漢語教與學必備：
教什麼？怎麼教？

繁體

（下）怎麼篇：組織教學

Chinese Essentials:
What and How (Volume Two)
How: Designing Teaching (Traditional Chinese Edition)

■ 傅海燕 著 ■

教師的職責是將學習的過程和學習的內容化難為易、做到寓教於樂，使學習觸類旁通。通過這樣的教學理念與實踐讓學生致力於長期、有效的努力中教師怎麼才能做到「化難為易、寓教於樂、觸類旁通」呢懂得并了解你的學生，懂得并了解你要教什麼，懂得并了解你怎麼教

漢語教與學必備：
教什麼？怎麼教？ 繁體
（下）怎麼篇：組織教學

Chinese Essentials:
What and How (Volume Two)
How: Designing Teaching (Traditional Chinese Edition)

■ 傅海燕 著 ■

Haiyan Fu has been teaching Chinese to speakers of other languages at postsecondary institutions since 1982 and teaching high school for the last eight years. She is currently teaching all levels of Mandarin Chinese at Northside College Preparatory High School in Chicago. In 2003, she was selected to appear in the Annenburg Foundation production "Teaching Foreign Languages K-12: Putting the Standards to Practice." Fu is a trainer in the U. S. Department of Education's Teacher-to-Teacher Training Corp; a writer for Chicago Public Schools' Project MAJIC, a U. S. Department of Education-funded effort to develop K-12 curricula for Chinese and Japanese; an AP Chinese textbook reviewer for the College Board, and has been president of the Midwest Chinese Teachers Alliance since 2000. In 2006 she was elected as a board member of Chinese Language Association of Secondary-Elementary Schools.

Fu has a Master's Degree in education from Smith College, and an Ed. D. from the University of Massachusetts at Amherst, specializing in second language acquisition, instructional leadership and curriculum development. She is certified in Chinese, English, ESL, Language Arts and Bilingual Education in the State of Illinois.

傅海燕自 1982 年開始在中國及北美大學從事對外漢語教學。1999 年開始在芝加哥高中教授漢語。2003 年傅老師的課堂教學被選入 Annenburg 基金會與美國外語教學協會委托波士頓電視臺錄制的課堂教學示範系列，作爲培訓中小學外語教學師資的樣板。2004 年加入美國教育部資助的芝加哥公立學校漢語日語教學大綱編寫小組。2004 至 2005 年審閱伊州中文教師資格考試框架設計、內容與評分；2005 年開始爲全美大學委員會審閱中文教材。自 2000 年起擔任美國中西部中文教師聯盟主席。2006 年被選爲美國教育部教師對教師培訓計劃的培訓員、美國中小學教師協會理事會理事。

1989 年獲史密斯學院教育碩士，1996 年獲麻州大學教育學院教育博士。主要研究課堂教學教法及課程設計與發展。持有美國伊州初高中的中文、英文、英文爲第二外語、雙語教學及語言藝術等科目執教證書。

致 謝
Acknowledgements

After 26 years of teaching Chinese to non-Chinese language speakers, I have accumulated some classroom experience that I wish to share with other teachers. However, I would never have thought about writing anything down if it was not for the encouragement and support of the following people.

My husband, Kenneth Kocanda, urged me to take on this project and helped to edit the book. Without his continuous support and countless hours of work, this book would not have been possible.

Several people gave me feedback and suggestions. The contribution of these three friends, colleagues, and partners on many projects was instrumental in this particular book. Their generosity in sharing their experiences and opinions as well as the encouragement to make this book a reality is a testimonial to their friendship and professionalism and will always be cherished.

Dr. Yu, Hongwei translated the segment of Questions and Answers and compiled the List of Measure Words and the Usage of "duo."

Jane Lu contributed to the early idea of this book and cooperated with me to begin this project.

Dr. Yvonne Lau, who has worked with me on many projects, and given me suggestions on styles of writing and discussed concrete examples of classroom practice with me.

Special gratitude goes to Golden Yuan for believing in me and giving me technical support to publish this book.

