

二零一七年 教育部外派華語教學助理期末實習報告

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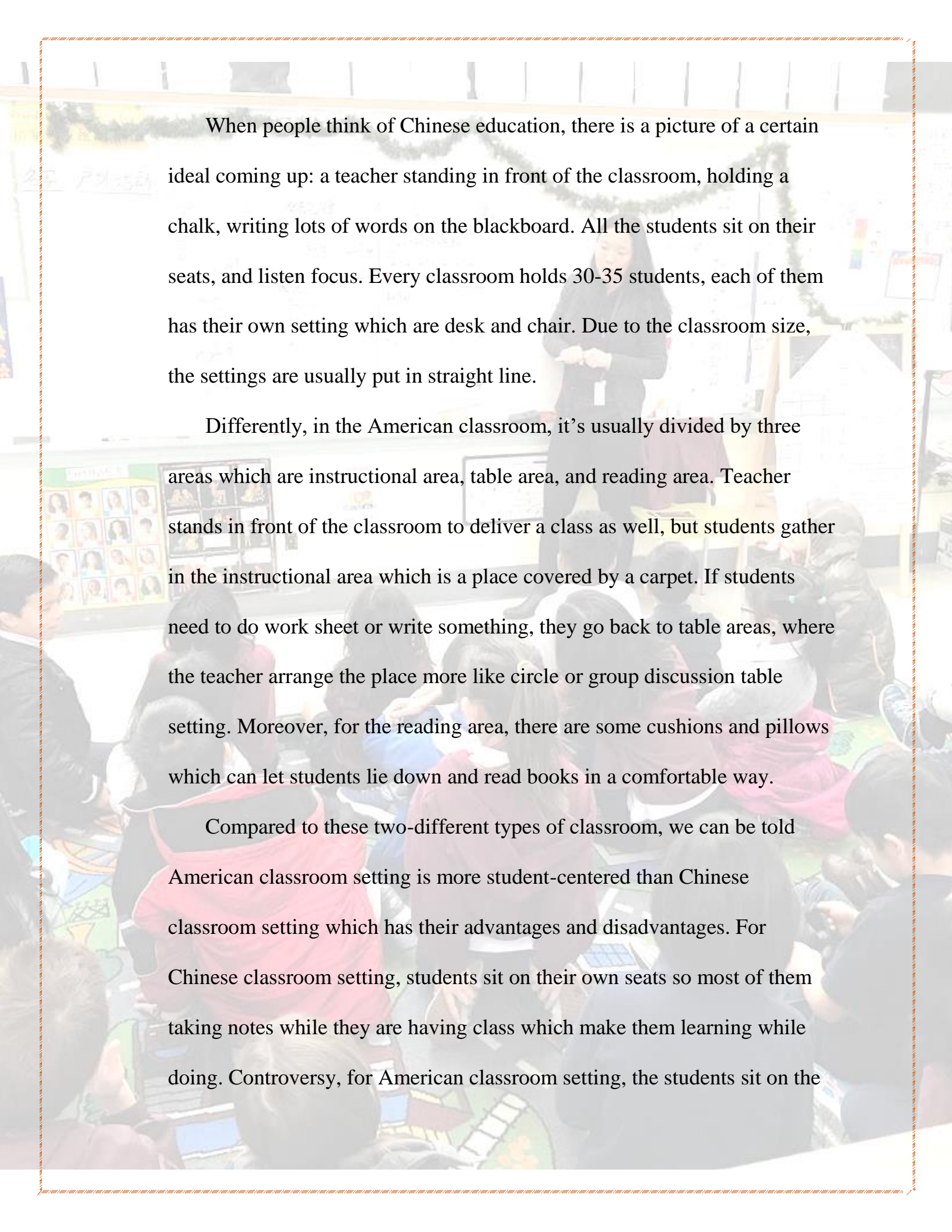
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Topic: Different Between Chinese Students and American Students- Based on Students from Grade1 to Grade6

Nowadays, more and more Chinese students are choosing to seek their bachelor and master degree in America. However, there are some difference between Chinese and American education system. Both have different goals that students must achieve. Chinese education focus on students' learning foundation: How students manage and use the knowledge they learn in school and how well they are understanding for knowledge. American education as being helpful for the cultivation of students' creativity, teachers are more interested in how students use and applied knowledge in society. They make students think critically and create as much concepts as they can. There are five different aspects about comparing Chinese students and American students that I want to talk about on this critical writing article.

I. Classroom Setting

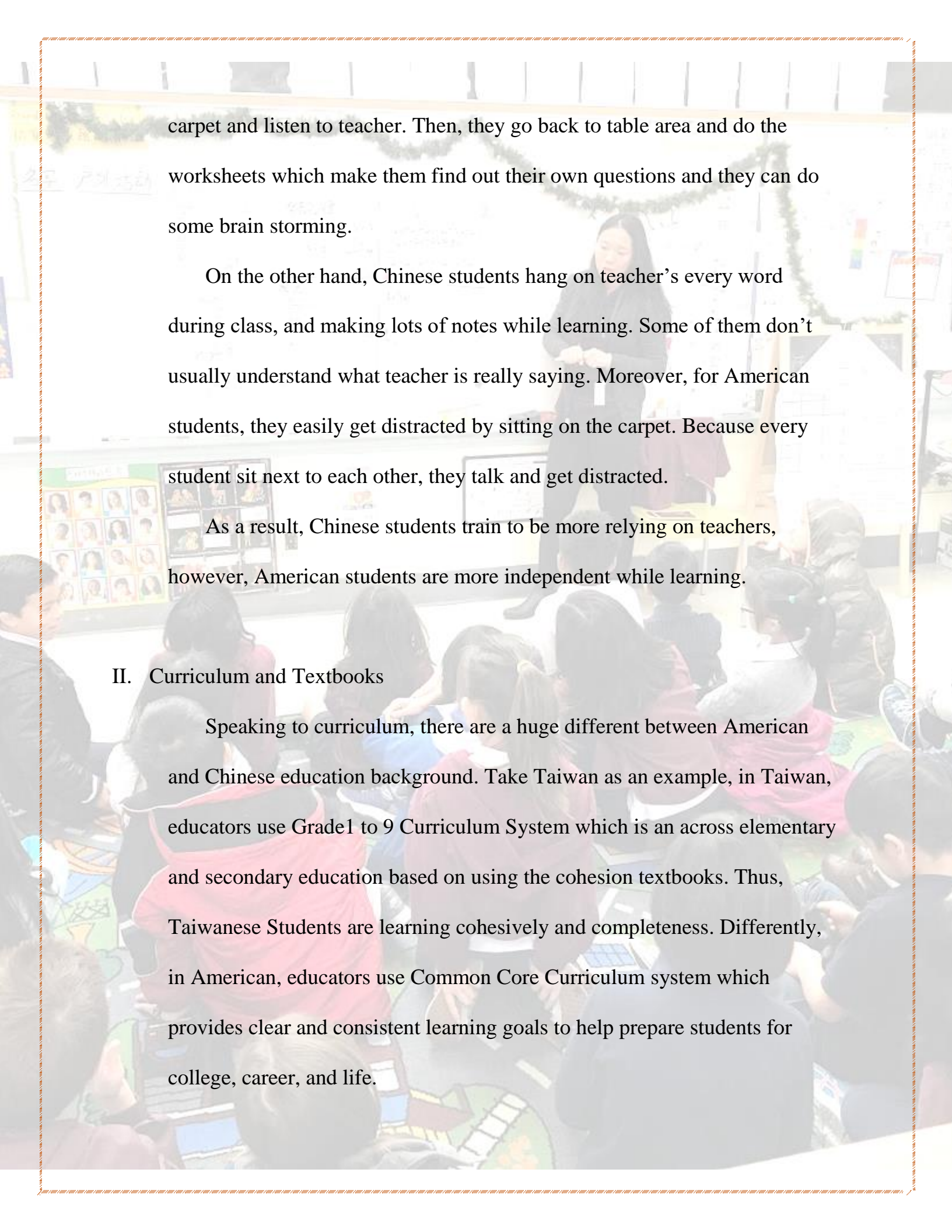
Speaking to classroom setting, there are some differences between American classrooms and Chinese classrooms. Both have their own advantages and disadvantages. Many people think that the setting of an American classroom is usually more creative and lively than a Chinese classroom. This might be true, but there should be a room for discussion in terms of these two comparison.

