讀促進學習」教學法擅於透過指導學生閱讀文本，學習文章文類功能及內部結構，故本文在分析四篇文言篇章時，亦會探討其內部文步結構，闡述當中對教學有所啟發之處。

關鍵字：文言文教學、閱讀教學、跨文化學習、「閱讀促進學習」教學法、圖畫書

論文報告 Paper Presentation

《我的中文名字》計劃

My Chinese Name Project

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I initiated My Chinese Name Project in Y6 students at the beginning of the year, which is a transition year : from primary to secondary and PYP to MYP. The rationale behind is that this transition period is crucial for students to build up their identity and also to well prepare themselves for an IB learning where student-centered, inquiry-based and reflective learning experiences are the key components.

In this project, students are required to do some research first to get to know their Chinese name, for instance, interview their parents and refer to books or dictionaries. There are some other questions assigned for students to explore or reflect, for example,

What is the family expectation hidden in your Chinese name?

Do you like your name?

Do you think your name can represent you?

If you were given the chance to change your names, how would you rename yourself?

In class, they will make a speech in front of the whole class. Some interactive opportunity is also given so as to deepen understanding and foster critical thinking. For example, some parents give them the right to rename their English name, but not Chinese name. Some students think their names can work as a reminder to monitor or regulate their behaviors. After the class, students are asked to write reflection on what they have learned in class and comment on the most impressive presentation in an online discussion board.

This activity is to discover the hidden meaning behind their Chinese names and let them explore the culture rooted. The sharing in class in a safe and relaxing way helps

them appreciate each other's uniqueness. As a teacher, I have learned a lot about them and their family through their names.

The whole journey is quite successful. Laughs, curiosity and appreciation towards difference can be observed in the class. The outcome of learning is also worth celebrating. In the students' reflection, most of them can go beyond the face value and come to the understanding that our Chinese names are associated with family expectations, characters, vision and also the Chinese culture we live in, though it takes diverse forms. It proves that the learning outcome has met, which well prepares them for the coming MYP journey.

In short, the presentation is going to share the methodology behind, outcome of students' learning and analyze some culture and identity issues related so as to shed light on the Chinese teaching and learning in the future.

Keywords: Chinese name, language, culture, diversity and identity

我在六年級發起了一個《我的中文名字》計劃。六年級對於我們學校的學生來說是一個過渡年：从小学到中学，小学 PYP 課程到中学 MYP 課程。這個計劃是希望幫助學生在這個過渡期建立了自己的身份認同以及為之後以学生为中心，探究式和反思式的 IB 學習模式做準備。

在这个活動中，學生必須首先做一些研究來了解他們的中國名字，比如，採訪他們的父母和參考書籍或字典。有分配給學生去探索和反思，比如一些其他問題，

你的名字表達了父母對你怎樣的期望？

你喜歡你的中文名字嗎？為甚麼？

你覺得你的名字是否符合你的性格？

如果有可能改名字，你會給自己起的中文名字是什麼？並解釋原因。

在課堂上，他們將在全班同學面前做口頭匯報。同時，也會有一些互動的活動深化他們的認知並促進批判性思維。可以展開進一步討論的問題有，有些家長只給他們重新命名他們的英文名字的權利；一些學生認為他們的名字可以幫助他們約束自己的行為。課後，學生會在網上的討論板裡反思他們今天的所學以及評論最令他們印象最深刻的演講。

本次活動除了引導學生探索他們的中國名字背後隱藏的含義，歷史和文化，也提供了一個安全並輕鬆的課堂交流機會，來幫助他們欣賞彼此的獨特性。作為一名教師，我也通

过他们的名字對於他们和他们的家庭有進一步的了解。

整个旅程是相当成功的。整個課堂氣氛活潑，輕鬆以及俱有啓發性。学习的结果也是可喜的，比如在学生的反思裡，大多数是可以超越表面，達到我们中国人的名字都与父母的期望，性格，品格，和文化息息相關的認知並對人與人之間的不同和獨特性表示出尊重與欣賞。

本次分享將會探討這次活動背後的教學理念，展示学生的学习成果，并分析一些由此引發的相关的文化和身份的问题，從而為今後的漢語教學的帶來啓示。

關鍵詞：中文名字、语言、文化多样性和身份認同

論文報告 Paper Presentation

Chinese Teachers' conceptions of assessment for learning in the second language classroom

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Assessment for learning has been a worldwide initiative aiming to bring about changes in teachers' classroom practices and to promote students' learning. Previous studies have shown that, however, a linear causal relationship may not necessarily exist between an external initiative and the desired changes in classroom practice. The realization of assessment for learning has to be grounded on the premise that the underpinning principles of promoted practices are congruent with teachers' prevailing beliefs about assessment. This study aims to uncover Chinese teachers' conceptions of assessment for learning in the second language classroom. Semi-structured interviews were conducted with 20 Chinese teachers teaching Chinese Language B courses in international schools in Hong Kong adopting the International Baccalaureate Diploma Programme. Teachers' understanding of assessment for learning and the practical application of the concept in their Chinese composition writing classes were investigated. Findings show that Chinese teachers' conceptions of assessment for learning were multi-dimensional even though they were teaching the same curriculum. Key aspects of the qualitatively different ways discerned and focused on by teachers in the sample were identified for constructing a spectrum showing the variation in teachers' experiences of writing assessment. It was also found that teachers' conceptions of assessment for learning were informed by their first-hand experiences in their classrooms. These conceptions would in turn impact their assessment practices. It is hoped that this study would enhance our understanding of the correspondence and discrepancy between Chinese teachers' conceptions of writing assessment and the assessment for learning initiative promoted by educational researchers and policy makers so as to facilitate better implementation of assessment for learning in the Chinese second language classroom.

Keywords: assessment for learning, teachers' conceptions, Chinese composition writing

論文報告 Paper Presentation

在國際文憑課程框架下強調理解與探究的中文母語教學

Emphasizing understanding and inquiry in Mother-tongue teaching of the Chinese language under International Baccalaureate Curriculum

李曉迎 (Li, Xiao-Ying)

基督教香港信義會宏信書院

ELCHK Lutheran Academy

This study attempts to combine Jay McTighe and Grant Wiggins' idea of Understanding by Design (UbD) with the idea of inquiry-based learning, to carry out text or story-telling teaching for students having Chinese as their mother-tongue language via inquiry-based teaching, for PYP, MYP and DP respectively under the International Baccalaureate curriculum. In teaching practice, the guiding and non-guiding teaching (e.g. problem-solving, solving big questions, case studies, and dramas ect.) can be achieved, by applying UbD as the tool with the characteristics of inquiry-based teaching. The design focuses on students' reading, text inquiry and inter-disciplinary abilities and emphasizes on the combination of listening, speaking, reading and writing, to encourage students' interests and motivations in self-learning.

