GEORGIA

ELEMENTARY SCHOOL

FOREIGN LANGUAGES MODEL PROGRAM:

Creation,

Maintenance

and

Assessment

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CREATION OF A MODEL PROGRAM

Conception of a model program through research and consultation with experts in the field produced the following rationale:
Demands of the international arena on economic, military and diplomatic fronts and the international/multicultural populations residing within our own communities require a citizenry who is linguistically and culturally competent and sensitive to people whose languages and ways are different from our own.

Characteristics of the GEORGIA ESFL Model Program:
• Commitment to long, articulated sequences
• Need to teach foreign language within context of regular curriculum
• Commitment that learners will use the target language to express themselves
• Commitment to the exclusive use of the target language in the classroom
• Development of a spiral/recycled curriculum
• Use of all four skills: listening, speaking, reading and writing
• Involvement of parents and community
• Curriculum format of thematic units where the focus for each major theme changes yearly to include developmentally appropriate topics and which demonstrate continual student progress along a continuum toward proficiency.
• Decision to begin in kindergarten and follow a FLES Model
• Competitive application to select model sites
• Request for funding through special initiative of Georgia General Assembly

History:
• Funded in 1992 for 1992-93 AY
  • 15 LEAs (25 schools) were selected, one per congressional district
    • 10 + five floating
  • program began in Kindergarten in 15 sites in fall, 1992, adding one
    grade level per year, i.e. 1995-96, program serves all K-3
    students in selected sites
  • language was selected by each LEA:
    • 8 Spanish • 3 French • 2 German • 2 Japanese

Commitments:
• Georgia Department of Education will:
  1) provide a one-week teacher training session in the summer
  2) provide 3 weekend training sessions during the school year
  3) provide curriculum guidelines
  4) provide technical assistance to teachers and administrators
  5) provide approximately 80% of the salary and benefits for teachers
  6) provide funds for the purchase of materials, equipment and software
• LEAs will:
  1) serve as demonstration sites for the ESFL Model Program
  2) release teachers for all training sessions and for observations
  3) pay the salary and benefits differential
  4) provide a workplace for the teacher
  5) provide either a rolling cart or a classroom for the teacher
  6) demonstrate other kinds of support for the program (i.e. community,
     school, business)

Issues:
• newcomers
• increasing gap between L2 and regular classroom learning
• reading and writing in Japanese
Georgia ESFL Model Program
Original Application Criteria

School systems making application to the Georgia Department of Education for the Elementary School Foreign Languages Model Program must:

1. agree to follow the Foreign Languages in the Elementary School (FLES) curriculum model which is a sequential program of language learning leading toward student proficiency in the target language.

2. agree to follow the kindergarten foreign language curriculum guidelines available from the state department of education. (1st, 2nd, 3rd and 4th grade guides will be available in the following years.

3. during the first year, agree to provide foreign language instruction to all kindergarten students in the selected site(s). During Year 2, the program becomes K-1; Year 3, K-2; Year 4, K-3; Year 5, K-4 (provided the Georgia Legislature continues program funding). The FLES teacher may provide instruction for a maximum of eight (8) 30-minute class periods per day. Two smaller schools may share the FLES teacher. The number of students per class period cannot exceed state standards.

4. agree to provide foreign language instruction for a minimum of 30 minutes daily for every kindergarten student during Year 1 and in grades 1-4 as the program continues.

5. employ a teacher who meets one or more of the following criteria:

   a. possesses a K-12 certificate in the selected foreign language.

   b. possesses a 7-12 certificate in the selected foreign language and is willing to complete the K-8 foreign language methods course before commencing the second year of the program.

   c. is a native speaker of the selected foreign language and possesses a K-4 (early childhood) certificate and is willing to complete the K-8 foreign language methods course before commencing the second year of the program.

6. agree to pay the salary difference between the state allocation for the teacher and the local system's allocation for that teacher.

7. ensure that the foreign language teacher will attend all designated in-service training programs as provided by the Georgia Department of Education.

