



调研问卷与教学大纲

蒲新安 博士

俄亥俄现代中文学校

OHIO CONTEMPORARY CHINESE SCHOOL(OCCS)

二零零六年十二月



History

- 1994: OCCS established at Columbus, OH
- 2002: Discussion on Teaching guideline started
- 2003: Teaching guideline was formally initiated by school administration – first draft was outlined

Rationales

- 各个年级教学目标明确
- 家长适时配合
- 学生择级就学

Process

Communications between teachers

- Each teacher submit his/her own class plan
- Summary from the entire group formed the first draft

Teaching Plan – example 1

认生字：认识教课书中的全部生字。

辩部首：分辨出大多数字的偏旁部首。

读课文：熟练地朗读课文，并理解课文大意。

诵对话：流利地朗读和背诵对话。

组词组：用所学的生字组词组。

懂句子：了解什么是一般句子和疑问句的结构。

造句子：用常用的字和词组口头或书写造句。

背儿歌：背诵课文中和课外的有趣的儿歌。

听故事：基本听懂故事的主要情节。

讲故事：基本能看图编简单的故事。

述絮事：能简单地自编自述生活中的絮事。

写中文：会写百分之九十五以上的已经学过的生字、词组和句子。

Teaching Plan – example 2a

一、进入三年级的学生，应该具有以下中文语言能力

- 听：能听懂日常对话和课堂用语；短故事、儿歌和其中包含的浅显的道理。
- 说：能正确地发音；能进行简单的日常对话；用中文提问和回答问题。
- 读：能辨认<<中文>>第一、二册所学的生字及由其所组成的词和句子；能借助拼音读懂不超过十句长的段落。
- 写：对汉字结构有基本的认识，能指出常用的偏旁部首，能按笔划顺序书写第一、二册所学的生字及由其所组成的词和句子。

Teaching Plan – example 2b

二、学生通过三年级的学习后，应该具有以下中文语言能力

·听：进一步提高对汉语的理解能力，能听懂情节和寓意都更复杂的故事或寓言，能够通过上下文和其他语境进行推测，判断和理解。

·说：有更强的汉语表达能力，能用自己的话将复述故事；能用汉语简单地表达自己的观点和看法。

·读：除了能辨识更多的汉字外，学生的综合阅读能力将得到提高。能借助拼音阅读更多的课外读物；在阅读中遇到不认识的生字时，能根据上下文和其他语境进行推测和判断；阅读后，能概括出每一段和全文的大意。

·写：除了能正确书写<<中文>>第三册所学的生字外，学生将逐渐接触中文写作，认识到写作是一种有实用性的交流工具（例如写一个自我介绍，给老师写一张请假条，给爸爸妈妈写一封信等。）

Category\Grade		K1	K2	1	2	3	4	5	6	>7
Listening comprehension	100% efforts from Teachers and students; 200% efforts from parents!!									
	Be able to follow teachers' instructions	Understand teachers instructions, stories		Understand meanings of the stories, fables, etc.			Understand terminology of grammar, rhetoric, etc.			
Speaking	100% efforts from Teachers and students; 200% efforts from parents!!									
	Repeat after teachers with correct pronunciations	Be able to make phrases, simple sentences, respond texts with questions		Be able to read the texts fluently, make phrases, complex sentences, recite stories			Communicate freely with teachers, make up stories based on given topics, pictures, etc.			
Reading	Read with parents									
				With parents assistance						
							Gradually become reading independently, assist with dictionary.			
Pin-yin	Read only	Review and practice	Review and be able to spell out > 70% new words			Learn to use dictionary by pin-yin.				
Writing	Not required					Learn to use dictionary by strokes.				
Pin-yin, words		Pian-pang, ~ 50% words	60-80%	80% words (old & new)		Be able to write >80% words that have learnt				
Phrase		<10%	10-50%	50-80%		>80%				
Sentence		None	<10%	30-50%		50-80%	>80%			
Paragraph		None		<10%		30~50%	>50%			
Composition	Not required					<40% effort	40-60%	>70%		

Execution of Teaching guideline

- Teachers training
 - Orientation
 - Retreat: exchanging ideas,
 - Encourage group prep class
- Parents involvement
 - Parent-on-duty
 - Teacher-parent conference
- Teaching resources
 - Textbook
 - Library

OCCS Teaching Sub-Committee

2006-2007 OCCS教学核心小组组员简介

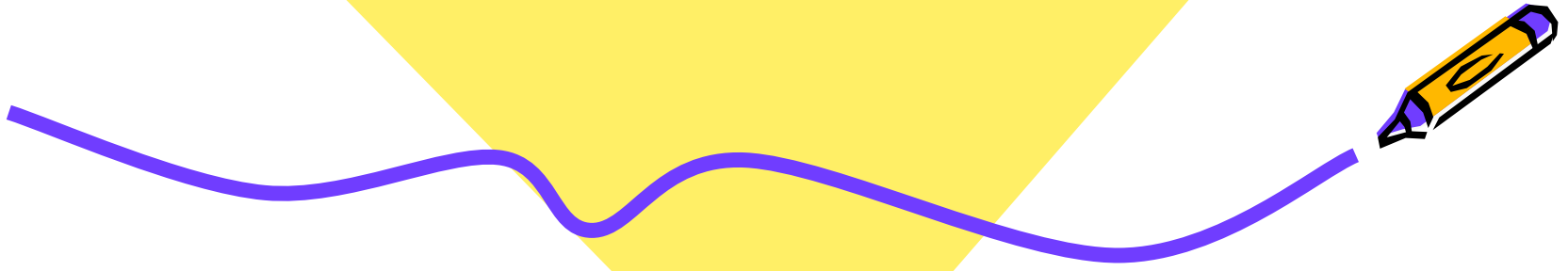
- 校委会代表
 - 范锡波:OCCS现任教务长, 2006-2007学年主管学校的教务教学
 - 阎恒: OCCS现任副校长, 曾主管过学校注册, 网站的建立与管理, 扶持协助教师建立班级教学备课分站, 及建立教学共用资源网站等
- 教师代表
 - 于鸿远: 俄亥俄州立大学东亚系博士毕业生, 目前参与俄亥俄州教育部主持的小学, 中学, 及高中外国语中文教学大纲的制定; 历任OCCS二, 三, 四, 五年级中文课教师
 - 迟兰: 现任成人中文课(二班)教师, 曾义务辅助学校的注册, 承担中文练习册作业指导部分及OCCS中文教学大纲的中译英翻译
 - 吴晓音: OCCS 多年教学“义工”, 曾协助OCCS历任教务长主持参与学校的教务教学, 并兼任中文代课教师
- 家长委员会代表: 蒲新安 - OCCS 现任家长委员会成员, 曾任OCCS 教务长, 曾任学龄前至一年级, 四, 五年级中文课教师。
- 特邀顾问: 李敏儒 - 现任俄亥俄州立大学东亚语言中心主任。曾任OCCS家长委员会主任, 扶持协助OCCS中文教学大纲的制定。

