

赴美高校华文新教师岗前培训设计

(卡内基梅隆大学人文 学 , 15213)

摘要: 海外华文教育 华文教育 , 教 学 教育 , 教学 基 基 , 文教 , 期 教 。 外, 年教 教学 。

关键词: 华文教 ; ;

中图分类号: H195.3 **文献标志码:** A **文章编号:** 2221-9056(2014)03-0307-09

年 ,海外华文教育 , 大 教 大 (华,2008; , 文 ,2009; , ,2012), 海外华文教 ,总 “ 、 、 学 ”,“ 教 教学 ”, 教学 , 教 学 教学 (,2013), 教 (宫兆轩,2008)。 此, 学者(如: 晓雨,1999;张 ,2006;李嘉郁, 2008) 教 、 进行 深入 , 各自具 基础 ,都 认 , 套学 、 。除此之外还 个重 共 ,那就 是度深原各入各度入度各

收稿日期:2013-09-27

作者简介: , , 。Email:haven56789@gmail.com

学能应用于实。具，的培训教师为一线的教师实的教育者，那有的“”，培训的内也应该是中具是新教师以解决的，即“”、“”，培训学应该是和术，学会后以不的实，为行之有的”。

调实性的原其实不解。国的统教育(尤其是高教育)一重和本，了学的实能培(，2007；，2009)，其是，不能、的本和不有，过的新教师对实前后不“先”，从中到案，原是学了大量、实的和，内于、于行，以大实中学，为“有对会有的”(原文: We only think when we are confronted with problems.)。

岗前培训先上建立一个基本前，就是新教师具了应有的，是缺乏应用这解决实的和能。基于这个前，就不应该的岗前培训中出进行培训，是应该中用于能的培和高。这不，是要从实的角解，这不，解和。从实中的教师过了从到实应用的，的、、应该是过实，行之有的，这实是对的和应用，是的，应当毫疑进行调。

除调内的实性以外，培训的也要实。岗前培训其实是新教师“出”前后一次、学、试的机会，培训要会新教师那得到

表1 培训内容纲要

Outline of Content to Be Delivered

1. What to do before class:

- (1) Get to know the students as much as possible—names, background (native language and culture), physical/mental status, etc.
- (2)

表 2 热身活动:互相了解

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part 0: Know you, know me, and know us</p> <p><u>1. Know you and know me</u> Activities: (1) Make a brief self - introduction for name memorization (2) Tell a personal story to better learn about each other (3) Form groups to deepen familiarization.</p> <p><u>2. Know us—team building</u> Activities: (1) Individual members use one sentence to define the team (2) Find a volunteer to lead team building—synthesize the individual definitions and develop a concise one (3) Develop a vision and mission of the team from the definition generated</p> <p><u>3. Collect questions and concerns from individual members and the team</u> Activities: (1) From the trainees’ individual and collective perspectives, write questions and/or concerns that need to be addressed through the training workshop (2) Present the pre - designed training content and timeline (3) Present targets to be achieved through this workshop 1) Part 0: Know you, know me, and know us + Question collection 2) Part 1: What to do before class + Q&A 3) Part 2: What to do in class + Q&A 4) Part 3: What to do after class 5) Part 4: What to be aware of + Q&A</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(二) 前 (Part 1)

这一 了 析自己 (Know yourself)、了 教学材料 (Know your teaching content and materials)、了 学 (Know your students) (3)。

第 1 析了 自己 (Know yourself) 训 新教师 动发现自 项、弱项的能 , 为现实 有“当局者迷旁 者清”的 , 刚 组互动的形式, 员发现优缺点。到优缺点 弱项不是目的, 过个人和 人 到 适的应对 是关键, ,这一 设计了四个 (Exercises 1 - 4) 进行训 。

第 2 熟悉教学材料 (Know your teaching content and materials) 希 教师认 析现有 件, 查遗补缺, 前熟悉教学内 。为各个学校 不一, 这一 一个查 清 点, 新教师进入学校 具 用。

第 3 是了 学 (Know your students), 这也是 关键的一 , 为“早期的师 关系质量会 深远的影响(原文:“The quality of early teacher - student relationships has a long - lasting impact.”

- Rimm - Ke () 尽管开 前教师能 到的学 不 , 教师还是 从学校教务 到学 的 , 为 学 建立良 关系、实现有 互动、进学 学

尽 为 研 料。外一个不 的 就是为新 文 文 文 功能: (1) 对 文 师 ; (2) 文 ; (3) 远学 热

是 师 了第一 功能, 了 , 学 了一 的名 特 动



3 中文

Part 1: What to do before class

1. Know yourself

Exercise 1: Write out your strengths that will increase your future teaching effectiveness.

Exercise 2: Form pairs and explain to your partner how you will leverage these strengths in your teaching. Request comments and suggestions on your explanation.