I dedicate this book to all my students and their parents, especially those who granted me permission to use their work in this book.

Acknowledgement of Permission:

Student Work (1999 to 2006 Northside College Preparatory High School)

"What" and "How"
"教什麼" 與 "怎麼教"

In Chinese we call teaching — "教書," which literally means "teaching book." Traditionally, a language teacher comes to class with a textbook and student workbooks. The teacher teaches according to the book and students learn from their books. This kind of practice would be convenient if there were books fit for all classroom situations. The reality is that in the United States, Chinese as a world language in the K-12 classroom is an emerging, fast-growing and ever-changing phenomenon. Students of Chinese language are a very diverse population with regard to age, grade levels, needs, language backgrounds and learning styles. Instructional conditions vary in terms of class size, contact hours, intensity of instruction and the availability of equipment and materials, etc. Professional development for teacher preparation and training is inadequate. There is no teaching material that is one-size-fits-all. An effective classroom teacher must have an effective teaching practice to cope with these challenges. Many teachers have organized teaching and learning materials based on the needs and characteristics of students with the goal of making classroom practice more practical than just "teaching books." This is a good practice. This is true teaching: 教學 vs. 教書. This kind of practice should not be used out of desperation but out of necessity.

　　"Teaching" 譯成中文常常成了 "教書"。按照字面的意思譯成英文 "教書" 就成了 "teaching book"。傳統的教學方式就是老師照本宣科，學生在練習本上做功課。這樣的做法本可方便課堂教學，前提是有一本教科書能滿足所有課堂教學的需求。在美國，目前漢語在中小學課堂作爲外國語教學雖起步不久，但發展迅速。學生的來源及情況十分複雜。學生的年齡、年級、需要、語言文化背景、學習方式方法都不同；班級人數、授課時間、教學強度、教具和教材的裝備不一。教師的培訓不足。沒有一部教材是萬金油。要想教

得好，就得找出好的教學辦法迎刃而上。很多老師早就開始根據學生情況，針對教學的需求，自己組織上課用的材料。這才是對路的教學：是"教學"而不是"教書"。這樣的教學不應是出於不得已，而應是必需。

This series is designed to facilitate true teaching. It aims at reflecting and encouraging a break from traditional practice by combining language materials, teaching references, and instructional design into a single series for easy, quick and solid practical use.

編這套書的目的就是要輔助這樣的教學。反映并鼓勵這種打破傳統的教學辦法，把教學的素材、教學參考資料和教案設計集中在一起。使教與學的索引，參考、運用簡便，省時，實際。

This series endeavors to face two essential questions for a teacher of K-12 world language:

What do I teach in a K-12 world language classroom?

How do I teach in a K-12 world language classroom?

這套書試圖面對中小學（幼兒園至 12 年級）漢語作爲外國語教學課堂教學的兩個根本問題：教什麽？怎麽教？

Let's consider these two questions in simple and realistic terms.

我們一起用簡單而現實的語言來探討這兩個問題。

"What"
"教什麽"

We expect young learners of Chinese to become world citizens and lifelong learners.

作爲教師，我們期望我們的學生能成爲世界公民和終身學者。

Language is a tool of communication, and thus, we teach learners a new communication tool. We teach interaction and good manners. We teach to develop high proficiency in Chinese.

語言是交際的工具。我們教我們的學生新的交際工具。教他們與人交流和交流的方式方法。教他們發展交際的技能。

Language is part of culture, and represents and reflects the world views and customs held by the people of a culture. Therefore, as language teachers, we teach learners a new perspective on life experience that is different in many ways from their own. We provoke curiosity and nurture respect and love through achieving understanding in another language.

語言是文化不可分割的部分。語言代表并反映不同文化中人們的世界觀和風俗習慣。在教語言的同時，我們介紹給我們的學生新的、與他們自己不同的對待人生的看法和角度。我們通過了解另一種語言引發好奇，培養尊重和愛。

Learning a foreign language is something with which most young learners have no experience. In addition to teaching a language, we teach learners how to learn something that is challenging and unfamiliar. We impart knowledge and skills so that at a young age, learners can discover a new world through studying a world language and discover their own strength in learning. We foster diligence and work ethic, and teach them develop knowledge and learning skills.