Current

- 2006: School-wide surveys to seek feedbacks from
 - teachers
 - parents



Teachers

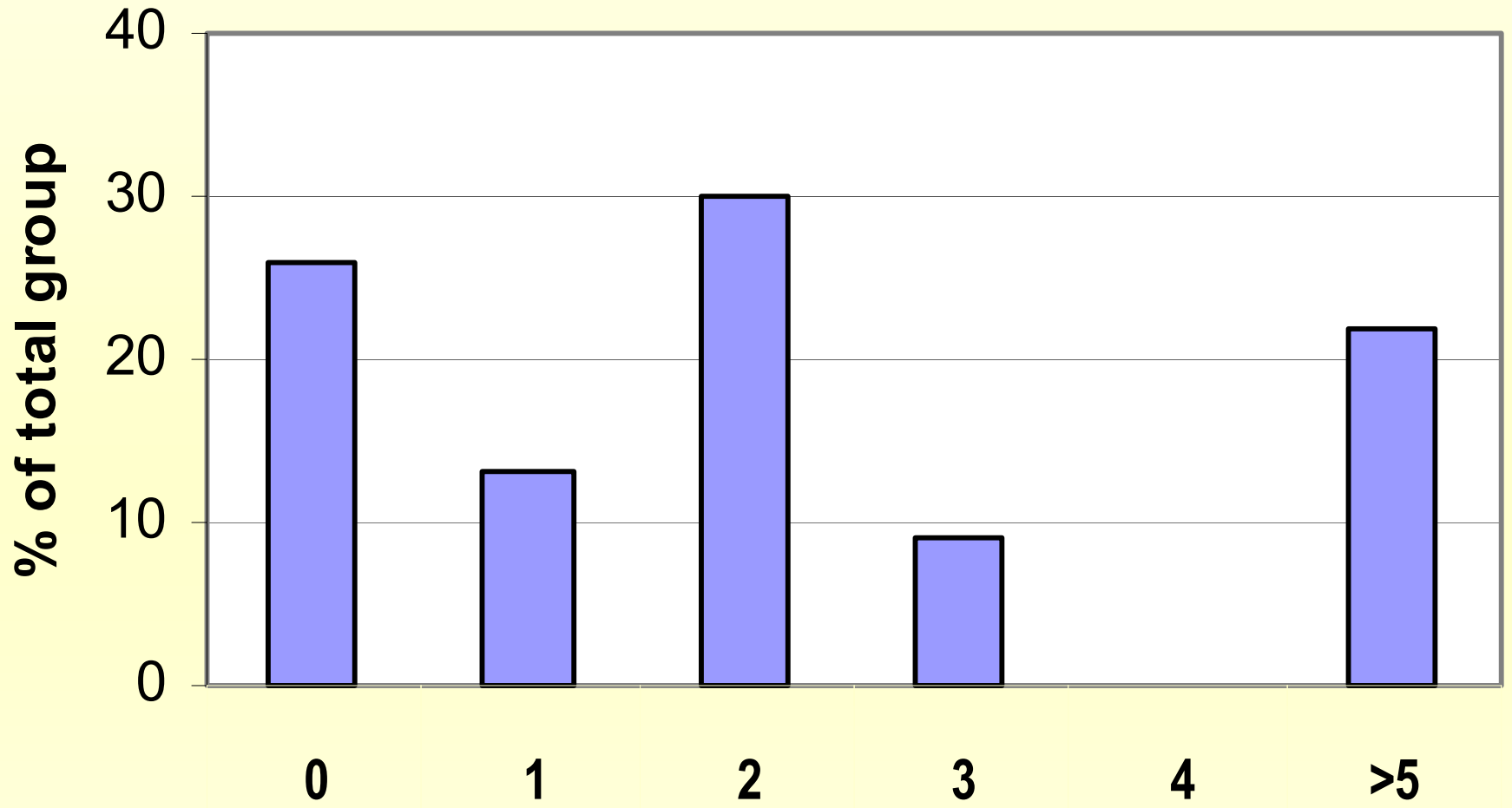


Surveys for Teachers

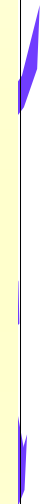
- 了解我校整体师资情况
- 听取老师们对目前使用的教材的看法，及如何改进的见解和建议
- 征求老师们对学校教学计划的反馈
- 征询老师们对学校教学管理方面的意见和建议
- 交流对课堂教学管理方面的经验

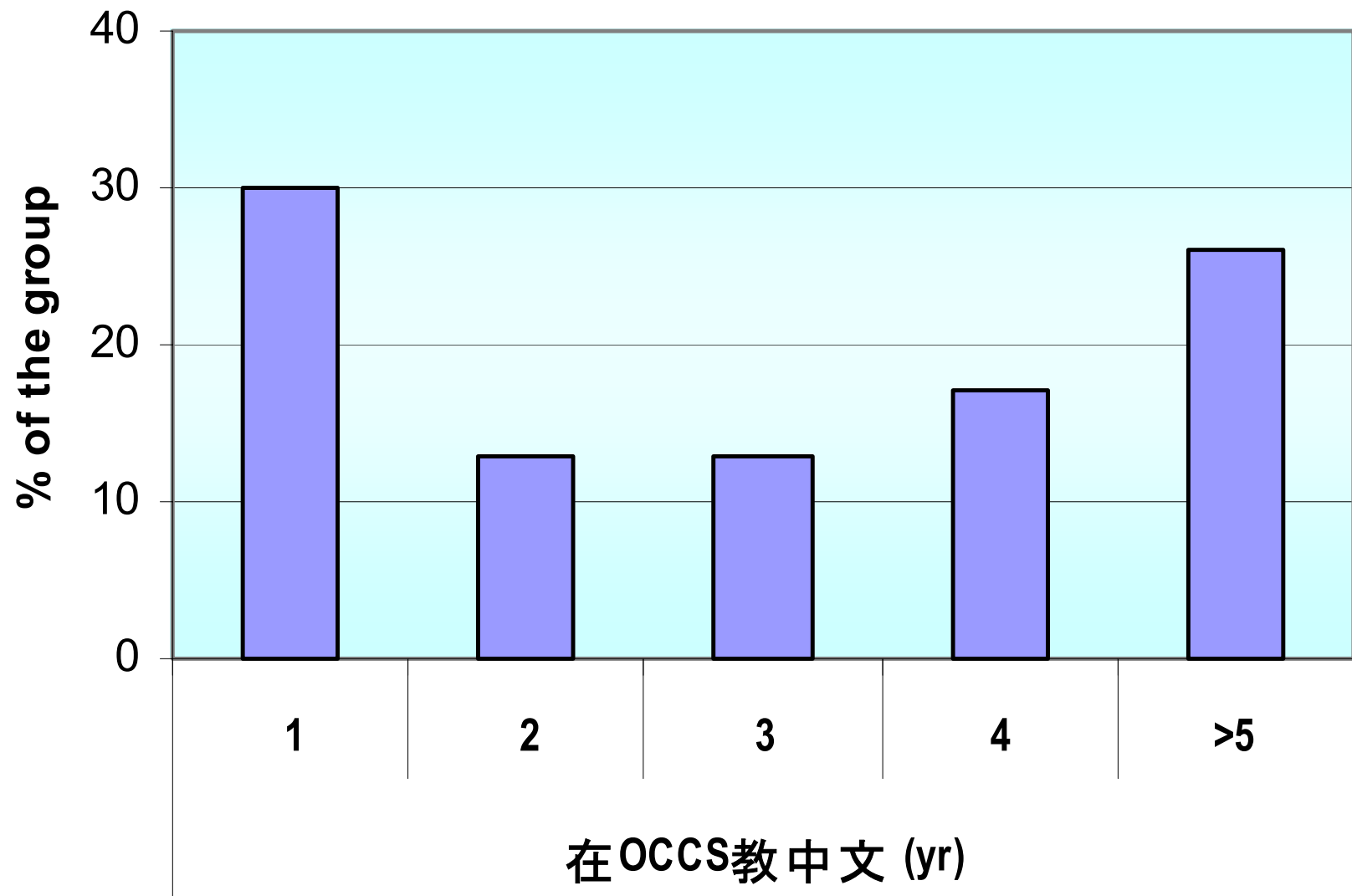
Teachers

- Teachers Education background: BS, MS, Ph.D.
- All have had teaching experience before joining OCCS
- Chinese teaching experience: 1-5 yr, 25% first year
- 74% are parents