This teaching idea is well developed through years of teaching practice and improvement, with various curriculums (e.g. Main-stream curriculum, IGCSE curriculum, and IB curriculum), has achieved satisfactory effects. By action research and results of open examination, practices of the teaching ideas has increased students' motivations and their self-learning abilities, which is of value for further research and discussion.

Keywords: International Baccalaureate curriculum, inquiry-based teaching, teaching pedagogies

本文主要是在國際文憑課程框架下，分別在小學項目（PYP）、中學項目（MYP）和大學預科項目（DP）中嘗試將 Jay McTighe 和 Grant Wiggins 的重理解的課程設計（Understanding by Design, UbD）與探究式學習（inquiry-based learning）理念相結合，運用探究式教學法進行母語中文的篇章或圖書教學。在教學實踐過程中，UbD

將作為課程與教學的設計工具，再結合探究式學習的特點去進行指導與非指導的探究式教學（如採用以問題帶動理解、解決大問題、情景式個案研究、戲劇表演等教學設計）。整個設計理念關注學生的閱讀理解能力、文本探究能力和跨學科實踐能力，強調聽、說、讀、寫的結合，盡可能激發學生的自主學習的興趣與慾望。

整套教學理念經過幾年的教學實踐與改進越趨於成熟，在不同的課程體系下也取得不錯的效果（主要因個人工作的變動，而課程體系包括：香港本地主流課程、IGCSE 課程、IB 課程），並且通過行動研究與公開試成績兩方面數據顯示，該教學實踐不僅提升了學生學習動機，更提升的學生的自主學習能力，有一定的研究與討論的價值，希望能夠藉著此次研討會與不同的教育同工一起交流和探討。

關鍵詞：國際文憑課程、探究教學、教學策略

論文報告 Paper Presentation

国际学校中文教师的身份建构

Identity construction of Chinese language teachers in international schools

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Much research has proved that how teachers perceive themselves can affect their professional practices and work performance. Therefore research on teacher identity in international schools is conducive to our understanding of Chinese language teachers' attitudes and practices in the cross-cultural context. Adopting the perspective of identity construction, this paper tries to explain how Chinese language teachers effectively negotiate, and construct their professional identity in a cross-cultural professional community. Based on existing literature and empirical research, this paper tries to summaries different levels of teacher identity construction in cross-cultural context, and explore how identity construction can affect teachers' confidence in professional practice and their professional development. This paper finally offers suggestions on how to construct a positive and stable teacher identity to better adapt to the complex, and multicultural context in international schools.

Keywords: identity construction, Chinese language teachers, international schools

大量研究证明，教师如何看待自己会影响教师在工作中的行为及表现，因此对国际学校环境下中文教师的身份的研究有助于我们理解关涉中文教师在跨文化环境下的工作态度和行为。本文试图从身份建构视角探讨中文教师如何在跨文化的工作环境中如有效地协商、构建自己的职业身份。本文借助已有文献和实地调研概括出跨文化环境下中教师身份建构的多种层面，并探讨身份建构如何影响教师的自信度及职业发展。最后，本文就如何塑造积极稳定的教师身份，以更好地顺应国际学校内复杂、多元的文化环境提出相关启示。

論文報告 Paper Presentation

有趣的兒童拼音教學

Making “Pinyin” fun

林姿婷 (Lin, Claire Tzu-Ting)

I-Shou International Preschool

Students learning Chinese need to use a phonic system to understand how to pronounce Chinese characters. One such system is Pinyin. In the PYP, teachers use a constructivist approach to learning and will plan learning experiences that enable learners to make connections, apply their learning, and transfer their conceptual understanding to new situations. This presentation describes the process one PYP teacher took to teach Chinese phonics.

The concept comes from the method used by Jolly Phonics. Teachers will work with the students to create songs and actions for each of the 59 letter sounds. Teachers may vocabulary from the units of inquiry to develop a context for learning Pinyin. In this way a plan can be made to teach the 59 sounds throughout a semester. To future understanding, students inquire into words that are phonetically related, and in the process developing an understanding of other phonics sounds and the phonetic structure of Chinese words. Students record their inquiry in a learning journal with the standard representation of the phonic sound and pictures associated with that sound. Students use this understanding and as a class develop a song, action and story that will help them remember the phonic sound.

These cues making recall of the phonic sound easy. Becoming more phonically aware means students are empowered to inquire into Pinyin in their surroundings. One example of this inquiry was were a group of students calculated how often a particular sound occurred in the storybook they were reading. My class has a majority of native Chinese speakers, and this system is beneficial to them. It has been greatly beneficial to the two native English speakers who can use this system to identify and pronounce Pinyin words in the classroom. In the end of the semester, we recorded all their songs to CD and cocreated a Pinyin book the children can keep.

Keywords : Pinyin, PYP, UOI, Jolly, Phonics

此教學實踐分享對象是以教授學齡前或學齡兒童之國際學校華語教師所進行，秉持國際文憑組織(IBO)小學項目(PYP)所提及的語文教學概念：「教師在營造學習者學習體驗時，應該以學習者為發展中心，安排使學習者覺得有意義和愉快的語文使用環境，使學習者能在學習過程中進行連接，將所學語言與經驗相結合，轉而對語言產生新概念、理解新情況」。於是，設計使學童有意義且愉快的拼音教學便格外重要。

如何進行有趣的拼音教學，本人的參照基準源自 Jolly Phonics，並以歌謠為學習素材。老師隨著 37 個聲、韻母及 22 個結合韻，設計拼音歌謠。首先在進行教學時，可從課程常用語詞中逐週挑選主要拼音進行教學活動，進行拼音活動時亦可在教室中尋找相關拼音的實際物品搭配進行，並將物品與拼音書寫呈現在教室裡，提供紙張讓學童可隨時畫記感興趣的物品與拼音，最後讓學童將拼音與生活中的聲效做聯想遊戲，編寫出歌詞、套入旋律及動作，以完成拼音歌謠。拼音歌謠的多感官式教學方法不僅增進學童的學習動機，亦加深學童在學習拼音時的樂趣。學童能在任何時間、任何地點唱和拼音歌謠，就連班上兩位純外籍學童(家長皆不會說中文)，透過此拼音教學，皆能辨認拼音、喜愛學習拼音。當學期結束，老師能將拼音歌謠製成 CD，並將歌詞記錄成書籍，讓學童在家使用，逐步建立自學能力。

關鍵詞：國際文憑組織小學項目、拼音教學、Jolly Phonics

論文報告 Paper Presentation

以創造「認同文本」培養跨文化理解能力

Nurturing Intercultural Understanding by Creating Identity Texts

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This is a teacher research on applying the theories of “Funds of Knowledge” (González, Moll and Amanti 2005) and “Identity Texts” (Cummins, 2006) to develop the intercultural understanding of teachers. It is also an action responds to the reality in Taiwan that many multicultural children’s literature that is available is full of misrepresentations.

