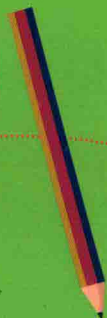
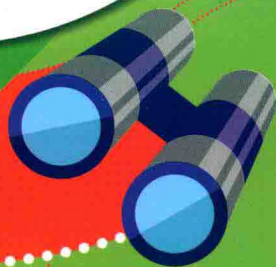


国际汉语教师  
培养与发展系列



# 国际汉语 教学活动 50例

陈东东 著  
(美)刘欣雅



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

国际汉语教师  
培养与发展系列

# 国际汉语 教学活动 50例

陈东东 著  
(美)刘欣雅

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS  
北京 BEIJING

## 图书在版编目 (CIP) 数据

国际汉语教学活动 50 例 / 陈东东, (美) 刘欣雅 (Cynthia W. Fellows)  
著. — 北京: 外语教学与研究出版社, 2019.1

(国际汉语教师培养与发展系列)

ISBN 978-7-5213-0659-0

I. ①国… II. ①陈… ②刘… III. ①汉语—对外汉语教学—教学参考资料 IV. ①H195.4

中国版本图书馆 CIP 数据核字 (2019) 第 020093 号

出版人 徐建忠

项目策划 李彩霞

项目负责 杨 飘

责任编辑 鞠 慧

责任校对 杨 益

封面设计 郭 莹

出版发行 外语教学与研究出版社

社 址 北京市西三环北路 19 号 (100089)

网 址 <http://www.fltrp.com>

印 刷 北京盛通印刷股份有限公司

开 本 710×1000 1/16

印 张 20

版 次 2019 年 1 月第 1 版 2019 年 1 月第 1 次印刷

书 号 ISBN 978-7-5213-0659-0

定 价 59.00 元

购书咨询: (010) 88819926 电子邮箱: [club@fltrp.com](mailto:club@fltrp.com)

外研书店: <https://waiyants.tmall.com>

凡印刷、装订质量问题, 请联系我社印制部

联系电话: (010) 61207896 电子邮箱: [zhijian@fltrp.com](mailto:zhijian@fltrp.com)

凡侵权、盗版书籍线索, 请联系我社法律事务部

举报电话: (010) 88817519 电子邮箱: [banquan@fltrp.com](mailto:banquan@fltrp.com)

物料号: 306590001



记载人类文明  
沟通世界文化  
[www.fltrp.com](http://www.fltrp.com)

## 序言

非常荣幸能为美国西东大学的陈东东和 Cynthia W. Fellows 的新书《国际汉语教学活动 50 例》作序。你会发现在你面前的是一系列非常“严肃”的语言活动，之所以说这些活动严肃，是因为它们是用来解决中文教学中的一个严重挑战的，即如何让教与学在愉悦的过程中顺利进行。

我认为，东东和 Cynthia 首创了一套新的教学材料，其理念根植于美国 20 世纪晚期中文教学法先驱之一、已故的 A. Ronald Walton 博士的理论，即“中文教学必须建立在专业知识的基础上”（Walton, 1996）。在前言当中，东东和 Cynthia 明确阐述了本书的理论基础是“基于现有的认知研究”。在二十多年前，Walton (1996) 就提出，在汉语教学与研究领域的各个方面，包括教学指导材料方面，最缺乏的就是“在学科（比如认知学）形成的链条中”进行“专业知识的传播”。本书就是实现这一夙愿的重要一步。

在过去的几个月中，我有幸阅读了本书的初稿，这让我不禁回忆起三十年前三月的一个周日下午，我坐在我那时的导师、俄亥俄州立大学的 Timothy Light 博士家的餐桌前，坐在我对面的是姚道中博士（Dr. Tao-chung Ted Yao）。

乍看之下，我和姚老师成为搭档简直不能更糟糕了。当时姚老师已经有近十年的课堂教学经验，而且在中文教学方面已经显示出极大的天赋。他获得了美国西东大学中国哲学硕士学位和美国亚利桑那大学元代道教研究历史学博士学位。而我，在美国俄亥俄州立大学的中文教学博士学位刚刚读到第二个学期，专攻现代汉语句法学和语用学。同时，20 世纪 70 年代在肯尼恩学院学习戏剧专业的经历让我一直对表演艺术充满热爱。