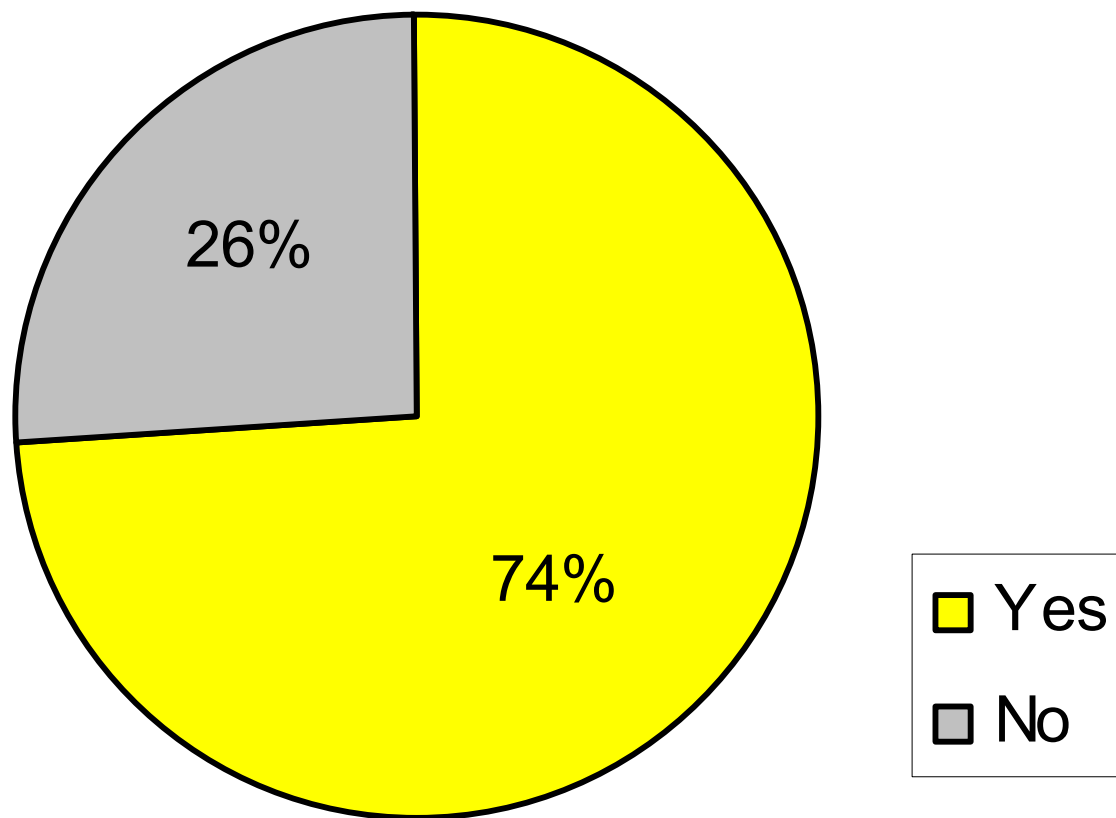


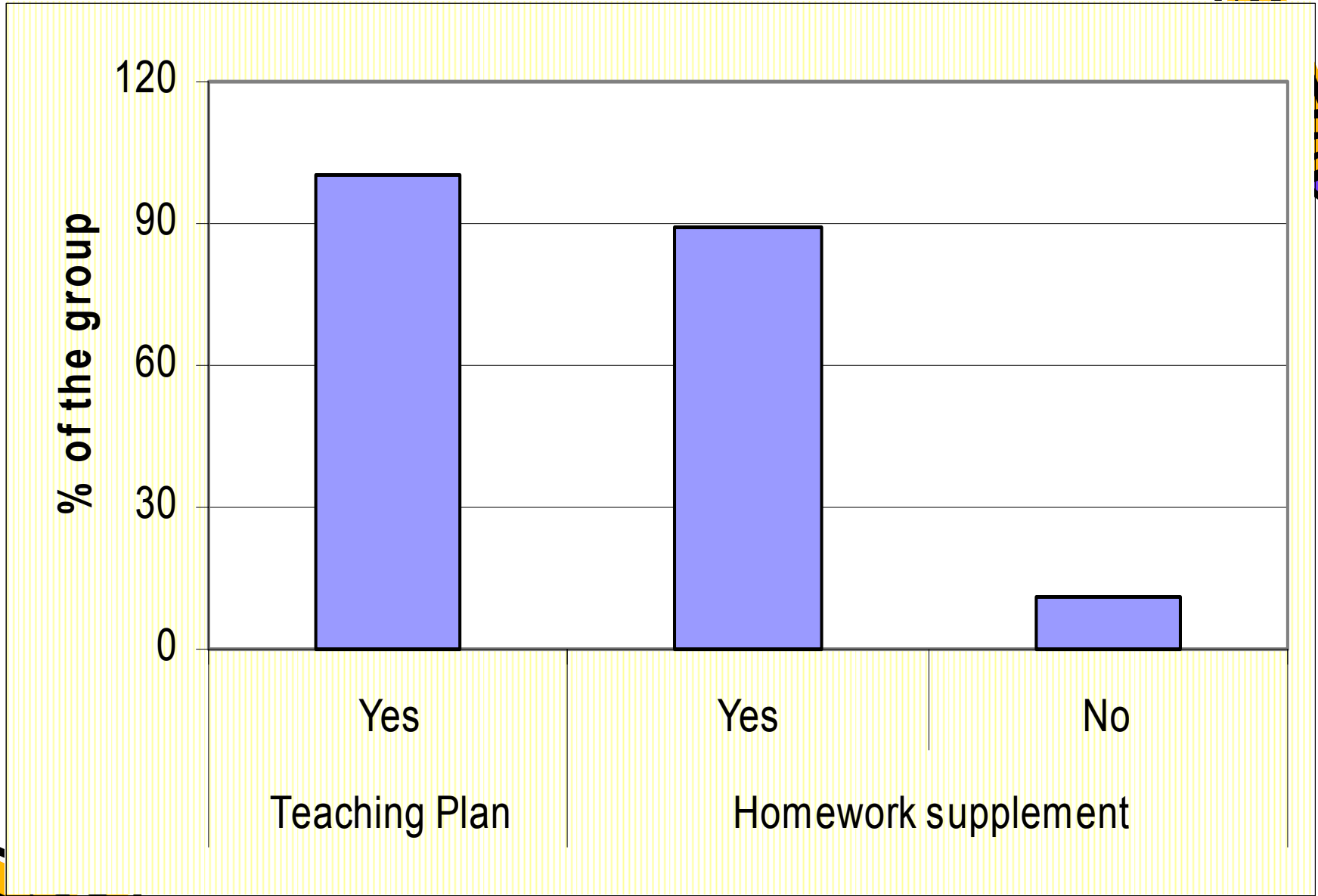
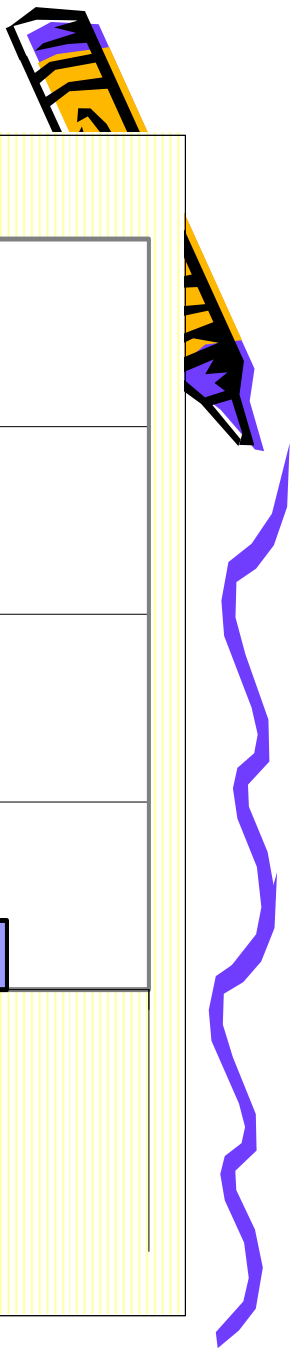
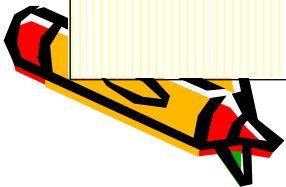
Before OCCS 教过几年中文 (yr)

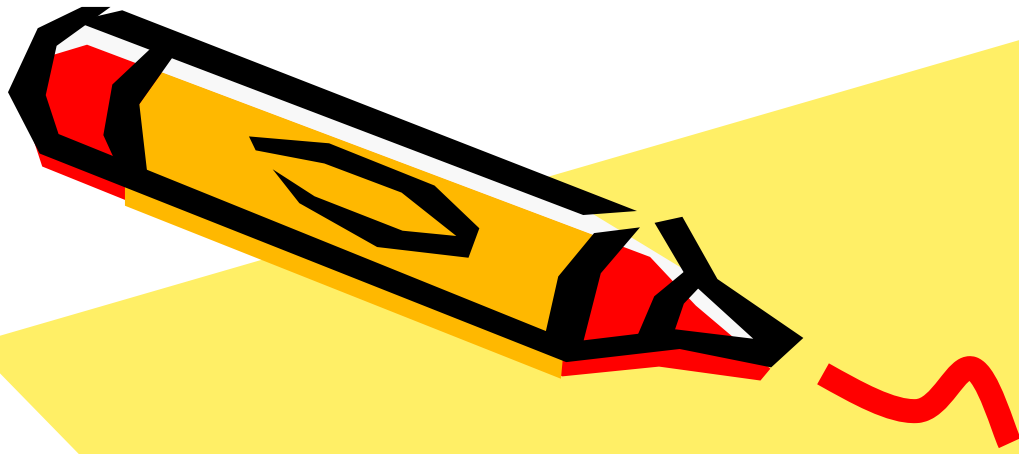




Children studying at OCCS







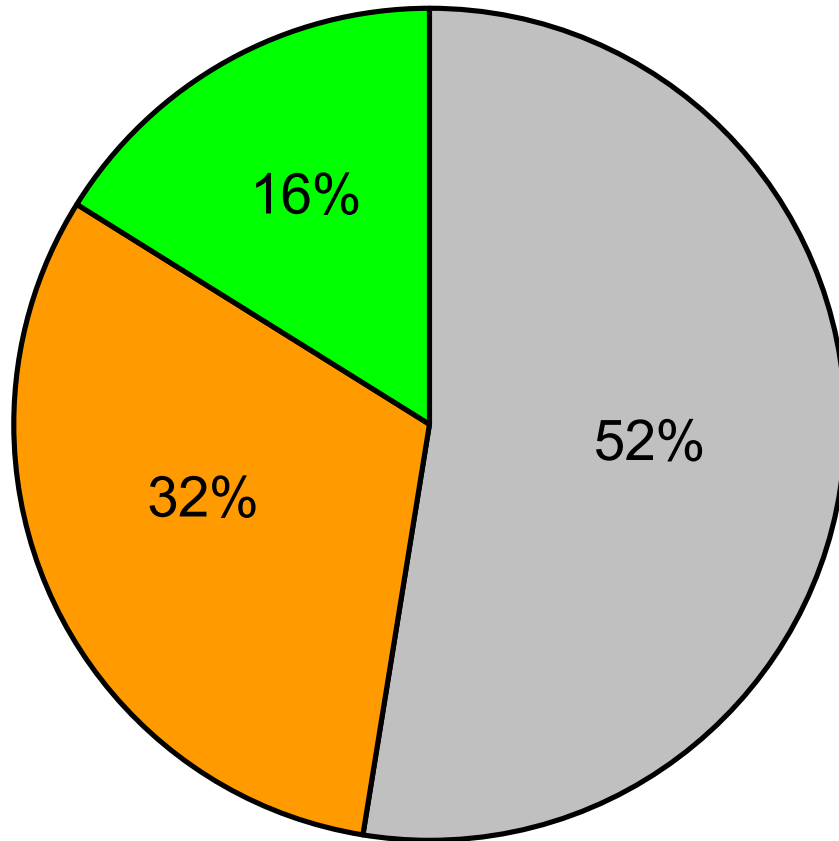
Teaching Resources

Textbooks

Teaching supplement

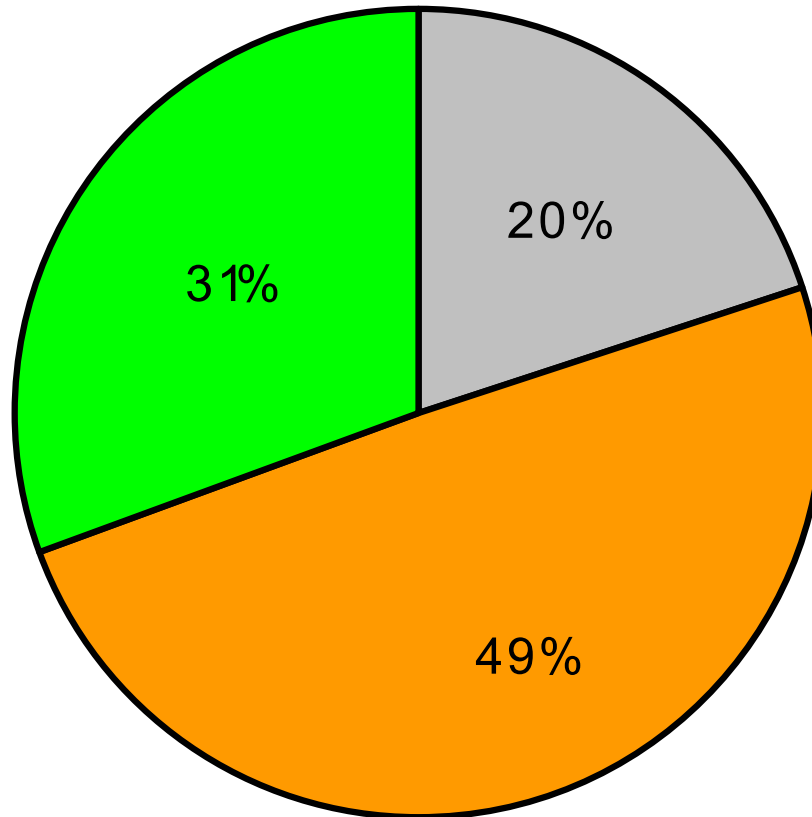


Current Textbook (ZhongWen)