The process includes how a teacher educator worked with teachers to gather books showing immigrant and Indigenous cultures in Taiwan. Teachers examined these books to see what cultural experiences were depicted. They found very few books on immigrant cultures and so created a project in which children from those cultures wrote their own stories to share with classmates. Children also critiqued the books that are available. Indigenous children were upset that books on Indigenous cultures in Taiwan were historical and did not show contemporary images, while children from China challenged the stereotypes of Taiwanese children and teachers about China. This critique led to an inquiry comparing the shared Chinese cultural heritage but differing political identities between Taiwanese and Chinese children.

Four case studies are shared regarding how teachers facilitate children with different cultural backgrounds to voice themselves by creating their own books which could be seen as identity texts. Teachers reflect that that: 1. By practice the theory of funds of knowledge, teachers and students could explore their cultural identities and develop conceptual understandings of culture. 2. It is important to develop an awareness and respect for different cultural perspectives as well as the commonality of human experience. 3. It is important to value the diversity of cultures and perspectives within the world. 4. Teachers could develop an inquiring, knowledgeable, and caring perspective by taking action and to create a better and more just curriculum.

Keywords: intercultural understanding, funds of knowledge, identity texts, multicultural children's literature

本研究為教師研究，應用「知識基金」(González, Moll and Amanti 2005)和「認同文本」(Cummins, 2006)理論，培養教師跨文化理解之能力。本研究也是回應台灣的多元文化兒童文學出版品，對於非主流族群呈現刻板印象的現象。

本研究為質性研究，包含四個教學個案。研究紀錄教師如何以多元文化兒童文學為媒介，協助非主流文化背景的學生撰寫自己的生活故事。經由學生創造故事過程及結果，呈現其文化及知識之獨特性，帶給教師跨文化理解反思與能力。

關鍵詞: 跨文化理解、知識基金、認同文本、多元文化兒童文學

論文報告 Paper Presentation

雙語課室裡的語言轉換及策略應用

Code-switching and Communicative Strategy in Bilingual and Bicultural Classroom

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國立高雄師範大學

National Kaohsiung Normal University

This is a study in progress. The research context is an IB PYP international school that implements a bilingual language policy. The purpose of this study is to explore code-switching phenomena between students and teachers and how they are related to classroom communicative strategies.

This is an ethnography study. Researchers play as participant observers in the classroom. Fieldnote-taking is applied to document the classroom language use and types of code-switching. Interview is used as a supplement source depending upon the research progress. The focus of data analysis is not only to synthesize the types of code-switching and its cause and purpose but also to clarify their relationship between code-switching and communicative strategies.

The preliminary result showed that code-switching frequently occurs between students and teachers in the language classroom that implements PYP and school-based bilingual policy. The code-switching phenomena related to students' learning strategy and teachers' teaching strategy. However, the conventional view of code switching is not applicable to explain the vibrant classroom language switching, it is better to called it "translanguaging." Furthermore, language switching may be caused by conversational participants' language background, source and discourse function in the classroom, but it still need to be verified with more research data. Through this study, it is expected to provide more concrete recommendations for bilingual education and learning strategies.

Keywords: PYP, bilingual and bicultural, international school, code-switching, translanguaging

本研究為一進行中的研究，場域為某所採國際文憑初等教育課程(PYP)及雙語語言政策的國際學校，研究目的在於探究個案班級師生之間的語碼轉換(code-switching)現象及此現象與課室溝通策略之間的關係。

本研究以民族誌(ethnography)的方式進行，採參與觀察法，研究者以參與觀察者(participant observer)的身分進入研究場域，同時透過田野筆記(field note)紀錄課室中的語言使用現象，蒐集課室內的語碼轉換類型，並視情況訪談老師及學生。資料分析的重點在於歸納出語碼轉換的類型，並分析其成因與目的，同時確認其與溝通策略之間的對應關係。

此研究初步發現，在實施PYP項目及推動校本雙語政策下，語言課室內師生間語碼轉換的現象極為頻繁，該現象與學生的學習策略應用及老師的教學策略引導有所關聯；然而傳統的語碼轉換概念並不完全適用於詮釋此類生動鮮活的課室語言，這類的情景應以語言轉換(translanguaging)稱之。再者，促成語言轉換的原因，可能在於課室溝通參與者的語言背景、資源以及課室言談功能。不過，關於後者，尚需更多研究資料的驗證。藉此研究，希望能提供更具有目的性的雙語教學與學習策略使用建議。

關鍵詞：PYP、雙語、國際學校、語碼轉換、語言轉換

論文報告 Paper Presentation

利用资讯科技提高学生口语互动能力

**Enhancing Students' Chinese Language Oracy Interactive skills
through Information and Communication Technology (ICT)**

刘世维 (Liu, Shi-Wei)、黄分俐 (Wong, Foong Li)、林季华 (Lim, Kwee Hua)

圣婴女校 (客洛)

Convent of the Holy Infant Jesus (Kellock) Primary School

Coming from English-Speaking homes, the majority of students in Primary 5 students in CHIJ Kellock are not as proficient in the speaking of Mandarin. Among them are also foreign students whose native language is not Mandarin. Owing to a lack of a language-rich environment at home to complement the teaching and learning of the Chinese Language in school, students are not confident and are not able to express themselves clearly in Mandarin. This lack of confidence translates in the tendency to converse in English Language rather than Mandarin, resulting in a weak mastery of the Chinese Language Oracy Interactive Skills. To address this issue, a lesson study project team was formed to investigate how the teaching and learning of Chinese Language Oracy Interactive Skills can be enhanced through affordances of Information and Communication Technology (ICT). The project team made use of the IMTL Portal, an interactive ICT portal provided by the Ministry of Education, Singapore, to anchor the design of the lesson. Noting that interactive oracy skills is best picked up and reinforced with opportunities of exposure to Mandarin and contextual use, Cooperative Learning is used as a pedagogy for group and pair work to provide the platform for reinforcement and practice. This together with the features in the iMTL Portal such as the Self-Recording, Voice Comment and Instant Playback provide the backdrop for the team in helping students to acquire oracy proficiency through self-evaluation, feedback and teacher feedback. The team is encouraged to observe students increased proficiency in the usage of Mandarin in communicating with one another. It has also been observed that the students are more motivated to use Mandarin confidently in their daily interactions with their peers. For the team, the impact of this project is a gateway for greater explorations in the use of ICT to bring about better oracy interactive skills in the Chinese Language.

