Introduction

Theme-based Curriculum and Research-based Instruction

Xiaohong Wen (温晓虹)

Teaching Chinese as a Second Language: Curriculum Design & Instruction brings together a broad range of curriculum and instructional designs for Chinese language teachers, both novice and veteran. The volume features theme-based curriculum and student-centered instruction. It consists of eight themes with seventeen designs/chapters written by fourteen classroom educators. All the designs have been field-tested and further improved based on students' feedback and teachers' reflections. The volume collects best practices to meet the demand from Chinese language instructors today, and projects the future of a field that is facing myriad opportunities and diverse challenges. The volume is state-of-the-art in terms of the theoretical framework upon which the designs are built, the current research-based instruction, and teacher training literature for concept-building and instructional creativity.

Most of the authors are leaders in the field, directing their Chinese or world language programs and/or serving on state or national boards on teaching Chinese as a second language (CSL) in the United States.

I. The Theoretical Framework

1. Learners and Learning

This volume draws upon a constructivist position on learning (Vygotsky, 1978), teaching theories such as "Backward Design" (Graves, 2000; Wiggins & McTighe, 2005), research on second language acquisition (Gass & Mackey, 2012), teacher education research (Darling-Hammond, 2010), and the "Standards for Foreign Language Learning in the 21st Century" from the American Council on the Teaching of Foreign Languages (ACTFL, 1999). We believe that students are active learners who construct concepts based on their learning experiences. They connect existing knowledge to new information and develop their understanding via language use.

Furthermore, learners acquire the Chinese language not merely through knowledge of grammar and vocabulary, but via social interactions where, while focusing on content, they notice language features, form and test their hypotheses, and readjust their understanding to match the competence of native speakers. In the process, students compare and share their ideas, and question or even challenge each other in collaborative learning.

2. Research-based Instruction

Chapters in this volume are developed based on an understanding of research from second language (L2) acquisition. Recent research on the acquisition of L2 and CSL has revealed important findings which have implications for Chinese language instruction. An incomplete list of examples follows. From the Monitor Model (Krashen, 1985), the concept of *i+1* is used as a reference for the relationship between the learners' language level and the linguistic input. In this volume, a great quantity of comprehensible input for listening and reading from various sources is provided in the curriculum. The Noticing Hypothesis (Schmidt, 2001, 2010) and the Input Processing Model (VanPatten, 2015) have shaped our understanding of what kind of input to provide and how to facilitate learning. Each chapter in the volume has a section, *teaching focus,* that presents carefully selected grammatical forms correlated to language function. The functions are described as "can-do" statements in the *learning objectives* section. The instructional input is designed with multimedia features aiming at arousing students' attention and stimulating their perceptions. In addition, based on the framework of the Operational Principles, summarized as "an intended underlying meaning is expressed with one clear invariant surface form" (Andersen, 1984), instructional input in the volume avoids introducing several different forms (e.g., several vocabulary items) at one time with one meaning reference and vice versa.

Equally important is the Output Hypothesis (Swain, 2005), which focuses on comprehensible output. Learners' production must be syntactically correct and contextually appropriate in order to be understood. Instruction must give learners myriad opportunities for them to use the target language meaningfully through speaking and writing (pushed output). The concepts of "pushed output" and performance-based assessment have been clearly reflected in all chapters. Students' performance can vary in format, time duration, and communicative modes, yet one thing remains consistent: they all negotiate meaning and genuinely communicate.

The skill acquisition theory (DeKeyser, 1997, 2015) also provides explanations of why it is essential to provide both comprehension and production activities. The theory states two important propositions. First, explicitly taught grammar can serve

as declarative knowledge. Through repeated practice, declarative knowledge may develop into procedural knowledge, the knowledge that can only be employed to solve a particular problem in a situation. Procedural knowledge can be fine-tuned to reach automatic processing, which is fast and accurate. Second, procedural knowledge is domain-specific in comprehension and production. Therefore, skill-specific practice is the driving force for promoting performance accuracy and speed in different skill domains (Li, 2012). In this volume, abundant activities and input for practicing both comprehension and production skills are provided.

The processability theory (Pienemann, 2003, 2015) has influences on the curriculum organization and instructional input sequence. The processability theory explains the developmental stage and processing procedure of syntax and morphology. Structures that require fewer processing resources, e.g., simple Chinese verbal complement phrases (e.g., 你说得对 , Design 8), should be introduced earlier than more complex ones (e.g., 这条裤子比那条贵一点儿 , Design 8). An adjective functioning as a stative verb should be introduced earlier than an adjective modifying a noun because the former is less complex and thus acquired earlier than the latter (Zhang, 2004). In this book, adjectives that function as modifiers are absent in the designs of the lower proficiency levels, whereas their functions as both stative verbs and modifiers are used in all the upper proficiency levels.

