

# 華語教學師資培訓及國際合作 TCSL Educator Training and International Cooperation

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# 有關數位華語教學的幾點意見

## *Some Comments on Digital Technology*

- Instructional technology brings with it *both promises and perils*
- On the one hand, things can now be done that were impossible before
- Video and satellite reception allow us to provide learners with almost *unlimited access to Chinese culture*
- Technology can enable both learners and teachers to *make more efficient use of time* by moving out of the classroom rote activities such as drill that learners can do on their own using technology, freeing up valuable in-class time for more creative practice and correction

- Learners can learn *where* and (in case of asynchronous online instruction) *when* they wish and have the freedom to *learn at their own pace*
- Learners around the world who for economic or geographic reasons were not able to take classes before are now able to
- With the present generation of students, use of technology can also *increase motivation and stimulate interest* in learning (the “coolness factor”)

- On the other hand, the new educational technology also brings with it potential problems
- In the online environment, students easily become distracted
- Therefore, it's very important to *engage them fully*, so they focus their attention on the learning at hand
- To this end, frequent *breaks* can be beneficial
- *Other adjustments* from in-person instruction may be necessary (e.g., choral repetition doesn't work so well as individual repetition, address questions to individual students rather than to the whole class – first ask question *then* call out student's name, have students stand *away* from screen when performing basic dialogs so it's more natural and so they don't cheat, etc.)

- Some high school students when they didn't know the answer to a question pretended their computer had problems! 有一些美國高中生不會回答老師的問題時，假裝電腦有故障！
- Online classes can increase the pressure on students and cause “screen fatigue” 網課可能增加學生的壓力還會引起“屏幕疲勞”的問題
- To reduce screen fatigue, in addition to frequent breaks, consider changing some classes from synchronous to asynchronous mode, so students can work on at their convenience 為了減少屏幕疲勞可以（一）多休息，（二）把一部分課從同步上課轉成異步上課，讓老師錄製教學視頻，這樣學生可以更靈活的安排他們的學習
- Unless human nature changes, learning and using language basically involves *social behavior* 除非人性改變，否則學語言、用語言是一種社會性活動

- Language involves human emotions and complex interpersonal relationships, which are difficult to create or simulate online 語言牽涉到感情和人與人之間的關係，而這很難在線上培養出來或者模仿
- The past 2 years, many students all over the world have taken mainly online classes, with the result that many have become lonely and depressed 最近兩年在全世界許多學生上網課，結果覺得很寂寞，得了憂鬱症，心情低落，
- Students very much need to learn collaboratively with their classmates on campus and encourage each other 學生非常需要在校園內和他們的同學一起學習，相互支持，互相鼓勵
- No technology can reproduce the relationship between student and teacher or the relationships among classmates 任何科技都無法重現教師與學生之間的關係或學生與學生之間的關係

- Computers, software, and the Internet can all play important roles in our instruction, but they are only tools and do not by themselves constitute a curriculum  
電腦、軟件、網路都能在我們的教學中扮演重要的角色，但它們只不過是工具，並不構成一個課程
- According to an old Chinese saying, ‘If craftsmen want to do a good job, they must first sharpen their tools.’ 古言云：“工欲善其事，必先利其器”
- We need to know *when* and *how* to use *what kind of* educational technology 我們要知道什麼時候，怎麼樣，用甚麼教學工具
- Computers are only *one of many* tools for foreign language instruction 電腦是我們從事語言教學的許多工具之一

- Online instruction can greatly enrich traditional in-person instruction 線上的教學能使傳統的面對面教學更加豐富
- If used appropriately, it can increase the efficiency of instruction (and *possibly* save some money) 如果用得正確也能提高教學效率（也許能減少一部分的花費）
- Computers can *assist and augment* instructors but cannot replace them 電腦有時可以幫助教師但無法代替教師
- Online instruction should not and cannot completely replace in-person instruction 線上的教學不可能完全代替面對面的教學
- Ideally, it would only *supplement* in-person instruction 它只能補充面對面的教學而已



# *Should We Require Students to Handwrite Characters from Memory?*

- In recent years more and more US programs allow students to do all character writing digitally 最近許多美國大學從初級華語的第一天開始就准許學生用電腦輸入漢字
- But based on my experience, if students can *handwrite* characters, they're much more likely to keep the constituent parts of characters straight 但根據本人的經驗，學生會手寫漢字有助於把部首、偏旁、聲符等組成部件弄清楚
- Knowing how to *handwrite* characters is useful in distinguishing look-alike characters 會手寫漢字有助於辨別比劃類似的漢字：「大太犬夭夭未未夫」
- Requiring learners to *handwrite* characters at the beginning stage is not only for the sake of writing but even more *for the sake of reading* 讓學生手寫漢字不只是為了培養寫字能力也是為了加強閱讀