8. be willing to commit its support to the program for a five (5) year period of time provided the state legislature continues to fund the program.

9. provide letters of support for the program’s introduction into the elementary school.

10. submit no more than one application per system.
GENERAL CURRICULUM OBJECTIVES

Below is a list of objectives which are applicable to each theme in the Georgia Elementary School Foreign Languages Model Program curriculum. Additional objectives relating to the following areas will be addressed more specifically in particular theme areas.

1. Learners will acquire the foreign language with emphasis on oral/aural language acquisition.

2. Learners will respond to selected courtesy expressions in proper context.

3. Learners will respond to selected classroom management commands and perform a variety of bodily movements in response to directions.

4. Learners will identify, count and manipulate numerals specified by grade level objectives.

5. Learners will identify and respond to objectives related to ordinal numbers, measurements and directional terms as specified in each grade level.

6. Learners will investigate and explore scientific objectives as specified in each grade level.

7. Learners will experience selected target countries' history, geography, holidays and cultural traditions whenever possible.

8. Learners will gain insight into the target culture through selected works of art, short narratives, fairy and folk tales, traditional rhymes and songs wherever possible.

9. Learners will recognize, read and write words and phrases in the target language as appropriate to the grade level.
ALL ABOUT ME - KINDERGARTEN

COMMUNICATIVE FUNCTIONS

**Socializing**
- Greeting
- Introducing
- Thanking

**Exchanging Information**
- Identifying
- Stating necessity and need
- Inquiring about or expressing likes/dislikes/preferences

**Getting Things Done**
- Reacts to offers, requests, suggestions

**Organizing and Maintaining Communication**
- Expressing lack of comprehension

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ALL ABOUT ME - KINDERGARTEN

OBJECTIVES

K.1. Students will appropriately use certain expressions of emotion in context.
K.2. Students will answer selected questions related to weather and seasons.
K.3. Students will recognize and identify a selected number of household pets.
K.4. Students will produce basic information about selected family members.
K.5. Students will name and sort selected items of clothing according to weather and seasonal changes.
K.6. Students will identify and name selected parts of the body.
K.7. Students will recognize and respond to selected vocabulary and information related to the five senses.
K.8. Students will recognize selected fruits, vegetables, beverages and cultural foods.
K.9. Students will name and identify rooms of the house.
SEASONS
Alisha Reeves, French Teacher

Subtopic: Weather and Clothing

Level of Learners
Kindergarten to second grade with prior knowledge of numbers, colors, body parts, and clothing (daily working knowledge of weather)

General Objectives
Learners will be able to
• perform a variety of bodily movements in response to directions (i.e. walking, running, standing, sitting, etc.)
• describe and classify objects by shape, color, size, and/or season.
• recognize and respond to selected vocabulary and information about seasons, weather, clothing and body parts

Suggested Time Frame
Five to seven lessons of 30 minutes each

Language Needed
Productive
les saisons (the seasons): le printemps (spring), l'été (summer), l'automne (fall), l'hiver (winter)
Il fait beau. (It's nice out/It's beautiful out.)/ Il fait mauvais. (It's bad out.)
Il neige. (It's snowing.)/ Il pleut. (It's raining.)
Il fait du brouillard. (It's foggy.)
Il fait sombre/C'est nuageux. (It's cloudy.)/ Il fait du vent. (It's windy.)
Il fait chaud. (It's hot.)/ Il fait froid. (It's cold.)/ Il fait frais. (It's cool.)
Il ne fait pas...
Il ne ..., pas.
Months of the year (depending on grade level)

Receptive
Est-ce qu’il fait/est...? (Is it...?)
En quelle saison est-ce qu'on fait/porte...? (In what season do you do/wear...?)
En quelle saison est-ce qu'il ...? (In what season does it...?)
Qui porte...? (Who is wearing the...?)
Qu'est-ce qu'il/elle porte? (What is he/she wearing?)
Quand est-ce que tu portes...? (When do you wear...?)
Les mois de l'année (janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre)

Suggested Materials
Paper dolls (boy and girl), clothing for both dolls, large drawstring bag (laundry bag), real clothing (preferably very large sizes), songs about weather, seasons and/or clothing, very culturally upbeat (French) music, pictures of clothing for different activities and seasons, pictures of different seasons, season card sets for each child with a symbol of the season on each card, coloring activities of clothing and seasons, card strips with names of the months on them,
holiday pictures (American and French), sorting hoops, suitcase or travel bag and map of the world (preferably in target language).