无论出于何种原因——直觉、本能或者纯粹是幸运——Tim（Timothy 的简称）觉得我和姚老师可以组成一个团队来完成姚老师这几年来虽然进展缓慢但是一直在做的一个项目。（Tim 那个周日上午早些时候要出差，所以想知道我是否愿意送姚老师去哥伦布国际机场搭乘回马萨诸塞州的飞机！）

不管怎样，当我一步步走近姚老师的椅子时，我看到了他散落在桌子上的五页中文手稿。这五页纸后来成了 *Let's Play Games in Chinese* 这本书的缘起，在当时我们称其为“中文学习游戏 (*Games for Learning Chinese*)”。

在阅读东东和 Cynthia 的书稿时，我始终感觉到存在着某种“不和谐”。这种“不和谐”未能阻止 Tim 在 1986 年把我和姚老师撮合到一起，同样的“不和谐”出现在东东和 Cynthia 的合作上。她们的新作对我和姚老师在上个世纪完成的那本游戏手册是一种继承，并确实有了提高。就像我和姚老师一样，东东和 Cynthia 也把两种完全不同的语言文化背景带到了一起。她们还将各自拥有的、同时也是中文（或者其他语言）教学团队所需要的重要优势结合到了一起，这两项优势分别是东东所拥有的母语者对中文的直觉（这是 Cynthia 所没有的），以及 Cynthia 所拥有的把中文作为第二语言或外语学习的成功经验（这是东东所没有的）。

三十年后的今天，教学技术日益进化和成熟，出现了新的、富有启发性的理论模型，比如说跨文化交际理论和一些实用性的工具。东东和 Cynthia 对这些学术和科研上的创新非常熟悉，同时她们的书稿中也包括了一些我和姚老师在 1986 年时就觉得会使我们的游戏手册在教学理论和实际运用上更胜一筹的元素：

- 本书非常重视美国流行文化中的“游戏情结”。这些游戏既包括美国人在自家客厅里玩的游戏，也包括美国电视上的游戏节目。在我和姚老师所处的年代，Bingo 和 Concentration（这两个游戏在本书中也出现了）是很受欢迎的游戏，东东和 Cynthia 的书中还增加了流行的 Clue® 和 Jeopardy® 游戏。

- 本书采用了一些我和姚老师当初根本无法想象的技术。记得我在写 *Let's Play Games in Chinese* 英文稿的时候还在使用 Smith-Corona 打字机，姚老师那时候正在计算机辅助教学技术方面开辟道路。他早在 1984 年就在 Macintosh 电脑上尝试用 Hypercard 程序制作汉字字卡，是美国计算机辅助中文教学领域的先行者之一。我非常羡慕本书可以涉及微信和在线翻译技术。

- 本书根据不同的学习场景为不同水平的学生设计了丰富多样的活动，有些活动适合多周课外学习计划。这与我来自华盛顿地区乔治城大学的一位同事 Heidi Byrnes 最先提出“从文学开始，以语言结束”（见于个人书信，

引自 Phillips, 1999) 的终生语言学习理念相呼应, 但我更倾向于“从文化开始, 以语言结束”。

- 本书的每一个活动都包含一个理论信息含量丰富的“重点”介绍环节。

- 最重要的是, 就像本书作者写到的, “必须对教学始终保持新的眼光”, “对**教师自己** (粗体是我加的, 用来表示强调)、对学生而言都是如此”, 本书很好地体现了这种理念。这跟 Tim 当初为 *Let's play Games in Chinese* 所写的序言中提出的理念相一致, 也就是, “提供学习材料, 鼓励学生, 目的是为了营造一种愉悦的学习环境, 使得学生能从书本中习得语言, 然后**付诸实施**” (引自前文提到的 *Let's Play Games in Chinese* 一书序言, 粗体为原文斜体, Tim 用来表示强调)。

总之, 尽管去年姚老师的离世令我们难过不已, 但是我可以自信地代替他说, 本书绝不仅仅是对 *Let's Play Games in Chinese* 的继承, 我们的游戏手册旨在抛砖引玉, 而本书则更上一层楼。在此谨代表缺席的姚道中老师, 让我再说一遍, 让我们玩起来吧!