# *Coordinating In-Class Learning With Out-of-Class Learning*

- Language learning includes different learning activities, some in class with instructor, others learners do on own
- Many activities don't require an instructor but can be undertaken by learners working out of class with print, audio, video, software, and online lessons
- Learning activities for speaking/listening include studying grammar/culture notes; drilling with audio, video, software; engaging in communicative activities
- Learning activities for reading/writing include studying structure of characters, writing characters, prereading texts (orally/silently), questions/discussion of texts
- Curriculum designers and instructors should consider **for which learning activities learners need an in-class or online instructor and which ones learners can do on their own outside of class**

# *Two Key Points About Technology*

- 多媒體教學科技固然有價值，但科技隨時要為教學服務，絕對不能讓教學為科技服務。

Instructional technology can be very valuable, but we must always keep our *pedagogical goals* foremost in mind and realize that technology is only the medium. It should be the *pedagogical goals that drive the technology*, not the other way around.

- 要先決定教學目標和教學內容，再考慮科技能否協助我們達到教學目標，絕對不可以讓科技過分地影響教學內容。

We must first decide our pedagogical goals and the instructional content; *after* those goals have been set, we can consider how technology may facilitate attaining them.

# *Transformative Aspects of Teacher Education for New Chinese Instructors*

## 師資培訓

- To prepare to teach English-speaking learners, most new instructors of Chinese must *transform* their thought and behavior as regards language and culture, language learning, and language teaching
- New instructors of Chinese have inevitably been influenced by their learning of their native language, English, and other foreign languages, as well as by the education they received in their native countries
- Since the process by which they learned listening, speaking, reading, and writing in Chinese was very different from the process by which their English-speaking students will be learning Chinese, instructors often need to adjust their views of language learning and language instruction

Some Examples of  
Issues Typically Requiring  
Transformative Learning  
for New Teachers of Chinese  
Teaching in the U.S.

# *U.S. Educational System & Classroom Culture*

## 美國的教育制度及“教室文化”

- The U.S. educational system and American classroom culture differ greatly from those in Taiwan or China
- New teachers from East Asia must learn about the relationship at American educational institutions among the classroom instructor, department head, dean, and school president
- Who should be contacted? When? About which kinds of issues?
- There are also classroom management issues with which new instructors need to become familiar
- For example, how should students who misbehave or are chronically absent or late be handled?

- Another important question is that of student-teacher boundaries
- Is it acceptable for students to address instructors by their first name? Or for instructors to attend parties with their students? What if alcohol is present?
- In America, certain questions to students, if asked in a public setting, would ordinarily be inappropriate, for example, asking if students are on financial aid or how much their family earns or personal questions regarding politics, religion, and sexual orientation
- There are numerous other aspects of American classroom culture which may be surprising to new instructors from Asia
- For example, in many American classrooms students may get up and leave the classroom to go to the bathroom without asking for prior permission from the instructor

# *The Role of the Teacher*

## 教師該扮演的角色

- In East Asia, education has for thousands of years been a very teacher-centered process
- However, effective foreign language programs need to be learner centered and learning centered
- Instead of serving as a disseminator of knowledge, an effective language teacher serves as designer of the curriculum and manager or facilitator of instruction.
- Instead of lecturing or asking students questions, it is usually more effective for the teacher to set up situations where students must interact with each other in the target language to accomplish given tasks, with the instructor critiquing and mentoring as needed



# *The “ACT”/“FACT” Distinction*

- For the majority of adult language learners, the most effective way to learn a language includes: (1) large amounts of language practice and use (=ACT); and (2) smaller amounts of analysis and explanation about pronunciation, grammar, society, and culture (=FACT)
- ACT = communicative practice, language performance, & language use 語言的練習和使用
- ACT is all in the target language (Chinese), never in the learners’ native language (English), so English is never used in ACT class

- FACT = explaining how to use a language 解釋  
如何使用一種語言
- FACT includes explanation about grammar, pronunciation, society, culture, language learning strategies, etc.
- At the beginning level, FACT must of necessity be conducted in English, though many examples should be provided in Chinese
- An effective lesson plan for a 50-minute class might be: first 35 or 40 minutes of class is ACT, with the last 10-15 minutes being FACT
- At the intermediate and advanced levels, FACT can increasingly be done in Chinese