Keywords: lesson study, Information and Communication Technology (ICT),

interactive oracy skills, cooperative learning

圣婴女校（客洛）五年级核心班的学生多来自于讲英语家庭，其中还包括外籍学生。学生平时以英语与他人沟通，缺乏讲华语的机会与环境。因此，造成了学生口语互动能力弱，不能清楚完整地表达自己的想法，没有信心与他人使用华语交谈。基于上述缘由，我校成立了一个课例研究小组，以五年级核心班的学生为研究对象，研究如何在教学中结合资讯科技提高学生口语互动能力。研究小组利用教育部提供的iMTL乐学善用互动平台设计教学。提高口语互动能力的最有效方法莫过于给学生提供更多的机会接触和使用华语，小组和两人协作学习的教学方式为口语练习提供了实践的平台。研究小组利用iMTL乐学善用互动平台中录音、录音反馈、即时重播的功能设计教学，通过自我评估、同侪评估和教师评估提高学生口语能力。学生经过一段时间的学习体验后，口语表达能力也有了明显的提升，更积极和有自信地使用华语在日常生活中与同学交谈。这项研究为我校课例研究小组继续探索利用资讯科技来提高学生的口语互动能力打开了一扇的大门。

關鍵詞：课例研究、资讯科技、口语互动能力、协作学习

論文報告 Paper Presentation

**Informational Technology Assists the Teaching and Learning of
Chinese as a Second Language: The Case of Cross-Cultural Learners'
Magazine (CCLM)**

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Kosar, Shanila; Lau, Eddie Chung Chee; Ng, Evans Pak Kei
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In Hong Kong, catering for the different learning needs of culturally diverse non-Chinese speaking (NCS) secondary students in the Chinese language classroom has recently become a pressing challenge to the teachers. This paper presents a case study of using information technology for assisting teaching and learning of Chinese as a second language (CSL) by situating students in a natural learning environment. Our research team launched an online creative project named Cross-Cultural Learners' Magazine (CCLM) based on Second Language Acquisition (SLA) and social learning theories. Students' written and multimedia works on cultural issues were published on various social media, thus creating an online learning platform and a rich source of mental age and life experience matched authentic Chinese materials for CSL curriculum and assessment development. Teachers' and students' feedback indicate that CCLM has been successful in motivating NCS students' for CSL learning and language socialization within the local Chinese-dominated society.

Keywords: Chinese as a Second Language (CSL), Information Technology (IT)-assisted learning, social media, second language acquisition, authentic materials, learner' s motivation, cross-cultural communication

論文報告 Paper Presentation

Interdisciplinary Teaching & Learning: a Chinese-Science Lesson

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英皇佐治五世學校

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Introduction

The interdisciplinary approach to learning has been known to instill creativity and interest among students. The focus of our interdisciplinary Chinese-Science lesson was to create an opportunity for students to engage in an authentic language learning experience while acquiring skills necessary for scientific investigations.

Design Framework and Specific Design

The main framework involved delivering a Chinese lesson using models in Science. The central idea was for students to test whether paper airplanes with longer wings would fly further. The Chinese vocabulary related to the investigation such as size, length, units of measurement and the identification of variables were pre-taught. At the start of the lesson, students completed a sequencing activity in Chinese describing the method in folding the paper airplanes. The teacher then led the students in folding two paper airplanes, one large and one small, by giving a demonstration with verbal instructions in Chinese. The students proceeded to an outdoor piazza where they collected data on the distance flown by the paper planes and recorded their findings on a worksheet. A plenary with discussion of results followed back in the classroom and students were asked to complete a homework task asking them to write simple scientific conclusion statements and a short description of the entire activity in Chinese.

Design Principles

‘Interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups and integrate them to create new understanding’ . (IBO, 2014). In designing the lesson, first, we adopted a scientific way of thinking. Students were asked to test their hypothesis using paper planes as scientific models in their experiment. We also emphasised two clear language features. Students were asked to report the numbers in Chinese and use the sentence structure ‘…… 比…… +adjective’ to report their findings. We encouraged students to be reflective and at the end of the lesson they

were asked to reflect on their experiment results and think of the variables. In designing the lesson we also applied the six steps as suggested by Science Education Resource Center (2012) at Carleton University, for example pre-instructional planning and introduce the methodology to students.

Effectiveness

In an interview with a student she said the lesson developed her confidence to use Chinese in a new situation. She believes that this language skill is important as she plans to work in China after her graduation. Students also think that the activities helped reinforce their Chinese knowledge.

From a teachers' perspective, this lesson increased collaboration across the Languages and Science Departments. It also provided an opportunity of professional development as teachers from both departments have had a deeper understanding of what interdisciplinary approach is and how this approach can be adopted. It is an opportunity for foreign language teachers to encourage students to use the target language in a new and authentic environment.

Conclusion

'Interdisciplinary approach' is an emphasis in IB Middle Years Programme. In this teaching practice workshop, we are going to share our materials and lesson design to the audience. We will also talk about our collaboration process i.e. how we developed the idea and discuss how to plan an interdisciplinary lesson more effectively.

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Keywords: interdisciplinary approach, secondary education, teaching Chinese as a second language, science in Chinese

論文報告 Paper Presentation

对外汉语教学演绎法和归纳法对学生语用能力的影响

The effects of deductive instruction and inductive instruction on learners' development of pragmatic competence in teaching Chinese as a second language

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The importance of pragmatic competence in one's overall communicative competence has led to growing attention to the research field of interlanguage pragmatics (ILP), where the main focus is to examine learners' development of pragmatic competence when acquiring a target second language (Martínez-Flor, 2008). Among the various factors that influence the development of pragmatic competence, the efficacies of inductive vs. deductive approaches to pragmatic instruction have received much research attention (Kubota, 1995; Trosborg & Shaw, 1998; Rose & Ng, 2001; Takimoto, 2008). Research studies have been conducted to compare the effectiveness of deductive approaches and inductive approaches, but research findings are contradictory and inconclusive (Takimoto, 2008). This present study aims at shedding further light on this research area.

This study investigated the effectiveness of two types of pragmatic instruction, deductive instruction (DI) and inductive instruction (II), on learners' development of pragmatic competence in teaching Chinese as a second Language. The speech act of request was the target pragmatic feature in this study. Two self-access websites, which use video clips as language input, were developed to provide the interventional conditions, one following the deductive approach and the other following the inductive approach. The participants in this study were 91 learners with intermediate-level proficiency in Chinese from one university in Mainland China. They were randomly assigned to the two treatment groups, DI group and II group, to study how to request. Participants in the DI group were presented with explicit instructions on the target features and the rules before viewing examples in three video clips. In contrast, participants in the II group viewed video clips first, and then were provided with some questions and tasks to discover specific features and

rules about requests. This study followed a pretest-treatment-posttest design, and the open-ended discourse completion test (DCT) was the primary data collection instrument. Results showed there was a statistically significant difference between two instructional conditions and inductive instruction had greater effects on learners' pragmatic development of request acts. The study suggests that inductive instruction could be more effective on teaching pragmatics in TCSL and instructors might find the outcome rewarding if they increasingly use this type of instruction.

