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会长寄语

各位CLTA-TX 会员及朋友：

德州中文教师协会是成立于2007年的一个非营利性的职业组织。成立目的是为了帮助提高德州中文教育的水平。该协会是全美中文教师协会的成员。协会的宗旨是为中文老师们提供一个交流的平台和信息的网络；也为中文老师们提供高质量的有关语言教学、中国语言和中国文化三方面的培训机会。

协会每年举办大型年会和各种培训活动；发行有关专业和信息方面的刊物；每年为老师建立和颁发基金；并及时给会员发送来自全美各地工作招聘的信息；让会员全面地了解德州中文教育的行情。特别消息：协会2014年年会将可能在达拉斯地区举行。希望秋天与您相逢德州北部。

欢迎每一位有志于或有意于中文教育的人士加入我们CLTA-TX大家庭！

祝

冬安！

庞嘉瑶 - 德州中文教师协会会长

2013年11月

德州中文教师协会 CLTA-TX
[HTTP://CLTA-TEXAS.ORG/](http://CLTA-TEXAS.ORG/)

MESSAGE FROM THE PRESIDENT OF CLTA-TX

Dear members and friends of CLTA-TX,

The Chinese Language Teachers Association - Texas (CLTA - Texas) is a non-political, non-profit educational and professional organization to enhance the quality of the Chinese language teaching at all education levels; to serve as a resource network for Chinese language teachers to share ideas and disseminate information; to conduct professional development for Chinese teachers in both language teaching and cultural awareness, to provide a base for common pedagogical improvement and individual career development.

CLTA-Texas member benefits include:

Receiving emails about association activities and community events related to the Chinese language education.

Enjoying professional development opportunities such as the annual conference and various workshops on professional development and cultural awareness.

The CLTA-TX 2014 Conference will probably be held in the Dallas area in October 2014.

Receiving newsletters.

Applying for awards and grants.

Sharing resourceful professional network.

Receiving updated information from the job market.

Receiving news about teaching and learning Chinese language in Texas.

We welcome everyone who is interested in oversea Chinese education to become our member and to benefit from our organization. We also welcome news, in English and in Chinese about your school, your class and your students.

We look forward to meeting you in CLTA-TX.

Best regards,

Jiayao Pang – President of the CLTA –TX

CLTA-TX 2013 Annual Conference Reports

德州中文教师协会2013年年会于10月5日在德州农工大学TexasA&M顺利举行，获得相当好的效果。这次年会的主题是“拓展课堂，活跃教学”。年会当天从德州各地闻讯而来的有近百位活跃在中文教育园地的老师们。会上，从全美各地请来的经验丰富的中文教育界前辈们给德州的老师们传授经验，畅谈中文教育形势。哈佛大学中文系主任刘力嘉主讲如何从课堂内外训练、鼓励中文学生。多位老师专家们传授活跃中文课堂的秘诀，演示美国5C标准在中文教学中的运用，分析比较当今市面热门中文教材，畅谈中国文化在中文教学中的运用，并为大家带来关于教师资格证书的最新信息。为时一天的年会，给德州的老师们带来了中文教育方面的丰富知识与及时信息。

除了精彩的讲座以外，年会上还有丰富的书展和各类项目推介，为广大的中文老师们提供了更好的教育材料和渠道。另外，这次年会得到了德州农工大学孔子学院以及休斯顿总领馆的大力支持赞助。此外，全美中文教师协会，Better Chinese, CSAUS Service Center 北京语言大学出版社北美分社，南海书店等单位也给予了本活动有力的支持。

德州中文教师协会成立近10年来，致力于德州蒸蒸日上的中文教育。协会每年在德州不同城市举办年会，从全美各地邀请活跃在中文教育园地的专家举办有关中文教学的讲座，造福于在中文教育道路上辛勤探索的中文老师。今年是德州中文教师协会有史以来第二次在德州农工大学举办年会。协会不仅给老师们每年举办大型年会和各种培训活动；发行有关专业和信息方面的年刊；每年为老师建立和颁发基金；资助地方举办中小型培训活动；并及时给会员发送来自全美各地工作招聘的信息；让会员全面了解德州中文教育的行情。该协会为德州的中文教育起了积极推动的作用。