# *The “Flipped Classroom”* 翻轉課堂

- Students PREPARE everything BEFORE CLASS, so class can be used for ACT activities (practice in actually using Chinese, not just talking about Chinese)
- Instructor never (or only rarely) presents new information or explanation in class
- FACT content (information about pronunciation, grammar, vocabulary, society, culture) should be in the textbook, on a hand-out, or online
- Give students a *daily schedule* with detailed instructions on what and how to prepare for each class and what will be done in class each day
- Most students can read, study, and understand FACT-type content by themselves, but they cannot do ACT-type activities by themselves
- In class, the instructor must be careful *not to go beyond what students have prepared* (老師不可以超越學生準備的範圍)

# *The Primacy of Spoken Language*

- Speech is primary 語言以口語為主
- Children learn to speak before they learn to read
- Historically, most people could speak but couldn't read
- New instructors from Taiwan or China typically remember learning reading and writing in school but tend to forget that when they began school they could already speak and understand
- Moreover, in East Asian society, the written language (think of Chinese calligraphy!) is accorded great respect
- Thus, it sometimes seems strange to some new teachers that in basic-level Chinese classrooms in America, training in speaking should receive priority and be seen as the foundation for reading and writing

- It's much harder for American learners to progress in written Chinese than in spoken Chinese
- The characters are hard to learn and remember
- The division between the registers or styles of spoken and written Chinese is particularly large
- Moreover, the written skills are less useful for most learners
- All this has implications for the point in the curriculum where Chinese characters are introduced as well as the manner in which reading and writing should be taught
- Why allow the *slow* rate at which learners learn characters to slow down the *much faster* rate at which they can learn spoken Chinese?

- At the basic level, oral and written skills are best taught from separate but related materials
- Because the oral skills are for most students more immediately useful than the written skills, priority should be devoted to speaking and listening
- The learning of written skills proceeds more efficiently if learners study for reading and writing only words they have previously learned for speaking and comprehension
- In this approach, learners already know the pronunciation, meaning, and usage of a word and need only learn its written representation, which substantially lightens the learning load

# *Transcription* 標音

- Since Chinese characters are difficult to write and don't indicate pronunciation clearly, use a transcription system like Hanyu Pinyin or 注音符號
- Transcription does not equal pronunciation!
- Transcription is nothing more than written symbols designed to remind one, in a rough-and-ready manner, of sounds that should already be *stored in the brain*
- Pronunciation can be learned only from native speakers or audio recordings, not from writing
- Learners should be introduced to the sounds of a language before they encounter transcription
- Learners should *spend much time outside of class listening to and repeating after audio files* (not looking at Hanyu Pinyin and picking up incorrect pronunciations)

# *Writing System* 書寫系統

- The Chinese writing system is a *mixed system* consisting of simplified, traditional, and alternate characters as well as Arabic numerals, uppercase and lowercase letters of Roman alphabet, mathematical and other special symbols, punctuation, and transcription such as Pinyin or Zhuyin
- There are different handwritten and printed versions of many characters, in an assortment of different font styles and sizes, with the option of vertical or horizontal format
- Learners need practice in *reading texts that are representative of as much of this variation as possible*
- Chinese characters should normally be taught *in context*
- When selecting characters to be learned, *frequency of occurrence* should be taken into consideration
- Some characters should be taught for both production and recognition and others taught for recognition only



# *Culture* 文化

- 語言和文化是分不開的 Language is part of culture, language and culture are inseparable
- 根據 Hector Hammerly (*Synthesis in Second Language Teaching*, 1982), 有三種文化：
  1. Behavioral Culture 行為文化
  2. Informational Culture 資訊文化
  3. Achievement Culture 成就文化

# *Behavioral Culture* 行為文化

- 知道在什麼情況下說甚麼，不說甚麼  
Knowing what to say and when
- Use of 你 vs. 您
- 客氣話 Polite talk: “我先走了，請慢用”
- 拜訪人要帶禮物 Bring a present when calling on someone
- 進屋子要脫鞋 Take off shoes when entering someone's home
- 上課不戴帽子、不吃東西……等 Don't wear a cap or eat in class, etc.