A photograph of a classroom scene. A teacher in a black jacket stands at the front of the room, facing a group of students. The students are seated at desks arranged in rows. The classroom has a whiteboard and various educational posters on the walls. The lighting is bright, and the overall atmosphere is that of a typical classroom setting.

When people think of Chinese education, there is a picture of a certain ideal coming up: a teacher standing in front of the classroom, holding a chalk, writing lots of words on the blackboard. All the students sit on their seats, and listen focus. Every classroom holds 30-35 students, each of them has their own setting which are desk and chair. Due to the classroom size, the settings are usually put in straight line.

Differently, in the American classroom, it's usually divided by three areas which are instructional area, table area, and reading area. Teacher stands in front of the classroom to deliver a class as well, but students gather in the instructional area which is a place covered by a carpet. If students need to do work sheet or write something, they go back to table areas, where the teacher arrange the place more like circle or group discussion table setting. Moreover, for the reading area, there are some cushions and pillows which can let students lie down and read books in a comfortable way.

Compared to these two-different types of classroom, we can be told American classroom setting is more student-centered than Chinese classroom setting which has their advantages and disadvantages. For Chinese classroom setting, students sit on their own seats so most of them taking notes while they are having class which make them learning while doing. Controversy, for American classroom setting, the students sit on the

A teacher in a black jacket stands at the front of a classroom, facing a group of students. The students are seated at desks, some looking towards the teacher. The classroom has a whiteboard and a bulletin board with photos on the wall. The scene is brightly lit, and there are decorative elements like a garland on the wall.

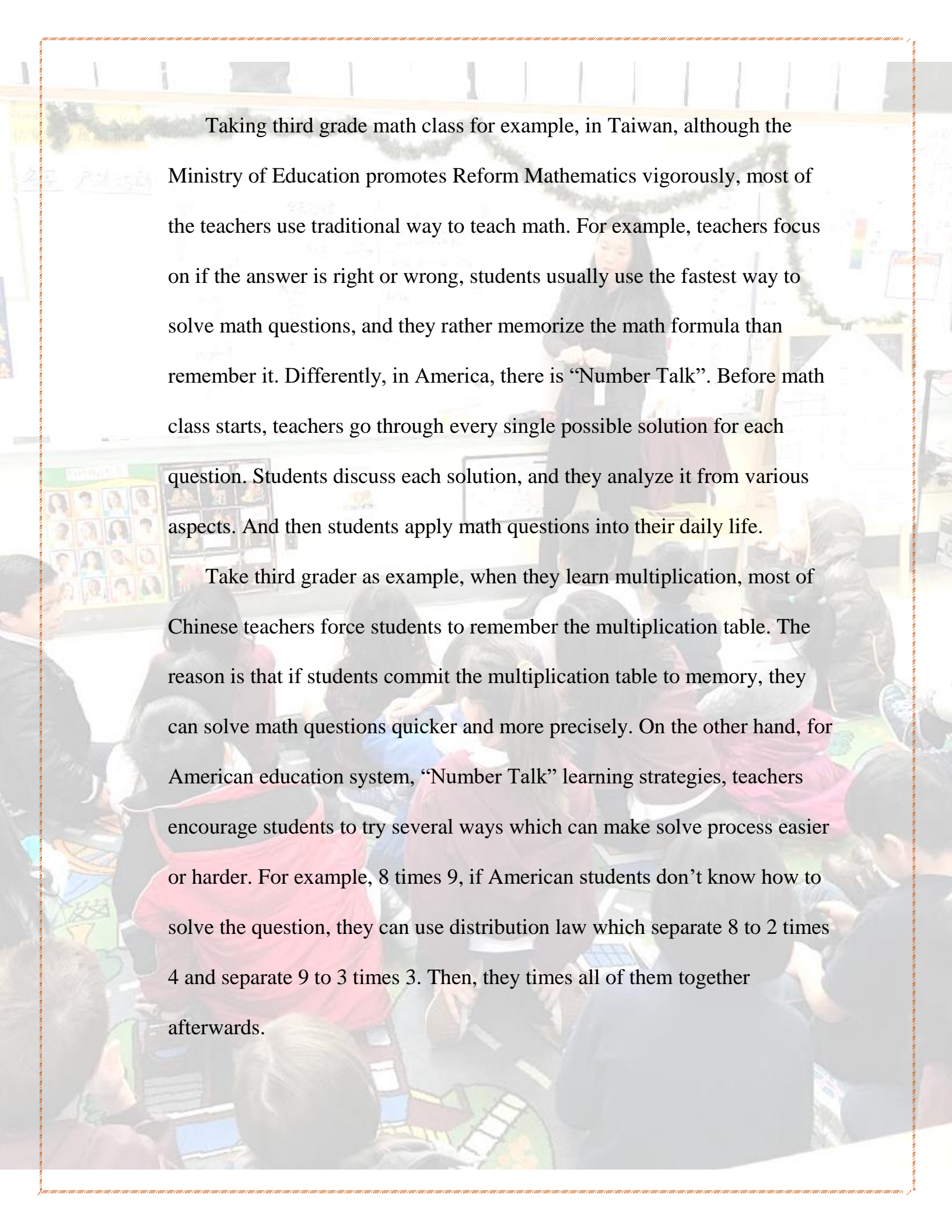
carpet and listen to teacher. Then, they go back to table area and do the worksheets which make them find out their own questions and they can do some brain storming.