Suggested Teaching Procedures

1. Sorting Clothing by Weather: The teacher shows pictures of people dressed in clothes for different types of weather and asks questions such as, "Would you wear this when it is hot, cold or both?" (This is a good opportunity to create a Venn diagram). Then teacher has children sort cards into stacks according to hot, cold, warm or cool weather. To continue the activity later, children draw clothes from the bag. Using sorting hoops arranged on the floor, children sort clothes into hoops, each of which represents a different type of weather. These hoops will later be referred to as seasons. (Designated areas in the room work well if you don't have any sorting devices.)

2. Sorting Clothing by Seasons: The teacher uses hoops to move focus from warm and cool weather clothing (two hoops) to seasonal clothing (four hoops). Teacher labels each hoop with a season card. The he/she introduces the months of the year with card labels that are color coordinated with the season labels. Learners place each month's label in the designated hoop. Then children sort the clothing into a hoop that corresponds to the appropriate season. They may also sort the pictures from different seasons into the hoops.

3. Fantasy Trip: The teacher creates a fantasy travel experience for the children. This clothing/season activity can also incorporate geography and transportation. Teacher instructs children to pretend to pack clothing in a suitcase. As they travel (using world map), the teacher introduces the mode of transportation used. They may travel to countries where the target language is spoken. As temperatures in various countries may vary or change, children may unpack and dress accordingly. While "sightseeing," the learners see cultural sites and holiday costumes.

4. Culminating Activity: The teacher makes a laminated poster of pictures depicting activities involving food and clothing from each season. The teacher reviews shapes and colors with the learners. For example, the teacher asks them to draw a red square around something they wear in the winter.

5. Manipulatives: When discussing seasons, teacher uses manipulatives appropriate for the weather in that season. Some examples are: styrofoam peanuts for snow, spray water bottle for rain, sunglasses for sun, windmill for wind, gloves and coat for cold, goggles for swimming. The teacher asks individuals to come to the front of the class and choose manipulatives to demonstrate a particular kind of weather or season. The child must describe the weather or season using the object. Example: The learner puts on goggles and says, "I swim in the summer."

Evaluation of Learners

Learners will be evaluated based on the quantity and quality of their participation in the games and activities, how well they can produce the active vocabulary and pronounce the words correctly, how well they can respond to the teacher's commands and how well they can incorporate the season vocabulary with previously acquired target language.
Georgia Elementary School Foreign Language Model Program: An Evaluation

EXECUTIVE SUMMARY

The Center for Applied Linguistics has conducted a program evaluation of Georgia's Elementary School Foreign Language (ESFL) Model Program. This evaluation is intended as an account to the people of Georgia concerning program quality; and as a resource for the Model Program as it continues to expand its scope, develop its curriculum, and invest in professional development for its teachers. In addition, because Georgia's ESFL Model Program is regarded within the field of foreign language teaching as a state-of-the-art model, this evaluation has implications for a national audience. Included in the report are an explanation of the evaluation methods, a summary of the findings, a descriptive assessment of the Model Program curriculum, and recommendations for program development.

The Elementary School Foreign Language Model Program

When the evaluation was conducted, at the end of the 1994-1995 school year, the ESFL Model Program had operated in 15 school systems (24 schools) for three years. School districts elected to teach one of the following languages: French, German, Japanese, and Spanish. The program began with kindergarten classes and added a grade each year; thus, at the time of evaluation, it included kindergarten, first, and second grades. ESFL instruction is delivered daily in 30-minute segments by Model Program teachers. In some cases, students remain in their classrooms; in others, they move to an ESFL classroom. Because of the heavy demand for planning and producing materials, teachers teach no more than eight 30-minute classes per day.