Keywords: pragmatic competence, pragmatic instruction, deductive, inductive, request

語用能力是交際能力的重要組成部分。近年來，在第二語言的研究和教學中，培養學生的語用能力越來越受到重視。培養二語學習者的語用能力會受到不同因素的影響，其中，語用教學和相關教學法廣受關注，歸納法和演繹法就是其中的兩種方法。目前的壹些研究對比了兩種方法在語用教學中的有效性，但是並未得出壹致結論，本研究旨在對此問題作進壹步探尋。

本研究以漢語作為第二語言的學習者為研究對象，調查了演繹法和歸納法在培養學生語用能力上的有效性。大多數語用研究通常以言語行為作為研究目標，本研究則選擇了言語行為中“請求”行為。研究共 91 名研究對象，他們都是中國壹所高校的中級漢語水平留學生。在本研究中，研究對象被隨機分到兩個組，演繹組和歸納組，他們分別通過兩個自學網站學習“請求”這種言語行為。語篇補全測試為主要研究工具，包括前測，後測和延時測試。結果顯示，歸納組的學生進步更大，歸納法對於漢語“請求”言語行為的學習更有效。在教學實踐中，這種方法可能給語用教學帶來更積極的作用。

論文報告 Paper Presentation

對漢語作為外語教學的影響

**ICT impact on Chinese as a foreign language teaching and learning;
ICT**

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The increasing use of Information and Communication Technology (ICT) for teaching and learning has given rise to a surge of research on the use of ICT across language educational contexts. However, most of the studies focused on what and how technologies are used in the beyond classroom settings, for instance, the design of various students' learning activities. Yet minimal research has been conducted on determining the effect of ICT for teaching and learning outcomes. This study aims to investigate the impacts of ICT on Chinese teaching and learning as a foreign language at a university in China and what the impact factors are through a model of assessment of ICT Impact (Adedokun-Shittu 2011). Guided by the impact assessment model, this mixed method study implemented quantitative analysis of questionnaires as well as qualitative analysis of interviews and classroom observation. Corresponding to the predictors situated within the model, the design of the questionnaire consisted of four sections related to perception, integration, motivation and challenges. The data from questionnaire were collected from forty-five respondents including three instructors and adopted a linear regression for data analysis. The qualitative data was centralized with four categories based on the predictive factors, namely: positive effects, negative effects, incentives and integration. In order to seek the diverse opinions on ICT on Chinese teaching and learning, the interview was comprised of individual interviews and group interviews which were randomly assigned with six students and one instructor. With the aim of investigating how ICT integrates with teaching and learning, eight weeks' classroom observation was conducted by video recording. The data of interviews and classroom observation were coded into the given categories.

The findings from both quantitative and qualitative procedures demonstrated that most of the predicting factors were significant and positive indicators on the impact

of ICT on Chinese teaching and learning, in particular, the perception section presented statistical significance. Surprisingly, the category of integration did not show much significance on the impact factors. These findings shed light on the impact of ICT on Chinese teaching and learning with a more holistic view, which also facilitate educators to articulate the guidelines and principles for using ICT on teaching and learning.

Keywords: ICT impact, Chinese teaching and learning, mixed method

ICT（資訊與通信技術）在教學中的廣泛使用促使了語言教學中ICT使用的研究不斷發展。但是，多數研究都集中於ICT在課外的使用，比如，設計各種學習活動。而很少研究涉及ICT對教學效果的影響因素。本文通過ICT影響評估模型(Adedokun-Shittu 2011)探索ICT在中國一所大學的對外漢語教學的影響及其成因。根據模型的指導，本文採用混合研究方法，即用於問卷調查的定量分析法和用於訪談和課堂觀察的定性分析法。根據預測因素，問卷調查包括四部分：情感認知，集成運用，動機及挑戰。四十二名學生和三名教師共同參與問卷調查。問卷資料採用線性回歸法分析。基於預測因素，定性分析的資料歸納為四類：積極影響，消極影響，促發因素與集成運用。訪談包括個人訪談和小組訪談，小組由六名學生和一名教師隨機分配組成，以此全面搜尋不同觀點。八周的課堂觀察由錄影收集資料，以便觀分析ICT在課堂的集成運用。所有資料按類編碼。通過定量和定性分析發現，大部分預測因素都具有重要而積極的指示性，尤其情感認知呈現出顯著性。而集成運用並未顯示出重要的影響。這一結果從整體的角度闡釋了ICT對漢語教學的影響，有助於教育者構建ICT在教學中的使用指導和原則。

論文報告 Paper Presentation

IGCSE 中文科常用字及學習階段初探

**A Study of IGCSE Commonly-used Chinese Characters and
Respective Learning Stages**

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Taking the situation of using Chinese characters by Hong Kong students into deliberation, Hong Kong Education Bureau Curriculum Development Institute listed out 3,171 Chinese Characters and their respective learning stages since 2007 in order to provide guidelines for learning and teaching of Chinese characters. When it comes to teaching and learning of Chinese as a second language in Hong Kong, it is fairly difficult for some international school students to master above-mentioned 3,171 Chinese characters. Therefore, further research is important so as to explore how many Chinese characters international school students should master and the learning stages in which these commonly-used Chinese characters should be distributed. As the fact that a majority of international schools arrange students to take IGCSE (International General Certificate of Secondary Education), this paper would like to probe into IGCSE commonly-used Chinese characters as research objective as well as analyzing respective usage rates, using categories and learning stages.

As research methods and process are being concerned, this paper would first extract around 690 core vocabularies from International GCSE in Chinese Minimum Core Vocabulary (Edexcel, 2012), excluding some repeated Chinese words and special words like "MP3", "iPod". After that, words table will be generated for calculating number of words. Furthermore, this paper would list out usage rates, using categories, learning stages for Hong Kong students of every mentioned Chinese words by taking not only reference but also comparison with Lexical Lists for Chinese Learning in Hong Kong (Hong Kong Education Bureau Curriculum Development Institute, 2007), "A Study of Chinese Characters Recommended for Chinese Subject in Primary Schools" website (Hong Kong Baptist University, 2003) and Syllabus of Primary Chinese Language (Hong Kong Education Bureau

Curriculum Development Institute, 1990).

This paper aims to list out core Chinese characters for teaching and learning of IGCSE Chinese Subject while investigating every mentioned Chinese character and their relationships in several aspects, including usage rates, using categories, learning stages and so on. It is hoped that this paper will become a reference for teaching and learning of Chinese as a second language, and a framework of Chinese teaching materials and strategies for international schools.