II. Theme-based Curriculum Design

Meaningful learning develops through real-world tasks. In the second language curriculum, the "real world" can be interwoven and represented in themes. A theme-based curriculum provides continuity of content throughout different levels and courses. This is especially important in the current situation, where the backgrounds of Chinese language learners are becoming increasingly diverse. Teaching requires a balance between addressing individual needs and achieving learning objectives. This book adopts a theme-based curriculum.

When selecting themes, we emphasize three curriculum characteristics:

1) communication-focused with social engagement;

2) cross-culture-oriented with broad perspectives;

3) cognitively appropriate to learners' age group.

Consequently, these themes enable learners to connect different disciplines via language. The themes help learners make linguistic and cultural comparisons, and develop their learning strategies while functioning as a competent communicator. For example, the theme *dining* involves multiple areas such as geography and climate,

diversity of regional diet and customs, cooking procedures, and dining etiquette. Another example is the theme of two cities (Chicago and Beijing). It incorporates a wide range of facts (e.g., from history to geography and from traffic to food cultures), useful topics (ranging from pastimes to schedules), and rich learning resources (such as comparisons of aspects of culture, sports, and daily life, as well as websites and multimedia communication). All the chapters, from the elementary to AP course levels, present a multifaceted spectrum tailored to students' learning. The book facilitates differentiated instruction, spiral curriculum, and curriculum articulation by having a same or similar theme address different proficiency levels or educational settings.

Within each design/chapter, the presentational sequence is based on "Backward Design" (Wiggins & McTighe, 2005); that is, the curriculum design starts by clearly identifying the end results. Evidence of learning/understanding should be defined prior to planning classroom instruction. First, a design begins with essential questions enabling teachers to ponder "what's worth understanding" in terms of content and skill acquisition, which in turn are reflected in unit goals. Second, the goals guide the establishment of intended learning outcomes, which are revealed by acceptable evidence, such as solving problems by applying knowledge in realistic settings. Third, learning activities (i.e., planning learning experiences through appropriate instructional techniques) must align with assessments and identified learning outcomes. Well-structured activities in a student-centered classroom bring maximal impact to the learning experience. Fourth, assessment tools are varied and pertinent to learning objectives. In this way, learners know the purpose of activities and the expected performance requirements. Each chapter, therefore, presents its concepts in the following steps:

1. Essential questions
2. Unit goals
3. Applications of the National Standards
4. Unit questions
5. Daily lesson outlines
6. Daily learning objectives
7. Analysis of learning difficulties and teaching focus
8. Teaching materials and resources
9. Instructional strategies, e.g., instructional input, scaffolding steps, and facilitating techniques
10. Class activities under the framework of task-based instruction
11. Assessment rubrics

III. Teacher Training and Need for a Curriculum and Instructional Design

1. Effectiveness of Teacher Training

Traditional teacher training books typically focus on content knowledge and the teaching methodology of "telling how". Teachers, however, frequently fail to apply such knowledge in their classrooms (Bartels, 2005). This book *shows* how teaching and learning can be efficiently intertwined by offering a discourse that stimulates reflection on one's own teaching effectiveness. Using the framework of the cognitive developmental theory (Piaget & Inhelder, 2000) and the socio-cultural theory (Taber, 2011; Vygotsky, 1978), this book embodies the constructivist nature of learning and teaching. It underscores tacit understandings and creation of new meaning through constant conceptualization. Since each theme is addressed by different authors and followed by an editorial critique, readers are encouraged to make comparisons and develop their own critical analyses.

The last two decades have witnessed rapid development of Chinese language education in the world. In the US, federal and local institutions have started various programs, such as AP Chinese Tests and Courses, Chinese Flagship Projects starting at the kindergarten level and continuing through college, STARTALK Programs aiming at increasing the number of Chinese language learners in high schools and teacher training, and Chinese immersion programs, which have emerged in many independent school districts throughout the country. Furthermore, Confucius Institutes and Classrooms have been established in many independent school districts and universities in the US. These institutions receive a great number of Chinese language volunteers and teachers from China. For these programs to succeed and for schools to meet sustained demands from students, parents, and communities, it is critical for the field to train teachers and provide institutions with well-qualified instructors.

Darling-Hammond (1998: 8) states that "teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see." In other words, teacher learning is connected with actual teaching. The book is accompanied by DVD clips of classroom teaching and students' performances, either in groups or individually, demonstrating how the classroom activities are conducted based on the designs. These concrete examples and hands-on experience in classroom instruction are valuable for teachers' reflection and peer learning.

2. Why a Curriculum and Instructional Design Is Needed?

A teacher's first task is to decide what to teach and how to organize the content into instructional deliveries that accommodate students' cognitive, linguistic, social, and emotional needs. A curriculum and instructional design is a scheme to organize learning content into a series of classroom activities to facilitate learning. It is developed based on a comprehensive analysis and understanding of students' needs, their learning styles and interests, and instructional approaches and techniques.

