



Authentic Teaching and Learning in the TCS/FL Classroom

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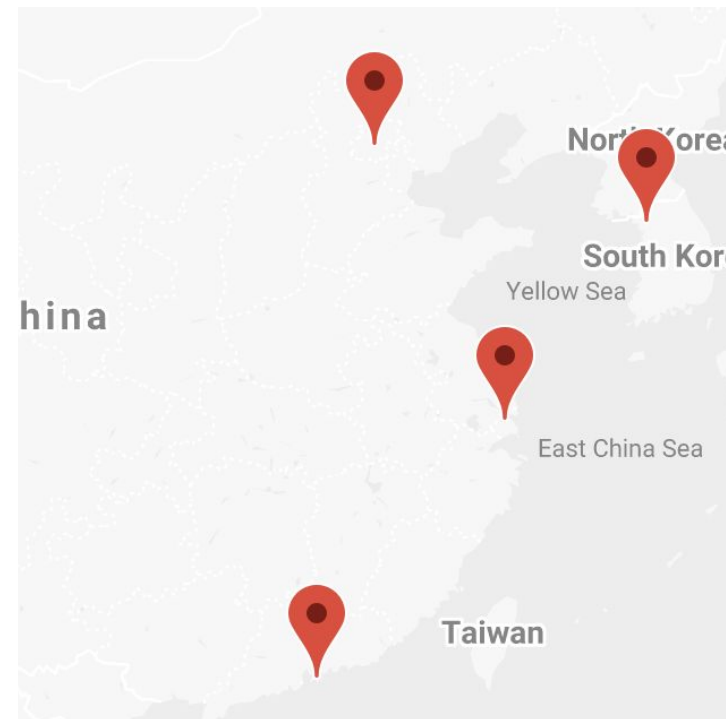
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What elements of instruction in the TCS/FL classroom can empower the learners and enable them to communicate effectively and successfully?

哪些元素可以強化學習者的能力並提高
華語文教學的成果？



A Stimulating, Joyful and Collaborative Classroom

知性滿足感,成功的喜悅,協作中成長感

Inauthentic learning



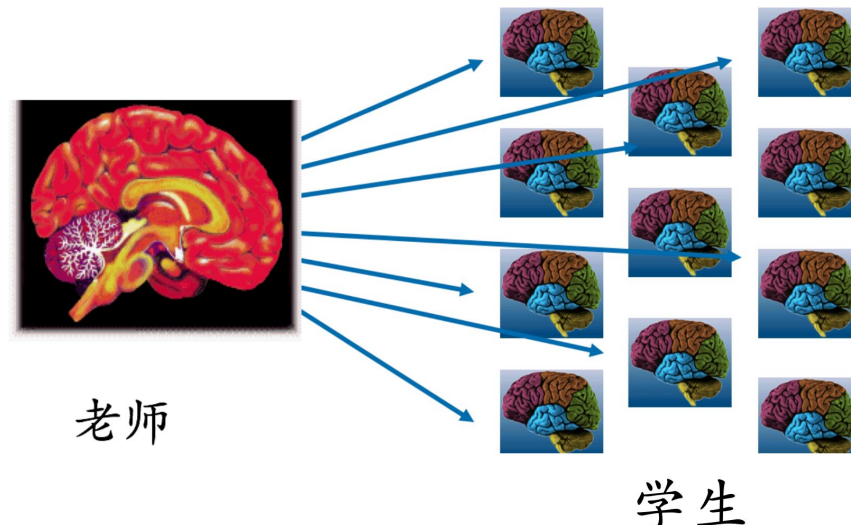
Teachers teach and test for retention of facts.



Students are expected to memorize facts for the exam.