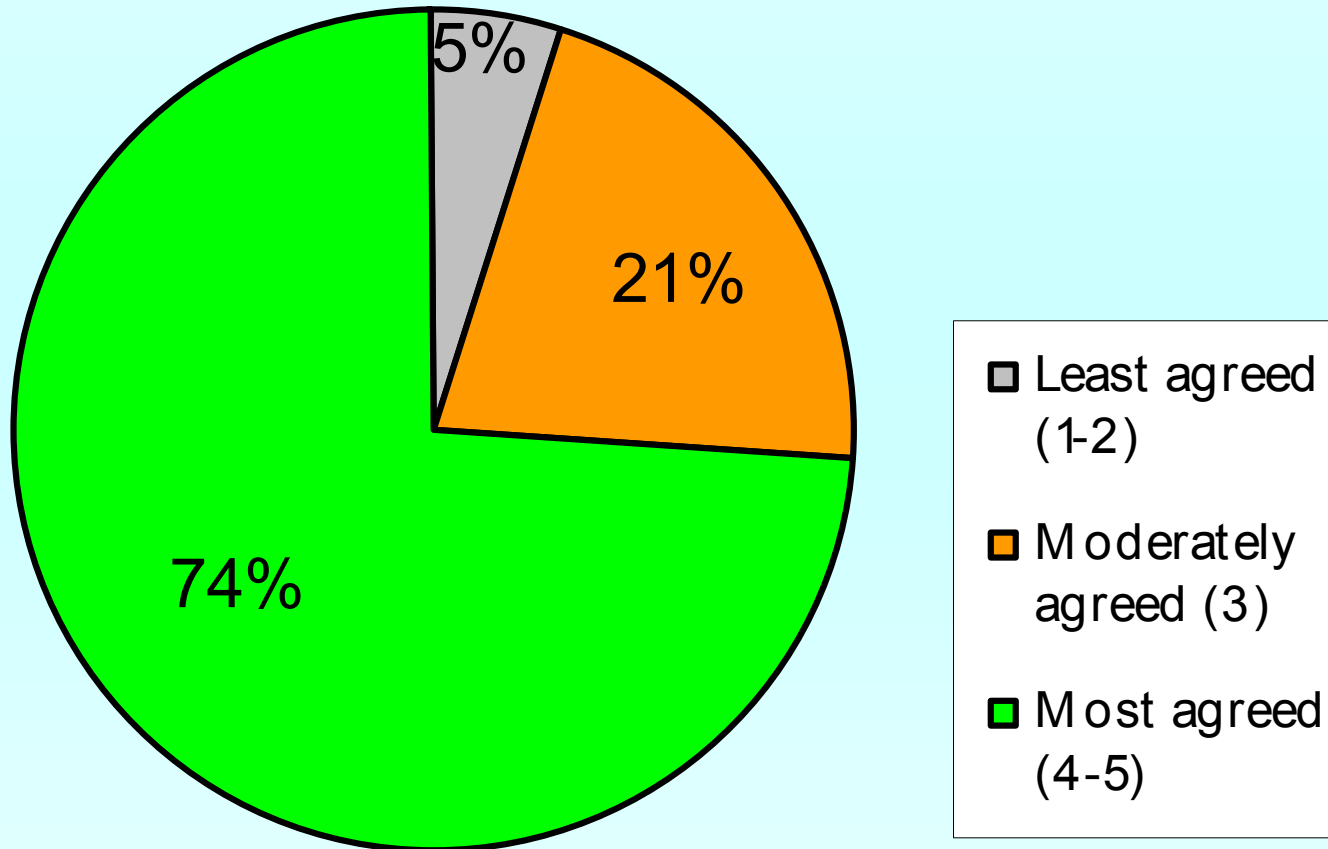
- Textbook Least favorable (1-2)
- Textbook Moderately favorable (3)
- Textbook Most favorable (4-5)

Exercise book

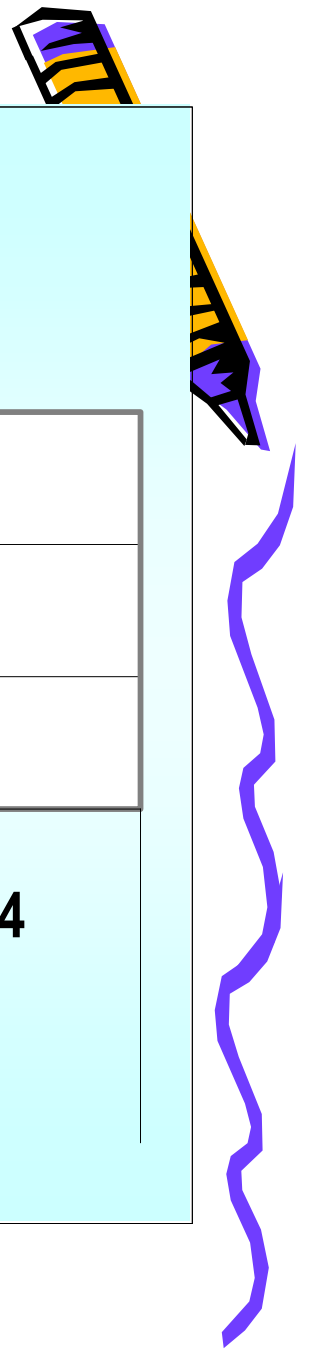
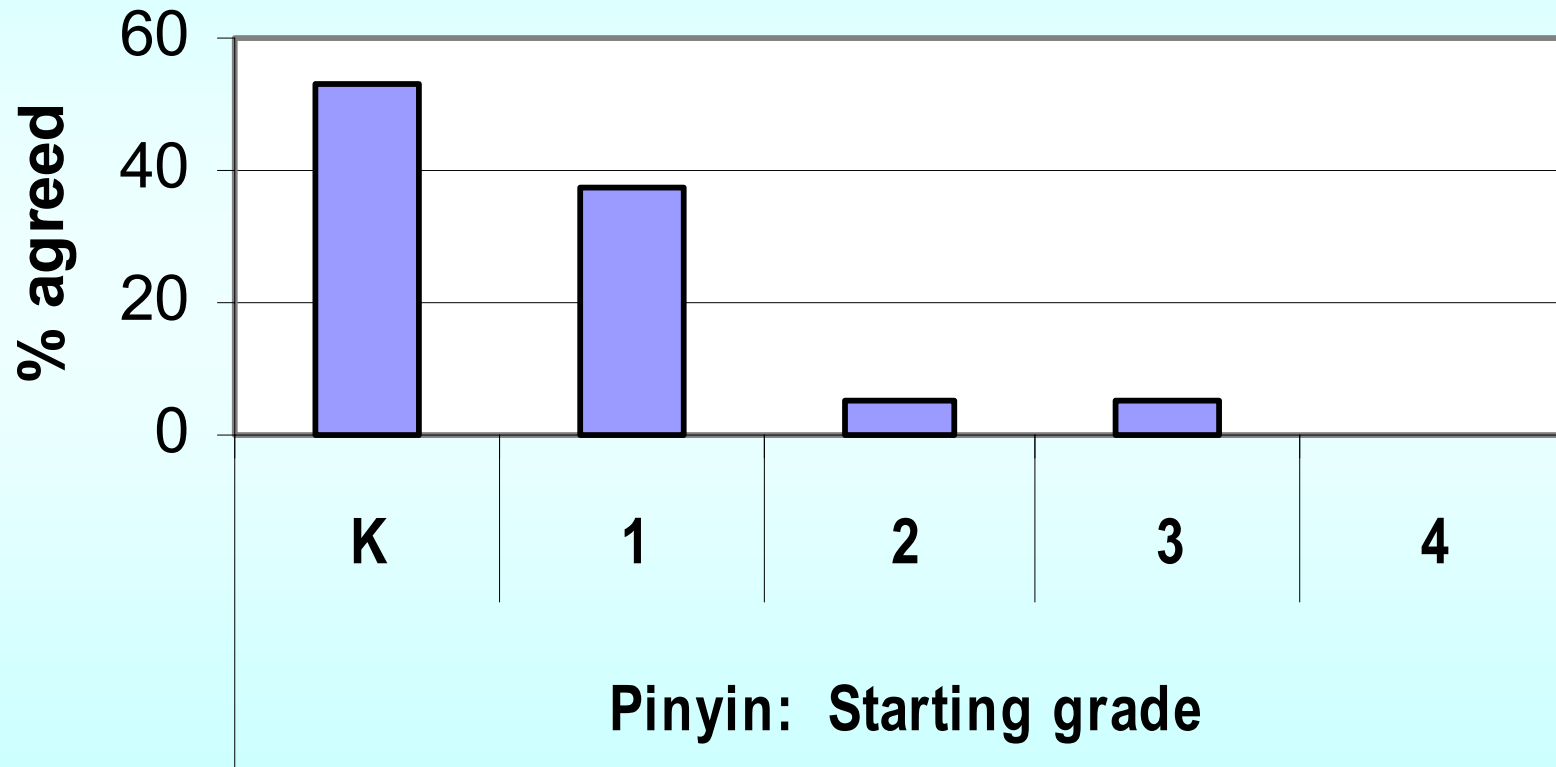