A curriculum and instructional design is fundamental for a new teacher, and indispensable to a veteran teacher. Although similar curriculum materials may be used repeatedly, teaching methods may vary each time. Consequently, a curriculum and instructional design must undergo a revision process to readjust to the present group of students. The process also has stimulating effects on teachers, who re-examine their previous teaching. Each time a curriculum and instructional design is revised, a teacher becomes better informed and more innovative in organizing the curriculum and instruction.

A curriculum and instructional design is particularly critical to a language course. A language course consists of a series of activities. Scaffolding strategies, the sequence of activities, and transitions from one activity to another are not arbitrary, but carefully arranged; a well-prepared plan gives a teacher confidence in the success of classroom performance.

Although all the authors share a similar theoretical framework and teaching principles, their designs vary in curriculum selection and focus, and especially in teaching style. Instructional strategies frequently have relevance to a particular group of students and to the educational setting. Readers are encouraged to understand the rationales and principles behind the selected curriculum and instructional methods, and creatively adapt any sections to fit into their own teaching and learning situations.

IV. Features and Usages of This Book

The designs in this volume are examples for teachers' reference when they design their own curriculum and instructional plans. States in the US require their K-12 language teachers to design curriculum and instruction according to the "Standards for Foreign Language Learning in the 21st Century" (ACTFL, 1999). Not only public schools but private and heritage schools also require their curriculum and instruction to align with current education theories. As stated previously, ACTFL's standards have served as guidelines in developing this volume. The theoretical underpinnings of the book cover multiple facets: current research in teaching and learning, second language acquisition, and teacher education.

Targeted readers

This volume serves as a practical guide for Chinese language teachers, both pre- and in-service teachers who take part in training or professional development programs sponsored by many institutions around the world. It is also intended as a textbook for pedagogy and methodology courses on teaching CSL at the postgraduate level. Furthermore, it can be a reference for teachers of other foreign languages because of its theoretical approach and research-based instruction: although the examples are in Chinese, the content and issues in the book are fundamental to foreign language education.

Terms

The term "Language Proficiency Level" at the beginning of each design is used in a broad sense, providing a relative reference without a standardized measurement. The *unit questions* and *learning objectives* sections emphasize communicative competence, that is, what students can do with the language. The ultimate goal is to help students become skillful communicators who can use the language to solve problems. The fundamental task for a classroom teacher is to create contexts and opportunities for students to engage in meaningful communication. The *learning objectives* section is followed by *learning difficulties / teaching focus* in each design. *Learning difficulties* refer to the linguistic difficulty and/or the complexity of the content. Predicting learning difficulties requires awareness of current research findings and learning theories, as well as insightful teaching experience. Each theme section is followed by an editorial *critique* intended to promote discussion and reflection.

Instructional input and strategies

Each chapter's *instructional strategies* section highlights teaching techniques in instructional steps. Well-designed input and varied scaffolding techniques are the key to instructional effectiveness. Input must provide language form, meaning, and function in context for students to acquire the form via language function. For example, noun classifiers are introduced in the context of talking about the number of family members (in the theme *family and birthday*) and ordering dishes in Chinese restaurants (in the *dining* theme). It should be noted that the teacher's questions are not only a part of instructional input, but also a significant teaching technique. Good questions require skill and careful preparation. In this book, teacher's questions as input are intended to connect students' prior knowledge, trigger their inquisitive minds, and promote their analytical skills.

The authors have innovatively employed a variety of strategies to make the activities

learner-centered, fun, and meaningful. A learning task becomes easier and more engaging when it progresses step by step. One such approach is task-based instruction featured with scaffolding and targeted to developing students' problem-solving abilities. Major activities consist of pre-, in-, and post-phases. The first instructional steps (variously referred to by authors as "pre-tasks", "pre-activities", "warm-up activities", or instructional steps) prepare students to be ready both linguistically and cognitively. Comprehensible input is provided, and clear modeling with interactions between the teacher and students is demonstrated. During the in-activity/task, students frequently work in pairs or groups. The class becomes an authentic language and culture community in which ideas are exchanged and language forms are repeatedly practiced. In the post-activity/task, students are frequently required to present their work to the class, be it in the form of an interview, a skit, a survey report, or a narrative. Students usually have little difficulty in this task because they have just practiced and worked in groups.

Every chapter demonstrates a fundamental principle: spirally cycling from the easy to the difficult in terms of the curriculum sequence and instructional delivery. The process may range from guiding students in their readiness for the next step and conducting "drills" in meaningful contexts to engaging students in open-ended communicative tasks and using post-activities as formative assessments.