两本中文教材的比较分析

By Bei CHEN 陈蓓

总述

在北美地区，我们可以看到大量的中文教材，每一本教材的受众和侧重点都不一样，评价教材之优劣，必须考虑教师的教学方法、教学目的、课程设置、时间安排，以及受众人群的年龄、心理、诉求等诸多因素，因此难以一言而蔽之。在这里，我想简单地对两本中文教材进行比较，一本是《中文听说读写》(Integrated Chinese)，另一本是《汉语和中国文化》(Encounters)，通过对两本语言教材的分析，力图找出每本教材的适用层面。我的论文十分粗浅，有不当之处，欢迎各位老师指正。

教材设置

IC全套教材包括四册课本，共40课，每一课皆提供生词、语法、课文、练习等常规内容；而Encounters共两册课本，20课，每课包含5-7小节不等，包含大量听说习题。两套教材的设置大相径庭：IC的设置比较传统，每一课的内容少而精；而Encounters每一课则包含庞杂的信息，要注意的是，Encounters每小节是以影像形式呈现的，没有课文，人物对话所用词汇也可能完全不在学生需要掌握的词汇当中，而在每一课书的最后一小节，则给出10篇左右的短文，这10篇课文并非录像中的对话，而是当课书所学内容的总结。这在实际操作过程中有一定难度：教师必须懂得取舍，考虑如何分配时间。

从配套资源来看，Encounters稍逊于IC，两册最大的不同在于语法练习册。IC的语法练习册包括听说读写四个部分，且每个部分比例基本平衡；而Encounters则没有语法练习册：所有的练习都在课本上，且大多为听说练习，因为Encounters成书的特点在于口语交流，所以笔头练习很少，且大部分只要求学生写出拼音即可。

从以上对教材设置的简要分析中，诸位老师大概已经可以看到，IC是一本以语法为基础的中文教材，可在精读课上使用；而Encounters则是一本以口语和听力为基础的教材，更适用于以口语表达为主要任务的中文课。下面，我想再从语言、语法、词汇量等方面进行进一步分析。

语言使用

通过对录像和课文的比较，我们可以到两套教材的设置有几点不同：

录像中：IC的人物对话语速较慢，方便学生反应，理解和跟读；而Encounters的人物对话速度很快，学生理解和跟读有一定困难。

课文：IC的录像是课文的再现，课文和影音可以反复对照；而Encounters的录像设置更多地是为了训练听力，课本不提供录像文字稿本，这让学生有时有无从下手之感。

语法内容

IC的语法设置，从易而难，循序渐进；而Encounters的语法则偏重于实用性，一些很重要的语法，也许出现的时间较晚，而对于一些小语法点，由于常常在口语中使用，则会辟出专门篇幅提前介绍。

词汇量

词汇量是我在使用Encounters的过程中，让我非常头疼的问题。以一年级的词汇量为例，IC要求学生掌握374个生词，而Encounters必须掌握的词汇量只有154个，连IC的一半都不到，但另一方面，Encounters有大量的补充词汇，总数达到377个。以第七课和第八课为例，Encounters的补充词汇分别为64和77。大量补充词汇的出现，以及对“必须词汇”和“补充词汇”的人为区分，以及词频问题，都为教学提出了难题。

总结

总的来说，我个人认为Integrated Chinese和Encounters两套教材在内容方面都非常丰富，涵盖了日常生活的各个方面。IC的优点是课程设置比较严谨，语法上循序渐进，练习比例平衡，缺点则是课程内容稍显呆板，文化注释较少；而Encounters则力图效仿同族语言教材，内容生动有趣，能引起学生的兴趣。Encounters偏重于提高学生的听说能力，力图借助反复练习达到语法“不学而学”的目的，但是练习安排比较失衡。对于教学成果而言，我个人认为使用IC的学生语法基础比使用Encounters的学生扎实，但后者学生的词汇量更大，口语表达能力更强。如果学生的学习积极性不高，使用IC仍然能达到一定的效果，而使用Encounters则会使学生产生畏难情绪（口语练习时间不够，词汇量太大等）。

