

国际汉语教师发展丛书

Curriculum Design & Instruction

课程设计与教学实例

副主编 毕念平 (Nyan-Ping Bi)

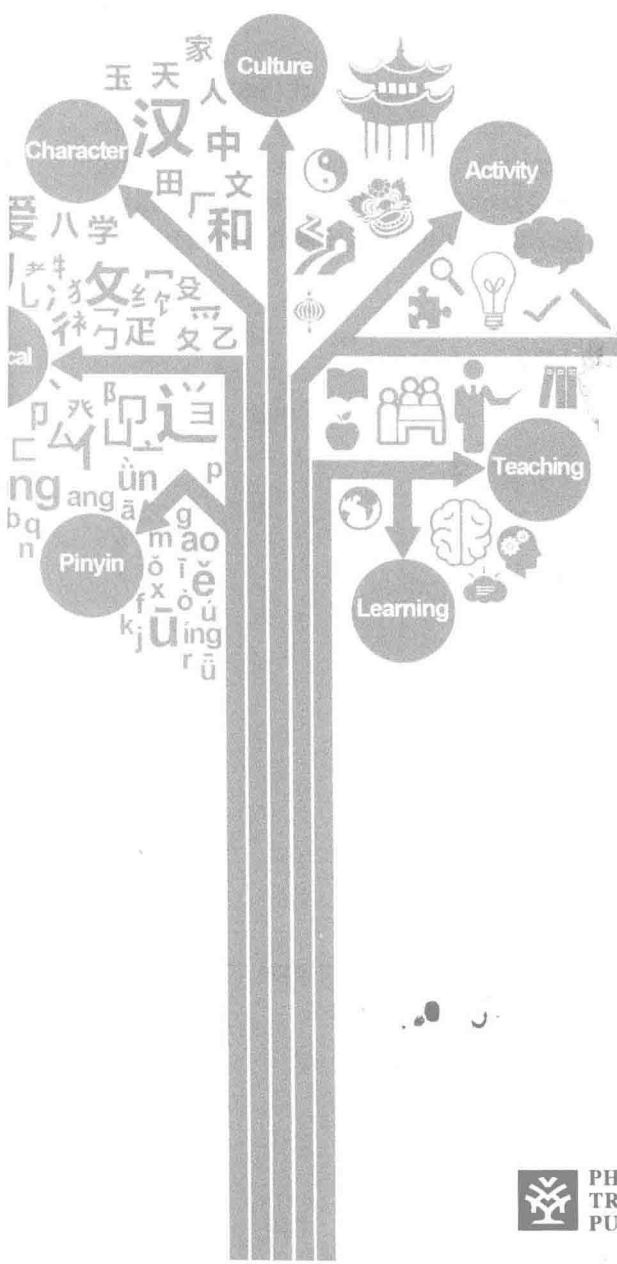
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Teaching Chinese as a Foreign Language:
A Series for Instructors
国际汉语教师发展丛书

Teaching Chinese as a Second Language Curriculum Design & Instruction

汉语作为第二语言教学
课程设计与教学实例



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Introduction

Theme-based Curriculum and Research-based Instruction

Xiaohong Wen (温晓虹)

Teaching Chinese as a Second Language: Curriculum Design & Instruction brings together a broad range of curriculum and instructional designs for Chinese language teachers, both novice and veteran. The volume features theme-based curriculum and student-centered instruction. It consists of eight themes with seventeen designs/chapters written by fourteen classroom educators. All the designs have been field-tested and further improved based on students' feedback and teachers' reflections. The volume collects best practices to meet the demand from Chinese language instructors today, and projects the future of a field that is facing myriad opportunities and diverse challenges. The volume is state-of-the-art in terms of the theoretical framework upon which the designs are built, the current research-based instruction, and teacher training literature for concept-building and instructional creativity.

Most of the authors are leaders in the field, directing their Chinese or world language programs and/or serving on state or national boards on teaching Chinese as a second language (CSL) in the United States.