Evaluation Methods

The evaluation design is grounded in the literature on research and practice in teaching foreign languages in elementary schools and on generally accepted qualitative evaluation methods. Qualitative data from a week of site visits in May, 1995, informed development of survey instruments which respond to fundamental evaluation questions about the extent to which the Model Program is accomplishing what it set out to do.

The Qualitative Data

Traditional types of qualitative data were collected during day-long visits to Model Program sites, one for each of the languages taught: French, German, Japanese, and Spanish. Classes were observed, and interviews were conducted with school district and school administrators, ESFL teachers, classroom
teachers, the two state Directors of the ESFL Model Program, and seven parents.

The Survey Data

Surveys requested perceptions of the Model Program from the 54 ESFL Model Program teachers, and the 41 associated school administrators and contact people. The rate of return for the teachers was 56%; for the administrators, the rate was 68%.

Findings

The report presents an analytic description of the Model Program, an analysis of perceptions of the program and its context, and an analytic description of the curricula.

Program Description

General Goals

Teachers address cultural goals by using songs and games from the target culture, displaying pictures and posters, and organizing festivals. The program is addressing the general curricular goal of reinforcing the elementary curriculum through an ESFL curriculum which has been designed to align with the regular elementary school curriculum. This link is especially successful in the kindergarten classes.

Linguistic Goals

The program's linguistic goals are addressed through program design and instructional strategies which derive from a research base in foreign language pedagogy. Language instruction, which begins in kindergarten, is delivered daily for 30 minutes. The ESFL teachers who were observed work from the assumption that instructional technique is crucial to foreign language learning. In general, they teach at a pace which holds students' attention and keeps them engaged linguistically with the target language—by keeping activities short, varying interactional patterns, providing many repetitions and rephrasings of questions and directions, and breaking up recitation sequences with games and songs and routines. Obviously, some teachers are more expert than others, but all demonstrated an understanding that good teaching entails repeated practice. Each lesson included a variety of activities and appropriate, attractive, varied materials to stimulate student participation. The teachers used the target language consistently with students. As per the program goals, which favor a communicative approach, grammar instruction was incidental.

Professional development. At the heart of the ESFL Model Program is an intensive, responsive program of professional development for every teacher which is worthy of national
emulation. A week-long summer workshop, training weekends during the school year, scholarship opportunities to visit countries where the target language is spoken, and cross-site visitation constitute a training experience which is unmatched anywhere in the country, but which is considered to be a requisite for excellence.

Surveys

Administrators are very satisfied with the program, and they are willing to work to keep it in their schools and to continually refine it. Areas of concern are teacher supply, scheduling, space, accommodating late entrants after the first two years, and stable funding.

Teachers indicated a high level of satisfaction with the ESFL Model Program which they deliver and with their professional development experiences, mirroring the generally high morale expressed in on-site interviews. They feel administratively supported at the local level, and they are pleased with their relationships to students and parents. There is somewhat less enthusiasm for the connection with the regular curriculum and with classroom teachers. One teacher captured their issues: "The two main problems facing this program are lack of school space and new students entering the program at a later time, having had no previous language experience."

Recommendations

Georgia's ESFL Model Program is excellent by any measure. Moreover, the fact that continuous renewal of curriculum and professional development are inherent in the program promises that it will continue its high quality. Recommendations which may contribute to this process concern these areas:

- Stabilizing funding.
- Accommodating newcomers.
- Integrating ESFL and the regular curriculum.
- Expanding student response opportunities in instruction.
- Advocating for the program and disseminating it.