- Least favorable (1-2)
- Moderately favorable (3)
- Most favorable (4-5)

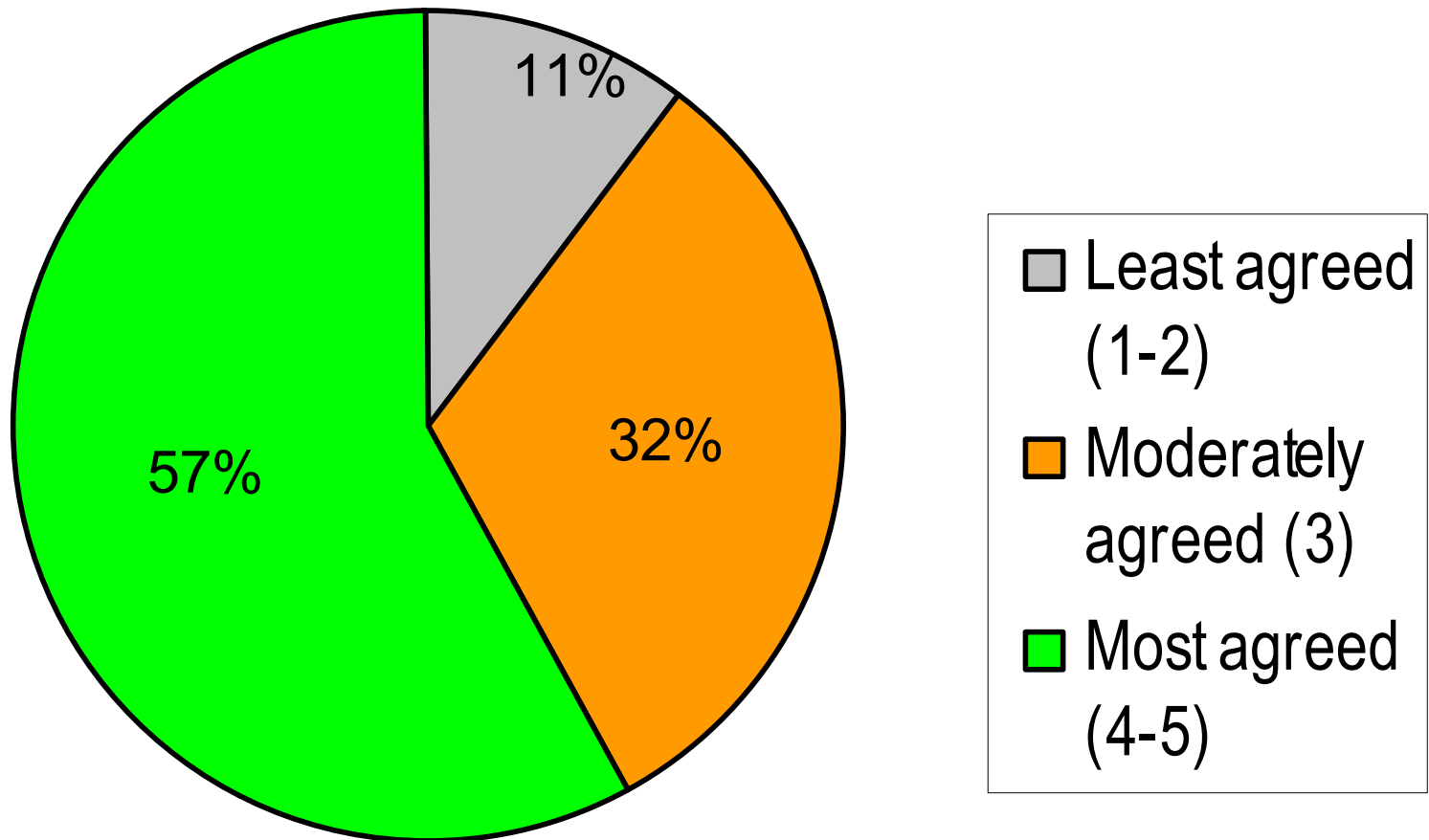
Helpfulness of Pinyin in Chinese learning



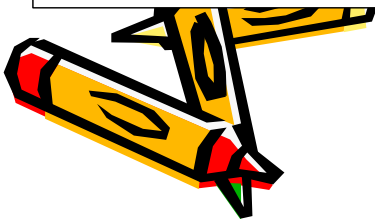
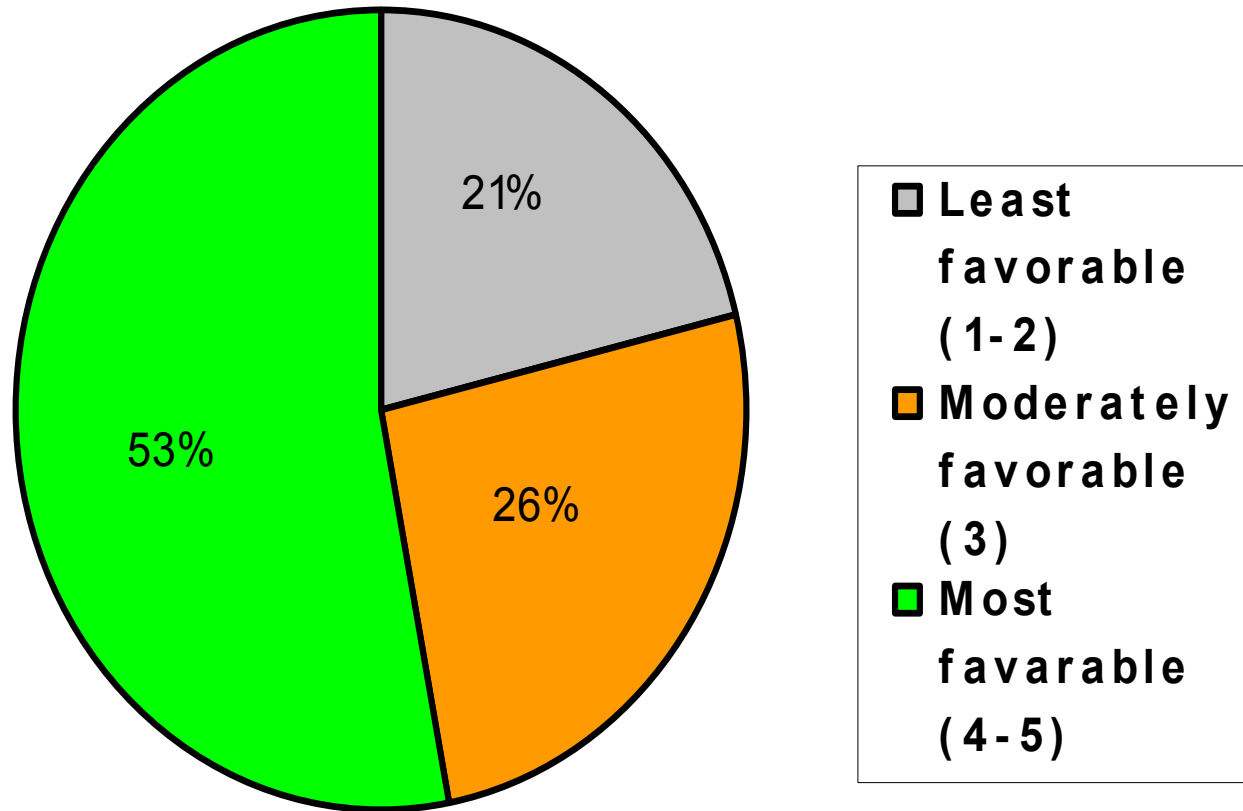
When to introduce Pinyin