在課堂上學習外國語是學習一個對大多數幼小學生來說完全陌生的知識領域。我們教給他們怎麼學具有挑戰性的科目。我們傳授知識和方法。讓孩子們通過學習一種新的語言去學着探索新的世界，發現自己的能力和長處。我們培養勤奮和上進。我們教他們學會知識及學習方法并鍛煉學習能力。

"How"
"怎麼教"

A language teacher's job is to make the learning process easy, fun, and to make learning make sense to learners. We try to engage learners in this long-term, effective and fruitful endeavor.

教師的職責是將學習的過程和學習的內容化難爲易，做到寓教於樂，使

V

學習觸類旁通。通過這樣的教學理念與實踐讓學生致力於長期、有效的努力中。

Making learning easy, making it fun, and making it make sense are correlated. If something does not make sense, then it won't be fun, thus it won't be easy. If something is too hard, then it is not fun. If something is interesting, it must make sense one way or another and because it is fun it will be enjoyable and it won't feel too hard. If it feels easy the learner will be more inclined to continue.

化難爲易、寓教於樂、觸類旁通是相關的。不懂就沒意思，就不會容易；太難就不會有趣；有意思一定是理解了妙趣所在；而有趣使你更投入從而不感到太辛苦。感覺容易就不會因畏懼而退縮。

Make it Easy. Nothing is easy. Learning a language is not an easy endeavor. But this does not mean there is no way to make the learning process easier for learners. Making learning easy by no means implies a lowering of standards. It simply means finding sensible ways to set up learners for success instead of failure.

化難爲易。世上無易事。學習一門外國語絕非一件容易的事。但是這并不是說不能找出辦法簡化學習的過程。化難爲易也不是要降低標準。化難爲易是找出辦法幫助學生成功。

Make it Fun. Making it fun eases the anxiety, sustains interest, and lets learners enjoy the process. It promotes the active participation of learners.

寓教於樂是爲了消除緊張，保持學習興趣，讓學生在學習上感到滿足與愉快。鼓勵學生的積極參與。

Make it Make Sense. Making it understandable makes learning meaningful to learners. It requires the instructor to understand learners. What makes sense and what does not to these learners?

觸類旁通指的是學生的理解。一方面，學習的内容要在學生理解程度以内，并能加强學生對目的語言和文化的理解，達到舉一反三；另一方面，學生覺得學習的内容有意義，即與他們的生活有聯繫，學習的内容可以用來表達自己的思想感情。這需要教師了解學生。

Being able to speak in a foreign language is a rewarding experience, especially for a language like Chinese. Regardless of any scientific evidence, most of people have the notion that Chinese is a harder language to learn than most others. So, if a young learner speaks Chinese successfully, the sense of pride and achievement will be tremendous. This enthusiasm can translate into a passion and a motivation for more learning, even for other subject areas.

學會一門外國語是一個有回報的經歷，特別是學會説漢語。不管有否科學依據，多數人覺得漢語是種很難學的語言。要是一個小孩子會説漢語，就會感到自豪，會有很大的成就感。這樣的熱情鼓勵學習，不光是漢語還可以派生對其他學科的學習熱忱。

How does a teacher achieve the above objectives? The answer is: Know your students, know your subject, and know your methodologies.

教師怎麼才能做到"化難爲易、寓教於樂、觸類旁通"呢？答案是：懂得并了解你的學生，懂得并了解你要教什麼，懂得并了解你怎麼教。

This series will help you with the latter two areas.
這套書幫助你弄明白這後兩項。

Integration of "What" and "How"
"教什麼" 與 "怎麼教" 的結合

The "What" part of the book provides a series of building blocks. Each block is structured with a topic and connects functional language use with linguistic structures. Grammatical patterns are grouped according to functional use, and vocabulary is ordered by category and topic.