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聯邦 FLAP 課程設計與傳統教育不同

曾素敏老師

核桃孔孟中文學校與核桃谷學區 (Walnut Valley Unified School District) 於二00 七年一月開始，合作推行為期三年的中文教學計劃 FLAP Program。我們雖在事前慎重的選擇教材、安排教案；實際教學時，卻在教學方法，教學內容及教學進度上，為配合學生族裔的不同、年齡的差異和學習過程中學生的反應，不斷的檢討、調整、改進。經過一個學期的實際教學，對 FLAP 最後呈現的教學課程設計與傳統中文教育的差異，有極深的感觸。因為每一位參與 FLAP Program 的成員和老師們的努力，教學的成果也受到極大的肯定。希望與各位老師們分享我們的一些心得，一起切磋，在中文教學的領域作進一步的努力！

1 何謂 FLAP ？

FLAP 即 Foreign Language as Assistant Language

2006 年核桃孔孟中文學校獲聯邦指定與核桃谷學區合作於學區內之公立學校開設課前或課後中文班。最後選定了在三所公立學校 Castle Rock Elementary School、C. J. Morris Elementary School 和 Chaparral Middle School 各開一班課前班，Chaparral Middle School 則加開了一班課後班。

11 中文學校與學區合作的權責區分

中文學校與學區雙方因為初次之合作關係，在不斷的摸索與調整之後，由學區決定施教之公立學校、學生之整合及年度之學生評鑑。中文學校則負責一切有關教材的選擇、教師的安排、課程內容的決定等。

111 FLAP 之教師資格

依照公文上之規定，FLAP 教師必須具備的唯一條件是具有大學畢業的 Bachelor Degree。

但為確保 FLAP 的教學品質，孔孟甄選教師時，要求老師們必須具有多年之中文教學經驗；同時，必須樂於製作教具，能以活潑生動的方法教學。最重要的是必須具備雙語能力，流利的英文能力是 FLAP 老師不可或缺的。

IV FLAP 之學生對象

FLAP 之學生以非華裔背景的學生為主，小學接收四五年級學生；Middle School 則六七八年級學生皆可參加。
五 課程設計與教學內容

FLAP 的中文課因為是屬於輔助課程，對學生的學業成績並無影響
（Middle School 考慮給予學生 Credit），因此教學內容的豐富、生動、
趣味性就成了吸引學生持續學習的唯一方法。為維持和提高學生的學習
興趣，學習的中文與其日常生活經驗的關聯性就更为重要了。
課程設計 (Lesson Plan) 的教學內容包括三部分：快樂兒童華語、Total
 Physical Response (T. P. R.) 及文化課程。

一 選擇快樂兒童華語為 FLAP Program 的主要教科書是因其內容非常簡
潔易懂，對於完全沒有接觸任何中文的學生較容易踏入他的第一步，
同時，對於四年級以上之學生，以漢語拼音教學較能達到事半功倍的
效果；也為了讓學生們接觸到中國文字之美和學習後即能在本地印證
學習到的中文之可用性，我們選擇了漢語拼音/繁體字的版本。
為引導這些完全沒有中文背景的學生順利的學習，FLAP 的教師們必須
依照課文的內容，製作字卡、設計遊戲、帶動活動等

二 T. P. R.
將 T. P. R. 放進課程裏是 FLAP 的一大特色。
語言的學習分為兩類：一類是可以經由直接的肢體/行為反射和實際
物的認知來直接學習，另一類則是必須經由語言的敘述才學習到的抽
象名詞和行為；T. P. R. 指的即是第一類的學習。
簡單的說，T. P. R. 就是以肢體動作對相關詞語作直接反應，不需要任
何語言上之解釋。其基本理論如下：

第一語言之學習過程包含三個步驟：
1. 聽－聽的能力在嬰兒出生前即已開始發展，出生後一面繼續發展聽
的能力，同時也學習作出行為上的反應，卻不需出聲。這表示
孩子們在開始說話前，需要很長的時間來學習聽。
2. 說－說，開始在嬰兒出生後的第一年和第二年之間，孩子在經過
長時間的學習聽後，從叫“mama”、“baba”開始，發展到可
以
聆懂較複雜的句子和命令。也可以以簡單的對話表達自己的
需求和喜、怒、哀、樂。
3. 讀/寫－讀和寫的能力須在五年的聽以後方能建立。