Scott McGinnis\*

美国马里兰州银泉市

2016 年 10 月 16 日

## 参考文献

- Phillips, J. Introduction: Standards for World Languages—On a Firm Foundation. In J. Phillips & R. Terry (eds). *Foreign Language Standards: Linking Research, Theories, and Practices*. Lincolnwood, IL: National Textbook Company, 1999.
- Walton, A. R. Reinventing Language Fields: The Chinese Case. In S. McGinnis (ed.). *Chinese Pedagogy: An Emerging Field*. Columbus: Ohio State University Foreign Language Publications, 1996.
- Yao, T. & McGinnis, S. *Let's Play Games in Chinese*. Boston: Cheng & Tsui Company, 2002.

---

\* Scott McGinnis, 美国国防语言学院教授, 美国中文教师学会 (CLTA) 学报《汉语教学研究》(Chinese as a Second Language) 副主编。

# 前言

《国际汉语教学活动 50 例》收录了 50 个基于交际法理论、旨在培养和促进学生交际能力的中文教学活动。交际法教学的关键是创建一个轻松愉快、以学生为中心、具有丰富语义的教学环境，使学生的语言能力得以充分发展。这种理念早已普遍运用于主要外语的教学实践之中，但是在中文教学中还不是很普及。本书的首要目的是通过生动有趣的教学活动推广中文交际法教学。

其次，众所周知，凡是外语教师都有激发学生的兴趣、调动学生的积极性、促进学生语言技能提高的任务。然而，中文教师还面临另一挑战，即语言本身的难度。教师该如何使中文学习成为一种享受而不是一种折磨？在学生提高中文交际能力的漫长旅程中，教师应该如何帮助学生维持浓厚的兴趣？如何帮助学生渡过种种学习难关？针对中文的语言特点，有的放矢，设计有意义、有趣味的教学活动，助教师一臂之力，这是本书的第二个目的。

对以英文为母语的学生来说，学中文需要攻破四大“堡垒”：拼音的拼读和识别、汉字的辨认和读写、词汇的积累和扩充、疑难语法的理解和运用。每个“堡垒”被攻破后，还需化零为整，从音素上升到音节，从写字发展到写作，从词汇扩展到句子再到段落。围绕这几个方面的若干个难点，我们共编写了 50 个教学活动，让学生在“动”中体验中文、操练技能、培养交际能力。

本书的理论基础是现代认知研究，可以从三个方面进行解读：

## 一、间隔性的重复练习

临时抱佛脚的学习方法和填鸭式的教学手段都不能带来持久的教学效果，希望通过集中训练就能掌握知识的做法是违反客观规律的。对于任何一种新知识，为了达到最佳学习效果，大脑首次接触后都需要休息一段时间，然后再对其进行回忆。换言之，学生需要不断地、分时期地练习和复习知识，直到真正掌握。大脑对所学知识的最佳回忆时间则根据具体情况因环境、因人而异。什么时候传授新知识、什么时候复习旧知识，教师在时间上必须做



好合理的安排。学习不能一蹴而就，所以，除了常规的教学、练习及测试以外，在课堂中穿插一些教学活动很有必要。为了达到间隔性重复练习的目的，我们为大多数语言项目设计了两种不同的活动。

## 二、多元化的反复练习

正如间隔性的重复练习会对所学内容起到长期巩固的作用，多元化的反复练习同样很有必要。大脑在不同的语境中对同一内容进行反复回忆，能够帮助学生温故而知新。由于每个学生各有所长，也各有所短，多元化的反复练习更是必不可少。对于教师而言，多元化的练习也同样重要。有的教师推崇竞争性的教学活动，认为这种活动可以提高学生的积极性；有的教师则推崇合作性的教学活动，认为这种活动可以让更多的学生参与其中。每个教师都希望自己的教学方法行之有效，高效的教师必须立足于自己和学生的特点选取教学方法。因此，采用多元化的教学方法将大大提高教学的成功率。

