

# CHNS 6501: 对外汉语教学导论

Master's Program in Chinese  
Language Schools Graduate Programs  
Middlebury College  
Summer, 2013

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## ■ COURSE GOALS 课程总纲

本课程的目标受众为已经或有志成为中文教师的学生。本课程目标包括：

- 学生能理解各种语言教学流派及其理论基础，并能依此阐述自己的教学理念；
- 学生能掌握一系列课堂技巧，并能将这些技巧应用于课堂教学实践中；
- 学生能知晓中文教学现有的一些技术资源，并能利用这些资源改善中文教学；
- 学生能理解中文教学特有的问题和挑战，从而在实际教学中更加有的放矢；
- 学生能成为一个终生学习者，在中文教学的职业生涯上不断前行。

This course is designed for students who are current or future Chinese language educators. The goals for this course are:

- Students will understand different teaching methods and their underlying philosophies, and be able to articulate his/her own philosophy of teaching;
- Students will acquire a variety of classroom techniques and design specific Chinese language classes from the expanded repertoire of techniques;
- Students will know some of the available technological resources for Chinese language teaching and able to incorporate them in Chinese language teaching;
- Students will understand the unique challenges for teaching Chinese, and make informed choices to teach the language more meaningfully and effectively;
- Students will develop ways towards becoming a lifelong learner as a professional Chinese language educator.

## ■ COURSE INFORMATION 课程信息

授课教师： 刁文豪

Ph.D. in Second Language Acquisition, Carnegie Mellon University  
卡内基梅隆大学第二语言习得博士

Assistant Professor, East Asian Studies, University of Arizona  
亚利桑那大学东亚研究系助理教授 (starting in fall, 2013).

上课时间： 8:00-10:30am, Mondays & Wednesdays.

上课地点： R. A. Jones Building, Second Floor

值班时间： 7:30-9:30pm, Mondays, Hepburn 308, or by appointment.

Email: [wdiao@middlebury.edu](mailto:wdiao@middlebury.edu)

## ■ COURSE POLICIES 课程政策

1. 课程纪律：1) 所有学生须正式注册本课，恕不容许旁听。2) 上课时请关闭手机、电器产品；3) 作业须准时交，恕不接受迟交作业。
2. 语言誓约：汉语普通话是课堂内外交流的语言（除非作业中另行通知）。

3. 联系方式：请使用middlebury.edu的帐号联系。
4. 学术诚信：完成作业时，所有引文、参考资料、转述他人观点都须注明出处，引用网上资源必须注明网址。一旦发现抄袭，当次作业成绩做零分处理。具体规定见

[http://www.middlebury.edu/about/handbook/student\\_policies/Academic\\_Disciplinary\\_Policies](http://www.middlebury.edu/about/handbook/student_policies/Academic_Disciplinary_Policies).

#### ■ GRADING SCALE 评分标准

97-100% = A+	93-96.9% = A	90-92.9% = A-
87-89.9% = B+	83-86.9% = B	80-82.9% = B-
77-79.9% = C+	73-76.9% = C	70-72.9% = C-
67-69.9% = D+	63-66.9% = D	60-62.9% = D-
Below 60% = F		

#### ■ GRADING POLICIES 评分原则

Attendance/participation 出勤	10%
Participation 课堂活动参与	20%
Teaching portfolio 教学资料夹	70%
Total 总成绩	100%

##### Attendance/participation 出席及参与课堂活动 (10%)

除下列情况外学生一律不准旷课：1) 重病；2) 家中紧急要事；3) 学校批准的工作面试及外出。旷课一次期末总成绩扣除2分。

##### Participation 课堂活动参与 (20%)

本课程有各种阅读讨论、经验分享以及教学演示活动。如发生因为课前准备不足以致课上无法讨论或者有学生不愿配合课堂活动的情况，每次会从期末总成绩中扣除4分。

##### Teaching portfolio 教学档案夹 (70%):

教学档案夹中的所有文档都会事先先交第一稿。最终档案夹的文件全部都应是经授课教师批阅和自己修改后的第二稿。档案夹内容包括：

1. Teaching philosophy 教学理念 (10%)
2. Class observation report 课堂观摩报告(20%)
3. Sample lesson plan 课堂教学计划 (20%)
4. Review of technological resources 教学资源评估 (10%)
5. Reflection 教学反思 (10%)

## ▪ REQUIRED TEXTS 课本及阅读材料

### 课本

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3<sup>rd</sup> edition). Pearson. (Referred to as Brown below).