第二語言之學習也同樣的需要具備這三個步驟：聽（接受）、說（表
達）和讀（選擇性接受）/寫（表達），如此循序漸進的學習，才能減少學習障礙，輕鬆愉快的學習；我們卻經常忽略了語言的學習順序，沒有讓非華語學生有學習的機會，就直接進入說、讀和寫的步驟。

T.P.R.即是以口令的方式由簡單的單字、簡單的詞開始學習聽而做出反射動作，通過T.P.R.的學習彌補我們經常忽略的聽的步驟。

FLAP所參考的資料是Bertha Segal Cook所編的Teaching English Through Action。經過四個月的學習，學生在TPR上的學習成果：

| 動作   | 站起來、坐下、走、轉圈、唱、指、擦
|        | 拿起、放下、放在、微笑、跳、跳舞、寫
|        | 接住、放、畫、折、丟、看、剪 |
| 名詞   | 肩膀、頭、耳朵、眼睛、嘴巴、手臂、腳/腳趾
|        | 手指、手、脖子、膝蓋、肚子、膝、腿
|        | 下巴、腳、腳趾、額頭、眉毛、臉、頭髮
|        | 桌子、門、窗戶、鉛筆、剪刀、書、球、筆
|        | 檔皮擦、紙、筆記本、地板、牆壁、名字 |
| 其他   | 你/你的、我/我的、在…上、在…下、大、小 |

三 文化課程

任何一種語言的產生與演變和該民族文化的發展是息息相關、不可分割的，所以語文的教學也不能離開文化的學習。

為實踐「寓教於樂」文化教學目標，無論是配合節日的趣味性安排，或歷史、地理、傳說、文學等知識性的學習，文化課程的生動與多樣性，加上老師們教學方法的活潑，每星期三的文化課程成為學生最期待的一堂課。

文化課程對FLAP老師也是一項挑戰，必須以英文教學，又需要中文的學習結合。雖然，我已盡量為老師們提供中、英文教材，老師們還是必須經常上網，尋查進一步的資料。

一般的觀念認為中文很難學，我們就以「學中文很容易」為序幕：中國文字為圖形字的代表，百分之七十為形聲字。我們就以兩種、有趣的拼音，如：木、林、森；日、月、明為例，有了「學中文很有趣」單元。

配合中國新年，文化課程即連續三週的中國新年單元「年的故事」、「十二生肖」、「元宵燈謎」。為了幫助學生清楚知道中國、台灣和香港的地
理位置而有「中國、台灣、香港在哪裡？」。為增加學習的趣味性，安排每週一至二週「西遊記」單元，序幕的概括單元，西遊記無限的想像空間及人物的趣味性，立即讓學生們對觀賞「西遊記」充滿了期待。

當然，老師們觀賞前的故事介紹，及觀後的問題提問與回答，也是「西遊記」單元成功的重因素。

依照FLAP Program的要求，每年須與社區人士合作，為社區介紹中國文化；所以，為配合每月二十日的中國文化之夜，我們原訂的「唐詩」單元，從李白的《靜夜思》、王之涣的《登鹳雀樓》改為柳宗元的《江雪》和杜牧的《清明》。經過三、四天的練習，學生即可朗朗上口。

準備表演節目之際，因應母親節的來臨，在不會重學生的學習負擔的考量下，準備了《孟母三遷》單元，讓學生們明白，由古至今、從中國到西，天下的母親都一樣的偉大；同時，也介紹孟子為何許人也。

中華文化博大精深，文化教材取之不盡，新的學年開始，長城、孔子、飲食、中秋節、秦俑、書法、繪畫、功夫、京劇…等等都將是FLAP Program文化單元的主題。

「溫故知新」在FLAP教學設計中占的學習時間比例雖小，卻非常重要。對非華裔的學生而言，中文課就是他每天可以聽到中文，可以說、讀中文的唯一機會。遊戲則是讓學生在歡樂中重覆複習的最佳方法，每日的複習單元，老師們皆以其常用的幾種遊戲，例如：寶盒、蒼蠅拍、文字接龍、投撲取物…等等，來為學生複習所學。