這套書的"什麼篇"介紹一系列的集裝板塊。每一個板塊都圍繞一個話題將語言材料與語言功用串聯在一起。也就是説，語言的語法結構是按語言的功用挑選組裝在一起的。詞彙是按話題和類別排列的。

The "How" part presents a progression and sequence of teaching and learning

for Chinese in grades 6 ~ 12 classrooms. It demonstrates sampled thematic unit and lesson design variables and related instructional strategies, activities, and assessments to provide users with concrete "how" tips for good classroom practices and guides the user to connect "what" and "how." The unit design intends to be pragmatic, yet flexible and helpful to the users. At the same time, it respects the users' choice of methods and texts.

这套书的"怎麽篇"建議中小學、主要是 6 ~ 12 年級的漢語課堂教與學的進程和步驟。建議并示範以主題貫連的教學單元、教案設計,包括變量的設計;有關的教學指導建議、課堂活動和測試。并給使用者一些具體的課堂教學的小訣竅。引導使用者把"教什麽"和"怎麽教"——教學内容和教學方法聯繫起來。教學單元的設計力求具實用性、靈活性和支持性,同時尊重使用者對教材和教法的選擇。

The design comes from this analogy:

这套書的設計來自這樣一個比喻:

Building a house is a constructive process. When building a house, we must have basic building materials, such as bricks, a framework, a blueprint, etc. The process is initiated with a purpose, proceeds with a blueprint, and involves an architect and the work, skills, and creativity of builders.

蓋一座房子是一個建造過程。蓋房子要有基本的建造原料,如磚瓦泥沙等;要搭起架子來,還要有藍圖。這個全過程的展開首先需要一個明確目的,然後要圖紙設計,要有建築設計師和建築工人的參與,貢獻他們的智慧與勞動,他們的技術和創造精神。

In a language class, a teacher facilitates a creative, constructive process for learners engaging the target language. This resembles the process of building a house. The learners are builders. The teacher is an architect. The purpose of the tasks is to build learners' proficiency in the target language; the blueprints are unit designs and lesson plans — a carefully structured road map to success; the bricks are the vocabulary; the frameworks for connecting basic structures are sentence patterns.

在語言課堂上,老師協助學生參與學習目的語這樣一個創造性的、建設

性的過程。就像蓋房子的過程一樣。學生是建築工人，老師是建築設計師；教學的目的是發展目的語的語言能力和水平；藍圖就是精心設計的教學大綱和教案，建築材料是詞彙及使用知識，框架是語法句型和運用。

However, the construction that takes place in a language classroom requires more when compared to constructing a building. 1) The classroom construction process is a hands-on experience using more experimentation. It is an interactive and on-going process with goals of long-term progress, requiring recycling and spiraling language materials. 2) The teacher is more than an architect. A teacher is a provider, a facilitator, a tutor, a motivator, and a mentor. A teacher must provide the learners with building materials, to help to develop the skills, and to give room and opportunity for the learners' creativity. More importantly, a teacher must demonstrate, model, and nurture love for learning and ways to achieve learning. 3) The learners are special builders. The learners are in different developmental stages in terms of physical, mental, and emotional maturity. They have specific characteristics and needs in terms of cognition, motivation, learning styles, and cultural and linguistic diversity. More importantly, the learners must feel ownership in this constructive process. They are decision-makers and critical thinkers in learning as well as active and creative users of the language. The new language should become a conduit for expressing their true feelings.

然而，課堂中的建設過程比蓋房更複雜。1) 這個過程不僅需要第一手參與的經歷，而且是一個不斷嘗試的過程；是一個有長遠目標的、互動的、進行的過程；需要不斷復習、重復，螺旋式上升性地運用語言材料。2) 老師不僅僅是一個建築工程師，還是一個供應師，不斷地提供建築的材料，幫助提高建築的技巧，并給予機會讓學生有創造發展的空間；同時老師還得展示、示範，培養學生對學習的熱愛和學習的技能。3) 學生是特別的建築工人。他們處於身、心、情感發育的不同成熟階段。他們在認知、學習動機、學習風格、語言文化背景方面的特點和需求不一。更重要的是，他們要在學習過程中有主人翁的態度和權益。他們是學習和語言運用的決策人、思考者。目的語將成爲他們表達真實情感的又一渠道。

This series is an endeavor to bring "What" and "How" together in an organic

way by providing "what" as building materials with basic frameworks and demonstrating "how" as blueprints. It is written with a sincere hope to provide a service to K-12 Chinese language teachers and learners everywhere.