On the other hand, Chinese students hang on teacher's every word during class, and making lots of notes while learning. Some of them don't usually understand what teacher is really saying. Moreover, for American students, they easily get distracted by sitting on the carpet. Because every student sit next to each other, they talk and get distracted.

As a result, Chinese students train to be more relying on teachers, however, American students are more independent while learning.

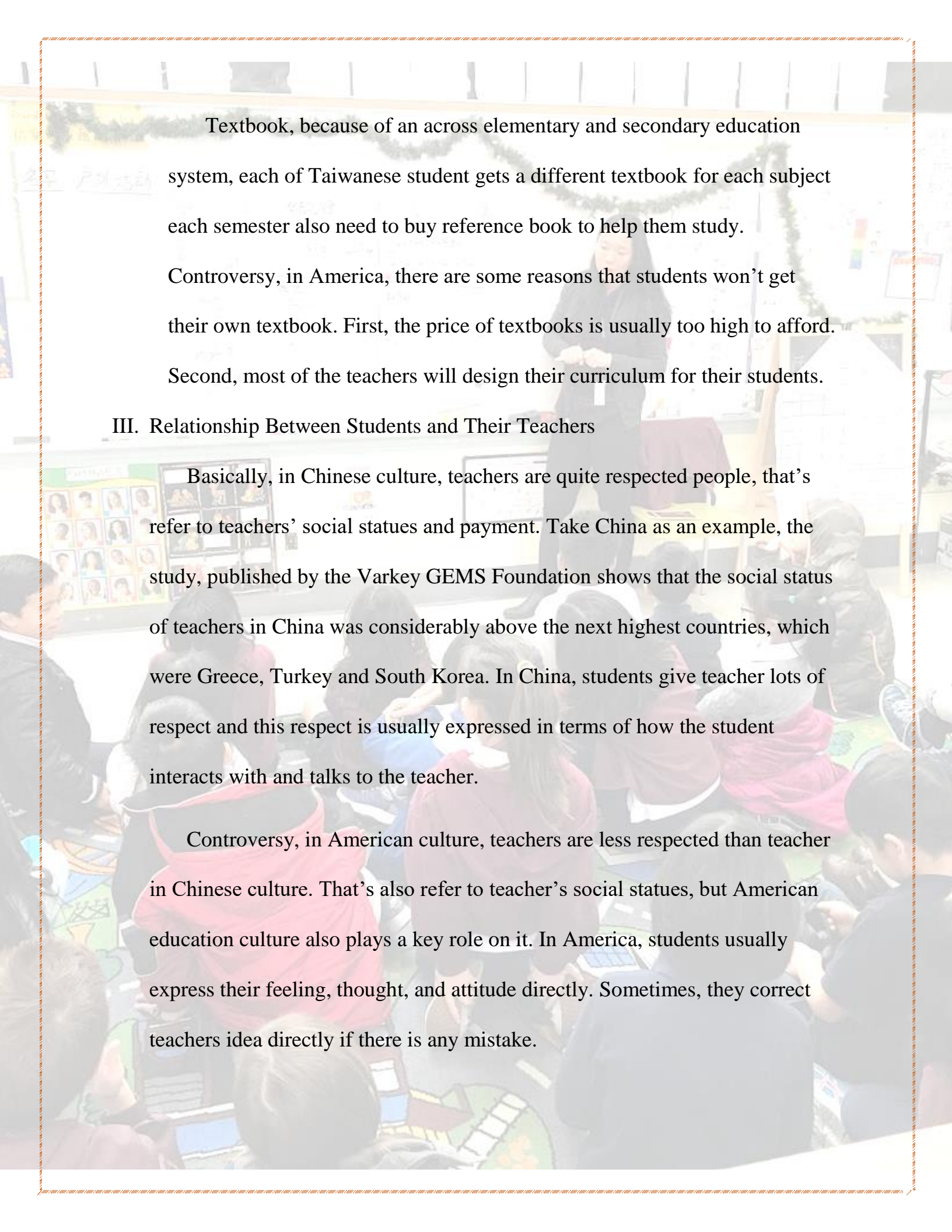
II. Curriculum and Textbooks

Speaking to curriculum, there are a huge different between American and Chinese education background. Take Taiwan as an example, in Taiwan, educators use Grade1 to 9 Curriculum System which is an across elementary and secondary education based on using the cohesion textbooks. Thus, Taiwanese Students are learning cohesively and completeness. Differently, in American, educators use Common Core Curriculum system which provides clear and consistent learning goals to help prepare students for college, career, and life.



Taking third grade math class for example, in Taiwan, although the Ministry of Education promotes Reform Mathematics vigorously, most of the teachers use traditional way to teach math. For example, teachers focus on if the answer is right or wrong, students usually use the fastest way to solve math questions, and they rather memorize the math formula than remember it. Differently, in America, there is “Number Talk”. Before math class starts, teachers go through every single possible solution for each question. Students discuss each solution, and they analyze it from various aspects. And then students apply math questions into their daily life.

Take third grader as example, when they learn multiplication, most of Chinese teachers force students to remember the multiplication table. The reason is that if students commit the multiplication table to memory, they can solve math questions quicker and more precisely. On the other hand, for American education system, “Number Talk” learning strategies, teachers encourage students to try several ways which can make solve process easier or harder. For example, 8 times 9, if American students don't know how to solve the question, they can use distribution law which separate 8 to 2 times 4 and separate 9 to 3 times 3. Then, they times all of them together afterwards.

A teacher in a black jacket stands at the front of a classroom, facing a group of students seated at desks. The classroom has a whiteboard and various educational posters on the wall. The scene is brightly lit, and the teacher appears to be addressing the class.