Assessments

Assessments, including rubrics for both oral and written performances, further represent the concept of "backward design" and student-centered instruction. Assessment rubrics are given to students at the beginning of the class to clearly show them what is expected and how their performances will be evaluated, as seen in King's, Ruan's, and Zhao's designs. Furthermore, students are encouraged to conduct peer evaluation, as demonstrated in the designs of Fu, King, and Ruan. In Fu's design, students are also encouraged to participate in developing the rubrics. Formative assessments are also conducted to provide continuous feedback to, and receive feedback from, students through class activities.

Several designs, especially at the higher proficiency levels, require students to develop unit projects individually or in groups. Such projects require students to research topic-related information and form their own understanding. Assessment of these projects is comprehensive by nature, encouraging students to build critical thinking and problem-solving skills.

Assessments in this book are developed under the practical guidance of ACTFL documents (e.g., Performance Guidelines for K-12 Learners, 1998; and ACTFL Integrated Performance Assessments, 2003) and the College Board's scoring guidelines for the AP Chinese oral presentation and writing.

Diversity

Diversity is one of the significant features of this book. Thematic content ranges widely, from historical to modern, and from global to local. Themes with distinctive Chinese characteristics include Chinese gardens, food/diet, dining etiquette, bargaining, transportation, family, birthdays, schedules, and leisure. The grammar content is varied, covering noun classifiers, compound sentences, verb complements, the *ba*-construction, and more. A wide range of language functions are covered, from making requests and declining invitations to making comparisons and synthesizing cross-cultural perspectives. Last but not least, our authors are diverse. Coming from the East and West coasts and from the north and the south, they represent the entire United States. Approximately fifty percent (50%) of the authors are working in public and private institutions. They also represent different ethnic backgrounds and working experiences. Their rich diversity has strengthened the volume with broad perspectives.

Website for multimedia resources

A website is provided to illustrate teaching steps and instructional strategies, as well as students' performance. The online multimedia materials serve samples to demonstrate how class activities are conducted based on the instructional designs in this volume. The web address is: http://www.uh.edu/class/mcl/chinese/teaching-chinese/.

V. Acknowledgements

With a book of this scope, there are many people deserving of thanks for their support in developing ideas and helping deliver the volume into the hands of Chinese language teachers and graduate students. I thank the contributors, who share the same learning and teaching philosophies and commitment to the book's excellence. They are extremely busy classroom educators, yet they found time to write and revise their chapters and respond to our numerous requests for revisions, frequently more than anticipated. I would also like to thank my dear colleague, Nyan-Ping Bi at the University of Washington, who accepted the position of co-editor and has done tremendous work especially in reviewing the manuscripts. My sincere thanks go to Dr. Maiheng Shen for her generous help with reviewing and to Hao Yun and the editors at Beijing Language and Culture University Press and Phoenix Tree Publishing Inc. for their meticulous work. I would like to extend thanks to the STARTALK Program from the National Foreign Language Center at the University of Maryland and the students who participated in the STARTALK Texas Teacher Program at the University

of Houston. Both gave me much inspiration for this book. This project is supported by grants from the College of Liberal Arts and Social Sciences, the University of Houston.

References

ACTFL. (1999). Standards for Foreign Language Learning in the 21st Century. Lawrence, KS: Allen Press, Inc.

Andersen, R. W. (1984). The one to one principle of interlanguage construction. *Language Learning*, *34*, 77-95.

Bartels, N. (2005). *Applied Linguistics and Language Teacher Education*. New York: Springer.

Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, *55(6)*, 6-11.

Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education,* 61(1-2), 35-47. DOI: 10.1177/0022487109348024

DeKeyser, R. (1997). Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, *19*, 195-221.

DeKeyser, R. (2015). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: An Introduction* (pp. 94-112). London: Routledge, Taylor & Francis Group.

Gass, S. M. & Mackey, A. (2012). *The Routledge Handbook of Second Language Acquisition*. London: Routledge, Taylor & Francis Group.

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle & Heinle.

Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London and New York: Longman.

Li, S. (2012). The effects of input-based practice on pragmatic development of requests in L2 Chinese. *Language Learning*, *62*, 403-438.

Piaget, J. & Inhelder, B. (2000). *The Psychology of the Child*. New York: Basic Books, Inc.

Pienemann, M. (2003). Language processing capacity. In C. Doughty & M. Long (Eds.), *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell Publishing.

Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and Second Language Instruction* (pp. 3-32). Cambridge: Cambridge University Press.

Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker (Eds.), *Proceedings of CLaSIC 2010,* Singapore, December 2-4 (pp. 721-737). Singapore: National University of Singapore, Centre for Language Studies.

Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Mahwah, NT: Lawrence Erlbaum Associates.

Taber, K. S. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction. In J. Hassaskhah (Ed.), *Educational Theory* (pp. 39-61). New York: Nova.