I. The Theoretical Framework

1. Learners and Learning

This volume draws upon a constructivist position on learning (Vygotsky, 1978), teaching theories such as “Backward Design” (Graves, 2000; Wiggins & McTighe, 2005), research on second language acquisition (Gass & Mackey, 2012), teacher education research (Darling-Hammond, 2010), and the “Standards for Foreign Language Learning in the 21st Century” from the American Council on the Teaching of Foreign Languages (ACTFL, 1999). We believe that students are active learners who construct concepts based on their learning experiences. They connect existing knowledge to new information and develop their understanding via language use.

Furthermore, learners acquire the Chinese language not merely through knowledge of grammar and vocabulary, but via social interactions where, while focusing on content, they notice language features, form and test their hypotheses, and readjust their understanding to match the competence of native speakers. In the process, students compare and share their ideas, and question or even challenge each other in collaborative learning.

2. Research-based Instruction

Chapters in this volume are developed based on an understanding of research from second language (L2) acquisition. Recent research on the acquisition of L2 and CSL has revealed important findings which have implications for Chinese language instruction. An incomplete list of examples follows. From the Monitor Model (Krashen, 1985), the concept of *i+1* is used as a reference for the relationship between the learners' language level and the linguistic input. In this volume, a great quantity of comprehensible input for listening and reading from various sources is provided in the curriculum. The Noticing Hypothesis (Schmidt, 2001, 2010) and the Input Processing Model (VanPatten, 2015) have shaped our understanding of what kind of input to provide and how to facilitate learning. Each chapter in the volume has a section, *teaching focus*, that presents carefully selected grammatical forms correlated to language function. The functions are described as “can-do” statements in the *learning objectives* section. The instructional input is designed with multimedia features aiming at arousing students' attention and stimulating their perceptions. In addition, based on the framework of the Operational Principles, summarized as “an intended underlying meaning is expressed with one clear invariant surface form” (Andersen, 1984), instructional input in the volume avoids introducing several different forms (e.g., several vocabulary items) at one time with one meaning reference and vice versa.

Equally important is the Output Hypothesis (Swain, 2005), which focuses on comprehensible output. Learners' production must be syntactically correct and contextually appropriate in order to be understood. Instruction must give learners myriad opportunities for them to use the target language meaningfully through speaking and writing (pushed output). The concepts of “pushed output” and performance-based assessment have been clearly reflected in all chapters. Students' performance can vary in format, time duration, and communicative modes, yet one thing remains consistent: they all negotiate meaning and genuinely communicate.

The skill acquisition theory (DeKeyser, 1997, 2015) also provides explanations of why it is essential to provide both comprehension and production activities. The theory states two important propositions. First, explicitly taught grammar can serve

as declarative knowledge. Through repeated practice, declarative knowledge may develop into procedural knowledge, the knowledge that can only be employed to solve a particular problem in a situation. Procedural knowledge can be fine-tuned to reach automatic processing, which is fast and accurate. Second, procedural knowledge is domain-specific in comprehension and production. Therefore, skill-specific practice is the driving force for promoting performance accuracy and speed in different skill domains (Li, 2012). In this volume, abundant activities and input for practicing both comprehension and production skills are provided.

The processability theory (Pienemann, 2003, 2015) has influences on the curriculum organization and instructional input sequence. The processability theory explains the developmental stage and processing procedure of syntax and morphology. Structures that require fewer processing resources, e.g., simple Chinese verbal complement phrases (e.g., 你说得对, Design 8), should be introduced earlier than more complex ones (e.g., 这条裤子比那条贵一点儿, Design 8). An adjective functioning as a stative verb should be introduced earlier than an adjective modifying a noun because the former is less complex and thus acquired earlier than the latter (Zhang, 2004). In this book, adjectives that function as modifiers are absent in the designs of the lower proficiency levels, whereas their functions as both stative verbs and modifiers are used in all the upper proficiency levels.

II. Theme-based Curriculum Design

Meaningful learning develops through real-world tasks. In the second language curriculum, the “real world” can be interwoven and represented in themes. A theme-based curriculum provides continuity of content throughout different levels and courses. This is especially important in the current situation, where the backgrounds of Chinese language learners are becoming increasingly diverse. Teaching requires a balance between addressing individual needs and achieving learning objectives. This book adopts a theme-based curriculum.