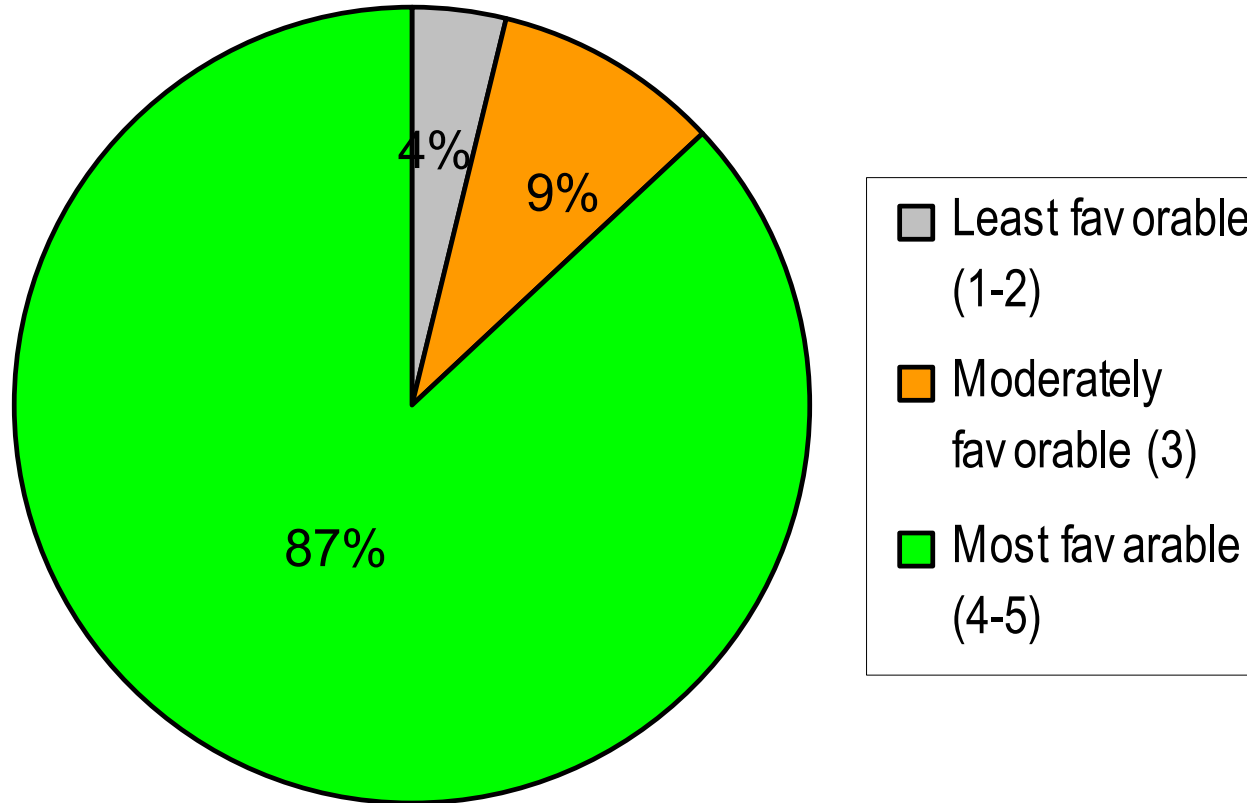
Usefulness of Shared Resources

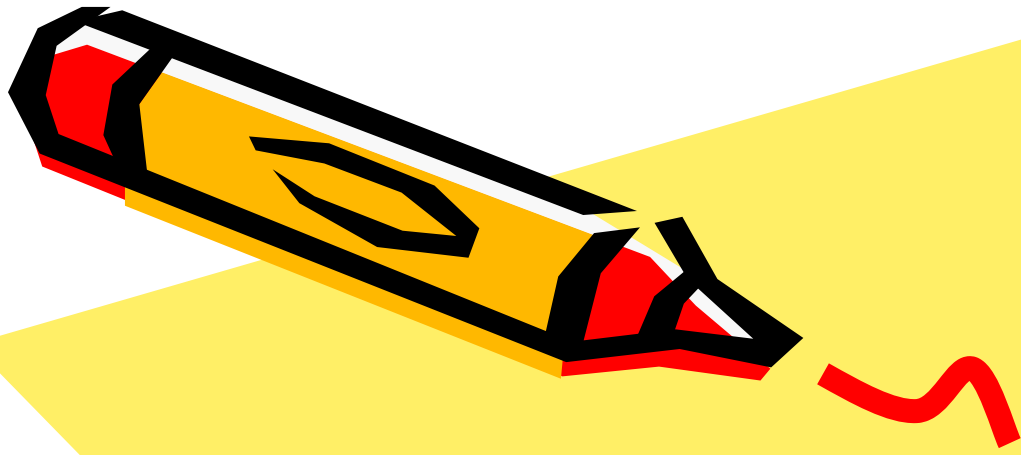


Willingness to contribute in preparing shared resources

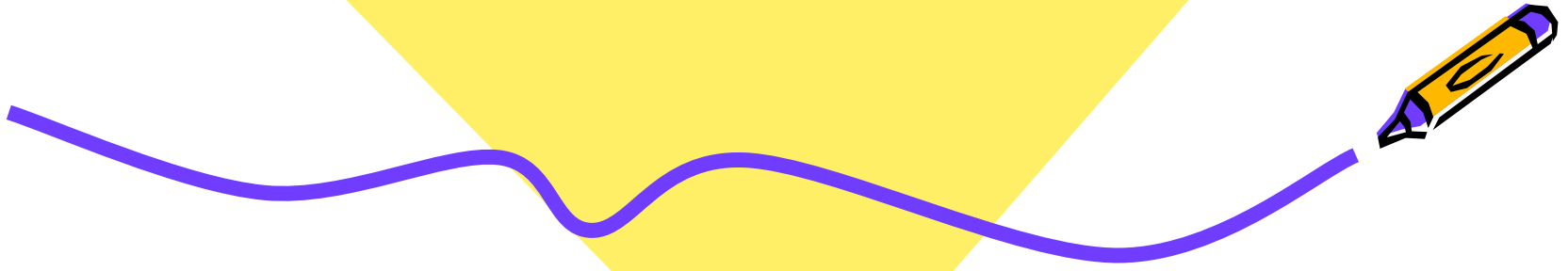


Willingness to participate in Teaching communication





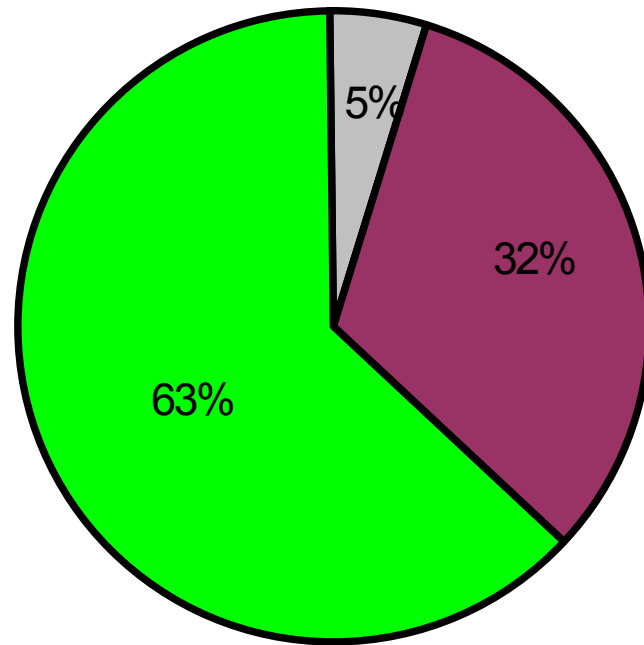
Parents Involvement



School policy Awareness

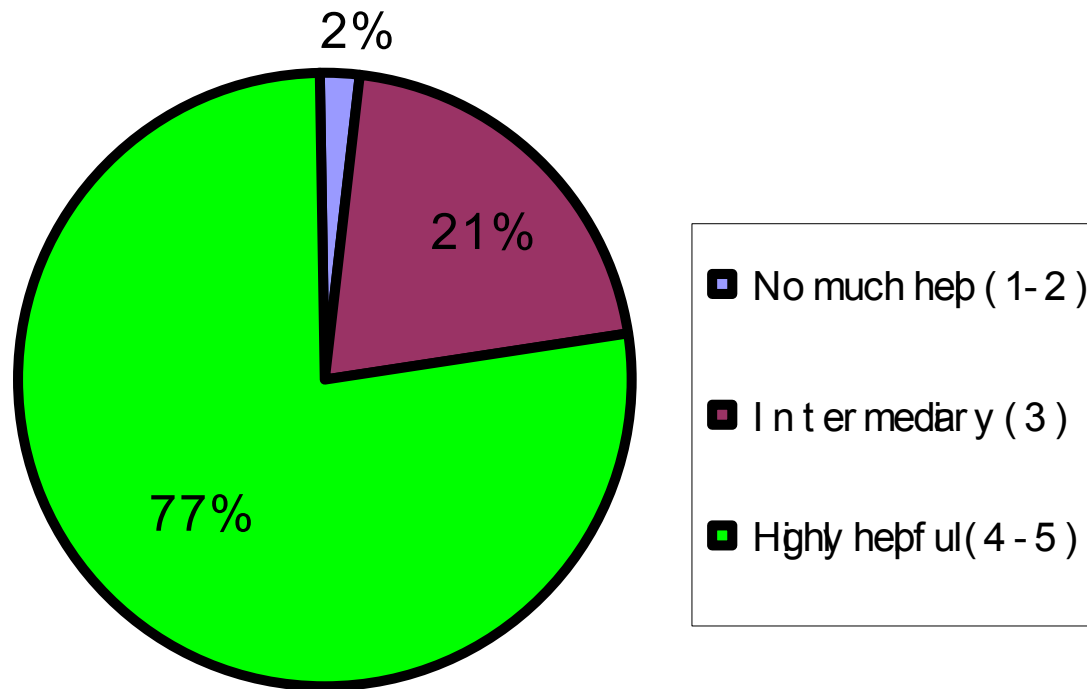
- Read Security policy: 90%
- Read Newsletter: 62%
- Newsletter on web: 62%