VanPatten, B. (2015). Input processing in adult second language acquisition. In B. VanPattern & J. Williams (Eds.), *Theories in Second Language Acquisition: An Introduction* (pp. 113-134). London: Routledge, Taylor & Francis Group.

Vygotsky, L. S. (1978). *Mind and Society: The Development of Higher Mental Processes*. Cambridge, MA: Harvard University Press.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Upper Saddle River, NJ: Pearson Education, Inc.

Zhang, Y. (2004). Processing constraints, categorical analysis, and the second language acquisition of Chinese adjective suffix *-de*(ADJ). *Language Learning*, *54(3)*, 437-468.

前言

主题式课程设计、研究型教学模式

Xiaohong Wen (温晓虹)

《汉语作为第二语言教学：课程设计与教学实例》向不同背景的汉语教师展示了一系列的课程与课堂教学设计方案。这些方案基于以学生为中心的教学理念，用主题课程和任务型教学策略来设计课程内容与教学活动。本书包括 8 个课程主题，由 17 个设计方案组成，出自 14 位资深的一线教师之笔。本书的每个设计方案都经由作者在课堂中实际使用，又在教学实践的基础上，依据学生的反馈和自身的教学反思，进行了修订完善。当前，汉语教学领域正面临着多样的机遇与挑战。本书所展现的教学设计方案不仅是为了满足当前广大汉语教师的教学实际需求，更旨在揭示汉语教学领域的发展趋势以及应对策略，迎接汉语教学领域的挑战。本书课程设计方案所援引的理论框架、教学研究基础，以及教师培训等方面的文献，都是当今教学研究与语言习得研究的前沿成果，立足于引领对外汉语课程概念重建和教学创新。

本书的大多数作者都是当前美国对外汉语教学领域的领军人物，他们有的是汉语教学或者世界语言教学的科系负责人，有的效力于美国汉语作为第二语言教学（CSL）的各管理执行委员会。

一、本书所依据的理论基础

1. 本书秉承的基本理念

建构主义学习观（Vygotsky，1978）、教学的“逆向设计”（Backward Design）理论（Graves，2000；Wiggins & McTighe，2005）、第二语言习得研究（Gass &

Mackey，2012）、教师教育研究（Darling-Hammond，2010）以及美国 ACTFL 的《21 世纪外语学习标准》（ACTFL，1999）都是编著本书的理论基础。基于以上课程设计理论与语言习得理论，本书秉承的基本课程设计与教学理念是：学生是主动的学习者；学习者以自己的学习经验为基础建构概念；学习者通过将自己已有知识与新信息相互联系进行学习；学习者通过语言的运用来实现对语言意义的理解；学习者不仅仅通过语法和词汇知识来学习汉语，更重要的是通过社会交际互动来习得汉语。在社会交际过程中，学习者实现对内容的理解与意义的表达，注意目的语的语言信息特征，对其形成假设，进而在后来的语言运用中继续观察检验这个假设，或弃或扬，不断向目的语发展。通过交际互动，学习者把自己的语言与输入的目的语进行比较，在内容上向交际者提出疑问、澄清观点、确定信息，并且在交流中调整自己对语言的理解与语言运用的能力，进而重建自己对语言信息特征的认识以习得语言。

2. 基于第二语言习得研究的教学设计

第二语言习得研究是本书的另一个重要理论基础。我们认为，第二语言习得研究以及汉语作为第二语言习得研究的前沿理论，应当适时地应用于当前的汉语教学实践中。在此仅列举几个二语习得研究理论在本书中的应用。从监控模式（Monitor Model）（Krashen，1985）看，该模式用“i+1”这一概念来说明学生的语言水平和语言输入之间的关系。在本书中，很多课程教学方案都设计了大量的、多源的、可理解的听读语言输入。再如，注意假设（Noticing Hypothesis）（Schmidt，2001、2010）和输入处理模型（Input Processing Model）（VanPatten，2015），探讨如何确定语言输入的内容、种类和输入的方式方法，以促进学习者语言的习得。基于此理论模型，本书的每一个教学设计都要求有“教学要点”这一环节，所选择的语法点紧密地关联对应其语用功能。对于课程“学习目标”的阐述，则运用了学生“能用语言实现怎样的意义功能”这一形式，来表明语言形式和语用功能之间的关系，以明确所要实现的“学习目标”。对于教学输入的设计，很多方案采用了多样化的多媒体方式，以激活学习者对语言特征的注意，刺激学习者的感知。此外，操作性原则（Operational Principles）（Andersen，1984）强调语言形式与功能一对一的教学导入，即在首次教学输入时，要把清晰的语言形式与意义功能之间的对应关系展现给学生，而不是要求学生一下子掌握很多的语言形式，而相对应的意义只是单一的（例