When selecting themes, we emphasize three curriculum characteristics:

- 1) communication-focused with social engagement;
- 2) cross-culture-oriented with broad perspectives;
- 3) cognitively appropriate to learners' age group.

Consequently, these themes enable learners to connect different disciplines via language. The themes help learners make linguistic and cultural comparisons, and develop their learning strategies while functioning as a competent communicator. For example, the theme *dining* involves multiple areas such as geography and climate,

diversity of regional diet and customs, cooking procedures, and dining etiquette. Another example is the theme of two cities (Chicago and Beijing). It incorporates a wide range of facts (e.g., from history to geography and from traffic to food cultures), useful topics (ranging from pastimes to schedules), and rich learning resources (such as comparisons of aspects of culture, sports, and daily life, as well as websites and multimedia communication). All the chapters, from the elementary to AP course levels, present a multifaceted spectrum tailored to students' learning. The book facilitates differentiated instruction, spiral curriculum, and curriculum articulation by having a same or similar theme address different proficiency levels or educational settings.

Within each design/chapter, the presentational sequence is based on “Backward Design” (Wiggins & McTighe, 2005); that is, the curriculum design starts by clearly identifying the end results. Evidence of learning/understanding should be defined prior to planning classroom instruction. First, a design begins with essential questions enabling teachers to ponder “what’s worth understanding” in terms of content and skill acquisition, which in turn are reflected in unit goals. Second, the goals guide the establishment of intended learning outcomes, which are revealed by acceptable evidence, such as solving problems by applying knowledge in realistic settings. Third, learning activities (i.e., planning learning experiences through appropriate instructional techniques) must align with assessments and identified learning outcomes. Well-structured activities in a student-centered classroom bring maximal impact to the learning experience. Fourth, assessment tools are varied and pertinent to learning objectives. In this way, learners know the purpose of activities and the expected performance requirements. Each chapter, therefore, presents its concepts in the following steps:

1. Essential questions
2. Unit goals
3. Applications of the National Standards
4. Unit questions
5. Daily lesson outlines
6. Daily learning objectives
7. Analysis of learning difficulties and teaching focus
8. Teaching materials and resources
9. Instructional strategies, e.g., instructional input, scaffolding steps, and facilitating techniques
10. Class activities under the framework of task-based instruction
11. Assessment rubrics

III. Teacher Training and Need for a Curriculum and Instructional Design

1. Effectiveness of Teacher Training

Traditional teacher training books typically focus on content knowledge and the teaching methodology of “telling how”. Teachers, however, frequently fail to apply such knowledge in their classrooms (Bartels, 2005). This book *shows* how teaching and learning can be efficiently intertwined by offering a discourse that stimulates reflection on one’s own teaching effectiveness. Using the framework of the cognitive developmental theory (Piaget & Inhelder, 2000) and the socio-cultural theory (Taber, 2011; Vygotsky, 1978), this book embodies the constructivist nature of learning and teaching. It underscores tacit understandings and creation of new meaning through constant conceptualization. Since each theme is addressed by different authors and followed by an editorial critique, readers are encouraged to make comparisons and develop their own critical analyses.

The last two decades have witnessed rapid development of Chinese language education in the world. In the US, federal and local institutions have started various programs, such as AP Chinese Tests and Courses, Chinese Flagship Projects starting at the kindergarten level and continuing through college, STARTALK Programs aiming at increasing the number of Chinese language learners in high schools and teacher training, and Chinese immersion programs, which have emerged in many independent school districts throughout the country. Furthermore, Confucius Institutes and Classrooms have been established in many independent school districts and universities in the US. These institutions receive a great number of Chinese language volunteers and teachers from China. For these programs to succeed and for schools to meet sustained demands from students, parents, and communities, it is critical for the field to train teachers and provide institutions with well-qualified instructors.

Darling-Hammond (1998: 8) states that “teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see.” In other words, teacher learning is connected with actual teaching. The book is accompanied by DVD clips of classroom teaching and students’ performances, either in groups or individually, demonstrating how the classroom activities are conducted based on the designs. These concrete examples and hands-on experience in classroom instruction are valuable for teachers’ reflection and peer learning.