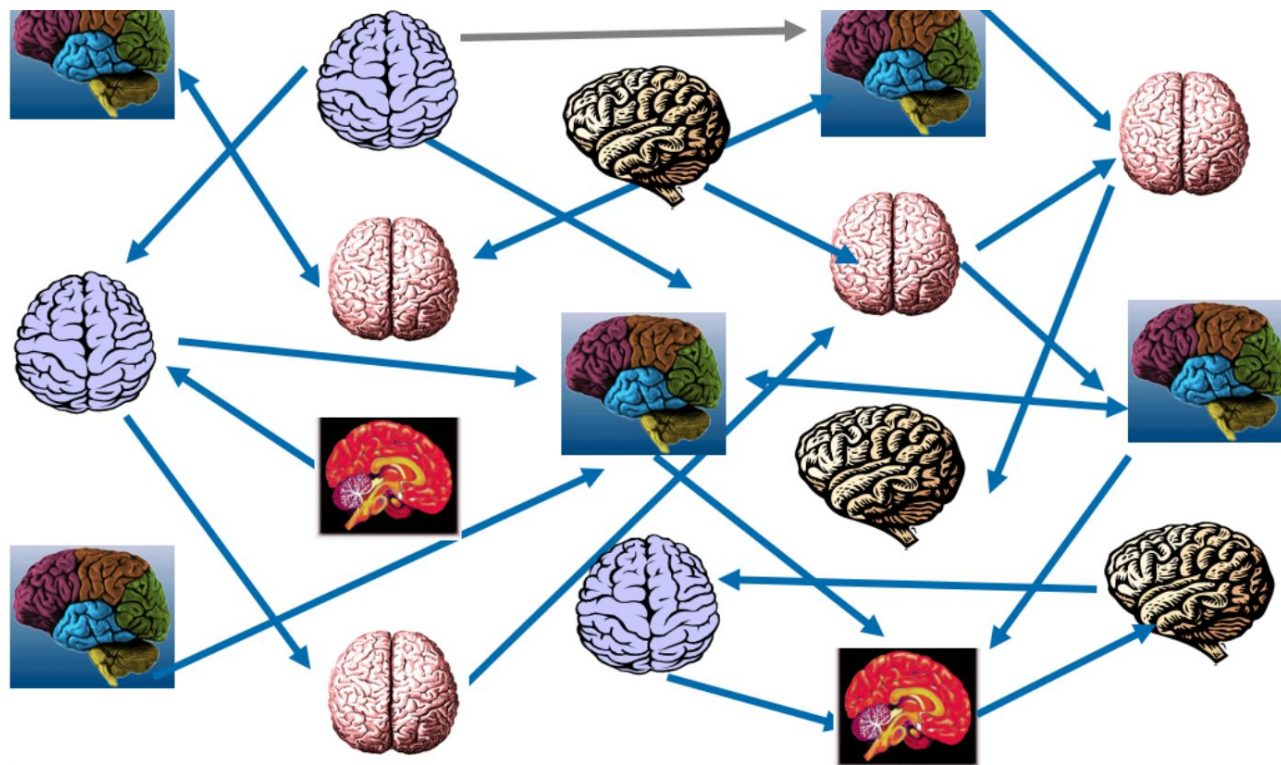


Test scores are the only expected outcomes.



Passive Learning

Active Learning



Pedagogical shifts



FROM CONTENT TEACHING



TO TEACHING FOR CONCEPTUAL
UNDERSTANDING AND DEVELOPMENT OF SKILLS
AND PROBLEM SOLVING.

Role Change

The teacher's role changes from sage on the stage to guide from the side.

Student role changes from reproducer of facts and theories to an active, reflective, analytic participant and producer in the learning process.

Transformational Changes

PASSIVE LEARNING

Chapters covered and workbooks completed

Academic context

Textbook as resource

Organized around time

Teach once

Whole group instruction

ACTIVE LEARNING

Identification of what student should know and be able to do

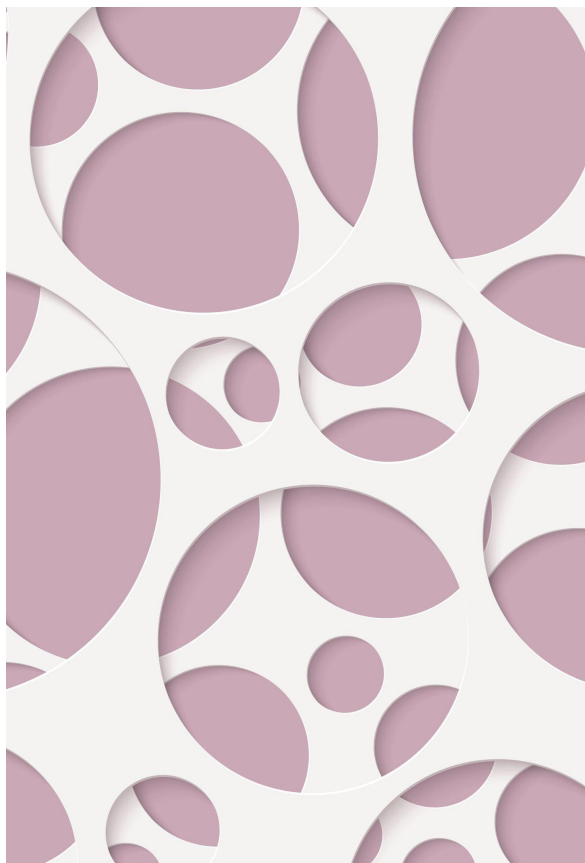
Life context

Multiple, authentic resources

Organized for results

Re-teach and enrichment

Differentiated instruction



Using the world as the “textbooks”

PURPOSE, CONTEXT, AUDIENCE, MEANING, VARIATION
TEXT TYPES, MULTI-MODES, TECHNOLOGY

I used to...but
now I will

How do you approach teaching this paragraph?