徐子亮、吴仁甫. 2005. 《实用对外汉语教学法》. 北京: 北京大学出版社. ISBN: 9787301080924. (Referred to as 徐 & 吴 below).

### 其他阅读材料

Celce-Murcia, Marianne, Dornyei, Zoltan, & Thurell, Sarah. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5-35.

Chen, Shen. (2008). Issues in the Teaching of Culture in Chinese Language Education. In P. Duff & P. Lester (Eds.), *Issues in Chinese language education and teacher development* (pp. 79-88). Canada: Center for Research in Chinese Language and Literacy Education/University of British Columbia.

Chi, Richard T. (2009). AP<sup>®</sup> Chinese language and culture: Pedagogical implications and applications. In M. Everson & Y. Xiao (Eds.), *Teaching Chinese as a foreign language* (pp. 61-94). Boston, MA: Cheng & Tsui.

Everson, Michael. (2009). Literacy development in Chinese as a foreign language. In M. Everson & Y. Xiao (Eds.), *Teaching Chinese as a foreign language* (pp. 97-112). Boston, MA: Cheng & Tsui.

靳洪刚. (2004). 中文教师提问能力的培训. *Journal for the Chinese Language Teachers Association*, 39(3), 85-110.

梁新欣. (2004). 从师生互动谈如何上好单班课. *Journal of the Chinese Language Teachers Association*, 39(1), 63-84.

陶红印. (2008). 语料库及汉语教学及教师培训, In P. Duff & P. Lester (Eds.), *Issues in Chinese Language Education and Teacher Development* (pp. 90-102). Centre for Research in Chinese Language and Literacy Education, University of British Columbia, Canada.

Xie, Tianwei. & Yao, Tao-chung. (2009). Technology in Chinese language teaching and learning. In M. Everson & Y. Xiao (Eds.), *Teaching Chinese as a foreign language: Theories and applications* (pp.151-172). Boston: Cheng & Tsui.

Yu, Li. (2009). Where is culture?: Culture instruction and the foreign language textbook. *Journal of the Chinese Language Teachers Association*, 44(3), 73-108.

## 课程进度安排

Note: 1) Subject to change. 2) \* denotes optional reading.

日期	课上话题及活动	课前阅读	交作业
<b>Teaching Methods: Early days and recent development</b>			
07/08	课程介绍 语法翻译法 — 破冰活动	*徐 & 吴 (pp. 1-15)	
07/10	直接法、听说法, 及其他流派 — 各种教学法的演示和比较	徐 & 吴 (pp. 15-39) Brown (pp. 13-39)	教学理念 (第一稿)
07/15	交际法和口语教学 — 交际法的演示和讨论	徐 & 吴 (pp. 129-154) Celce-Murcia et al. (1995)	
07/17	任务型教学和课堂管理 — 语言学习经验分享	Brown (pp. 40-61 & pp. 241-256)	教学反思 (第一稿)
07/22	中文教学的新技术 — 中文教学资源分享	陶 (2008) Xie & Yao (2009) Brown (pp. 196-210)	教学资源评估 (第一稿)
<b>Classroom techniques</b>			
07/24	互动式教学 (一) — 教学个案分析	Brown (pp. 164-196)	
07/29	互动式教学 (二) — 教学录像观摩	靳 (2004) 梁 (2004) Brown (pp. 211-240)	课堂教学计划 (第一稿)
07/31	教学观摩 — 不上课, 去各年级课堂观摩	Brown (pp. 486-511)	
08/05	听说读写的融合 — 分享课堂观摩经验	Brown (pp. 284-298)	课堂观摩报告 (第一稿)
<b>Challenges for Chinese</b>			
08/07	汉字和读写教学 — 教学个案分析	徐 & 吴 (pp. 89-128; pp. 171-210) Everson (2009)	
08/12	文化教学 — 汉语教材使用经验分享	Chen (2008) Yu (2009)	教学档案夹 (最终稿)
08/14	水平测试及评价 — 测试个案分析 (e.g., OPI, HSK, AP)	Chi (2009) Brown (pp. 443-484)	