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详细内容请移步[此处](#)

Report on the National TPR Storytelling Conference

2013 Dallas

Ruihua Liu

Many thanks to CLTA-TX for the precious offer of the Teacher's Grant 2013, I could participate the National TPR Storytelling Conference 2013 in Dallas July 22-26. TPRS (Teaching Proficiency through Reading and Storytelling) has been around since the early 1990s when Blaine Ray invented it, based on Stephen Krashen's theory of comprehensible input. Yet, it was not until this summer that I could attend my first TPRS conference.

At the five-day conference, I attended the sessions on teaching Chinese, teaching an elementary school, classroom management, reading, storytelling, and research. I also went to coaching sessions several times and tried TPRS. More importantly, I was so fortunate to meet Stephen Krashen, Blaine Ray, Linda Li, and other experienced TPRS presenters and teachers and to learn from them.

There are three steps for TPRS: establishing meaning, storytelling, and reading, although many teachers merge the first two steps together. At the step of establishing meaning, pictures, gestures, target language, and translation may be used in order to provide comprehensible input for the target structures in the target language. In addition, TPR(Total Physical Response) may be used in teaching objects and action verbs fast. The teaching philosophy behind establishing meaning is that input must be comprehensible so that students can acquire a language subconsciously with low affective filter in their minds (Krashen).

At the step of storytelling, after saying a statement, a teacher asks yes/no questions, either/or questions, and wh- questions regarding different parts of the statement when necessary. After students give short answers to the questions, the teacher restates the statement in order to provide sufficient repetitions. To increase interest and reduce behavioral problems, the teacher may personalize the story by using the students and celebrities as characters and dramatize it by using student actors. Therefore, for TPRS, it is more story-asking and story-creating than story-telling. The teaching philosophy behind storytelling is that our brains are hard-wired for stories and that before the short history of written language, human beings depended on storytelling to distribute and archive information for thousands of years (Haven).

At the step of reading, the teacher provides a slightly different version of the story told or created with the class. There is another form of reading called embedded reading, which has several versions of a story, with one version of the story a little more complicated embedded into the previous one. Both kinds of reading are different from the traditional sense of reading in that the traditional reading lacks sufficient preparation of comprehensible aural input of the target structures before the reading and comprehensible written scaffolding during the reading to tackle a complex text. The teaching philosophy behind reading is that oral reading to children and light reading help develop emergent literacy (Krashen).

For assessment, a teacher teaches to the eyes. When noticing any confusion, the teacher asks for quick translation. For reading, the teacher may ask students to translate it, to draw pictures about it, or to retell the story by looking at the pictures. The teacher may give an unannounced test and have students free write on a topic relevant to the target structures in five to ten minutes. The number of words helps to show a student's the level of fluency (Blaine).

The Chinese language poses specific challenges to reading and writing with TPRS, since Chinese characters are ideographic rather than phonographic. As we have pinyin, the question becomes when and where we use it. Linda Li uses all pinyin for her demo at the conference, but when I asked her when she would introduce characters, she said that she would gradually introduce them after pinyin. As her demo video shows, Annick Chen introduces both characters and pinyin at the same time. Haiyun Lu, a coaching intern at the conference, chooses to drop pinyin and use characters. When I was concerned whether her students could read the story in pure Chinese characters, she said that they could for the very first lesson. When I did two demos to teachers at my school, quite a few of them told me that it would be helpful if I put phonetics along with the characters. However, young children are different from adults in learning a language. I'm trying to expose children to characters first and then add pinyin when I test their writing fluency.

One of the things that make TPRS unique is that it concentrates on language structures (such as verb-noun structures) instead of single words to make fluency possible. It also strikes me that a TPRS teacher determines the class pace by keeping low-performing students up with the rest of the class, although it's really hard to do so. What keeps TPRS alive is that it personalizes with students and that it involves students in creating a story.

After reading Blaine Ray's book *Fluency through TPR Storytelling: Achieving Real Language Acquisition in School* (sixth edition), I got a more complete picture of TPRS and felt more confident in trying my hand on TPRS in my own classroom. In fact, I made my first baby steps of adopting TPRS this school year. Thanks so much, CLTA-TX, for awarding me the precious Teacher's Grant and making it possible for me to attend this conference. It made a great difference in my teaching career. I have finally found a much more effective way of teaching a foreign language after having taught ESL and Chinese for eight years.

RESOURCES

1. Annick Chen's video: <http://www.schooltube.com/video/a4c8f263651ee19b93b3/Annick%20Chen%20Part%201>
2. Ben Slavic's website: <http://www.benslavic.com>
3. Ben Slavic's video: <http://www.schooltube.com/video/9f082110bd675bc5cb1c/Ben%20Slavic%20Teacher%20Commentary%20Part%201-3>
4. Blaine Ray and Contee Seely's book: *Fluency through TPR Storytelling: Achieving Real Language Acquisition in School* (Sixth Edition) <http://www.amazon.com/Fluency-Through-Storytelling-Contee-Seely/dp/0929724216>
5. Bryce Hedstrom's blog: <http://www.brycehedstrom.com/blog>
6. Embedded Reading: <http://embeddedreading.com> Terry Waltz's video: <http://vimeo.com/28701352>
7. Hendall Haven's *Story Proof: The Science behind the Startling Power of Story*
8. <http://www.amazon.com/Story-Proof-Science-Behind-Startling/dp/1591585465>
9. Ignite Chinese: <http://tprsforchinese.blogspot.com>
10. Linda Li: <http://www.fluencyfast.com/linda-li>
11. Stephen Krashen's website: <http://www.sdkrashen.com/>
12. TPRS Publishing: <http://tprstorytelling.com>

拓展教材 开阔视野 寓教于乐

——高年级汉语教学点滴谈 徐敏

高年级阶段教学的重点是巩固和加深学生学习汉语语言文化的兴趣和热情，引导学生懂得欣赏中国文化，激发学生的思辨能力与表现欲。高年级的教学思路要和学生的思维方式和思想深度同步。根据学生的不同特点、不同背景，从兴趣出发设计教学过程，及时调整教学内容，输入新鲜知识，在寓教于乐中激发学生的学习动力，提高学习兴趣。

一.拓展教材、开阔视野。

根据教材选择阅读经典作品,培养鉴赏能力;编辑相关内容的补充材料,丰富课堂教学。

1.《八仙过海》是一篇有名的神话传说故事。语言通俗易懂、情趣盎然。教师准备两套相关材料来充实课堂教学。

(1) 神话传说故事：《女娲补天》《孟姜女》《梁祝传说》《黄帝战蚩尤》等。了解神话的起源、内容和艺术特色。由此而悟得“八仙过海，各显神通”之本义和引申义。还有阅读材料“中国神话和古希腊神话之异同”。丰富想象、增长知识。

(2) 多种语言形式：歇后语、谚语和格言。例如“张果老骑驴——倒着走”、“天有不测风云，人有旦夕祸福”、“读书破万卷，下笔如有神”等等。这些简单通俗、活泼风趣的语言形式，可以让人直观地吸取其中知识的哲理。也有利于语言的学习与积累。

2.《猪八戒吃西瓜》、《空城计》。

介绍中国著名的四大明清小说。提供其小说的故事梗概材料，（人物图像等）增加阅读量，加深对课文的理解。指导学生在阅读中把握重点内容和主要信息，边读边做记号，并从感知文字迅速到内容理解，享受阅读的乐趣，使他们对心目的人物产生更深层的喜爱。感受中华文化的灿烂和厚重。

3. 童话故事：

《皇帝的新衣》、《灰姑娘》、《白雪公主》、《卖火柴的小女孩》

(1) 童话的影响：学生们对这四篇童话故事并不陌生。根据学生的背景，教师应立足于“我们为什么要读童话”这个层面来开发学生的思路，激发他们的思辨能力。帮助他们辨析童话在人类的阅读传递中一代代延续、生生不息的原因。提高鉴赏能力。

(2) 词语的感情色彩：在《白雪公主》一文中，其中有一句描述：“王后叫一个猎人把白雪公主带到森林里企图杀死她。”教师提炼出“企图”这个词，辅导学生学习新知识“褒义词、中性词和贬义词”。通过区分词语的色彩，让学生懂得，在叙事抒情中，适当地使用一些感情色彩鲜明的词语，可以增加文字的感染力。

二.寓教于乐，师生互动。

营造师生互动的场面，提供相互听说的氛围。在寓教于乐中达到事半功倍的教学效果。

1.《泰戈尔的故事》记叙了印度诗人泰戈尔一生中的几件小事。为了帮助学生了解泰戈尔有更进一步的了解，着重介绍他的《飞鸟集》。告诉学生，这部思绪点点的散文诗集，写下了泰戈尔对自然、宇宙和人生的哲理思索，是老师最喜欢的“泰诗集”之一。学生们被教师的“泰诗情结”所感染，纷纷拿起《飞鸟集》兴致勃勃地去翻阅朗读起来，还一边读一边画出自己最喜欢的诗句互相交流起来。中英文对照版的《飞鸟集》给与学生们便捷的学习途径和领会诗意的快捷方法。当他们完全理解和领会的时候，学习的动力也油然而生。使课堂教学更加富有实质性。

2.《京剧大师梅兰芳》抓住规定情节里人物的特定情绪，从不同的角度，觅取几个具体事件，写出梅兰芳性格的特征和某一侧面。

鉴于学生对梅兰芳不是很熟悉的原因，教师首先从感官上介绍京剧脸谱。学生对京剧脸谱很感兴趣，争相传阅，并有跃跃欲试的热情。教师抓住时机，鼓动他们的表现欲。学生们几乎都有画画的功底，但画京剧脸谱还是头一回，大家觉得很有趣，乐此不疲地对着梅兰芳扮演的“青衣”脸谱描描画画起来。这种交互性有助于激活课堂的交际活动，给与学习者想象的空间，给与辅导者发挥的余地。从而，减轻了学生在新的语言环境中的压力，并在宽松、自然的环境中调动了学生学习课文内容的积极性。

总之,课堂教学的大忌是照本宣科。如果想使你的课堂充满活力和生机，就要在教法上多下功夫。国内外大事、名人轶事；旅途见闻、美味佳肴都可以穿插到教学中去。开阔学生的视野、扩大他们的知识面。让寓教于乐成为汉语教学的自然存在，使学习者获得更大的收益。

TEXAS TEACHER CERTIFICATION

Your Roadmap to Success

By Rebecca Sharp Sanchez, rksharp@rice.edu

Rice University

Download the pdf document [HERE](#)

ROUTES TO CERTIFICATION

1. Additional Certification by Exam

- A teacher who holds a valid Texas classroom teaching certificate and a bachelor's degree may add classroom certification area by successfully completing the appropriate certification examination for the area sought.
- General Requirements:
- Current Standard Certificate
- Content area exam (ACTFL – Mandarin – Oral and Written Proficiency)
- Minimum Proficiency required: “Advanced Low”
- Certification application and fee
- Certification by exam is NOT available for initial certification

2. Transfer Certification

1) Out of state

- Complete application and pay \$180 non-refundable fee.
- Submit official transcripts from all universities and colleges.
- Submit copies of all certificates, front and back.
- Educators who have completed the review of credentials and are found to be eligible may be issued a One Year Certificate. During the one year period of this non-renewable certificate, the educator must complete all appropriate tests* including ACTFL and TExES PPR.
- Once all Texas requirements are completed, educators may apply online for a Standard Certificate.

*Educators who have completed a test that is found to be comparable to a Texas test, may request an exemption from the Texas test.

2) Out of country: Apply for the review of out-of-country credentials and pay a \$180 non-refundable fee

Submit required documents:

- ◆ An original, detailed report or course-by-course evaluation for professional licensing of all college-level credits which must be prepared by a foreign credential evaluation service recognized by TEA.

⇒ Holds the equivalent of a bachelor's degree

TEXAS TEACHER CERTIFICATION

Your Roadmap to Success

By Rebecca Sharp Sanchez, rksharp@rice.edu

Rice University

Institute for Chinese Language Teaching STARTALK Chinese Student Programs

- ◆ An original written statement provided by the authorized licensing agency in the issuing country.
 - ⇒ Must state that the credential is in good standing
 - ⇒ Statement must be in English
 - ⇒ Statement must be current and written within the last year
- ◆ Documentation of oral English language proficiency. Educators who have completed the review of credentials and are found to be eligible may be issued a One Year Certificate. During the validity of this nonrenewable certificate, the educator must complete all appropriate tests including ACTFL and TExES PPR.
- ◆ Once all Texas requirements are completed you will apply online for a Standard Certificate.

3. Initial Certification

- For individuals who do not hold any educator credential.
- General Requirements:
 - ◆ Baccalaureate degree from regionally accredited institution of higher education
 - ◆ Foreign credential evaluation (course-by-course and GPA calculation)
 - ◆ GPA requirement (varies by program)
 - ◆ English language proficiency
 - ◆ TOEFL or equivalent (requirement varies by program)
 - ◆ Basic skills exam in Reading, Mathematics and Writing (THEA)
 - ◆ Minimum proficiencies vary by program; some exemptions available
 - ◆ Content area exam (ACTFL – Mandarin – Written and Oral Proficiency)
 - ◆ Minimum proficiency required: “Advanced Low”
 - ◆ Pre-service training (3-4 months of coursework; varies by program)
 - ◆ Pre-service field experiences (~30 hours; varies by program)
 - ◆ Field-based experience (internship or clinical teaching)
 - ◆ TExES PPR (EC-12)
 - ◆ Certification application and fee
- English Language Proficiency
- Completion of an undergraduate or graduate degree at an institution of higher education in the United States.
- Completion of an undergraduate or graduate degree at an institution of higher education outside the United States where the primary language of instruction was English.

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- Verification of three creditable years of teaching experience in an educational setting within the United States or, if earned outside the United States, in an educational setting where the primary language of instruction was English.
- Verification of satisfactory score on the Test of English as a Foreign Language – Internet Based Test (TOEFL-iBT). You must take all four portions (Listening, Speaking, Reading, Writing) for your score to be calculated. Only a passing score (26) on the Speaking portion is required at this time.

Educator Preparation Programs

There are over 25 Educator Preparation Programs in Texas that offer the EC-12 Mandarin Chinese Certification. Four of them are in the Houston area:

- Region 4 Education Service Center: <http://www.region4acp.net/>
- ACT-Houston <http://www.acthouston.com/>
- A+ Texas Teachers: <http://www.texasteachers.org/>
- Houston ISD ACP: <http://www.houstonacp.org/>

Resources

- Texas Education Agency (“Educator Certification”): <http://www.tea.state.tx.us>
- ACTFL: <http://www.actfl.org>
- LTI: The ACTFL Testing Office: https://languageTesting.com/acad_tx1.cfm
- THEA: <http://www.thea.nesinc.com>
- TExES PPR : <http://www.texas.ets.org/texas>
- TEKS – Languages Other Than English: <http://ritter.tea.state.tx.us/rules/tac/chapter114/index.html>
- TEA Customer Service
⇒ Monday - Friday, 8:00 am-5:00 pm Central Time

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Glossary

- TEA: Texas Education Agency
- SBECL: State Board for Educator Certification
- THEA: Texas Higher Education Assessment (basic skills exam in Reading, Writing, Math)
- ACTFL: American Council on the Teaching of Foreign Languages
 - ⇒ WPT Written Proficiency Test
 - ⇒ OPI Oral Proficiency Interview
 - ⇒ Proctor Someone who administers the exams
- ACP: Alternative Certification Program (or Educator Preparation Program)
- GPA: Grade Point Average
- Pre-Service Training: 3-4 months of coursework which focuses on pedagogical and content methodologies designed to prepare candidates for success in the classroom and on state-mandated exam (TExES PPR). Also covers skills to help candidates adapt teaching methodologies to serve a diverse student population.
- Internship: Field-based experience required for the teacher certificate (one year)
- Clinical Teaching: Field-based experience equivalent to “student teaching” (typically one semester or 12 weeks).
- Probationary: Certificate Required in order to be hired by a district for Internship
- Standard Certificate: Valid for five years and gives individual ability to teach in Texas public or accredited private schools in the area and at the level of the certification
- TEKS: Texas Essential Knowledge and Skills
- TExES: Texas Examination of Educator Standards
 - ⇒ PPR: Pedagogy & Professional Responsibilities

授人以鱼不如授人以渔

——给孩子们一个什么样的语文课堂 张敏

一个偶然的的机会，一次随意的谈话，我认识了一位华盛中文学校学生的家长，由此结缘华盛。

第一次被安排去听课就喜欢上了，整洁的教室，幽默风趣的老师，激情洋溢的课堂，和谐友爱的环境。眼前的一切激起了溶溶的回忆，自己在讲台上，在校园里和孩子们一起讨论，一起游戏的一幕幕扑面而来。原来心底里的那份珍爱一直还在。

四年前远离家乡来到休斯顿，以为自此再也没有机会走上三尺讲台，再也无缘我深爱的语文课堂。

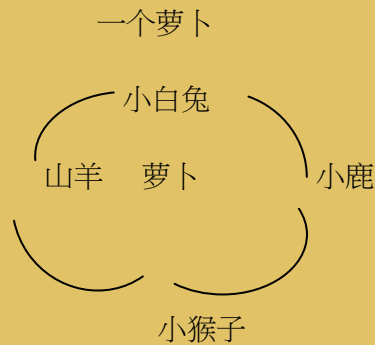
可是在那天，我的心一下子就被雪梅老师的热情点燃，于是就在今年的八月份我开始了海外语文的教学工作。感谢华盛中文学校能让我继续做个中文教师，享受着传道 授业 解惑的快乐。

虽然只有短短几个月的时间，却也感触颇深。每个星期天看着教室里的十二个活泼可爱的孩子，想着他（她）们牺牲了自己的课余时间，用两个半小时的时间来学中文，我都一直在想：我能给孩子们一个什么样的课堂？

我试着在给孩子们一个“情感的课堂”，我发现这些孩子虽然在美国出生，长大。由于父母很重视中文的学习，再加上很多孩子经常有机会回到中国。他们的听说能力都非常强，对中国文化了解很多，所以情感交流没有任何问题。

要给孩子一个情感的课堂，首先，教师应该让学生觉得极富“激情”在语文课中，每一篇新的课文我都会充满感情的去给孩子们范读。现在孩子们已经养成抑扬顿挫的读书习惯。尤其是让他们分角色朗读的时候，他们更是读的有声有色，有的同学还会刻意模仿老师的声调表情，在课间的时候还经常模仿我在课堂上的语气语调，我想这就是一种潜移默化吧。一个没有激情的教师，如何能调动学生的情感，能让学生充满热情地学习？我愿意 展现给学生一个“充满激情的我”，陪伴孩子度过每一段“燃烧的岁月”！虽然这时间很短，短到只有两个多小时。

其实教材中所选的很多课文也都在进行着无声的情感教育，第二单元的《萝卜回来了》，在学习这篇课文的时候他们就学到了一种关心他人的爱心。我问他们萝卜为什么转了一个圈又回到小兔子的门口呢？是萝卜自己回来的么？孩子们马上回答“love heart”，于是马上抛出一个问题：你在家吃你喜欢的东西的时候是怎么做的？孩子们说的可热闹了，他们知道了好的东西要分享，爱就会回来，这样他们就对爱心有了一个形象的理解，再也没人用英文表示了。因为我在板书的时候是这样的：



因为孩子们自己就发现这是一个circle。还像一颗心，只要心中有爱，付出爱，就会得到爱。孩子们都一个萝卜想到一块巧克力，一块奶油蛋糕……。听着他们说出的简短的话语，对兄妹的，父母的，朋友的那份关爱，我被孩子们深深地感动着。爱的氛围充盈着整个教室。

其次要尊重“需要”，注重“激趣”。通过多种方式在教学过程中激发学生学习兴趣，或直观演示、或旁征博引、或巧设悬念……激发他们的阅读欲望和动机，创造“我要学”“我想学”的积极教学气氛。为了激发学生的学习兴趣，我在教学《一粒种子》这篇课文时，我带来了一包菜种子，一些颗粒的谷物，下载了种子生长过程的图片与学生一同欣赏，当种子的每一次成长的图片呈现在孩子们眼前的时候，我是那样真真切切地感受到了他们渴求的眼神！他们太想了解种子是怎样成长的呢！！还没等我提问，好多同学就讲述了自己在家中做种子实验的过程，于是我趁机就讲了“挺一挺”这个在课文中反复出现的词，孩子们对种子的成长有了深刻生动形象的了解。（课间时一直在做“挺一挺”这个动作，那份天真活泼可爱极了）在这个时候趁机让他们找找看课文中出现了几次“挺一挺”，地底下和地面有什么不一样？课文中的种子是怎么成长的？孩子们个个兴趣盎然，跃跃欲试。争先恐后的发言。“激趣”极大地调动了学生的主动性和积极性，教学过程也就“变苦为乐”。

我还在试着给孩子们一个“交流的课堂”。

我觉得在课堂上只做倾听者是可怜的，谈不上和谁去“交流”。我试着还给学生一个“交流”的课堂，实现“和文本对话”、“老师和学生交流”和“学生和学生交流”。学生在交流的过程中提高了语言的组织能力，对话能力，甚至是论辩的能力，思考的能力。比如在教读阅读课文《小蝌蚪找妈妈》这篇课文时。我出了这样一道情境假设问题：假如你和妈妈出去玩的时候和妈妈走散了，你怎么去找你的妈妈呢？在回答这个问题的时候就出现了很多小笑话。因为刚刚读完《小蝌蚪找妈妈》，有的同学马上就回答：

学生一：我妈妈的眼睛大大的

学生二：我妈妈的头发是黑色的

有的同学说我妈妈穿的高跟鞋

于是我就顺势引导问他们这样可以不可以找到妈妈，孩子们讨论的很是激烈，结果是黑头发的妈妈很多，大眼睛的妈妈很多，穿高跟鞋的妈妈也很多，怎么办呢？这样也找不到妈妈，有同学马上叫了起来找警察！看咱们的孩子多聪明。多可爱。最后我们终于讨论出青蛙为什么会找到妈妈，我们怎样找到自己的妈妈。

让学生自己去发现，这也是交流的有效方法。在教学渴和喝时，我把喝和渴写在黑板上，没有直接去讲这两个字的区别，我只是提醒他们注意偏旁的不一样，讲了口的意思，三点水的意思。然后让学生自己去区别，他们在下面讨论的很热烈，学生这样说：“喝水”要用口喝，所以是口字旁；“渴”是因为口渴了特别想喝水，所以是三点水旁。有的同学还说他们长得像双胞胎。于是在讲“肉”和“内”的时候，孩子们一下子就发现了“肉”比“内”多了一个人，这样的识记要比生硬的灌输要深刻的多。

“教学不仅仅是一种告诉，更多的是学生的一种体验、探究和感悟”。给孩子多大的舞台，他就能跳出多美的舞蹈。学生的潜力是无限的，孩子的创造力有时简直是我们难以想象的。 我只想尽我所能让每一节语文课都能陪伴孩子们度过一段幸福快乐的时光！

教学时间很短，经验有限，只是一点心得体会。语言不到之处，敬请指正。

华盛中文学校二年级

张敏