非華裔學生開口講中文，發音雖不完全正確，其本人和家長們卻充滿了驕傲，因為此Program教學的成果受到學生、家長、各校校長及學區的肯定，桃園市學區九月將在七所學校（包括四所小學三所中學）開設中文班。推廣中文的進展如此迅速，使得將學習中文的種子播撒至主流社會的FLAP的每一位成員，更覺得任重而道遠。

FLAP PROGRAM 教學心得

許怡 Castle Rock 小學中文老師

今年初，我很幸運得以參加聯邦政府資助開始了為期三年的推廣中文教學計劃FLAP PROGRAM，經過第一個學期的教學實踐，我們在如何選擇和運用教材、教學手段和教學方法實施以及根據不同年齡段的學生在課堂教學上作適當的調整，都有了一些心得和體會，很願意與各位老師分享並作進一步探討。
統一教材的適當調整

FLAP PROGRAM 目前所使用的教材是<快樂華語>。第一個學期根據課本要求，有簡單問候、自我介紹、介紹家庭、學校、同學、數字的認識和使用。同時要教全部的漢語拼音。我所任教的是小學，對象是四、五年級學生。在教學上運用直觀、形像的教具對幫助學生理解教學內容有積極的效果。在拼音教學上，我參閱了不少大陸的教材，發現一個共同的現象，即拼音教學是以當地孩子的日常生活經驗為基礎的。大陸公雞、青蛙，狗的叫聲和美國的通常叫法並不相同。所以我就改換成這裡孩子比較熟悉的音調像汽車喇叭聲在大陸叫“嘟嘟”，在兒叫“比比”。這個年齡段的孩子對英語的拼法已有牢固的概念，除了將英語和漢語拼音的共同點介紹給學生外，重點應放在必須將不同點解釋清楚；如此，這些美國孩子多半能較快地掌握聲母和韻母的拼法。例如母親節時我讓學生們做母親卡，同時也複習課文裏的內容，卡片上還用拼音寫名字，我在我製作的卡片上以拼音寫了我的名字，他們一下就能拼出，平時可用一點零星時間常常作拼音練習，加強學生的拼音能力。

課文練習或複習時用一些圖片作輔助和提示。例如：為增加學習興趣在教學“我愛我的家”一課的遊戲時，將硬紙剪成房子的圖形，既各種子“家”這個字自象形字的原始的由來，又複習了在這個家的屋頂下的家庭成員“爸爸、媽媽、哥哥、姐姐、弟弟、妹妹。”即課本第六課的內容。教星星、月亮、太陽等也可以直接用圖片或剪紙，有直觀的視覺形象，又可以避免過多的英語解釋。在中國古詩的教學上也可以運用圖片的方式，將每一句詩作一幅圖片，便於孩子對詩詞所描述的環境的了解，對把握整首詩的内容和氛圍有幫助的作用。漸漸地只需出示圖片或提示詩句第一個字的發音，孩子們就能背誦出古詩。

尋找孩子們日常生活中熟悉的事物聯繫

FLAP 的學生大部份是沒有中文背景的美國孩子，要使他們保持學習中文的興趣，就要讓中文與他們的日常生活以及經驗有一種聯繫。在學習數字和星期時，我用美國孩子常唱的星期歌作練習，第一遍用英語唱，第二遍用中文唱，學生興趣非常高，教一次就都會了。不少孩子還回家唱，家長都紛紛稱道。在教年、月、日時，剛好要製作四月、五月的月曆，為便於季節的記憶，也配合文化課清明節詩歌的學習，我就將英文中幾個家喻戶曉的“APRIL SHOWER, BRING MAY FLOWER”譯成中文“五月的雨，帶來五月的花。”孩子們很有興趣學，也很自然會背誦了。又如講一月大，二月小，我就用握拳規律，以激發學習興趣。這樣，就讓這些十歲左右年齡段，又全在美國生長的孩子覺得學習中文並不是孤立地學習一種語言，而是和他們周圍的事物和生活經驗密切相關的。他們也就比較留意一些他們
有興趣的事物的中文稱謂，常常會來問一些課堂教學以外的問題。