## 三、轻松愉快的学习环境

课堂环境如何，对于教学成功与否的影响极大，对外语课堂来说更是如此。这就决定了教师的责任在于为学生创造轻松愉快的学习环境。教学活动可以营造轻松愉快的课堂气氛，从而能调动学生内在的学习积极性，促进其自主学习。

如何使用该书，我们提出如下建议：第一，教师可以在自己的课堂里直接采用本书中的活动。书中的很多活动，我们已在自己的课堂中实践过。根据我们的经验，活动的准备过程和实施细节都会决定一个活动的成功与否。为此，我们对活动的重点以及每个步骤都做了详细的说明。第二，我们希望这些活动可以激发教师的热情，编写适合自己课堂的活动。教师必须对教学始终保持新的眼光，只有这样才能保证教学过程的新鲜，对教师自己、对学生而言都是如此。第三，教师可将书中活动当作教学过程中的应急补救措施。比如，学生已经学过“把”字句，可是对此尚未完全掌握。这时，一个与“把”字句有关的活动，可以加深学生对该句型的记忆。

总而言之，我们希望，中文教师，不管是新手还是老将，都会将本书视为一个便利、有效的教学工具。

著者

2016年2月于美国西东大学



## 致谢

衷心感谢所有参与书中活动的学生，正是他们对各项活动表现出的喜爱以及随之而获得的学习成果，促使我们一直努力，最终完成本书的编写工作。没有学生的积极参与，这个项目不可能完成。此外，赵燕飞老师审阅了中文书稿，何勇老师、赵梅老师、曾妙芬老师、林宛芊老师和梁霞老师对本书提出了宝贵意见。对此，我们表示诚挚的感谢！

## Preface

It is a sincere honor to have the privilege of offering this preface to *50 Activities for the International Chinese Classroom*, authored by Chen Dongdong and Cynthia W. Fellows of Seton Hall University. What you find before you is a set of language “games” that are “serious”—in that they address a serious challenge, namely that of learning Chinese—and yet “fun” for both students and teachers.

I believe that Dr. Chen and Ms. Fellows are providing, for the first time, a set of instructional materials firmly grounded in what one of the 20th century pioneers in the field of Chinese language pedagogy, the late Dr. A. Ronald Walton, termed “the expertise base of the field” (Walton, 1996). In their introduction to this volume, Chen and Fellows explicitly state that the rationale for their book is “based on current cognitive research.” Over 20 years ago, Walton (1996) stated that what was most lacking in all aspects of Chinese language learning and teaching at the time, including instructional materials, was the “transmission of expertise” in the form of a “chain... from disciplines...such as cognition...”. This book is an important step in fulfilling that long-unmet need.

As I have had the genuine pleasure over the past several months of reading through Dongdong and Cynthia’s manuscript, I cannot help but remember an early Sunday afternoon in March thirty years ago, when I found myself sitting at the dining room table in the home of my then-faculty advisor at Ohio State University, Dr. Timothy Light. Seated across from me was Dr. Tao-chung Yao.

At first glance, as then only potential collaborative writing partners, we could not have been more poorly matched. Ted (Tao-chung Yao’s nickname) had already displayed his natural skills as a superb Chinese language teacher, with nearly a decade of classroom-based experience, and he had earned his master’s degree in Chinese philosophy at Seton Hall University and a Ph.D. in history on a study of a Taoist sect during the Yuan dynasty at the University of Arizona. As for me, I was two quarters into my Chinese language teaching career as a Ph.D. student at OSU, with a declared scholarly interest in modern Chinese syntax and pragmatics, and a still-lingering love of the performing arts from my drama major days at Kenyon College in

the 1970s.

For whatever reason—instinct, intuition, or sheer luck—Tim (Dr. Timothy Light’s nickname) had somehow thought that the two of us would make a good team to bring to fruition a project that Ted had been working on in a piecemeal manner for a number of years. (Tim also had the ulterior motive of having to leave town earlier that Sunday morning on a business trip, and wondered if I would be willing to give Ted a lift to Port Columbus International Airport for his plane flight home to Massachusetts!) In any event, I found myself moving a bit closer to Ted’s chair to look at the five sheets of Chinese manuscript he had spread out on that dining room table. Those five sheets of paper eventually became the anchoring initial pages of *Let’s Play Games in Chinese*, what we then more simply dubbed “Games for Learning Chinese.”