這套書以"什麼篇"提供建築材料和框架,"怎麼篇"做藍圖,兩部分所反映的教學理念和思路,探索的教學設計和框架,分享的教學經驗和技巧,力圖將"教什麼"和'"怎麼教"有機地結合起來。這不是一套語法理論的書,也不是一套教學法研究的書。而是爲中小學漢語教學課堂提供的具體服務,是中小學漢語作爲外國語教與學的參考、輔助與必備。

<div align="right">

Fu, Haiyan, Ed. D.

傅海燕

</div>

Volume Two concentrates on teaching design. It has two parts.

下册集中討論教與學的設計。本册兩篇。

Part I, Teaching Tips — Best Practices, focuses on practical teaching techniques and provjdes examples of effective experience in grades 6 ~ 12 middle and high school Chinese classrooms. It presents instructional strategies in question and answer format and demonstrates some learning activities by categories.

上篇：教學小訣竅——好經驗。以兩種形式介紹 6 ~ 12 年級中學漢語課堂教學行之有效的教學技巧與經驗：課堂教學問與答，課堂教學活動案例。

Part II, Thematic Unit Design, provides users with an introduction to the rationales behind the thematic unit designs introduced in this book, a step-by-step unit design template and directions, a list of suggested units and 10 actual unit designs with possible variations. The content of teaching and learning in each unit links to Volume One of this series, *Functional and Grammatical Walk Through*, for easy, quick, and practical guidance.

下篇：主題教學單元的設計。包括主題教學單元的設計原理，教學單元設計步驟、模式與指導意見。并附有主題教學單元系列表，十個主題教學單元的具體設計，每一單元設計均包括三個等級教學的變量建議。每一教學單元的教學内容均與上册《什麽篇：語用與語法走廊》的有關章節緊密相連，便於查閱。

Intended Objectives   目標：

- To promote effective teaching and learning by sharing some instructional strategies and techniques applied in the classroom.
- 分享教學課堂策略與技巧以提高教與學的質量。
- To assist curriculum design and lesson planning by providing suggestions, step-by-step instructions and concrete examples.
- 提供具體教學建議、教學步驟和教學實例以輔助課程設計和教學安排。

Format 編排:

    Part I 上篇: Teaching Tips — Best Practices 教學小訣竅——好經驗

    Introduction 簡介

    20 Questions and Answers on Effective Language Teaching and Learning
有效教學問與答

    Suggested Activities and Assignments 對課堂教學活動和作業的建議

    Part II 下篇: Thematic Unit Design 主題教學單元的設計

    Introduction 簡介

    Mapping of Themes and Topics 教學單元主題題目規劃

    List of Suggested Units 教學單元表

    Unit Design 教學單元設計

Application 使用:

Users, teachers, administrators, or parents may use this book to become familiar with the general picture of Chinese curriculum and the content of teaching and learning.

教師、教學行政管理人員或家長用這本書可以全面熟悉了解中小學漢語教學教程的覆蓋面和系統性。

- Teachers may get quick references and assistance for instructional design and lesson planning.

- 任課教師可以快速查閱對課堂教學及備課有用的資料。

- Teachers may model or employ some of these strategies and techniques to enrich their classrooms.

- 任課教師可以示範和運用書中介紹的教學策略與技巧。

- Teachers may follow the principles advocated in this book and modify the given examples to create their own teaching techniques.

- 任課教師還可以遵照書中介紹的教學理念，按照課堂實際，模仿改變書中介紹的例子，創造出自己的教學手段。

目 録
Contents