Parent assisting classroom

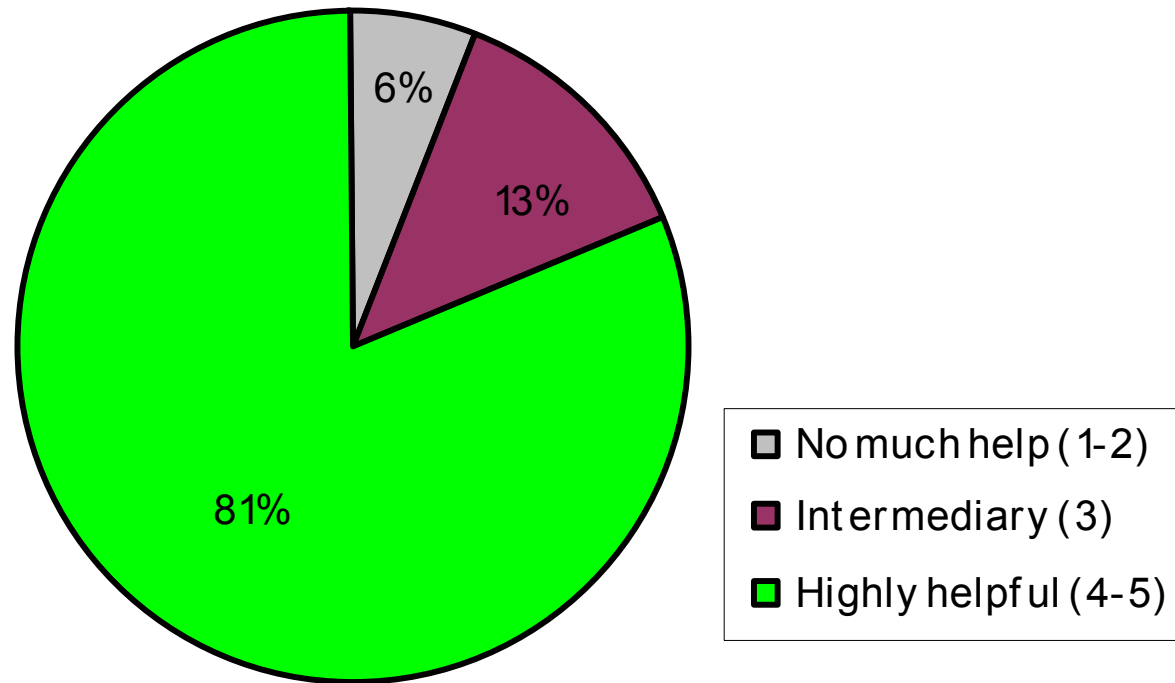


- No much help (1-2)
- Intermediary (3)
- Highly helpful (4-5)

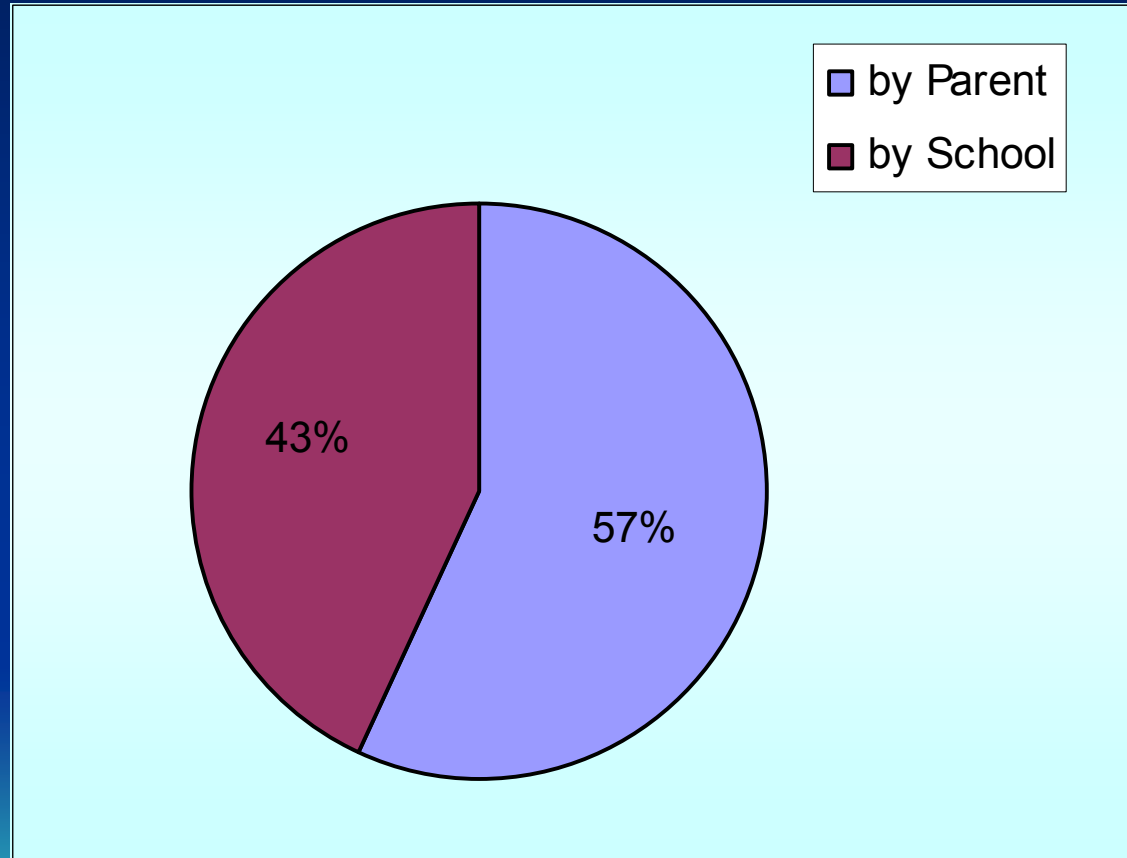
Parents assisting school security patrol