2. Why a Curriculum and Instructional Design Is Needed?

A teacher's first task is to decide what to teach and how to organize the content into instructional deliveries that accommodate students' cognitive, linguistic, social, and emotional needs. A curriculum and instructional design is a scheme to organize learning content into a series of classroom activities to facilitate learning. It is developed based on a comprehensive analysis and understanding of students' needs, their learning styles and interests, and instructional approaches and techniques.

A curriculum and instructional design is fundamental for a new teacher, and indispensable to a veteran teacher. Although similar curriculum materials may be used repeatedly, teaching methods may vary each time. Consequently, a curriculum and instructional design must undergo a revision process to readjust to the present group of students. The process also has stimulating effects on teachers, who re-examine their previous teaching. Each time a curriculum and instructional design is revised, a teacher becomes better informed and more innovative in organizing the curriculum and instruction.

A curriculum and instructional design is particularly critical to a language course. A language course consists of a series of activities. Scaffolding strategies, the sequence of activities, and transitions from one activity to another are not arbitrary, but carefully arranged; a well-prepared plan gives a teacher confidence in the success of classroom performance.

Although all the authors share a similar theoretical framework and teaching principles, their designs vary in curriculum selection and focus, and especially in teaching style. Instructional strategies frequently have relevance to a particular group of students and to the educational setting. Readers are encouraged to understand the rationales and principles behind the selected curriculum and instructional methods, and creatively adapt any sections to fit into their own teaching and learning situations.

IV. Features and Usages of This Book

The designs in this volume are examples for teachers' reference when they design their own curriculum and instructional plans. States in the US require their K-12 language teachers to design curriculum and instruction according to the "Standards for Foreign Language Learning in the 21st Century" (ACTFL, 1999). Not only public schools but private and heritage schools also require their curriculum and instruction to align with current education theories. As stated previously, ACTFL's standards have served as guidelines in developing this volume. The theoretical underpinnings of the book cover multiple facets: current research in teaching and learning, second language acquisition, and teacher education.

Targeted readers

This volume serves as a practical guide for Chinese language teachers, both pre- and in-service teachers who take part in training or professional development programs sponsored by many institutions around the world. It is also intended as a textbook for pedagogy and methodology courses on teaching CSL at the postgraduate level. Furthermore, it can be a reference for teachers of other foreign languages because of its theoretical approach and research-based instruction: although the examples are in Chinese, the content and issues in the book are fundamental to foreign language education.

Terms

The term “Language Proficiency Level” at the beginning of each design is used in a broad sense, providing a relative reference without a standardized measurement. The *unit questions* and *learning objectives* sections emphasize communicative competence, that is, what students can do with the language. The ultimate goal is to help students become skillful communicators who can use the language to solve problems. The fundamental task for a classroom teacher is to create contexts and opportunities for students to engage in meaningful communication. The *learning objectives* section is followed by *learning difficulties* / *teaching focus* in each design. *Learning difficulties* refer to the linguistic difficulty and/or the complexity of the content. Predicting learning difficulties requires awareness of current research findings and learning theories, as well as insightful teaching experience. Each theme section is followed by an editorial *critique* intended to promote discussion and reflection.

Instructional input and strategies

Each chapter’s *instructional strategies* section highlights teaching techniques in instructional steps. Well-designed input and varied scaffolding techniques are the key to instructional effectiveness. Input must provide language form, meaning, and function in context for students to acquire the form via language function. For example, noun classifiers are introduced in the context of talking about the number of family members (in the theme *family and birthday*) and ordering dishes in Chinese restaurants (in the *dining* theme). It should be noted that the teacher’s questions are not only a part of instructional input, but also a significant teaching technique. Good questions require skill and careful preparation. In this book, teacher’s questions as input are intended to connect students’ prior knowledge, trigger their inquisitive minds, and promote their analytical skills.