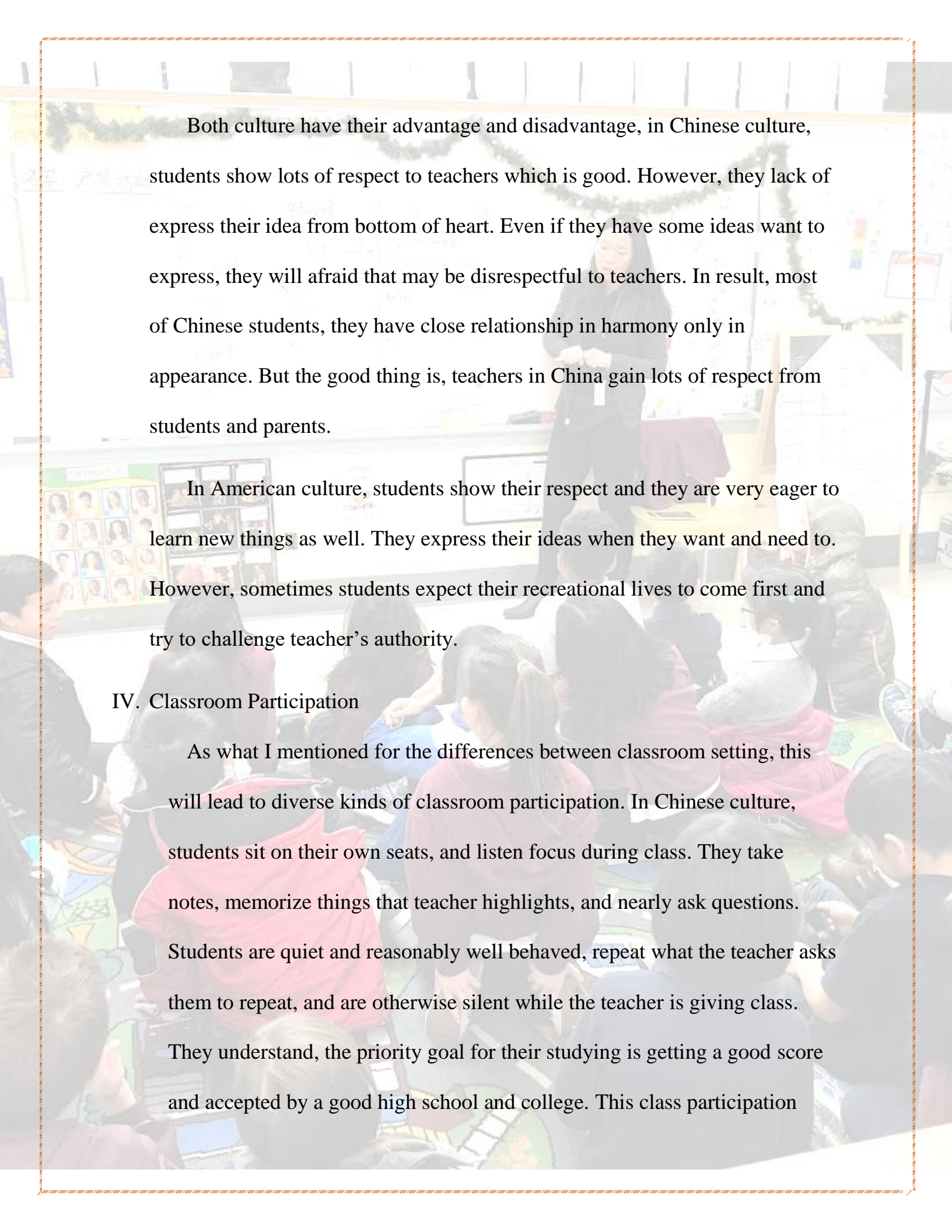
Textbook, because of an across elementary and secondary education system, each of Taiwanese student gets a different textbook for each subject each semester also need to buy reference book to help them study.

Controversy, in America, there are some reasons that students won't get their own textbook. First, the price of textbooks is usually too high to afford. Second, most of the teachers will design their curriculum for their students.

III. Relationship Between Students and Their Teachers

Basically, in Chinese culture, teachers are quite respected people, that's refer to teachers' social statues and payment. Take China as an example, the study, published by the Varkey GEMS Foundation shows that the social status of teachers in China was considerably above the next highest countries, which were Greece, Turkey and South Korea. In China, students give teacher lots of respect and this respect is usually expressed in terms of how the student interacts with and talks to the teacher.

Controversy, in American culture, teachers are less respected than teacher in Chinese culture. That's also refer to teacher's social statues, but American education culture also plays a key role on it. In America, students usually express their feeling, thought, and attitude directly. Sometimes, they correct teachers idea directly if there is any mistake.

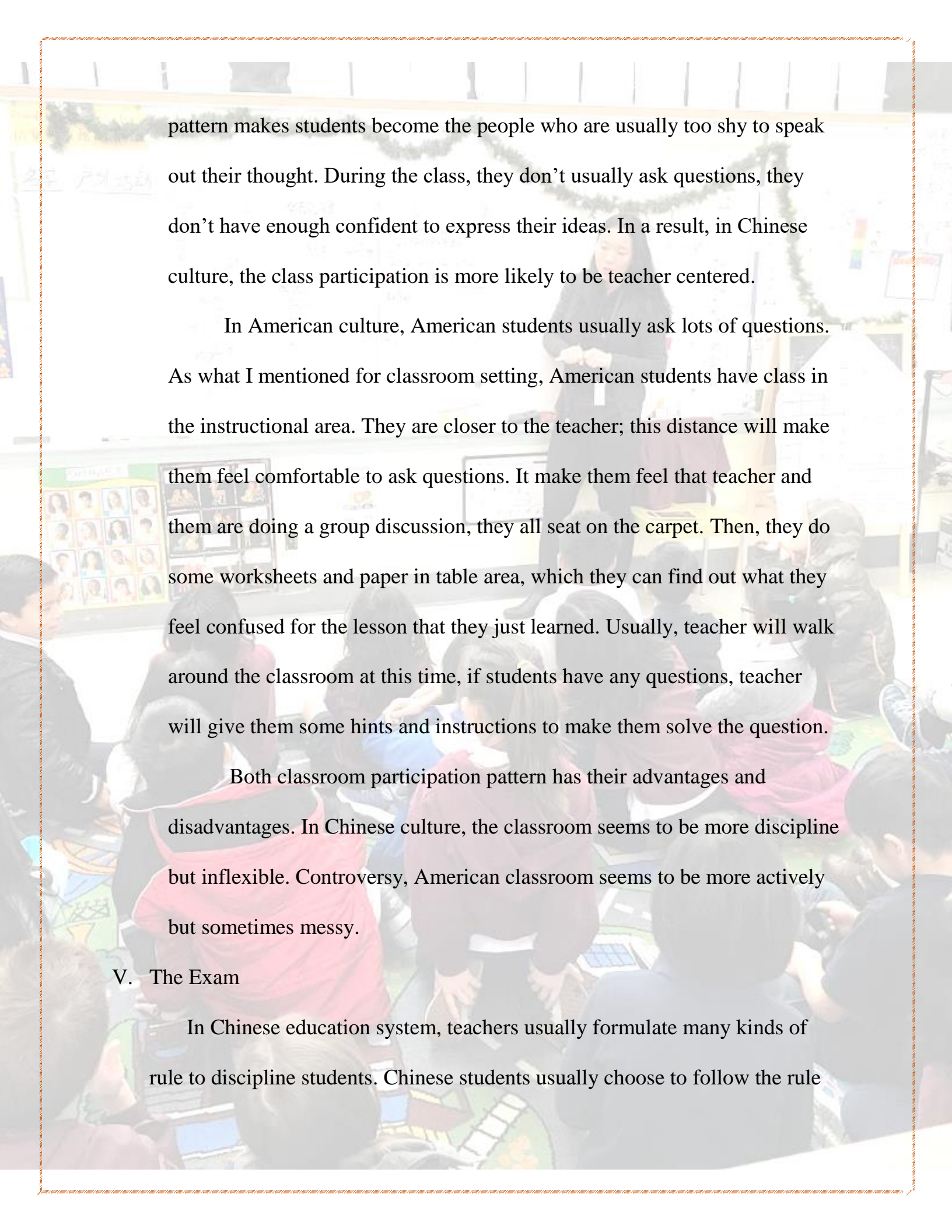
A teacher in a black jacket stands at the front of a classroom, addressing a group of students. The students are seated at desks, some looking towards the teacher. The classroom has a whiteboard and various educational materials on the walls.

