

華語教師教導美國學生 學習華語的三十六個有效策 略

36 Effective Strategies for Teaching Chinese to Americans

顧百里 Cornelius C. (Neil) Kubler
美國威廉大學 Williams College, USA
國立清華大學 Tsing Hua University,
Taiwan

1.

每一節課要準備
一個詳細的教案。

Prepare a detailed *plan*
for each class.

2.

每個星期要為學生準備一個
詳細的進度表，包括課堂活動
和功課。

Prepare a detailed weekly *schedule* for students, including daily in-class activities and homework.

3.

用翻轉課堂的教學模式進行教學。

Use the “*Flipped Classroom*”
instructional model.

4.

在課堂上，學生多做練習，
教師少解說。

The focus in class should be on *student practice in using Chinese*, not on the instructor's explanation of how to use Chinese.

5.

每節課的頭40分鐘只講中文，最後10分鐘才用英語解釋語法並回答問題。

Chinese only during first 40 minutes of class; during last 10 minutes instructor can explain in English and answer questions.

6.

說話要大聲。

Speak in a *loud* voice.

7.

維持自然的語速，可以重複再講，但語速不要放慢。

Maintain a *natural* rate of speech.

It's OK to repeat, but don't slow down.

8.

在課堂上，教師應用標準的
華語進行教學。

Speak with *standard* Mandarin
pronunciation.

**zhi-/chi-/shi- vs. zi-/ci-/si-, -en vs. -eng,
-in vs. -eng, -eng vs. -ong, n- vs. l- vs. r-, er vs. e**

9.

如果使用漢語拼音，
務必要用得正確。

If you use Hanyu Pinyin,
use it *correctly*.

正確: xièxie 錯誤: xièxiè, xiè xiè, xièxie, XièXie

正確: Táiběi 錯誤: tái běi, táiběi, Taíbeǐ, Táí Běi,
TáiBěi

10.

準時上下課，不等遲到的學生。

Begin and end every class punctually, even if some of the students have not yet arrived.

11.

一上課先小考，以三分鐘為限，藉以鼓勵學生務必先備課，並準時到達。

Give a 3-minute quiz at the beginning of class to serve as incentive for students to *prepare* and to attend class *punctually*.

12.

練習發音時，以音節為主，
不宜單獨練習聲母或韻母。

When practicing pronunciation,
focus on *syllables*; don't try to
practice initials or finals alone.

正確: bā yǔ wēng wèi **錯誤:** b- -ü -ueng -ui

13.

給學生起一個中文名字，有助於維持課堂裡以中文進行教學的氣氛。

Giving students *Chinese names* helps maintain a “Chinese only” atmosphere.

14.

上課時，多使用學生已學過的中文的教室用語，如：“請跟我說、再說一遍、請你問他(她)、請把功課給我、第幾聲？”

Make frequent use of Chinese *classroom phrases* like **Qǐng gēn wǒ shuō**, **Zài shuō yíbiàn**, **Qǐng nǐ wèn tā**, **Qǐng bǎ gōngkè gěi wǒ**, **Dìjǐshēng?**

15.

練習時，應隨機地點學生，
避免死板的順序，且次數務
求公平。

Call on students *randomly*, but ensure that all students have an approximately equal number of opportunities to practice.

16.

教師應先說出問題，再點學生回答。

The instructor should first *ask the question* before calling out the name of the student who is to answer.

17.

直接點一個學生回答某問題，
無須先向全班提出該問題，或
者問誰願意回答。

Address questions directly to *individual students* and avoid addressing questions to the class as a whole or asking who would like to answer.

18.

教師可先問兩、三個學生某一個相同的問題，然後請一個學生問另一個學生這個問題，全班依樣練習。

The instructor first asks 2-3 students a question, then has *student A* ask *student B* a question, and likewise with the other students in the class.

19.

先語後文，聽說領先，學生
有了口語基礎後再教漢字。

Start the first few weeks or months
with *speaking/listening only*, don't
teach characters until students
have a foundation in speaking.

20.

以學習者為中心，教師不宜說太多的話，佔據學生練習說話的時間和機會。

Implement *student-centered* classes; instructors should avoid talking too much, lest they infringe on students' time and opportunities to practice speaking.

21.

教學要進行得很緊湊，善用
每一秒！

Move at a brisk pace, make every
second count!

22.

教師應該站著教，並且經常
走動，變換站立點。

The instructor should *stand and
move around frequently.*

23.

有時讓學生站起來，用中文
(和道具) 與同學們互動。

Sometimes have pairs of students
*stand up and act out situations in
Chinese using props.*

24.

當進行複述練習時，應由句尾開始，逐漸把往句首方向的字詞加入，拉長句子，且不要跟著學生一起複述。

When doing repetition drills, *build up from the back* and avoid repeating along with students.

25.

學生每天在家背一個對話，第二天在班上和同學角色扮演，教師糾錯，然後全班練習對話中出現的句型、詞彙及其功能。

Have students *memorize a dialog* at home each day and *perform it* in class the next day, with teacher making corrections. Then ask questions and do exercises based on grammar, vocabulary, and functions in dialog.

26.

教口語時學生將課本合上。

When practicing speaking and listening, students' textbooks should be *closed*.

27.

教師要勤於糾正學生。學生的錯，教師不必多做說明；只要說出正確的句子先讓該生複述，再讓全班複述即可。

Correct students' errors diligently. Don't explain, just say the correct sentence and have the student repeat, then have the whole class repeat.

28.

每次上課，根據每個學生上課的表現給一個成績。

Give each student a *daily grade* based on class performance.

29.

如果偶爾分小組，一定要把任務交代清楚，並以三到五分鐘為限。

If you occasionally have students divide into small groups, *assign a clear task* and set a 3-5-minute time limit.

30.

仔細計劃每節課的教學活動的次序。活動的難易應由淺入深，活動間的接續應力求自然。

Plan carefully the order of instructional activities in a class, ordering them according to difficulty and aiming for smooth transitions from one to the next.

31.

無論寫傳統的中國字或簡體字，務必正確且字體前後一致。

Whether you write traditional characters or simplified characters, write *correctly and consistently*.

32.

學生應該繁、簡兩種字體都認識，但會寫其中一種就夠了。

Students should learn to *recognize* both traditional and simplified characters, but it's sufficient if they can *write* one kind correctly.

33.

為了減輕學生的壓力，讀寫課
只教在口語課已教過的詞。

To reduce the learning load, *teach only the characters for words that have already come up in the spoken curriculum.*

34.

在中文課上，不要用英語教中國文化，及練習書法、剪紙、打中國結等等。

In Chinese language class, *don't teach Chinese culture in English* or practice calligraphy, paper cutting, or Chinese knot tying, etc.

35.

改過的功課、小考、試卷等
，臨下課才發還給學生。

Return corrected homework,
quizzes, and tests at the *end* of
class.

36.

隨時保持師生之間的界限。

Always maintain student-teacher
boundaries.