The authors have innovatively employed a variety of strategies to make the activities

learner-centered, fun, and meaningful. A learning task becomes easier and more engaging when it progresses step by step. One such approach is task-based instruction featured with scaffolding and targeted to developing students' problem-solving abilities. Major activities consist of pre-, in-, and post-phases. The first instructional steps (variously referred to by authors as “pre-tasks”, “pre-activities”, “warm-up activities”, or instructional steps) prepare students to be ready both linguistically and cognitively. Comprehensible input is provided, and clear modeling with interactions between the teacher and students is demonstrated. During the in-activity/task, students frequently work in pairs or groups. The class becomes an authentic language and culture community in which ideas are exchanged and language forms are repeatedly practiced. In the post-activity/task, students are frequently required to present their work to the class, be it in the form of an interview, a skit, a survey report, or a narrative. Students usually have little difficulty in this task because they have just practiced and worked in groups.

Every chapter demonstrates a fundamental principle: spirally cycling from the easy to the difficult in terms of the curriculum sequence and instructional delivery. The process may range from guiding students in their readiness for the next step and conducting “drills” in meaningful contexts to engaging students in open-ended communicative tasks and using post-activities as formative assessments.

Assessments

Assessments, including rubrics for both oral and written performances, further represent the concept of “backward design” and student-centered instruction. Assessment rubrics are given to students at the beginning of the class to clearly show them what is expected and how their performances will be evaluated, as seen in King's, Ruan's, and Zhao's designs. Furthermore, students are encouraged to conduct peer evaluation, as demonstrated in the designs of Fu, King, and Ruan. In Fu's design, students are also encouraged to participate in developing the rubrics. Formative assessments are also conducted to provide continuous feedback to, and receive feedback from, students through class activities.

Several designs, especially at the higher proficiency levels, require students to develop unit projects individually or in groups. Such projects require students to research topic-related information and form their own understanding. Assessment of these projects is comprehensive by nature, encouraging students to build critical thinking and problem-solving skills.

Assessments in this book are developed under the practical guidance of ACTFL documents (e.g., Performance Guidelines for K-12 Learners, 1998; and ACTFL Integrated Performance Assessments, 2003) and the College Board's scoring guidelines for the AP Chinese oral presentation and writing.

Diversity

Diversity is one of the significant features of this book. Thematic content ranges widely, from historical to modern, and from global to local. Themes with distinctive Chinese characteristics include Chinese gardens, food/diet, dining etiquette, bargaining, transportation, family, birthdays, schedules, and leisure. The grammar content is varied, covering noun classifiers, compound sentences, verb complements, the *ba*-construction, and more. A wide range of language functions are covered, from making requests and declining invitations to making comparisons and synthesizing cross-cultural perspectives. Last but not least, our authors are diverse. Coming from the East and West coasts and from the north and the south, they represent the entire United States. Approximately fifty percent (50%) of the authors are working in public and private institutions. They also represent different ethnic backgrounds and working experiences. Their rich diversity has strengthened the volume with broad perspectives.

Website for multimedia resources

A website is provided to illustrate teaching steps and instructional strategies, as well as students' performance. The online multimedia materials serve samples to demonstrate how class activities are conducted based on the instructional designs in this volume. The web address is: <http://www.uh.edu/class/mcl/chinese/teaching-chinese/>.

V. Acknowledgements

With a book of this scope, there are many people deserving of thanks for their support in developing ideas and helping deliver the volume into the hands of Chinese language teachers and graduate students. I thank the contributors, who share the same learning and teaching philosophies and commitment to the book's excellence. They are extremely busy classroom educators, yet they found time to write and revise their chapters and respond to our numerous requests for revisions, frequently more than anticipated. I would also like to thank my dear colleague, Nyan-Ping Bi at the University of Washington, who accepted the position of co-editor and has done tremendous work especially in reviewing the manuscripts. My sincere thanks go to Dr. Maiheng Shen for her generous help with reviewing and to Hao Yun and the editors at Beijing Language and Culture University Press and Phoenix Tree Publishing Inc. for their meticulous work. I would like to extend thanks to the STARTALK Program from the National Foreign Language Center at the University of Maryland and the students who participated in the STARTALK Texas Teacher Program at the University

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前言

主题式课程设计、研究型教学模式

Xiaohong Wen (温晓虹)