根據日本政府今年六月發表的一份報告，日本現在20歲的年輕男性中，超過4成不曾有過與異性約會的經驗。而且，每4個30歲的年輕人當中就有1名抱持不婚主義。再加上，去年日本的結婚人數創下日本戰後最低紀錄。這些數據一公佈，立刻在日本國內引發廣泛的討論。

Authentic Learning

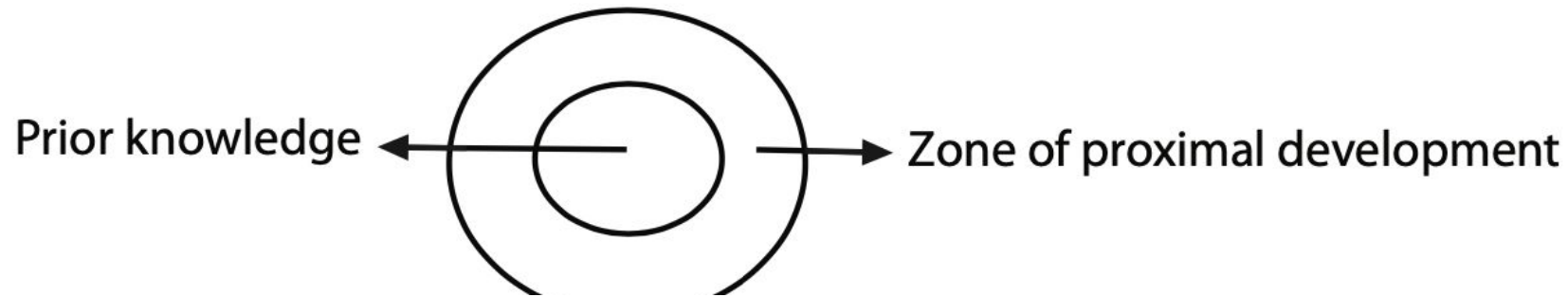
1. 分享一個(你看懂的)重點
2. 這篇文章是有關什麼人的？ 1) 家庭主婦 2) 年輕人
3. 這篇報導是關於什麼主題？ 1) 結婚 2) 買房
4. “超過4成不曾有過與異性約會的經驗” (第2行) 哪個詞語跟“男朋友或女朋友” 的意思差不多？
5. “超過4成不曾有過與異性約會的經驗” (第2行) 中的“約會” 是什麼意思？
1) refuse 2) date
6. 從文章中圈出“而且”，它在文中的意思是 1) 但是 2) 還有
7. 從文章中圈出“再加上”，它在文中的意思是 1) 因為 2) 還有
8. 下列哪個敘述是正確的：1) 日本30歲的年輕人有25% 不要結婚 2) 今年日本的結婚人數增加

FLUENCY AND
ACCURACY

Ambiguity
tolerance

Activating prior understanding and building background knowledge

New learning and understanding is constructed on previous experiences and conceptual understandings in a developmental continuum. Stephen Krashen (2002) stresses the importance of **comprehensible input** for learning to take place. If new information cannot be understood, it cannot be linked to prior knowledge and become part of deep learning. The psychologist Lev Vygotsky (1978) describes a **zone of proximal development** (ZPD) within which new learning can take place if there is support. The ZPD lies beyond the zone of prior knowledge, which is where a learner can work independently without support. Anything outside the ZPD is not yet able to be learned.



Students Have Different Needs!



STANDARDS



Circle-Center-Seat



CIRCLE: WITH
THE TEACHER




CENTER:
GROUP WORK



SEAT: ALONE TIME

Elements of effective language teaching and learning

Exposure to and experience with languages, with all their richness and diversity, creates curiosity about life and learning, and confidence about creating new social interactions.



Trigger the brain,
Touch the heart,
and Connect the
soul.

EFFECTIVE TEACHING AND LEARNING

Reference

Suyi Wang (2010-2022), Teacher Training Workshops

IB (2014), Language and Learning in IB Programmes