如一下介绍很多同义词），也不是在讲解一词多义时把多项意义同时介绍给学生。

同样重要的还有输出假设（Output Hypothesis）（Swain，2005）理论。该理论着重研究可理解输出（comprehensible output）与强制性的输出（pushed output）。输出假设理论认为，学习者的语言输出要句法正确且语用得体，才能够为他人所理解。因此，语言教学必须为学习者提供大量的练习机会，让学习者通过说和写进行有意义的语言运用。“强制性输出”概念和基于表现的评价模式（performance-based assessment）都体现在本书的设计中。在本书各章节的学习评估方案中，虽然在学生语言运用的形式、时间、交流方式等方面评估内容各有不同，但是评估的内容和原则是高度一致的，即学习者都要进行有意义的沟通，进行真实意义上的交流。

技能习得理论（DeKeyser，1997、2015）解释了为什么要同时进行理解性的活动和产出性的活动。该理论有两个很重要的主张，第一，直接的语法讲授可以看作陈述性知识；通过反复练习，陈述性知识可以发展转化成为程序性知识，用以解决特定情境中的特定问题；程序性知识最终能够进行精细调适，进行快速而准确的自动加工处理。第二，程序性知识在理解和产出方面有着特定的域界，不同技能之间不能互通。特定技能训练能推动促进不同技能领域内的语言准确性和表达速度（Li，2012）。基于这样的认识，本书的教学设计方案中都提供了大量的语言输入与输出练习活动，以此训练学生理解力和语言输出能力。

可加工性理论（Processability Theory）（Pienemann，2003、2015）对于课程组织和教学输入顺序有着重要的启迪意义。该理论解释了句法和词法的发展阶段和加工过程。其对汉语教学的启示包括：先导入那些占用较少加工资源的结构，如动词补语中结构比较简单的形式（如“你说得对。”见实例 8），然后再学习复杂的补语结构（如，这条裤子比那条贵一点儿”（见实例 8））。再有，对形容词的教学先导入谓语形容词，然后再学习作修饰语的形容词，其原因是前者的加工处理过程没有后者复杂，因而比后者先习得（Zhang，2004）。因此，本书在初级水平阶段的课程设计中，不出现形容词作为修饰语的情况。而在语言水平进入中级阶段时，才导入了形容词作为修饰语的语法内容。

二、课程设计理念和思路

有意义的学习是通过完成真实世界的交际任务而实现的。在第二语言课程的教学中，主题课程能够为第二语言教学提供一个贯穿各个学习层次与各种学习内容的课程形态体系，使得“真实世界的任务”可以在课程的各个主题中不断呈现。当前，随着汉语学习者的背景日益多元化，层次更加多维，汉语教学的主题课程设置就变得更加重要和必要。本书的课程设计就是基于主题进行的。

对于汉语教学课程主题的选择，我们特别强调三个“注重”：

（1）注重交际性与社会参与；

（2）注重跨文化取向，视野广阔；

（3）注重适应学习者年龄阶段的认知特征。

立足于以上三个特征的主题课程，不仅能够帮助和促进学习者在语言的习得过程中进行学科联结与贯通、进行语言与文化的比较，同时也能促进、发展学习者的学习策略。例如，本书中“饮食”这一主题，涵盖了很多不同社会文化领域以及不同学科的内容，包括地理和气候，不同区域、不同种族的饮食习惯、风俗习惯，以及食物烹制方法和饮食礼仪，等等。再例如“双城记”（芝加哥和北京）这一主题，涉及了众多不同的学科领域（比如历史、地理、交通和饮食文化等）、各种实用的日常话题（比如休闲娱乐和日程安排），以及多种多样的学习资源（比如文化、体育、日常生活的多视角对比，提供网站资源和进行多媒体交流等）。本书各个教学设计方案，无论是针对小学的课程，还是针对高中的 AP 课程，都是为学生量身定做的多维度的主题设计。对于同样的或者类似的主题内容，本书又根据不同的语言熟练程度、不同的教育情境做了相应的分类处理，从而实现区分性教学，构建螺旋式课程，增强不同语言水平和课程之间的衔接。

每一个教学设计方案都是根据“逆向设计”（Wiggins & McTighe，2005）的顺序来进行的。每个课程设计首先明确该课程的学习结果；然后在具体的课堂教学设计之前，先说明学生应达到这一学习成果的依据与表现。具体来讲，第一步，课程的设计从教学基本问题开始。所谓教学基本问题，就是教师首先要考虑，在教学内容和语言习得方面“哪些是值得理解、学习的”。教学基本问题也是教师制定教学目标的基础。第二步，以教学目标为导向，设定预期学习成