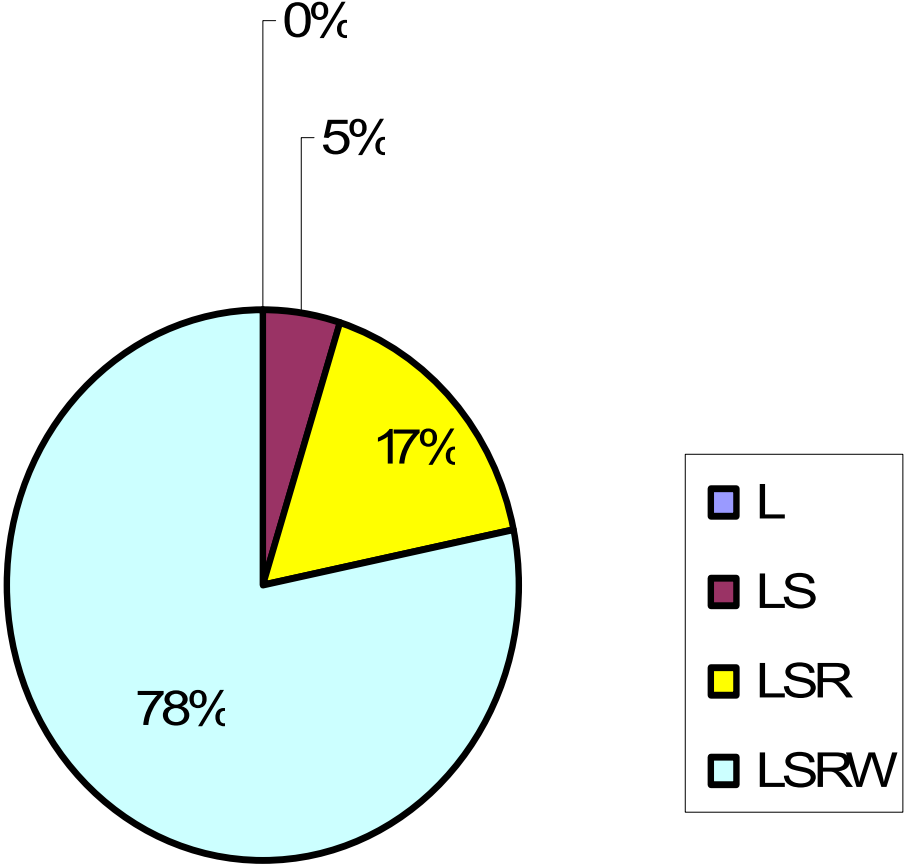
Examination on student learning



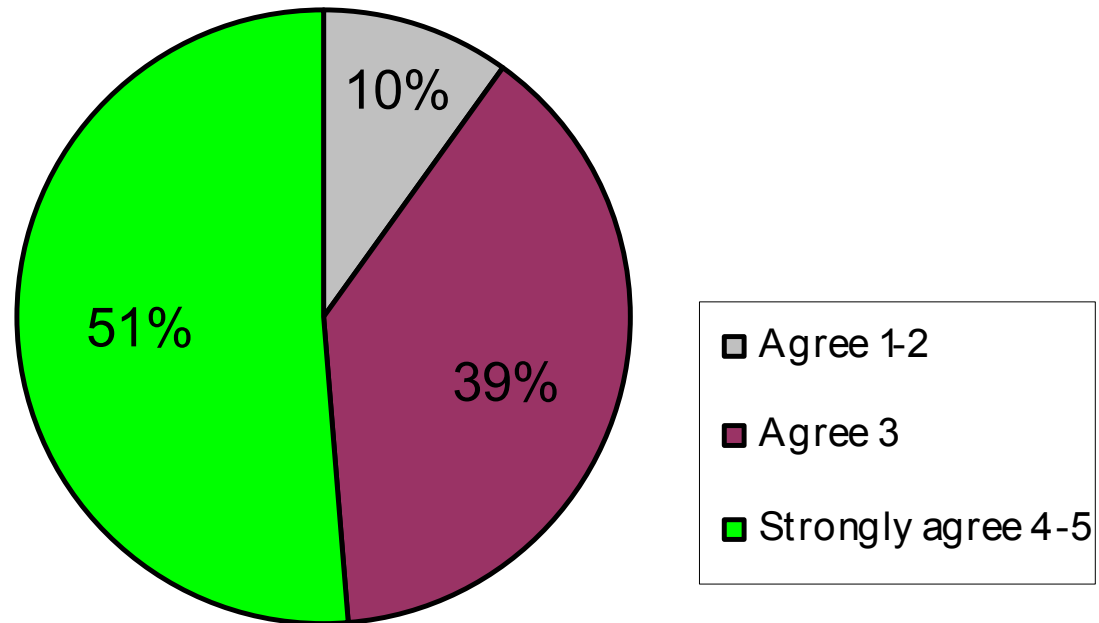
Determination of student assigned class



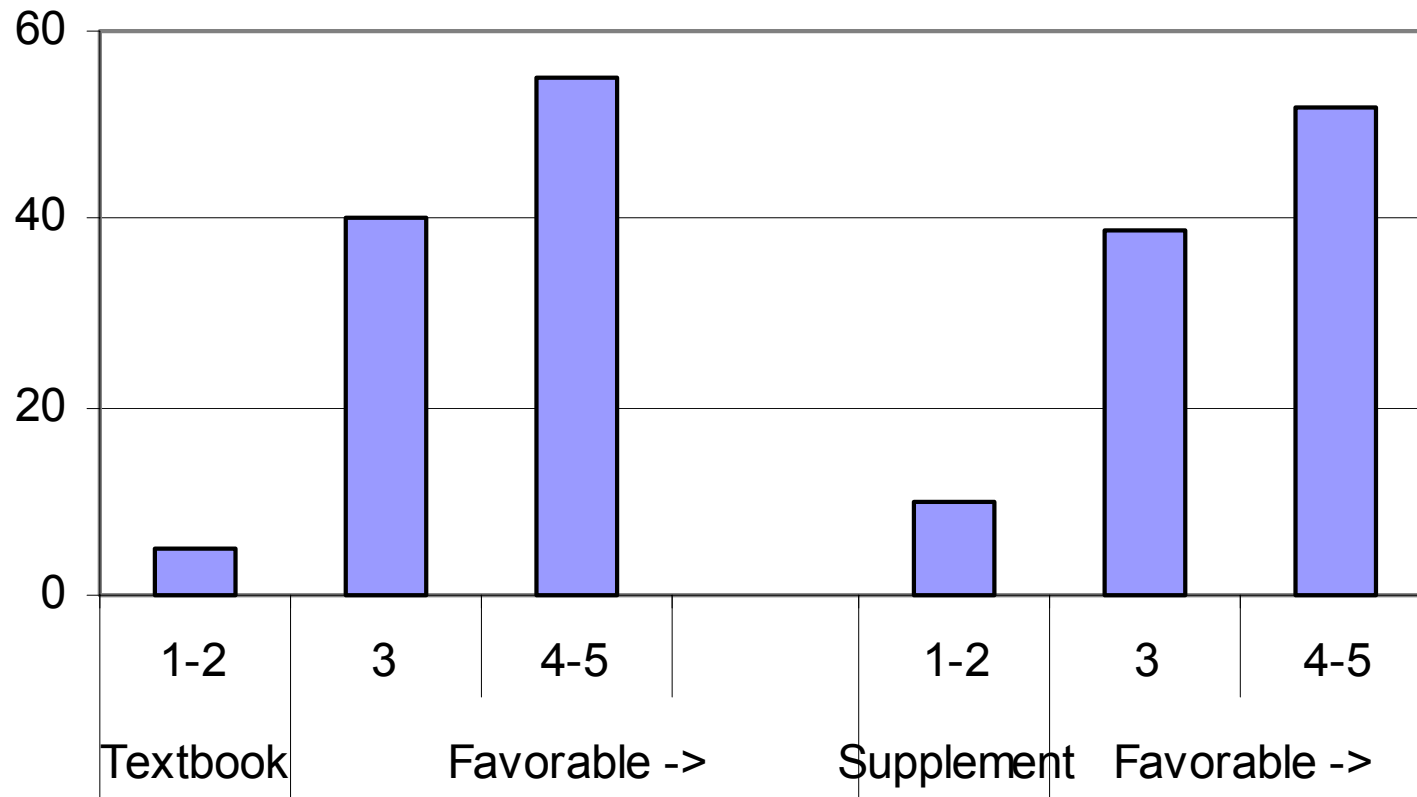
Ultimate goals for the child



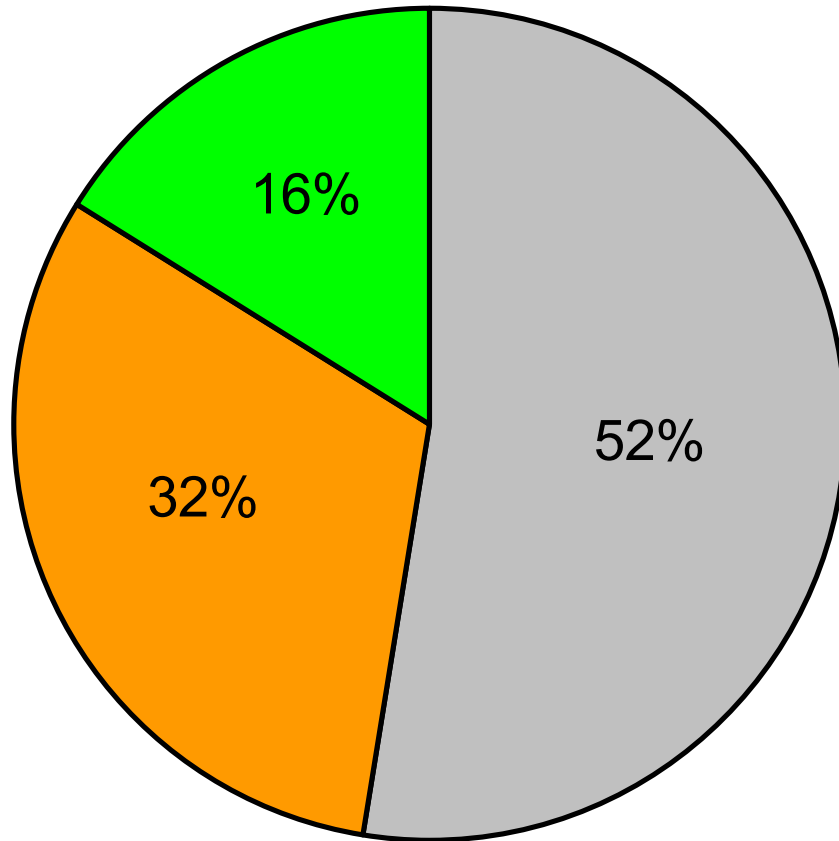
Has the current teaching met parents expectation?



Teaching supplements assessed by Parent



Current Textbook (ZhongWen)



- Textbook Least favorable (1-2)
- Textbook Moderately favorable (3)
- Textbook Most favorable (4-5)

Comments from Parents

- 所用的教材离学生的实际生活较远，学生不易理解。希望多增加些实用情景对话和口语。
- There are not enough reading practices in the textbook. There should be more reading exercises to help the kids to remember the characters they learned.
- Teachers provided good supplementary materials.

Registration

	2003F - 2004S	2004 F	2005 S	2005 F	2006 S	2006 F
Total students	~250	285	323	388	377	432
No. classes offered	19	19	20	20	20	21
Avg students /class	13	15	16	19.4	18.9	20.6

中文教学中“听，说，读，写”比重

- Kindergarten: 听，说，认读为主；不要求会写字
- 1-2 年级： 听，说，认读为主；开始学习笔划规则，学写偏旁和简单的字（不要求全部会写本册书所学过的字）

中文教学中“听，说，读，写”比重

- 3-4年级： 阅读短文故事；开始注重学习词组以复习1-2 年级学过的字；会读会写词组和简单句子（结构和造句等）
- 5-6年级： 增加阅读量，摆脱借助拼音的阅读；会读会写词组，造句；开始写短文；学会查字典

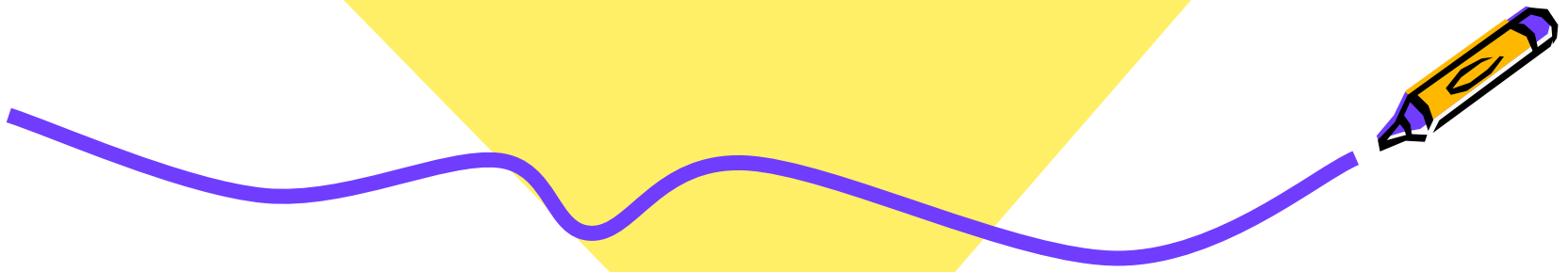
中文教学中“听，说，读，写”比重

- 7年级以上

- 增加阅读量和阅读内容的深度；开始写有段落的短文，故事等.
- 参加全美中文学校统一考试
- 参加中国举办的外国人汉语考试, **etc.**



Conclusions and final
thoughts



Conclusions

- OCCS has been progressing to the right direction: established a good teaching management system
- OCCS has designed the teaching guideline based on students learning curve
- OCCS current teaching has met parents' expectation

Final thoughts

- How to assess students Chinese level
 - SAT
 - Communication/Presentation skills
- How to provide more training opportunities for Teachers : certification,
- How to help children from non-native Chinese speaking family quickly integrate into regular Chinese class

Acknowledgement

- OCCS Teaching Sub-Committee (TSC)
- OCCS Parents Committee (PC)
- OCCS School Administration (SA)
- OCCS Chinese class teachers
- Parents and volunteers

俄亥俄现代中文学校 OHIO CONTEMPORARY CHINESE SCHOOL(OCCS)