In the course of reading Dongdong and Cynthia’s manuscript, I have been constantly reminded that the same sort of seeming “incompatibility” that did not keep Tim from bringing Ted and me together in 1986 is what makes this new volume such a logical successor to—and indeed, improvement on—what Ted and I did back in the previous century. Like Ted and me, Dongdong and Cynthia bring together two very different linguistic and cultural backgrounds, as well as the two most important skills necessary for the best possible Chinese (or any) language teaching team, namely, Dongdong’s intuitive, native understanding of the Chinese language, and Cynthia’s experiential foundation of what it takes to be a successful learner of Chinese as a second or foreign language.

Three decades later, we are enriched and informed by illuminating new theoretical models such as intercultural communication, and practical tools reflected in the ever-evolving and -maturing fields of instructional and learning technology. Dongdong and Cynthia have both embraced and incorporated such scholarly and technological enhancements, as well as maintaining elements that Ted and I felt in 1986 would make our volume at once both pedagogically and practically sound—namely:

- Recognizing American’s affection for games as manifested in living rooms throughout the United States and viewed on American television—in Ted’s and my book, *Bingo* and *Concentration* (both still a part of this book), and in the current volume, *Clue*® and *Jeopardy*®.
- A thoroughly inconceivable (in Ted’s and my time) technological range of possibilities—note that I composed the English manuscript for *Let’s Play Games*

*in Chinese* on a Smith-Corona electric typewriter, even while Ted was blazing a CAI trail as being one of the first two people in the Chinese language teaching profession in the United States to pioneer the use of Hypercard character flashcard programs on Macintosh platforms in 1984. I envy the references to WeChat and iTranslate in Dongdong and Cynthia's volume.

- Enriching the range of game options in terms of both proficiency levels and learning settings, including settings outside the language classroom for multi-week learning plans—in the former regard, echoing what one of my colleagues from the Washington, D.C. area, Heidi Byrnes of Georgetown University, first characterized as a lifelong language learning profile of “literature from the beginning, language to the end” (personal communication, cited in Phillips, 1999), but what I prefer to call “culture from the beginning and language to the end.”
- A far more rich, robust, and theoretically informed framing mechanism of “Focus” prefaces for each and every game.
- And most important, as the authors of the current volume note, “to keep things fresh for ourselves and our students”—consistent with the words of Tim Light in his introduction to our volume assessing what we were attempting to do, namely, “[to] provide materials and inspiration for getting language out of the book...and into real use in a setting that is *fun*” (cited in the introduction of the book, *Let's Play Games in Chinese*, 2002).

In sum, while we sadly lost Ted last year, I am confident that I can speak for him in saying that *50 Activities for the International Chinese Classroom* is more than a worthy successor to our humble, *paozhuan-yinyu* pedagogical “tradition” of *Let's Play Games in Chinese*. And on behalf of Ted, let me say once again, let the games begin!

Scott McGinnis\*

Silver Spring, Maryland

October 16, 2016

---

\* Scott McGinnis is a professor at the Defense Language Institute, USA, and an associate editor of the *Chinese as a Second Language* (CLTA).

## References

- Phillips, J. Introduction: Standards for World Languages—On a Firm Foundation. In J. Phillips & R. Terry (eds.). *Foreign Language Standards: Linking Research, Theories, and Practices*. Lincolnwood, IL: National Textbook Company, 1999.
- Walton, A. R. Reinventing Language Fields: The Chinese Case. In S. McGinnis (ed.). *Chinese Pedagogy: An Emerging Field*. Columbus: Ohio State University Foreign Language Publications, 1996.
- Yao, T. & McGinnis, S. *Let's Play Games in Chinese*. Boston: Cheng & Tsui Company, 2002.