Both cultures have their advantages and disadvantages. In Chinese culture, students show lots of respect to teachers, which is good. However, they lack of expressing their ideas from the bottom of their hearts. Even if they have some ideas they want to express, they will be afraid that it may be disrespectful to teachers. In result, most of Chinese students, they have close relationships in harmony only in appearance. But the good thing is, teachers in China gain lots of respect from students and parents.

In American culture, students show their respect and they are very eager to learn new things as well. They express their ideas when they want and need to. However, sometimes students expect their recreational lives to come first and try to challenge teacher's authority.

IV. Classroom Participation

As what I mentioned for the differences between classroom settings, this will lead to diverse kinds of classroom participation. In Chinese culture, students sit on their own seats, and listen focus during class. They take notes, memorize things that teacher highlights, and rarely ask questions. Students are quiet and reasonably well behaved, repeat what the teacher asks them to repeat, and are otherwise silent while the teacher is giving class. They understand, the priority goal for their studying is getting a good score and accepted by a good high school and college. This class participation

A teacher in a black jacket stands at the front of a classroom, addressing a group of students. The students are seated on the floor in a circle, some looking towards the teacher. The classroom has a whiteboard and a bulletin board with photos on the wall. A decorative garland hangs from the ceiling.

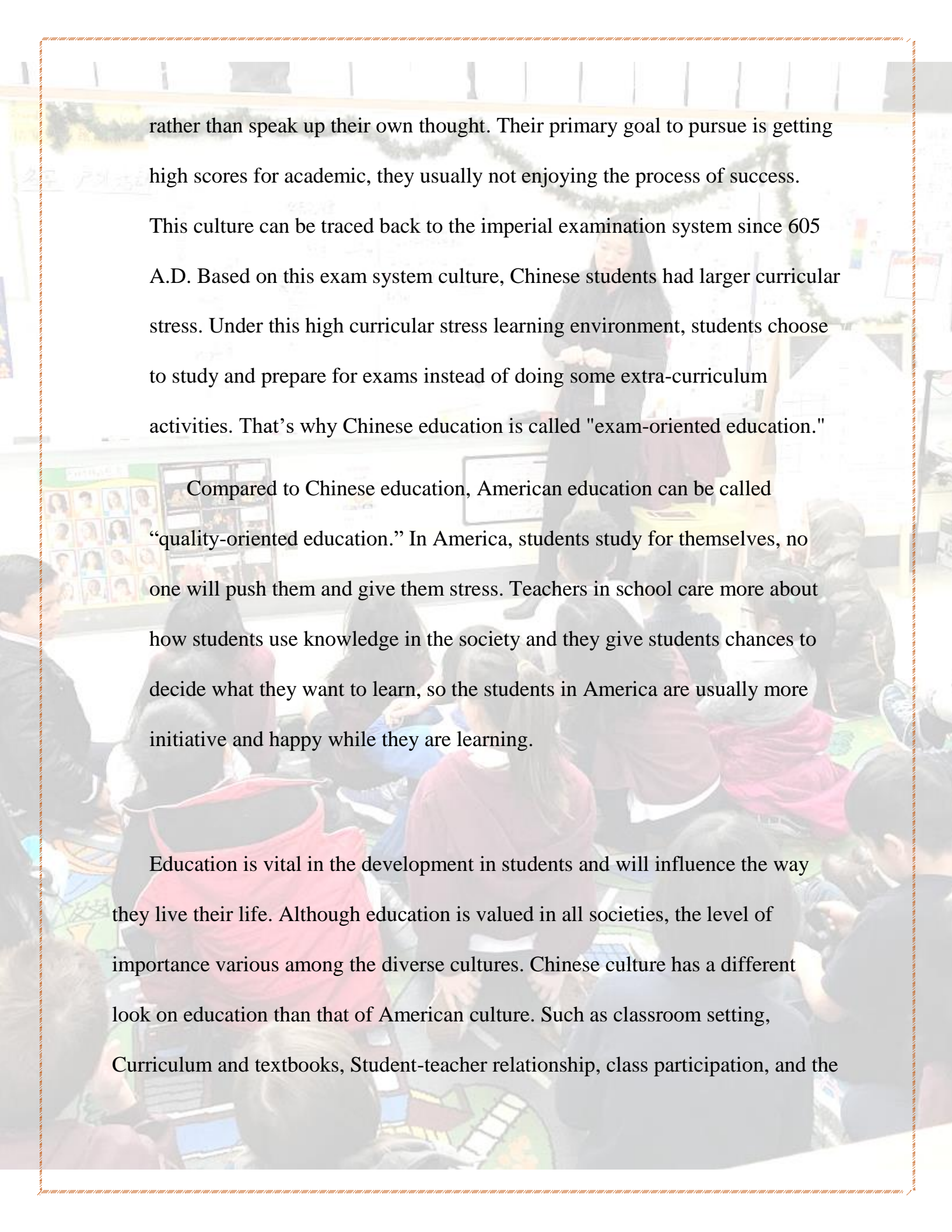
pattern makes students become the people who are usually too shy to speak out their thought. During the class, they don't usually ask questions, they don't have enough confident to express their ideas. In a result, in Chinese culture, the class participation is more likely to be teacher centered.

In American culture, American students usually ask lots of questions. As what I mentioned for classroom setting, American students have class in the instructional area. They are closer to the teacher; this distance will make them feel comfortable to ask questions. It make them feel that teacher and them are doing a group discussion, they all seat on the carpet. Then, they do some worksheets and paper in table area, which they can find out what they feel confused for the lesson that they just learned. Usually, teacher will walk around the classroom at this time, if students have any questions, teacher will give them some hints and instructions to make them solve the question.

Both classroom participation pattern has their advantages and disadvantages. In Chinese culture, the classroom seems to be more discipline but inflexible. Controversy, American classroom seems to be more actively but sometimes messy.