《汉语作为第二语言教学：课程设计与教学实例》向不同背景的汉语教师展示了一系列的课程与课堂教学设计方案。这些方案基于以学生为中心的教学理念，用主题课程和任务型教学策略来设计课程内容与教学活动。本书包括 8 个课程主题，由 17 个设计方案组成，出自 14 位资深的一线教师之笔。本书的每个设计方案都经由作者在课堂中实际使用，又在教学实践的基础上，依据学生的反馈和自身的教学反思，进行了修订完善。当前，汉语教学领域正面临着多样的机遇与挑战。本书所展现的教学设计方案不仅是为了满足当前广大汉语教师的教学实际需求，更旨在揭示汉语教学领域的发展趋势以及应对策略，迎接汉语教学领域的挑战。本书课程设计方案所援引的理论框架、教学研究基础，以及教师培训等方面的文献，都是当今教学研究与语言习得研究的前沿成果，立足于引领对外汉语课程概念重建和教学创新。

本书的大多数作者都是当前美国对外汉语教学领域的领军人物，他们有的是汉语教学或者世界语言教学的科系负责人，有的效力于美国汉语作为第二语言教学（CSL）的各管理执行委员会。

一、本书所依据的理论基础

1. 本书秉承的基本理念

建构主义学习观（Vygotsky, 1978）、教学的“逆向设计”（Backward Design）理论（Graves, 2000; Wiggins & McTighe, 2005）、第二语言习得研究（Gass &

Mackey, 2012)、教师教育研究(Darling-Hammond, 2010)以及美国ACTFL的《21世纪外语学习标准》(ACTFL, 1999)都是编著本书的理论基础。基于以上课程设计理念与语言习得理论,本书秉承的基本课程设计与教学理念是:学生是主动的学习者;学习者以自己的学习经验为基础建构概念;学习者通过将自己已有知识与新信息相互联系进行学习;学习者通过语言的运用来实现对语言意义的理解;学习者不仅仅通过语法和词汇知识来学习汉语,更重要的是通过社会交际互动来习得汉语。在社会交际过程中,学习者实现对内容的理解与意义的表达,注意目的语的语言信息特征,对其形成假设,进而在后来的语言运用中继续观察检验这个假设,或弃或扬,不断向目的语发展。通过交际互动,学习者把自己的语言与输入的目的语进行比较,在内容上向交际者提出疑问、澄清观点、确定信息,并且在交流中调整自己对语言的理解与语言运用的能力,进而重建自己对语言信息特征的认识以习得语言。

2. 基于第二语言习得研究的教学设计

第二语言习得研究是本书的另一个重要理论基础。我们认为,第二语言习得研究以及汉语作为第二语言习得研究的前沿理论,应当适时地应用于当前的汉语教学实践中。在此仅列举几个二语习得研究理论在本书中的应用。从监控模式(Monitor Model)(Krashen, 1985)看,该模式用“ $i+1$ ”这一概念来说明学生的语言水平和语言输入之间的关系。在本书中,很多课程教学方案都设计了大量的、多源的、可理解的听读语言输入。再如,注意假设(Noticing Hypothesis)(Schmidt, 2001、2010)和输入处理模型(Input Processing Model)(VanPatten, 2015),探讨如何确定语言输入的内容、种类和输入的方式方法,以促进学习者语言的习得。基于此理论模型,本书的每一个教学设计都要求有“教学要点”这一环节,所选择的语法点紧密地关联对应其语用功能。对于课程“学习目标”的阐述,则运用了学生“能用语言实现怎样的意义功能”这一形式,来表明语言形式和语用功能之间的关系,以明确所要实现的“学习目标”。对于教学输入的设计,很多方案采用了多样化的多媒体方式,以激活学习者对语言特征的注意,刺激学习者的感知。此外,操作性原则(Operational Principles)(Andersen, 1984)强调语言形式与功能一对一的教学导入,即在首次教学输入时,要把清晰的语言形式与意义功能之间的对应关系展现给学生,而不是要求学生一下子掌握很多的语言形式,而相对应的意义只是单一的(例