Keywords: IGCSE, Chinese, Commonly-used Chinese Characters

2007年，香港教育局課程發展處考慮到香港學生運用漢字的情況，列出3,171個漢字，以及每個漢字的「學習階段」，為香港的漢語識字教與學提供指引。放眼香港的第二語言華語教學，對個別國際學校學生來說，要掌握3,171個漢字要求略嫌過高。故此，國際學校學生應該掌握多少個漢語常用字，而常用字又該如何分佈到各個學習階段，實在有探究的必要。本文鑒於不少國際學校會安排學生應考IGCSE (International General Certificate of Secondary Education, 國際普通中學教育文憑試)，故以探討IGCSE中文科常用字為研究目標，並分析有關漢字的常用度、使用範疇及學習階段。

研究方法及過程，包括先從Edexcel出版的International GCSE in Chinese Minimum core vocabulary (Edexcel, 2012)內，提取690多個核心詞語，扣除“MP3”、“iPod”及重複出現的漢字，製作字表，統計字數，接著參考《香港小學學習字詞表》(香港教育局課程發展處，2007)、「小學中文科常用字研究」網站(香港浸會大學，2003)及《小學課程綱要》(香港教育署課程發展處，1990)，列出每個漢字的常用度、使用範疇、香港學生的學習階段及學習級別，以作比較及參照。

本研究務求為IGCSE中文科列出教與學的核心漢字，並探究每個漢字及其常用度、使用範疇、學習階段等的關係，為第二語言漢語教與學，以及國際學校華語教學的教材製作與教學策略提供參考。

關鍵詞：IGCSE、中文科、常用中文字

論文報告 Paper Presentation

以教学短片促进口语互动能力的校本课程设计—以中学快捷华文为例

The school-based curriculum design using the educational videos to facilitate interactive oral skill in S3 Express Course

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Singapore Centre for Chinese Language

The rapid development of ICT (information and communications technology) brings new methods and techniques in teaching Chinese Language. And there is a significant increase in using the educational video clips in the classroom to expose students to the real world Chinese and enhance their interest and motivation. In this paper, we discuss the methods and strategies of using educational video clips in designing learning activities and developing instructional materials in Singapore. First, we introduce the theoretical basis including three modes of communication (Interpretive mode, Interpersonal mode and Presentational mode) based on ACTFL's Standards for Foreign Language Learning in the 21st Century in USA, and Interactive Approach to Language Pedagogy proposed by H. Douglas Brown. Second, we introduce the different instructional scaffolding for Chinese B Course (CLB) and Chinese Express Course (CLE) respectively. We use seven types of interactive modes which including dialogue and plot script for CLB students and the lower ability students. We employ the PEEL framework (Point, Evidence, Explanation, Link) to guide students to express themselves properly and provide the opportunity of creating their own language for CLE students, the higher ability students. Finally, we compare the similarities and differences between both courses and provide an in-depth analysis on how these instructional scaffolding catering for students with varying levels of Chinese language proficiency. This study highlights empirical evidence on the student performance in both courses. This study will contribute to the teaching and learning Chinese as a second language / foreign language.

Keywords: interactive oral skills, educational video clips, courseware, secondary school's Chinese language curriculum in Singapore

资讯科技的迅速发展，为华文教学带来更多新的方法与技巧。影片教学越来越多地被应用于课堂中，提供学生接触真实语料的机会用，并激发学生的学习兴趣 and 动机。本文探讨在新加坡语境下影片在华语教学活动设计中所运用的方法和策略。首先，说明理论根据，有《全美21世纪外语学习标准》所提出的三种沟通模式（诠释理解、人际沟通、表达演示）和道格拉斯·布朗的“互动教学理论”。其次，说明在新加坡中三华文B和快捷两种源流所使用的不同教学鹰架：对华语能力较弱的华文B学生采用七种互动模式，包括对话情境的脚本；对华语能力较强的快捷华文学生采用PEEL模式，即核心概念的主题（point）例句/证据（evidence）、说明（explanation）、总结（link）的提问框架，帮助学生更好地表达自己，也提供学生更多创造语言的机会。最后，比较华文B和快捷源流在教学鹰架上的异同，并分析如何符合不同源流学生的华语程度。并分享在实证过程中学生的具体表现，以期对以华语作为二语/外语教学作出贡献。

關鍵詞：口语互动、影片教学、课件设计、新加坡中学华文课程

論文報告 Paper Presentation

利用啟發式提問技巧增強漢語學習者的閱讀理解：實踐活動設計

Elicitation Technique Reinforces Mandarin Learner's Reading Comprehension: Practical Activities Design

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Researchers of Mandarin learning have often suggested that teacher's instruction of language learning would likely affect their use of learning strategies and ultimate success in language learning. Through this workshop, the participants could obtain the strategies of teaching Mandarin for advanced level students in reading comprehension.

The principles of this workshop design are learner-centered, inquiry based, task-oriented and self-discovery. In particular, elicitation technique will be demonstrated in this workshop. Elicitation enables the learners to gather information through arousing questions rather than directly providing the knowledge by teachers. In addition, the participants will learn by doing, because the design framework is constructed with the interaction between lecture and participants through questions and meaningful information exchange. , in order to apply elicitation technique properly, different types of teachers' questions will be clarified. One is "Epistemic question". It contains "Display questions" and "Referential questions." The other one is "Echoic questions." Echoic questions include three different checking strategies: comprehension check, clarification check and confirmation check.

Furthermore, question assists in self-discovery, which makes information more memorable. Eliciting helps develop a learner-centered classroom, a great interactive environment, and make learning memorable by linking new and old information. The particular design is applying elicitation technique into reading activities such as pair-up reading to solve problems, and learner-initiated interview. In fact, eliciting is not limited to language learning and absorbing knowledge. Teachers can elicit ideas, feelings, meaning, situations, associations and memories. Through the workshop, the participants will experience that eliciting is a powerful diagnostic tool to understand

the learners' strengths and difficulties, and then to be inspired on planning lessons.

To sum up, elicitation promotes the notion of an exchange of information, and begins to establish a variety of interaction patterns in the classroom. It is also fundamental to the inductive approach in learning language. Besides, elicitation is not only task-based, self-discovery, but also a simple and effective way of assisting learners to utilize language skills. The activities taking place in the workshop will show that elicitation technique is able to reinforce reading comprehension, including the text and the implied meaning.