V. The Exam

In Chinese education system, teachers usually formulate many kinds of rule to discipline students. Chinese students usually choose to follow the rule



rather than speak up their own thought. Their primary goal to pursue is getting high scores for academic, they usually not enjoying the process of success. This culture can be traced back to the imperial examination system since 605 A.D. Based on this exam system culture, Chinese students had larger curricular stress. Under this high curricular stress learning environment, students choose to study and prepare for exams instead of doing some extra-curriculum activities. That's why Chinese education is called "exam-oriented education."

Compared to Chinese education, American education can be called "quality-oriented education." In America, students study for themselves, no one will push them and give them stress. Teachers in school care more about how students use knowledge in the society and they give students chances to decide what they want to learn, so the students in America are usually more initiative and happy while they are learning.

Education is vital in the development in students and will influence the way they live their life. Although education is valued in all societies, the level of importance various among the diverse cultures. Chinese culture has a different look on education than that of American culture. Such as classroom setting, Curriculum and textbooks, Student-teacher relationship, class participation, and the

exam system are all the points that make American and Chinese education system different.



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沉浸式教學-以美國沉浸式中文學校為例

近年來中文被美國視為重要的外語學習之一，在未來，能夠擁有中英流利的溝通能力，將有可能在國際市場上佔有一定相對的優勢。所以許多美國的家長意識到學習中文的重要性，也希望孩子從小接受中文的教育，一些美國的學校開始設立並擴大中文教學項目，沉浸式教學項目應運而生。對於一種語言的學習，是人的基本認知能力交互運作的結果。學習一種語言，需要運用到諸多學習的方法。就某種程度而言，學習一種語言就如同學習歌唱、舞蹈、繪畫和廚藝。當我們在學習各方面的技能時，我們並不能只是觀看範本的演繹，更需要透過實際的操作精進熟練各種技巧。學習語言時需要透過多方面的配合。沉浸式教學就是讓學生的感官知覺沉浸在全中文的學習環境，進而習得目標語言。

1. 沉浸式教學介紹

1.1. 什麼是沉浸式教學

「沉浸式教學」根據學者梅特於一九九三年論文提出的定義：「學校完全使用一種非學生母語的第二語言進行教學。」(全球華語網，<http://www.huayuworld.org/Learn>) 換句話說，沉浸式教學就是讓學生沉浸在目標語的學習環境中，讓學生能夠透過日常的對話以及學校生活來熟悉第二外語的學習。這樣的教學方法能夠顧及到學生的興趣與需求，教學的內容與生活作結合並運用，讓學生在學習第二語言的過程比較沒有壓力，並且達到做中學、學中做的效果。

以美國沉浸式中文學校(k-6)為例，老師必須要用中文去教授所有的學科，師生在上課期間、班級管理、生活教育的溝通也全部使用中文進行。由於學生年齡小，整天沉浸在全中文的環境中，能夠在潛移默化中比較自然而然地習得中文。

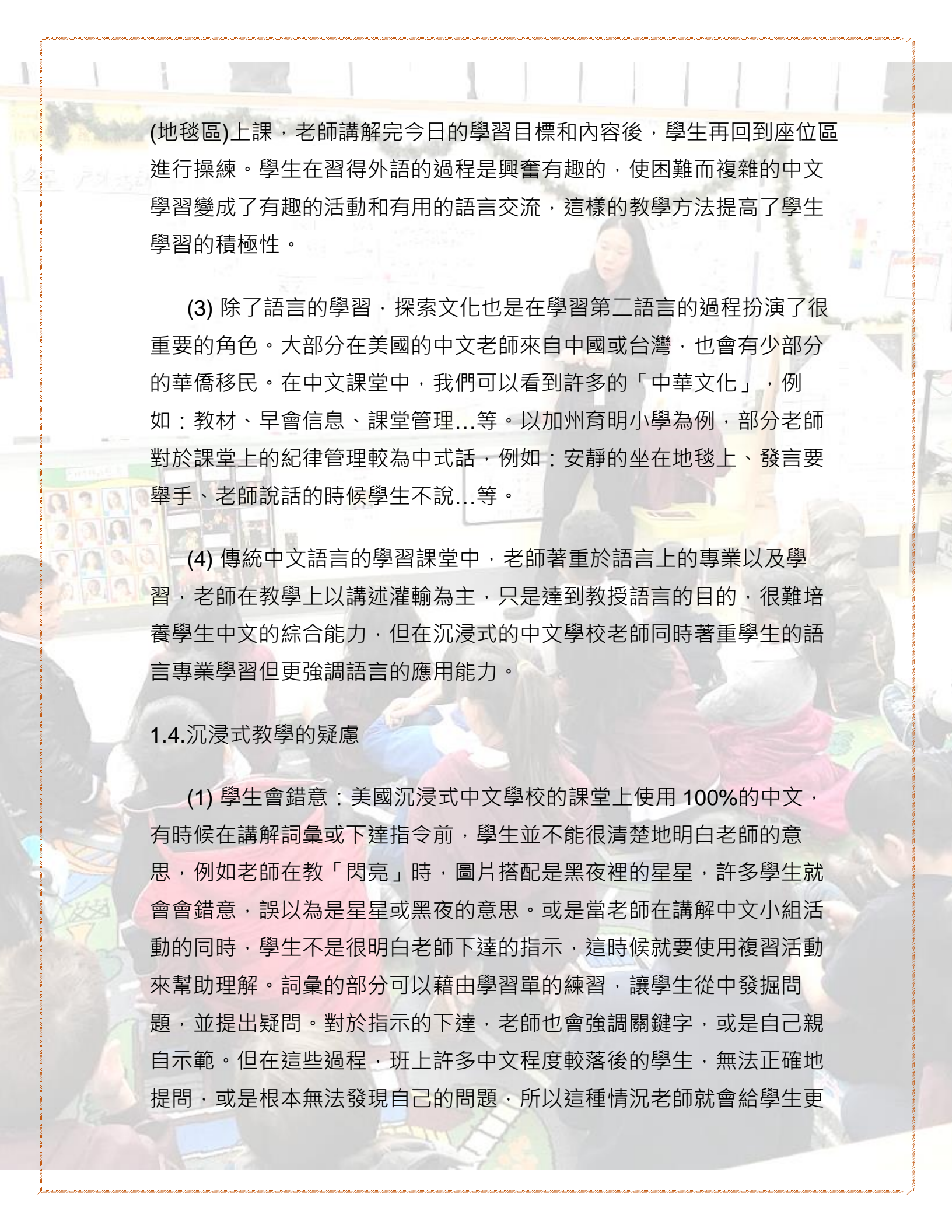
1.2 沉浸式教學的起源

最早的沉浸式課程發源自加拿大魁北克省蒙特利爾市郊的聖蘭伯城，它被稱為最早的法語沉浸式課程。(《沉浸式華語》，孫紀真)1960年魁北克省的法語取代了英語成為主要語言，許多英語為母語的家長開始擔心，如果孩子未來不懂英語的話，他們的未來可能會面臨諸多挑戰，1963年，由12名家長組成了研究團隊，家長除了聘請專家指導課程的設計與發展外，同時也要求政府有關單位有系統地評估這個法語沉浸式課程的成效。(《沉浸式華語》，孫紀真)兩年後，正式在學區的幼兒園引進了法語式沉浸式課程，並於1969年受到McGill大學的肯定(《沉浸式華語》，孫紀真)，同年英語和法語也被加拿大政府列為主要官方語言，聖蘭伯城的法語式沉浸式模式因此而風靡加拿大，進而擴展到世界各地。