果。学习成果要用具体的学生表现作为依据来体现。如，学生在某个实际情境中运用已习得的语言技能来解决具体问题。第三步，设计与学习成果和评估内容相一致的学习活动。例如，通过适宜的教学手段和技巧，组织安排学生的学习活动。在以学生为中心的课堂上，设计完善的学习活动对学生获得学习经验具有重要作用，因而活动设计是本书每个教学实例设计编写的重中之重。第四步，设计形式多样、内容丰富、与学习目标和活动紧密相联的学习评估方案。通过学习评估方案，学习者可以明确了解课程学习活动的目的以及预期的语言学习要求。鉴于以上的四个基本教学设计步骤，本书的每个教学实例都按照以下顺序依次展开：

1. 教学基本问题
2. 单元目标
3. 国家外语标准的应用
4. 单元问题
5. 每日教学内容概括
6. 每课时的学习目标
7. 学习难点与教学重点分析（教学要点）
8. 教学材料和资源
9. 教学策略（如：教学输入、支持步骤和促进学习的手段）
10. 任务型教学的学习活动设计
11. 评价设计

三、教学设计与教师培训

1. 教师培训的有效性

传统的教师培训主要关注教学知识以及“教你如何做”（telling how）的教学方法指南，而实际上教师在课堂上却常常用不上这些知识（Bartels，2005）。本书另辟新径，通过展示完整的主题课程教学设计案例，展示教师如何通过反思教学的有效性，将教和学融合为一体。具体来讲，本书运用了认识发展理论

（Piaget & Inhelder，2000）和社会文化理论（Taber，2011；Vygotsky，1978），以建构主义的学习观和教学观为基础，将具体的课程设计和教学方案全面展现于教师读者面前（show how）。换句话说，我们强调教师培训要通过概念化学习来获得内在的理解和意义上的建构。因此，本书中的每一个主题都由两位或两位以上的作者分别撰写教学实例，各自呈现，而后又附上编者对各个设计从理论到实践的点评论述，以此激发和鼓励读者对于同一主题的不同教学设计方案做出比较与反思，并做出判断和分析，构建内在的理解和意义。

最近二十年，汉语教学在全世界范围内迅速发展。在美国，联邦政府和地方的各类机构近年来都启动了很多汉语教学项目，如汉语 AP 课程和汉语 AP 考试、幼儿园到大学的汉语旗舰项目、旨在增加初高中学校汉语学习人数和进行中小学教师培训的星谈计划（STARTALK）项目，以及在全美很多学区开始设立的汉语沉浸式教学项目等。不仅如此，美国的很多学区和大学开设了孔子学院或孔子课堂，有很多来自中国的汉语教学志愿者和中文教师在这些机构从事和开发汉语教学项目。我们认为，对汉语教师的有效培训，以及设立具有良好资质的汉语教师培训机构，是所有这些汉语项目能否取得成功的关键，也是这些项目能否满足来自学生、家长和社区各方面的持续需求的关键。

Darling-Hammond（1998：8）指出“教师的最佳学习方式是在做中学，在教学实践中学，在不断的反思、积累过程中学，在与其他教师合作及教学观摩中互相给予的反馈中学；在密切地关注学生，并对他们的创见与所取得的成绩做仔细的观察，而且把自己的观察思考与同事分享中学。”换言之，教师的学习必须和实际教学紧密相联。鉴于这样的认知，与本书配套的资源，有节选的 DVD 教学实况，展现教师和学生的课堂教学活动，目的就是要向读者直观示范汉语课堂活动是如何以这些设计方案为基础而进行的。我们相信，课堂教学的实践案例和真实经验，对于教师的反思和互动学习有着重要的价值。

2. 为什么要做课程与教学设计？

教师的首要任务是确定教什么、如何教。换言之，就是要依据学生的认知、语言、社会情感等方面的需要，将语言教学内容组织到学生的学习过程之中。而课程与教学设计正是这样一个“组织”活动的过程。即教师依据学生的需求、学习风格和兴趣，以及教师对教学方法和技巧的综合分析与理解，通过课程与教学设计，将学习内容编织成一系列教学活动，引导学习者学习。

课程与教学设计对于新教师来说是最基本的工作，对于有经验的教师而言也同样必要。教师在教学中可能会反复教授相似的课程内容，但是依据以学生为中心的要求，为了适应不同的、变化的学生群体，所采用的教学方法每次都应有所不同。课程与教学设计必须是一个不断更新和修订的过程，以适应总是在变化的学生群体。同时，课程教学设计和修订过程也是一个进一步激发教师重新审视自己前期教学的重要时机。教师每修订一次课程与教学设计方案，对课程与教学的组织也就会有新的认知与理解，在以后的教学上就有可能发挥新创意。