這個年齡段的學生思維相當活躍，常常有各種問題。另外他們的自控能力又比初、高中學生差。所以，在課堂教學上常採用集體活動的方式，纔可能讓每個孩子都有參與的機會。例如在遊戲和練習方面多用傳話、連話、用小紙片集體答題。

**TPR 在課堂上的運用**
在美國 TOTAL PHYSICAL RESPONSE 普遍運用第二語言的教學上。這學期在 FLAP 的教學過程中，我們也運用了這個方法，並收到了很好的效果。由於肢體動作很直觀也易於模仿，孩子們很有興趣做，教師在示範動作的同時唸出詞語。讓動作和詞語建立初步的聯繫。學生可以聽懂並作出反應，第二步，學生聽懂指令後，邊做動作邊重複唸出老師的指令，很快孩子們都能掌握。而後。可以請學生上前給指令，再後，可以將兩個甚至三個指令放在一起做，學生情緒很高，這對於課堂氛圍的轉換也起到很好的效果。

**文化課教學了解華人習俗，學習生活用語**
我們每週有一堂文化課作配合，從漢字的起源、表意文字的特點，讓學生對漢字有一個大體框架的了解。從最簡單的聲旁和形旁入手，讓學生能舉一反三地認識目前我們所用的漢字。孩子們常常是津津樂道。在地域文化習俗方面我們講過的主題有“中國新年、元宵節、十二生肖、中國、香港、台灣等。學生們不僅學會了中國人的新年問候話，也了解到新年中國人喜歡用紅色，為什麼要放鞭炮和吃湯圓的意義所在。在講完十二生肖後，我們請孩子們每天都做了生肖圖。大家興致勃勃地算著自己的屬相，還替弟弟、妹妹，祖父、祖母算。在看《西遊記》連綿劇前，我們先簡要介紹《西遊記》這部神話小說，用形像的圖片講述主要人物，每個人物所用的武器，也配合拼音教學學習新詞語。

教授中學生有效的教學方法
蔡筱娟 Chaparral Middle School 老師

*目前授課的年級分別為六、七、八年級的學生
*主要的教學方式(以 middle school 為例)

**A. 主題式教學**
1. **情緒管理的課堂用語** 謝、對不起、沒關係、謝謝、不客氣、再見……
2. **實用性— 學習數字單元，以課堂中的實物為例。有幾位同學？老
師？幾張桌子？椅子？手中有幾本書？幾枝筆？在教授年、月、日星期時，除了製作月曆之外，以圖片和文化結合，繪畫 pumpkin 、 heart 、聖誕樹、 fireworks，讓同學記住這月份。

3. 視覺性——認識國名、那國人的單元，使用 powerpoint，其中包括長城、 White House 、 Grand Canyon 、日本 kimono 、韓國 hanbok 、法國 arm 、英國 Queen Elizabeth II...這些人物、地理和國名相結合。

B. 互動式教學

1. 對話（學生和學生，學生和老師反覆運用華語對話）

2. 提問 這些年齡的中學生，他們喜歡多元化的教學，更希望具有挑戰性。無論是口頭或是圖片的提問，學生的參與度都相當高。

3. 遊戲（簡單、迅速的方式達到效果）
   * 投擲提問
   * 投擲取物

C. T P R（Total Physical Response）

FAP 的輔助教學肢體語言的傳達，提昇了語言的表達。以實體來認知，以肢體動作來說明文字動詞的部份。又以圖片來強化，使這部份單元達到很高的效力。
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<td>Review, Chinese 10m</td>
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**Notes:**
- TPR: Total Physical Response
- Review: Review previous material
- Project: Project activity