Exercise 3: Write out your weaknesses that will reduce your future teaching effectiveness.

Exercise 4: Form pairs and explain to your partner how you will avoid these weaknesses in your teaching. Request comments and suggestions on your explanation.

2. Know your teaching content and materials

Checklist of teaching materials which need to be readily available before class:

- (1) Teaching/learning standard
- (2) Syllabus and schedule
- (3) Textbook
- (4) Teaching plan
- (5) Tests, quizzes, and assignments

Make necessary revisions for existing versions of the material. Develop any new ones as needed.


3. Know your students

- (1) What to know: major/year, interest, hometown/country, learning motivation, expectation, and concerns
- (2) Familiarize yourself with the students who have registered for your class
- (3) Prepare meaningful and even beautiful Chinese names beforehand

Exercise 1: Study the basic and advanced criteria for giving names, and critique the names given.

Names: (omitted)

Basic Criteria: A good name should at least achieve the four criteria in combination

- (1) Include both last name and first name; middle name is optional
- (2) Take the original name's sound
- (3) Reveal gender
- (4) Convey Chinese culture (name structure, , family expectations, etc.)

Advanced Criteria: A beautiful name should satisfy at least one of the following two criteria

- (1) Identify the meaning of the original name and use it in the Chinese name
- (2) Be meaningful, impressive, and poetic

Exercise 2: In groups, make Chinese names for the following English names. Explain your reasons for the naming.

Names: (omitted)

4 中文

Part 2: What to do in class

1. Present a clear picture of teaching/learning content with a clear timeline

College students have a strong desire for self-efficacy. They also have a strong preference for predictability, knowing what and when something will happen.

Class learning is teamwork, where information should be shared among the members

Characteristics of American students: straight-forward

2. Present appropriate learning targets

Criteria of an appropriate target:

- Learning – focused
- Clearly stated so as to easily understand and follow
- Skill oriented (high order learning)
- Achievable
- Measurable

Example of an “appropriate” target: *Within 5 minutes, each student will be able to make 4 different correct Chinese sentences with “……, ……”.*

Exercise: Form pairs and discuss if the following learning targets are well articulated. If not, please make a better one.

- (1) *At the end of class, students will be able to know the difference between and .*
- (2) *Students will be able to retell the story.*
- (3) *Teacher will finish explaining the new words.*
- (4) *Given one of the 12 verbs learned in class, students will make a correct sentence.*

3. Deliver good teaching

- (1) Activity: Discuss in groups what good teaching means, and report your thoughts
- (2) What do experts say?

Good Teaching requires heart and soul and leaves students with better life outcomes. *Dr. J. Richard Gentry, expert on childhood literacy, reading, and spelling*

For good teaching (and good learning) to occur, six essential practices—Inducement, Conveyance, Meta – Learning, Empowerment, Modeling, and Application—must be present. (Revised) *Robert Freeman, public school teacher, and founder of One Dollar For Life*

To become a good teacher and to create a good class, the four core qualities are essential: knowledge, the skills to convey that knowledge, the ability to make the material you are teaching interesting and relevant, and a deep – seated respect for the student. *Marshall Brain, former university teacher, author of ten books, prestigious Academy of Outstanding Teachers*

- (3) Besides the above general characteristics, good teaching must also be
 - Learning – focused
 - Individualized
 - Positive toward questions and errors

4. End teaching/learning with assessment

- Design assessment according to the learning target
- Assessment questions must reflect high level learning
- Assessment must act as a diagnostic tool
- Assessment can be informal, but should connect to most important content

() 上(Part 2)

上的 展内容和 (Present a clear picture of teaching/learning content with a clear timeline)、展学目 (Present appropriate learning targets)、供 教学(Deliver good teaching)、结 (End teaching/learning with assessment)(4)。

第1 用的,说 展内容和 的 性 实 度不大, 议新教师 用。

第2 展学目 先供 个原则, 重“学” “教”、 循、突 能 、 实现、及 量。 原则, 个目 实, 个原则进行 。 到 之 新教师, 个不 目的, 进

第3 实 教学。 一 性的 ， 教师 的基 和 期的 训 ， ， 有 实训 。 ， 一 “ 的 教学? (What does good teaching mean?)” 从学 的 发 ， 一 的目的 新教师 学 、 的和 ， 不 教师 、 学 实 。 学 的 ， 美国 学 教师 的 ， J. Richard Gentry、One Dollar For Life 基 的 人 Robert Freeman、 美 教师的 Marshall Brain。 国教师、学 的 ， 新教师 国前 有 的 ， 美国教师的 有文 性(， 2007)。

