

# Some thoughts on CSL teachers' training

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# Background

# Approaches in language teaching

- Grammar – translation approach
- Audio-lingual method (echo method)
- Communication approach
- Functional approach
- Situational approach
- Task-based approach
- Cultural competence
- Language immersion
- ...

# Suggestions to CSL for NCS

## Outcome-based

- Set final outcomes/targets  
[DSE Chinese, DSE Applied Learning (Chinese), GCSE Chinese, ...]
- Stage outcomes: set outcome targets on different stages according to the final outcomes

# Teacher Training

- “Teacher education is thus concerned with providing opportunities for trainees to develop their **knowledge, awareness, beliefs**, and **skills**, and finding ways of establishing connections among these dimensions of teaching through the experience of teaching itself and through reflecting on that experience”  
(Richards, Ho & Giblin 1996, pp242)

# Teacher Training

- -knowledge training
- -Skills training: Q/A technique, handling class time, etc
- -transmission of beliefs about language and about language learning: structural, functional, sociocultural, etc
- - reflection of these dimensions through classroom teaching activities

# Major areas in language teaching

- Assessment
- Curriculum design
- Materials preparation
- Teaching activities

# A Case Study : From beliefs to teaching activities

## Teaching activities: Ideal and reality: teachers teaching styles in CSL

### Reference:

李兆麟 (2012) 語言教師在課堂活動中對語法及語用的處理：□  
語課課堂觀察研究，《臺灣華語教學研究》，總第四期Vol. 4  
(2012.06)：p.51-68. [Language teachers' treatments of grammar  
and pragmatics in classroom activities: An observational study of CSL  
speaking classes. *Taiwan Journal of Chinese as a Second Language*, Vol 4.  
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# Endwords

- “When teacher education is conceived as a dialectical process of renaming experience and reconstructing practice, the question of how to achieve durable improvements become complex. Teacher education which is oriented toward how teachers understand what they do much enables them to remake the meanings associated with everyday actions — in short, to reconstruct their practice.” (Freeman 1996, pp.238)

# Suggestions to CSL for NCS

- Revisiting and prioritize the four skills:
  - Listening and speaking
  - Reading and writing
- Task-based and authentic tasks
- Experiential learning

# Learning Process

## ■ Collaborative learning 協作學習

Chiu, M. M. (2000). Group problem solving processes: Social interactions and individual actions. *Journal for the Theory of Social Behavior*, 30, 1, 27-50.600-631.

Smith, B. L., & MacGregor, J. T. (1992). *What Is Collaborative Learning?*. National Center on Postsecondary Teaching, Learning, and Assessment at Pennsylvania State University

Harding-Smith, T. (1993). *Learning together: An introduction to collaborative learning*. New York, NY: HarperCollins College Publishers.

## ■ Sustainable learning 持續學習

Meyers, Chet & Jones, Thomas B. (1993). *Promoting Active Learning. Strategies for the College Classroom*. Jossey-Bass Inc., San Francisco, U.S.A.

Kuh, George et al (1991). *Involving Colleges: Successful Approaches to Fostering Student Learning and Development outside the Classroom*. Jossey-Bass Inc., San Francisco, U.S.A.

# Suggestions to CSL for NCS

- Set outcomes and stage outcomes
- Systematic teachers training based on outcomes/targets (with reference to the different needs of schools and NGOs) on:
  - Curriculum design
  - Teaching materials
  - Teacher preparation
- \* Training of students' and parents' language beliefs are also important

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- 李兆麟 (2011) 高班阅读课的网上课件：设计与应用 [Online components for advanced Chinese reading classes: Design and implementation], *Journal of Technology and Chinese Language Teaching*, Volume 2 Number 1, June 2011, pp. 1-22, U.S.A.

# Thank you!!

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