漢語學習研究者常言，教師指導會影響學習語言最終成功與否。本設計原則以學習者為中心，探索學習為基礎，任務導向和自我發現為主軸。以啟發式提問技巧來蒐集資訊，非由教師提供知識。本設計框架由師生或學生之間互動提問與有意義的資訊交換建構而成。為適當運用啟發式提問技巧，對於文本學習方面，因有理解內容基本資料與深層後設認知之別，而將教師提問類型分為第一類「認識性問題」，和第二類「回應性提問」。第一類「認識性問題」，依照學生的回答有預設具體答案與否，分類為「教學提問」和「信息提問」；第二類「回應性提問」，包括三種不同的檢查策略：「理解檢測」、「要求說明或澄清事實」，和「確認理解正確與否」。提問能幫助自我發現，使信息更容易記憶。啟發式技巧塑造以學習者為中心的課室和刺激性環境，由新舊經驗的聯結來牢記所學。具體設計是融入啟發式技巧到閱讀活動，如合作式閱讀，教師先示範如何提問不同類型之問題，再經由分組活動設計-九宮格問題設計競賽，讓學習者自發性討論設計不同類型問題，藉由小組競賽，進入更深層的文本討論對話與思辯。因此培養學生自行提問能力亦是本教學實踐活動設計之重點。教師角色可以是啟發想法，感受，意義，情境，聯想和幫助記憶，在提問活動進行時，更能兼具診斷功用，提供學習者學習問題關鍵之所在。所以，啟發式提問建立課室互動模式，讓語言簡單且有效的自動產生。

關鍵詞：啟發式提問技巧、認識性提問、回應性提問、信息提問

論文報告 Paper Presentation

如何將探究學習融入二語教學

How to integrate inquiry based learning into teaching a second language

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Inquiry-based learning (IBL) has been confirmed to enhance students' 'development of deep, meaningful content knowledge' (IB Learner Profile 2007), and to boost holistic learning as a 'student-centered approach that focuses on problem solving, communicating, and discussion skills to further construct and understand concepts. However, IBL is not widely used for non-Chinese speaking students in Hong Kong. In particular, the effectiveness of IBL conducted through the use of pedagogical scaffolding remains unexplored. The aim of this research is to share how to use pedagogical scaffolding to enhance the effectiveness of IBL in TCSL.

The research design will take a multi-method approach, utilizing appropriate qualitative and quantitative methodology to conduct an action research. This is designed to investigate the effects of different levels of inquire-based on students' learning during the teaching in a Chinese class at Middle Years Program level. Some data will be analyzed and shared as the further evidence.

The value and importance of the research is to find out the most effective form of inquiry-based learning that can enhance the ability of non-Chinese speaking students to learn Chinese, whilst, providing the critical pedagogical scaffolding methods for teachers who are in TCSL to incorporate into their inquiry-based teaching.

Keywords: inquiry-based learning, scaffolding, teaching Chinese as a second language

探究學習已被確認能夠提升學生發展具深度及有意義內容的智識，同時也能促進以學生為中心的學習，提供解決問題方法、交換意見及討論技巧學習的概念而達到整體的學習

目標。但是在香港探究學習並未被廣泛應用在非華語學生。而特別是使用鷹架式教學的探究學習所產生的效果仍未被探討。本研究的目標希望能分享如何利用鷹架式教學提升非華語學生探究學習的效果。本研究的設計將採取多元方法探討，利用質與量的研究法建立一個行動研究。這個行動研究將會對中年級的非華語學生的中文教學過程中調查探究學習在不同階段的教學成果。部分調查資料也將會作分析並作為更進一步的證據。本研究的價值及重要性是希望能找出最有效的探究學習方法使得非華語學生能提升中文能力，同時也能提供重要的鷹架式教學方法給教非華語學生的中文教師可與探究教學法相互融合運用。

關鍵詞：二語學生、探究學習、鷹架式教學

論文報告 Paper Presentation

汉语教室中有效的差异教学策略

Effective Strategies for Differentiation in the Chinese classroom.

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Learning a second language has been a very big challenge to many students. Most teachers must have experienced the pressure from students when they show no interest or initiatives while learning Chinese. If Language component does not exist in IB program, it is believed that many students would not continue learning a second language.

From a limited time in a restricted classroom, effective student-centered teaching strategies will no doubt enhance students' acquisition of a language and it also reinforces students' motivation, such outcomes also strengthen teacher's enthusiasm in teaching.

This workshop reminds teachers to provide opportunities to develop students' thinking skills as well as peer learning and self-assessment in a collaborative way while grouping the students in class. This workshop will provide some creative teaching resources and ideas that are based on the basic differentiation theory and practical teaching experience. Teachers can apply immediately as soon as they return to their classroom. Teachers will observe students' signify independence in learning and overall participation.

许多学生觉得学习第二语言是一个很大的挑战。老师们在教学过程一定面对过学生不想学汉语或对汉语没有太多兴趣的压力。如果IB 没有语言这个必修要求，相信有许多学生会打退堂鼓。

面对有差异的学生，在同一个教学时段和空间中，提供以学生为主的教学策略，让学生有效习得一个语言，并进一步保持学习动机，可以同样激起老师们对汉语的教学热情。

这个工作坊提醒老师们如何在应用小组练习策略的同时提供学生们同侪学习的机会并

大量启动思考与合作的能力。希望这个平台能提供参与者一些来自差异教学的基本理论下的教学资源与创意的实际经验，让老师们能回到教室后立刻应用于他们的学校中。相信学生们透过老师的有效策略，可以明显增加其学习的独立性与全面性的参与度。

論文報告 Paper Presentation

一對一遠距華語教學實習教師課堂提問之探析

A study on Chinese Novice teachers' questions in the context of online Chinese teaching

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鍾鎮城 (Chun, Chen-Cheng)¹、黃萍雅 (Huang, Ping-Ya)

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This study attempted to find out the characteristics of intern Chinese teachers' questions in the context of online teaching. The subjects were from Graduate Institute of Teaching Chinese as a Second/Foreign Language at National Kaohsiung Normal University. We video-taped five sessions of these four intern Chinese teachers' talk in their online teaching to 4 English-speaking students at the intermediate level, who came from a university in USA. The students' language proficiency level is based on the level test that the university conducted before starting the first day of the online class. The duration of each class was approximately 40 minutes. In the present study, based on Long and Sato (1983), we categorized the questions in the online teaching into two main types: epistemic questions and echoic questions. Epistemic questions were further classified display questions and referential questions, while echoic questions into comprehension check, confirmation check and clarification check. In addition to the five types, there were procedural questions and others. There were 7 types of questions in the data classification. Results show that the intern teachers often used closed questions and they tended to provide answers to the students when they predicted that the students could not give an answer. The results may serve as a reference for CS/FL teaching training.