第4 前的 的 ， 目 一致性、 学 、 性和 性。 有 ， 目 的一致， 根据实 的教学

() (Part 3) 的 ， 教学 、 和 (5)。 教学 、 上 ， 、 用学 的 ， 性 ， 当 、 ， 有 。 一 教学基 ， 期 性的学 和培训， 一 ， ， 也 训 。 和 教学 的 ， 实现教学 能的 一(， 2006)。 实现的 性 能不 学 ， 教师 教(，2008)。 ， 期 发 到足 的 ， 的 应用到 一 (，1999)， ， 和训 。 ， 应用的 ， 、 文 、 。 Allen(2004)的 和 ， 新教师 ， 一 性 (holistic)， 性 (analytic)， 实 学 和 ， 基 的 和 。 ， 训 学 “ (Dining at a Chinese restaurant)” ， 人一 总 性 (three - level holistic rubrics)和 性 。 ， 的 、缺 、 的 ， 能 ，缺 ， 现 学 (high - level learning)的 。 训 师 和 也 新教师 应 的 。 ， 培训的 、 。

三、问题及思考

一 美国 大学 学院 的新 大学 文教师的教学培训 的， 新 教师 一 的教 。

内容不能仅一某，如师关发，上，其教学评价等是如此，三不能保证缝隙包含，不能企图此供完美清晰的脉络，进行段层侧进行探讨，教师与共讨，互相拾遗补，得个形个的。

表5 中文教师课后必做

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part 3 What to do after class</p> <p>1. <u>Provide office hours, appointments and online communications to students</u></p> <p>Try best to be available and present Inform students as early as possible of unavoidable appointment cancellation Answering questions and sending reminders</p> <p>2. <u>Grade homework and tests—developing rubrics according to Allen’s principles and steps (revised)</u></p> <p>(1) Principles for rubric development</p> <p>Determine learning outcomes and rubrics type (Holistic or analytic) Keep it short and simple (Include 4 - 15 items; use brief statements or phrases) Each rubric item should focus on a different skill Focus on how students develop and express their learning Evaluate only measureable criteria Ideally, the entire rubric should fit on one sheet of paper</p> <p>(2) Steps for Creating Rubrics</p> <p>a. Identify what you are assessing. b. Identify the characteristics of what you are assessing. c. Describe the best work you could expect using these characteristics. This describes the top category. d. Describe the worst acceptable product using these characteristics. This describes the lowest acceptable category. e. Describe an unacceptable product. This describes the lowest category. f. Develop descriptions of intermediate - level products and assign them to intermediate categories.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

得越越熟令意。

参考文献:

- 宫兆轩:《孔子海外资》,山 硕 文,2008年。
- :《教形形势下教教与》,北京市哲 划项目,2013年。
- 金艳:《关英教改革考:评价与教》,《外教》,2008年第3期。
- 李嘉郁:《海外华文教》,《世教》,2008年第2期。
- 李琼:《教形:个跨文比较》,《比较教》,2007年第11期。
- :《孔子播》,北京: 版,2012年。
- 晓雨:《外教务考》,《北京报》(哲 版),1999年第4期。
- 彭凡:《形评价与结评价形与功:析》,《英教与》,2006年第9期。
- :《教与职》,《光明日报》,2007年4月4日,11版。
- :《海外华文教调查及向》[侨网],[EB/OL]. <http://www.chinaqw.com/node2/node116/node514/node531/node533/userobject6ai40975.html>. 2013-08-15.
- :《教哲教启》,《文教》,2009年第1期。
- 、文:《孔子状与析》,《云南报》(外教与 版),2009年第5期。
- 华:《孔子状及趋势》,《浙报》(版),2008年第5期。
- 凌峰:《元教评价与趋势》,《.教材.教》,1999年第11期。
- 张:《外教与教》,北京:务印馆,2006年。
- Allen, M. J. *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker, 2004.
- Kessler, R. *The Soul of Education: Helping Students Find Connection, Compassion and Character at School*. ASCD, 2000.
- LaFasto, F. M. J., and Larson, C. *When Teams Work Best*. Thousand Oaks, CA: Sage, 2001.
- Rimm - Kaufman, S. *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning*, American Psychology Association. <http://www.apa.org/education/k12/relationships.aspx>. 2013-8-15.

LI Huiwen

(Modern Languages Department, Carnegie Mellon University, Pittsburgh 15213 USA)

:The current supply of Chinese as a foreign language (CFL) teachers do not meet the requirement of the fast development of overseas CFL education either in quantity or in quality, and the remedial training is also not systematic or practical. This situation attracted a lot of attention and brought about calls for relevant research and trials on system- and practice-based training of novel CFL teachers. This design, developed for a real training workshop plan, is to deliver practical methods, strategies, and ideology to the novel college-level teachers through the intensive training workshop. To achieve this, the design builds various practical exercises in the form of what-to-do discussions for the three regular teaching stages—before-class, in-class, and after-class. In addition, the delivery of the designed training also serves as a teaching model, since many practical strategies and methods are employed and used by trainers and novel teachers.

:Novel CFL teacher; Practical; Training; Design