# Introduction

*50 Activities for the International Chinese Classroom* presents an innovative approach to the learning of Chinese along the lines of Communicative Language Teaching (CLT). The ideas of CLT—creating a friendly and supportive student-centered learning environment with meaningful contexts in order to develop communicative competence—have been widely implemented in the teaching of mainstream foreign languages, but less enthusiastically or even reluctantly used in Chinese teaching. Therefore, promoting communicative Chinese teaching through activities is the first goal of this book.

All foreign language teachers must face the following challenges: arousing learners' interest, motivating students to learn, and helping them retain what has been learned. Chinese language teachers, however, are faced with an additional challenge—the difficulty of the language itself. What can we teachers do to make learning Chinese less of a struggle and more of a gratifying adventure for our students? And since far too many Chinese language learners give up on their studies, how can we maintain students' interest throughout the long journey to communicative competence?

This book is aimed at addressing these questions *practically* by providing meaningful and engaging classroom activities that specifically target the unique linguistic features of Chinese which pose such a challenge for English-speaking learners; for instance, tones, characters, unique grammatical structures, etc. Our rationale, based on current cognitive research, is three-fold.

## • SPACED-REPETITION

Just as cramming does not work for students in the long-term, neither does it work if it is the teacher who is doing the “cramming” in the classroom. Covering material in a concentrated fashion hoping that mastery will ensue is counter-productive. To truly learn, our brains need both a rest period of non-exposure, *and then* need to be called upon later to recall. In other words, the brain needs practice retrieving partially learned material before it can be truly considered mastered. While the ideal amount of time in between recall sessions varies depending upon the circumstances and individual, teachers should plan on spacing out their coverage of certain topics over time. As learning is not accomplished in one fell swoop, activities are a needed addition to formal teaching, exercises, and testing. For the purpose of spaced-repetition, we have

created two different activities for each particular linguistic item.

- **VARIETY IS THE SPICE OF LIFE—AND LEARNING**

With spaced-repetition being so important, variety becomes necessary. Asking for recall in different contexts makes learning more memorable and thus more effective. Variety is also necessary because as we all know what works for one student may not work as well for another. This is also true for teachers. While many teachers will have excellent results with competitive games, other teachers might struggle to get the students engaged if they themselves see games as silly time-wasters. In order to be an effective teacher, one must be true to one's personality. Using a medley of different types of activities thus substantially increases the odds of successful teaching and learning.

- **SUPPORTIVE LEARNING ENVIRONMENT**

And on that note, personalities matter in any classroom, but perhaps no more so than in the *foreign-language* classroom. Since language is the means by which we all express ourselves, egos tend to be fragile when faced with the inability to be our true selves. By their very nature, activities create a supportive, convivial classroom atmosphere which increases the intrinsic motivation of students so they are more apt to carry on in their studies.

We see this book being used in several ways. First, teachers can simply use the activities in their own classrooms as is. Knowing how preparation and small details dictate an activity's success or failure, care has been taken to illustrate the procedures step-by-step. Second, we hope that these activities will inspire teachers to develop or improve upon their own activities. As teachers, we can all use some new tricks of the trade to keep things fresh for ourselves and our students. And, thirdly, the activities can be used as an emergency remedy. Let's say you or a previous teacher has taught your students the ǃ structure, but one day you notice that the students seem rusty. That would be an excellent time to look for an activity to bring that structure back to the forefront of their brains.

All in all, it is the authors' hope that Chinese language teachers—from novice to experienced—find this book a handy and effective tool in their teaching toolbox.

**The Authors**


**Seton Hall University**

**February, 2016**



## *Acknowledgments*

We would like to thank all our students who have unknowingly inspired us to create and then fine-tune our classroom activities over the years. Their enthusiasm and above all their progress were the catalyst for the development and completion of this book. In addition, special thanks to the following Chinese teachers: Zhao Yanfei for reviewing the Chinese manuscript; Yong Ho, Mei Zhao, Miao-Fen Tseng, Marisa Fang and Xia Liang for providing such valuable suggestions.



50

**Activities for  
the International  
Chinese Classroom**

Dongdong Chen  
Cynthia W. Fellows

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING