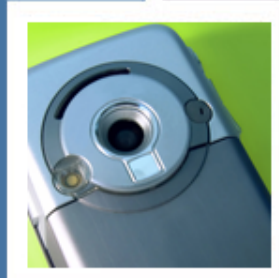


# 真實語料在高中中文教學考核中的運用

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# 共同探討，拋磚引玉



- 為什麼用真實語料？
- 如何在不同程度的班級就不同的主題用真實語料？
- 怎樣用真實語料來考核學生的語言能力？



# (一) 為什麼要用真實語料？



1. 什麼是真實語料？(請參考手冊上的定義)  
簡而言之，就是指所有原汁原味的給華人看的、讀的和聽的語言資料。
2. 真實語料的分類：1) 印刷文本包括各類廣告、票據、指示牌、地圖、說明書、菜單、節目單、商品標籤、賀卡等，中、高层次的教學可直接使用報章雜誌、文學原著等。2) 視聽片段包括電話錄音、機場車站通知、廣播、影視片段等。
3. 澄清誤區：各類教材不是真實語料。

# (一) 為什麼要用真實語料？



## 3. 真實語料的特點：

真實語料具有真實、生動、自然的特點，常常會有趣味性，容易吸引學生產生學習動機，也讓學生有探索和選擇的機會，使得學習變得個性化和多元化。

中國的可口可樂廣告：

<http://www.youtube.com/watch?v=TSmHcN8nLuo>



# (一) 為什麼要用真實語料？



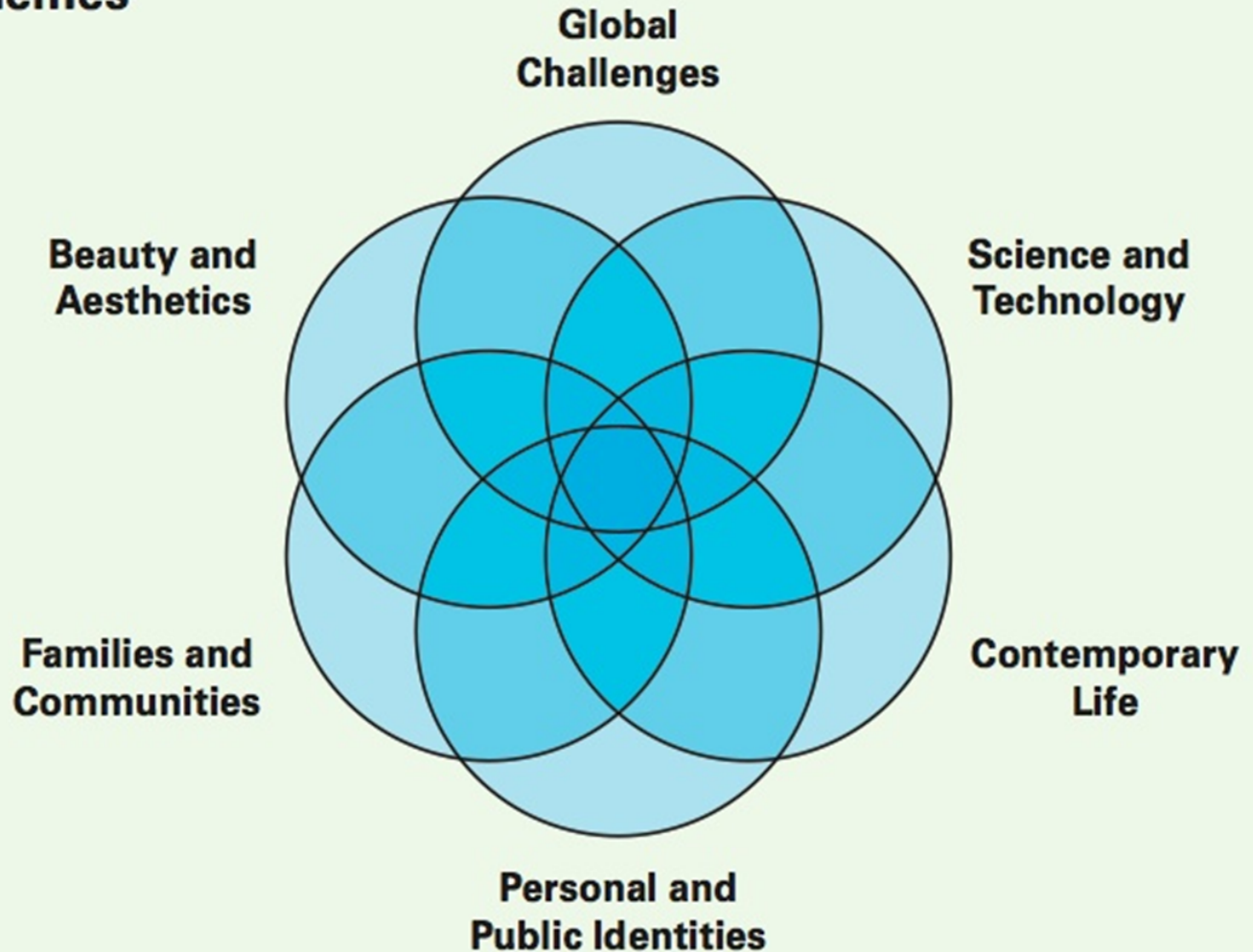
## 4. 用真實語料的好處：

- 在教學中運用真實語料能讓學生多接觸真實的語言，激發學生的學習興趣。
- 真實語言大多蘊含著豐富的文化內涵，因此在教學中運用真實語料能創造更多的機會讓學生直接體驗中華文化。
- 在教學中運用真實語料與設計任務型的活動相結合能讓學生“在做中學”，這有利於有效地提高學生的語言水平。
- 在教學中運用真實語料能超越課本教材的局限性，從而學習更豐富的語言知識和文化。
- 新的AP 中文考試將使用真實語料，所以未來的Pre-AP 和AP中文教學要求使用真實語料來進行教學和考核。在教學中運用真實語料能更好的與新的AP 中文考試銜接。

## (二) 不同主題和不同程度的班級都可運用真實語料

### AP中文 六大主題

#### Themes



### **Global Challenges**

- Economic growth
- Environmental issues
  - Geography
  - Politics
  - Population
- Thought and religion

### **Contemporary Life**

- Education and career
  - Holidays and celebrations
  - Pop culture
  - School life
- Travel and tourism
- Work and leisure

### **Families & Communities**

- Citizenship
- Customs and values
- Family structures
  - Relationships
- Urban & rural development
- Volunteerism

## 三十六個分主題

### **Science and Technology**

- Health and medicine
- Impact on tradition
  - Inventions
- Media and mass communication
  - Nature
- Science and ethics

### **Personal & Public Identity**

- Alienation and assimilation
  - Ethnicity
- Gender issues
- Multiculturalism
  - Nationalism
  - Tolerance

### **Beauty and Aesthetics**

- Architecture
- Fashion and design
- Film and television
  - Language and literature
- Tradition and world heritage
- Visual and performing arts

# 教材 + 真實語料



兩種綜合的方式：

真實語料為主

教材為輔

教材為主

真實語料為輔



# 運用真實語料的原則



- $i + 1$
- **Modify the task, not the text**

Authentic materials are culturally and linguistically enriched.  
Keep the authentic materials intact, edit and revise the tasks,  
NOT the text.

(Freda Misha, 2005, Helena Curtain, Carol Anne Dahlberg,  
2010, Judith Shrum, Eleen Glison, 2010)

# 運用不同形式的真實語料豐富不同程度的班級的教學



## 中文三：

1. 在教“問路”這個主題時讓學生自己上網找兩所中國大學的地圖來介紹。任務是向新生介紹這兩所大學的校園方位。（請看錄影1）
2. 在教“生日晚會”這個主題時，讓學生上網找十二生肖和中國人過生日的習俗的資料。任務是讓學生從這些真實語料中來學習了解文化產物，文化習俗和文化觀念。（請看錄影2）

# 運用不同形式的真實語料豐富不同程度的班級的教學



## 中文四：

3. 在教“男朋友/女朋友”這個主題時用“愛情麻辣燙”視頻來做輔助教學。任務是讓學生兩人一組歸納一個微電影，然後用講故事的形式把它敘述出來。

<https://www.youtube.com/watch?v=RYPfUs93Mbw>

## 中文五：

4. 在教“中國的節日”這個主題時用“把樂帶回家百事可樂廣告”視頻來做輔助教學。任務是用IPA來考核評量學生的語言能力。

<https://www.youtube.com/watch?v=2-33g43irIY>

# 運用不同形式的真實語料豐富不同程度的班級的教學



6. 在教“環境保護”這個主題時，讓學生根據所安排的任務上網找相關的真實語料，然後把他們找到的真實語料歸納出來教其他的同學。

(請看錄影3)

# IPA的應用



- **什麼是IPA？**

IPA 意思是 Integrated Performance Assessments.

要求用真實語料做整合式的評量。

- **為什麼要用真實語料來做評量？**

因為真實語料最能反映真實的生活世界，是原汁原味的華人所使用的最自然、生動的語言材料。用真實語料來做整合式的評量最能反映出學生的真實語言水平，也能激發學生的學習熱情。



# Integrated Performance Assessments

## A Cyclical Approach (prototype)

### I. Interpretive Communication Phase

Students listen to or read an authentic text (e.g. newspaper article, radio broadcast, etc.) and answer information as well as interpretive questions to assess comprehension. Teacher provides students with feedback on performance.



### II. Interpersonal Communication Phase

After receiving feedback regarding interpretive Phase, students engaged in Interpersonal oral communication about a particular topic which relates to the interpretive text. This phase should be either audio-or videotaped.



### III. Presentational Communication Phase

Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama skits, radio broadcasts, posters, brochures, essays, Web sites, etc.

# Integrated Performance Assessments

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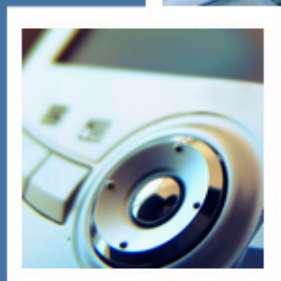


### III. Interpersonal Communication Phase

students engaged in Interpersonal oral communication about a particular topic which relates to the presentational phase. This phase should be either audio-or videotaped.

# 運用IPA 實例介紹二

中國新年



# IPA Template



- **Theme: Contemporary Life**
- **Sub-theme: Holidays and celebrations**
- **Standards:1;1.1, 1.2, 1.3, 2.1,2.2, 3.1, 3.2, 4.1, 4.2**
- **Proficiency Level: Intermediate**
- **Authentic material: 百事新春贺岁片“把乐带回家”**

**Weather &  
Travel**

# Can-do statements



1. Students are able to understand the main ideas of the Chinese movie.
2. Students are able to describe the Chinese New Year's event.
3. Students are able to summary the Chinese movie and retell the story.
4. Students are able to understand the culture practice, culture product and culture perspective of the Chinese New Year.

**F. Age group:** 16-17 years old

**G. Instructional hours:** three hours



# Task 1



**Task 1: Interpretive task: Watch the video “把乐带回家”, and answer the following questions in Chinese.**

1. 这个视频(video)的题目(title)有“贺岁片”三个字，“贺岁片”是什么意思？中国人一般什么时候看这个电影？
2. 这个视频的标题是“把乐带回家”，“乐”是什么意思？
3. 电影里的老人做什么工作？
4. 年轻人在哪儿看到这位老人？
5. 他们见面的时候，天气怎么样？是什么季节(season)？
6. 这位老人 看到年轻人以后请他做什么？为什么？
7. 年轻人到了老人家以后，老人请他吃什么？
8. 老人的孩子们不能回家过年，他的心情(mood)怎么样？
9. 老人有几个孩子？他们做什么工作？
10. 老人的三个孩子为什么不能回家过年？

# Task 1



**Task 1: Interpretive task: Watch the video “把乐带回家”, and answer the following questions in Chinese.**

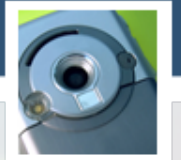
11. 年轻人给老人的三个孩子什么东西？他做了什么，让这三个孩子回家了？
12. 老人的三个孩子看到/拿到了年轻人给他们的东西以后，觉得怎么样？想到了什么事？后来怎么样？他们改变(change)了什么？
13. 这三个孩子在家过年的时候，跟爸爸说了什么吉祥(lucky)的话？
14. 这部电影想告诉大家什么？
15. 你看完这部电影以后，有什么感想(thoughts/feelings)？请用三个句子写下你的感想。

# Interpretive Rubric



CATEGORY	4	3	2	1
Watch the movie, and answer the questions in Chinese.	All information on the answer sheet is accurate.	Most of the information on the answer sheet is accurate.	Some information on the answer sheet is accurate.	Little information on the answer sheet is accurate.

# Tasks 2



Task 2: Presentational task: Connect your answers to the questions to form a narrative and retell this story.

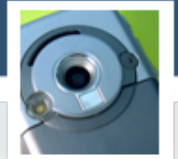
(請看錄影)

# Presentational Rubric

CATEGORY	4	3	2	1
<b>Language use</b>	Structures and vocabulary are appropriate all the time.	Structures and vocabulary are appropriate most of the time.	Structures and vocabulary are inappropriate sometimes.	Structures and vocabulary are inappropriate most of the time.
<b>Pronunciation</b>	Pronunciation is accurate and comprehensible all the time.	Pronunciation is accurate and comprehensible most of the time.	Pronunciation is inaccurate and incomprehensible sometimes.	Pronunciation is inaccurate and incomprehensible most of the time.
<b>Fluency</b>	Speak without noticeable pauses and hesitation.	Speak with several noticeable pauses and hesitation.	Speak with some noticeable pauses and hesitation.	Speak with many noticeable pauses and hesitation.
<b>Comprehensibility</b>	The audience understands all the speaking without difficulty.	The audience understands most of the speaking.	The audience understands the speaking with some difficulty.	The audience does not clearly understand the speaking.



# Tasks 3



Task 3: Interpersonal task: discuss with your partner about your thoughts after watching this movie, and what aspects of Chinese cultures you've learned and/or observed from this movie. Compare with your own culture about how to celebrate New Year. Imagine if you were the young man, what would you do for this elder man? What are some possible alternative endings for this movie?

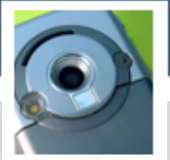
# Interpersonal Rubric

CATEGORY	4	3	2	1
<b>Use Target Language</b>	Speak Chinese all the time.	Speak Chinese most of the time.	Speak Chinese sometimes.	Speak Chinese rarely.
<b>Participation</b>	Participation in classroom discussion all the time.	Participation in classroom discussion the most of the time.	Participation in classroom discussion sometimes.	Participation in classroom discussion rarely.
<b>Engage Conversation</b>	Engaging in the conversation all the time.	Engaging in the conversation most of the time	Engaging in the conversation sometimes.	Engaging in the conversation rarely.
<b>Attentive</b>	Attentive during the discussion all the time.	Attentive during the discussion the most of the time	Attentive during the discussion sometimes.	Attentive during the discussion rarely.

# Reference



- 手冊中真實語料的中文定義和特點選自朱敏琪老師的“真實語料在語言教學中的使用”一文。
- 運用真實語料的原則和部分任務設計是引用於曾妙芬老師的講課內容。
- The Presentational rubric was modified from Dr. Miao-fen Tseng's original rubric.
- AP 六大主題是引用於 ACTFL的網站。



# 謝謝！

提問和回答問題時間