1.3. 沉浸式教學的特點

(1) 學生們從幼稚園開始一直到六年級，都在一個完善的全中文環境下學習，除了語言，學生也接觸中華文化。許多沉浸式中文學校為了營造更好的學習氣氛，會在教室布置上別出心裁，使用中華文化布置教室的圖書館、牆壁，也會使用中文來制定校規、班規、各種通知單、早會信息...等。

(2) 大部分的學生在還未開始學習中文前，總會覺得這個語言很陌生，發音困難，沉浸式教學的老師採用了適應小學生心理特點的教學方法，(《漢語教師就業平台》，<https://read01.com/kExdDzn.html#.WjMRrkqFPY>)老師不會有單向輸出，忽略學習者的反饋，這樣的教學模式，取而代之的是利用學生的生活主題，貼近當日的學習目標。在美國的小學，學生大部分坐在教學區

A teacher in a black jacket stands at the front of a classroom, addressing a group of students. The students are sitting on the floor, some on mats. The classroom has a whiteboard and various educational posters on the wall. The scene is brightly lit, suggesting a daytime setting.

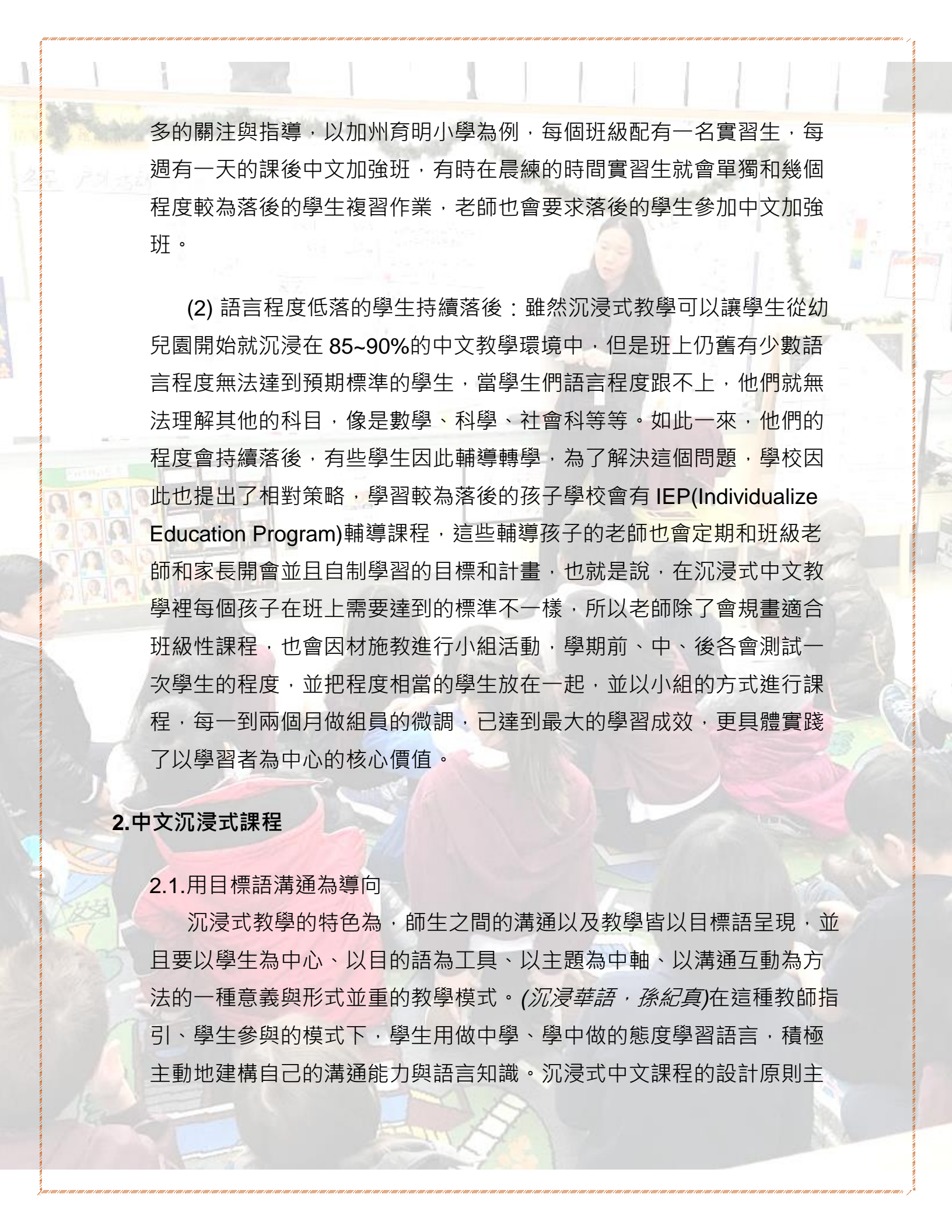
(地毯區)上課，老師講解完今日的學習目標和內容後，學生再回到座位區進行操練。學生在習得外語的過程是興奮有趣的，使困難而複雜的中文學習變成了有趣的活動和有用的語言交流，這樣的教學方法提高了學生學習的積極性。

(3) 除了語言的學習，探索文化也是在學習第二語言的過程扮演了很重要的角色。大部分在美國的中文老師來自中國或台灣，也會有少部分的華僑移民。在中文課堂中，我們可以看到許多的「中華文化」，例如：教材、早會信息、課堂管理...等。以加州育明小學為例，部分老師對於課堂上的紀律管理較為中式話，例如：安靜的坐在地毯上、發言要舉手、老師說話的時候學生不說...等。

(4) 傳統中文語言的學習課堂中，老師著重於語言上的專業以及學習，老師在教學上以講述灌輸為主，只是達到教授語言的目的，很難培養學生中文的綜合能力，但在沉浸式的中文學校老師同時著重學生的語言專業學習但更強調語言的應用能力。

1.4. 沉浸式教學的疑慮

(1) 學生會錯意：美國沉浸式中文學校的課堂上使用 100% 的中文，有時候在講解詞彙或下達指令前，學生並不能很清楚地明白老師的意思，例如老師在教「閃亮」時，圖片搭配是黑夜裡的星星，許多學生就會會錯意，誤以為是星星或黑夜的意思。或是當老師在講解中文小組活動的同時，學生不是很明白老師下達的指示，這時候就要使用複習活動來幫助理解。詞彙的部分可以藉由學習單的練習，讓學生從中發掘問題，並提出疑問。對於指示的下達，老師也會強調關鍵字，或是自己親自示範。但在這些過程，班上許多中文程度較落後的學生，無法正確地提問，或是根本無法發現自己的問題，所以這種情況老師就會給學生更

A teacher with long dark hair is sitting at a desk in a classroom, looking down at a book. The classroom is filled with students, some of whom are visible in the foreground and background. The teacher is wearing a dark jacket. The background shows a whiteboard and various classroom decorations.

多的關注與指導，以加州育明小學為例，每個班級配有一名實習生，每週有一天的課後中文加強班，有時在晨練的時間實習生就會單獨和幾個程度較為落後的學生複習作業，老師也會要求落後的學生參加中文加強班。

(2) 語言程度低落的學生持續落後：雖然沉浸式教學可以讓學生從幼兒園開始就沉浸在 85~90%的中文教學環境中，但是班上仍舊有少數語言程度無法達到預期標準的學生，當學生們語言程度跟不上，他們就無法理解其他的科目，像是數學、科學、社會科等等。如此一來，他們的程度會持續落後，有些學生因此輔導轉學，為了解決這個問題，學校因此也提出了相對策略，學習較為落後的孩子學校會有 IEP(Individualize Education Program)輔導課程，這些輔導孩子的老師也會定期和班級老師和家長開會並且自制學習的目標和計畫，也就是說，在沉浸式中文教學裡每個孩子在班上需要達到的標準不一樣，所以老師除了會規畫適合班級性課程，也會因材施教進行小組活動，學期前、中、後各會測試一次學生的程度，並把程度相當的學生放在一起，並以小組的方式進行課程，每一到兩個月做組員的微調，已達到最大的學習成效，更具體實踐了以學習者為中心的核心價值。

2.中文沉浸式課程

2.1.用目標語溝通為導向

沉浸式教學的特色為，師生之間的溝通以及教學皆以目標語呈現，並且要以學生為中心、以目的語為工具、以主題為中軸、以溝通互動為方法的一種意義與形式並重的教學模式。(《沉浸華語》，孫紀真)在這種教師指引、學生參與的模式下，學生用做中學、學中做的態度學習語言，積極主動地建構自己的溝通能力與語言知識。沉浸式中文課程的設計原則主

要有兩個：使用主題導入設計、使用溝通互動法設計活動。(沉浸華語，孫紀真)

2.2. 沉浸式教學設計 (以 better immersion 為例)

沉浸式的課堂因為要求使用目標語溝通，主題導入設計和溝通互動設計活動是最能符合這種要求的教學模式。這些教學模式需要按照學生語言程度來設計每一個學習步驟，老師才能順利使用目標語來教學，學生也才能用目標語來完成溝通以及達成各種學習成效。

沉浸式中文課程設計-以 Better Immersion 三年級第六課為例

課程概述

教學對象：沉浸式中文學校三年級學生

教材：Better Immersion 中文遊第三冊

單元：第六課

文體：話劇(戲劇文學)

學習目標：學生能夠從東西方兩種觀點來看待和比較事物

課文內容大致敘述一群學生在討論電影中的龍，有些學生覺得電影裡的龍是好龍，有些學生覺得電影裡的龍是壞龍。課文討論到電影花木蘭、訓龍高手、侏儸紀公園。

教學方法

主題導向: 可先以電影裡的龍為主題導向，讓學生對課文引起興趣。有了這個主題以後，中文老師會先分析內容，然後組織故事大綱，接著設計融入詞彙、句型的各種活動。

1. 展示圖片、實物或觀看影片：
大家一起聊聊東方龍與西方龍
2. 看看每個電影(花木蘭、訓龍高手、侏羅紀公園)中的一小段，必須要是中文版，來讓小朋友討論他們自己的想法。
3. 教師提供討論重點，小組討論影片內容(舉例說明)
 - 為什麼電影花木蘭裡的木須龍和侏羅紀公園裡的龍不一樣?
 - 電影花木蘭裡的木須龍是不是和中國文化有結合?
 - 為什麼電影訓龍高手裡的維京人最後和龍化敵為友?
 - 透過電影侏羅紀公園，你們相信龍真的存在嗎?
4. 提供學習單，分組活動
5. 角色扮演(上)：按照課文，略加延伸

溝通設計活動: 沉浸式教學除了要用主題式作為主題導向外，還需要設計以互動為主的溝通活動，讓活動貫穿整個主題設計，讓看似枯燥乏味的句型、語法變得生動有趣，學生才能在學習新的語言中鞏固新知，並持續學習。

1. 利用目標句型，讓學生進行討論活動，學生在討論的過程中需要用以下目標進行造句。

-不管...

不管是真是假，電影裡的龍全身綠綠的，看起來很像恐龍。

-卻...

電影裡的維京人原本要殺死龍的，但後來卻和龍成為了朋友。

-和...不一樣...

初會噴火的龍不一樣，中國龍是水神。

2. 延伸討論: 利用中西方不同觀點、不同節慶或生活習慣進行延伸討論。
 - 中國龍 vs. 西方龍
 - 中國的新年 vs. 美國的聖誕節
3. 讓學生自制東西方兩種觀點來看待和比較事物的海報：學生 3 到 4

6. 角色扮演（下）：加入創意，自由發揮

人一組，根據延伸討論的問題，自制一張東西方觀點比較的海報，並在製作完海報後，上台分享成果。

3. 結語

中文沉浸式教學並非僅是紙上談兵的作業，更需要投入大量具備專業知識文化背景的教學者支撐起這整個龐大的教育模式。儘管中文沉浸式教學存有淺在的疑慮，然而瑕不掩瑜，整體而言，我們還是可以以一個樂觀的態度看待這個具有淺力的教學模式。

綜觀以上從各層面對於中文沉浸式教學的討論，可以得出，沉浸式中文教學使學生從幼兒園開始就在全中文的環境下進行學習活動，如此的教學方法不僅能讓孩子在淺移默化中習得第二語言，也能讓他們得以更透徹地理解一個語言背後龐大的背景文化與傳統，並且逐漸地、自發性地使用中文。讓學習者免於僅能從一個抽離的角度學習，而是成為學習過程中的主導者，更能成為中國文化的散播者抑或從另一層面來說也能為中國文化注入嶄新的泉源。

此外，沉浸式教學模式所產出的流利中英溝通能力優勢，在未來的國際市場中也可以佔有相對得利的地位。這也適切的說明了，近年來美國極力推廣華語教育的原因之一。