從第二語言習得的相關研究可知，課堂中的師生互動絕大部份取決於教師的提問能力。研究證實教師的提問能力和上課的效果是呈現正比的，然而，實習教師因教學經驗不足，常常會面臨不知如何提問和不懂如何有效提升課堂中互動氣氛的難題。基於此，研究者欲從華語一對一遠距課程，探討與分析實習教師的提問類型特徵。

研究對象為四位台灣國立高雄師範大學華語文教學研究所學生，他們於2014年9月至12月對美國某大學的五位中級華語班學生進行五次的一對一遠距教學。課程全程錄影，以

觀察與分析實習教師的課堂提問。我們將課堂中教師的問句分7類：1. 教學提問，2. 訊息提問，3. 理解檢測類提問，4. 確定理解類提問，5. 說明類提問，6. 程序性提問，7. 其他類提問。課程結束後，我們亦訪談這四位實習教師。

研究結果顯示，實習教師提問類型較常使用訊息提問(獲取或交換未知訊息)，但其在教學提問(檢測教學內容的認知程度)、理解檢測提問(為確認對方了解教師的意思)、確定理解提問(為確認自己理解對方的意思)和說明類提問(要求對方再次說明)較少使用。他們較常問學生屬於有正確答案的封閉式問題，如「你暑假去台灣的哪一個城市旅行？」，較少使用可訓練學生表達其想法的開放式問題；而且，若學生答不出來，他們傾向幫學生說出答案，以免師生對話停頓太久；另外，他們在持續互動與促進互動調整起了相當重要的作用的理解檢測提問和確定理解提問使用亦較少。此結果可作為師資培訓之參考，建議未來應加強實習教師此類提問的訓練。

關鍵詞：提問策略、實習教師、遠距教學、提問類型

論文報告 Paper Presentation

A pilot study of using Stanislavski's system on learning and teaching Chinese narrative writing as a second language

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In Hong Kong, there is a growing need of learning Chinese as a second language after the change in language policy in 1997. The research study intends to fill in the research gap by investigating the implication of the Stanislavski's acting system in Chinese narrative writing as second language.

The theoretical framework of the present study consists of three main pillars:

1. The first pillar comprises the second language acquisition theories and the Input Hypothesis Model of Krashen (1985) and the Interactive Hypothesis of Long (1985, 1996);
2. The second pillar is Stanislavski (1936, 2008)'s Acting System;
3. The third pillar is the genre theories of narrative writing based on Halliday's Systemic Functional Grammar (1985).

In the pilot study, the researcher as practitioner examined the Stanislavski's Acting System in the Chinese narrative writing class of 8 students. Action research and pre-experimental research design were used to evaluate the effect on the enhancement of the students' writing performances with different levels of Chinese proficiency. Furthermore, qualitative research methods were used; the observer and students were interviewed. All sorts of research data will be triangulated to enhance the reliability of the study.

Results showed improvements in the overall writing performance after the intervention. Their ability of expressing feelings through Chinese writing was also improved as more emotive lexicons were found. Positive improvements on the students' learning motivation are found from the interviews. Both the observer and the teacher indicated that combination of Stanislavski's Acting System and Systemic Functional Grammar not only helped to enhance the students' writing ability but also the other Chinese language skills such as: listening, speaking, reading, thinking,

affection and confidence.

Keywords: drama education, Chinese as a second language, narrative writing, Stanislavski's system, Systemic Functional Grammar

論文報告 Paper Presentation

兒童華語聽說教學設計與活動

Speaking and Listening Activities Design for Young Learners in the Chinese Classroom

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Children have a reputation for being natural language learners. There are some special characteristics children have, such as short attention span and high curiosity. Therefore, teachers need to prepare varied activities to engage them in learning and maintain their interest. However, preparing activities can be time-consuming and take up excessive amount of teaching preparation time. Therefore, it is an important issue that how teachers make lesson planning time- efficient and effective. The purpose of the presentation is to explore how to manage listening and speaking speaking activities and make a life- work balance.

The presenter will first lead audience to reflect the challenges and identify problems when teaching speaking and listening to young learners. Second, the presenter will introduce listening and speaking teaching tips. Finally, some simple and useful listening and speaking activities will be presented. The presenter will also review the process and efficiency through field notes. The presentation will provide the audience a better understanding of what challenges they may have in the Chinese classroom and different aspects of the solutions they can have.

本次發表主要以實務分享為主，探討在訓練兒童聽說教學現場中常見的挑戰及因應辦法。與成人學習者相比，兒童學習者多半有注意力較短以及自控力較差等特徵，也因此教師常常需要準備大量活動來吸引兒童注意力。然而，許多教學活動準備過程往往較繁複，所需花費心力較多，而國際學校教師教學工作本身已十分繁雜，許多活動往往占去教師太多精力與準備時間。因此如何能有效利用現有資源發揮其最大功效，來增加學生在課堂上開口與互動機會，便成為國際教師一項重要的議題。本發表即是講者親身尋求解決辦法的教學實踐過程。

在本次發表中，講者首先引導教師省思，探討有關兒童聽說教學現場中常見問題與挑

戰。接下來，講者也將分享教學活動設計原則及注意要點。最後，講者也將分享簡單易上手的教學活動。另外，講者也將以研究札記方式檢視此一教學實踐過程。透過本次發表，講者希望能夠引起教師共鳴及同理，對聽說教學實際現場有更深入的了解，進而增進兒童聽說教學之效能。

關鍵詞：兒童華語、聽說教學、活動設計

論文報告 Paper Presentation

雙重反思實踐作為職前中文教師專業發展的有效途徑：香港經驗

Two-stage reflective practice as a productive approach for professional development of pre-service IB Chinese teachers: A Hong Kong experience

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Reflective thinking has been highlighted as an important aim and approach for teacher professional development in past decades. This paper introduces the two-stage reflective practice model used as the main principle and approach in the teaching practicum of the MEd in Teaching Chinese as a Second Language programme offered by the University of Hong Kong. By this model, pre-service teachers process school-based experiential learning via a continuum that is complemented by reflection on others' teaching as well as reflection on own teaching during the period of teaching practicum. This Hong Kong experience will serve as reference for teacher educators and researchers who are interested in reflective professional development.

Keywords: reflective practice, types of reflection, two-stage reflective practice, teaching practicum, professional development

反思在最近數十年來已成為教師專業發展的重要途徑，引起教師培訓研究者的廣泛注意和討論。本研究報告介紹和討論香港大學第二語言教學教育碩士課程（MEd TCSL）雙重反思實踐模式作為教學實習的理念和方法。所謂雙重反思實踐，在這裡指兩種不同類型的反思，一種是對他人教學的反思，另一種是對自己教學的反思。兩種反思在教學實習過程中相輔相成，共同構成職前教師培訓的完整過程。本研究以職前IB中文教師於教學實習過程中的個人反思日誌為基本材料，從教師培訓者的角度分析學員在實習過程中兩種不同反思的性質及其操作方法，希望這一香港經驗可以為關心和從事職前教師培訓工作的教育工作者和研究者提供參考。

關鍵詞：反思實踐、反思類型、雙重反思實踐、教學實習、專業培訓