# *Informational Culture* 資訊文化

- 地理 Geography of Taiwan, China, US, world (a map can be a wonderful teaching tool)
- 政府的組織 Structure of Taiwanese, Chinese, US governments
- 傳統的節日 Traditional Chinese and Taiwanese festivals as well as US holidays

# *Achievement Culture* 成就文化

- 歷史 History
- 文學 Literature
- 哲學 Philosophy
- 音樂 Music
- 舞蹈 Dance
- 藝術 Art

# *A Basic Principle* 一個基本原則

- 在華語教室裡只用華語 Use only the target language (Chinese) in the language classroom
- 如果學生的華語水平太低而老師還不能用華語來介紹及練習某一種文化內容，那麼先不要介紹這部分的文化內容 If learners' Chinese level is too low for the teacher to teach culture in Chinese, then *wait* on presenting that aspect of culture (but it could be taught in English in history or geography class or through extracurricular activities)

# *When teach which kind of culture?*

## 何時介紹哪種文化？

- 在初級階段可以透過對話介紹中國的行為文化  
At beginning level, introduce behavioral culture through dialogs
- 在中級階段可以透過對話和簡單的課文介紹資訊文化  
At intermediate level, introduce informational culture through dialogs and simple readings
- 學生到了高水平才開始閱讀、討論文學作品  
Don't begin to read and discuss literature until advanced level

# *Lifelong Language Learning*

## 終身的學習

- The concept of *lifelong language learning*, in a succession of different learning environments not limited to classroom, is novel for many new instructors
- Example: learner begins in high school, continues at university, then a study abroad program in Taiwan, then graduate school, and finally use and continue learning Chinese on their own in Asia or the U.S.
- A long-term outlook is necessary if learners are truly to attain *professional levels of proficiency*
- A successful language course should emphasize *teaching learners how to learn*
- We should help learners develop into *self-reliant, lifelong language learners* who assume responsibility for their own learning

Some Examples  
of Different Ways to  
Implement  
the Needed Transformations



# *Implementing the Needed Transformations*

## 如何培訓新的華語教師

- Training programs for new teachers should transform teachers so teachers can transform students 為了能夠改變我們的學生我們需要先改變自己
- According to Jack Mezirow (*Transformative Dimensions of Adult Learning*, 1991) “disorienting dilemmas” (使人迷惑的困境) are needed to “shake learners’ belief systems” and cause them to transform their thought and behavior
- The next few slides will present examples of learning activities that can serve as “disorienting dilemmas” for new teachers of Chinese as a Second or Foreign Language

# *Readings, Lectures, and Discussions*

## 華語教學理論課

- In teacher training as in language training, both *education* (understanding the facts) and *training* (practice teaching) play important roles
- Dissemination and careful study of information about the key issues listed earlier is one useful way to facilitate transformations in new instructors' ways of thinking and behaving
- There should be readings, lectures, and class discussions about the topics above to ensure that new instructors acquire the needed knowledge

# *The New Instructors' Own Language and Culture Learning Experiences*

## 討論新老師自己學英語和美國文化的經驗

- Discussion of the successes and failures of the new instructors' own language learning is another useful way to promote transformative thought and action
- New instructors should discuss “disorienting dilemmas” experienced during their own study, work, and daily life in the U.S. and other countries
- What went right? What went wrong? Why?

# *Class Observation* 觀課

- According to a well-known Chinese proverb, 百聞不如一見 “Seeing is believing”
- New instructors should observe language classes in Chinese and other languages taught by master teachers
- After the class observations, there should be discussion of what has been observed both with and without the master teacher present
- Even better than observing a class is taking a course in an unfamiliar language taught by a master teacher
- This has value on multiple levels including observing effective learning and teaching in action; understanding the challenges and pressures language learners face; and, of course, encountering yet another “disorienting dilemma”

# *Demonstration Teaching* 示範教學

- As Confucius is quoted in the *Analects*, 學而時習之，不亦樂乎？ “To learn something and at the appropriate time to put it into practice, is this not a pleasure?”
- One of the best ways to learn is by *doing*
- A good teacher training program should provide trainees with ample opportunities for *practice teaching and demonstration teaching*
- Some demonstration classes can be videorecorded for the new instructors and/or their teacher trainers to view and critique later

- Watching a video of one's own teaching can by itself be a most “disorienting dilemma”!
- The demonstration teaching should also be observed by a master teacher, who can critique and discuss it with the pre-service instructors afterwards
- Before that critique, the pre-service teachers should themselves critique and reflect on their own teaching
- When scheduling the demonstration teaching, it's best to begin with short segments consisting of one or two specific learning activities
- Over several weeks one can gradually build up to a whole class hour

# *Conclusions* 結語

- As we've seen, there are numerous issues about which new instructors need to transform their thought and behavior
- Through the learning activities and “disorienting dilemmas” described earlier, most new teachers are able successfully to change their outlook and adjust their teaching
- Even after participating in these activities, it may prove hard for a few new teachers to transform their thinking and behavior
- Some instructors reject unfamiliar ways of teaching while others may “go through the motions” without really believing in the underlying principles or value of what they're doing
- However, the majority of new instructors, if given the appropriate training and allowed sufficient time to reflect on and discuss their training experiences, are able to effect transformations in own their thinking and behavior so that they're able, in turn, to transform their students