课程与教学设计对于语言课来说尤为重要。因为，语言教学往往包含一系列的教学活动。不管是教学手段的运用，还是教学活动顺序的安排、转换与过渡等，都需要教师的精心安排，不能随意而为。经过精心准备和设计的教学活动能让教师轻松自信地进入课堂，有信心在教学中引导学生达到预期的学习成果。

不同的教学策略适用于不同的学生群体和具体的教学情境。尽管本书中所有的课程与教学设计都秉承了同样的理论框架和基本教学原则，但在具体的课程主题和教学内容上，特别是在教学策略方面，各位作者的设计和展现都各不相同，独具匠心。在此，我们也鼓励教师读者不仅要把握本书中课程设计背后的理论基础，同时也能根据自己学校、课堂的实际情况，对本书各教学设计内容，做出创建性的改进，以适应各自具体的教学情境和学生群体。

四、本书的特点与使用

本书编写的主要目的，是为广大的一线汉语教师在设计主题课程和教学方案时提供参考，包括理论基础的参考。本书的理论基础涵盖了语言教学多个方面的研究，比如当前语言教学和学习研究、第二语言习得研究以及教师教育的研究。目前，美国各州都要求基础教育的语言学科要依据《二十一世纪外语学习标准》（ACTFL，1999）进行课程与教学设计。根据这一要求，无论是公立学校，还是私立学校或中文学校的教师，其课程与教学设计都需要运用与当前的教育理论相一致的主流的课程教学方式。ACTFL 的标准是本书所依据的主要大纲之一。我们期待广大读者能通过本书的运用和学习，窥见并回溯主题课程与教学设计的诸多理论源头，汲取前沿的语言教学理论营养，用理论研究丰富并坚实自己的课堂教学实践。

对象读者

本书首先是一本具有很强实用性的课程教学指导书，可以作为一线教师的操作指南，也适用于在职或职前对外汉语教师的教师培训。另外，本书还可作为汉语国际教育专业研究生阶段类似“汉语作为第二语言教学的教学论、方法论、课程设计或教案分析”等课程的教材。此外，虽然本书所设计编写的案例是关于汉语教学的，但本书对课程基本问题和教学内容的讨论，都是基础性的，因此也可以作为其他外语语言教师的教学实践和课程研究的参考。

术语

本书每一个教学设计开头都用了“语言水平”这一术语，该术语在这里的内涵是广义的，是一个相对性的考量，没有经过标准化的测量。关于“单元基本问题”和“学习目标”，主要是强调学生语言交际能力目标，即学生用语言能够做什么，最终目的是帮助学生成为熟练的语言交际者，能够用目的语来解决实际问题。因此，教师的任务是创设语境和机会，让学习者能够参与到有意义的交际之中。紧跟着“学习目标”的是“学习难点”与“教学重点”。“学习难点”指语言的难度或者内容的复杂程度。教师需要了解并运用当前汉语教学的研究成果和语言习得理论，依据有效的教学经验来对语言难度做出判断。每个“主题课程教学设计”的最后都以编者的“评论”来小结，目的是为了促进读者的进一步讨论和反思。

教学输入和教学策略

“教学策略”部分是明确每个教学步骤中所采用的教学手段。精心设计的教学输入和多样化的教学手段是实现教学有效性的根本。教学输入要包括语言形式、语言意义和语言功能的合而为一，而且目的语的输入必须在语境中发挥其功能，使学生能通过语言功能实践习得语言形式、理解语言意义。比如，在谈论家庭成员数量（课程主题是“家庭与生日”）和在中餐馆点单的语境中（课程主题是“饮食”），我们引入名词前面的量词学习，有助于学生理解语言意义。应当指出，教师的提问既是教学输入的一部分，也是一项重要的教学手段。是否能提好问题要看教师教学技巧和教学准备是否充分。在本书中，作为教学输入的教师提问，有的指向链接学生的先前知识，有的是为了激发学生的探究精神，有的是为了提升学生的分析能力。

本书的很多作者在其教学方案设计中都提出了各种富有创新性的教学策略，这些策略不仅使得课程的学习活动更加体现以学习者为中心，也使得课堂学习活动更有趣，更富有意义；学习活动也因此更容易展开并吸引学生参与进来。其中，任务型教学活动是本书展现的一个主要教学策略。任务型教学活动的特征是用任务来作为学生学习的脚手架，让学生在达到任务目标这一过程中发展他们分析问题、解决问题的能力。任务型学习活动主要包括“任务前”“任务中”和“任务后”三个组成部分。第一个阶段（不同的作者用“任务前”“活动前”“热身活动”“教学步骤第一步”等说法）帮助学生在语言上和认知上做好准备，给学生提供可理解性的教学输入，明确如何进行互动活动。第二步，在活动 / 任务过程中，学生成对或者分组完成任务，课堂成为一个真实的语言和文化共同体，学生在共同构建的语境中进行交际互动，通过不同的途径，反复练习语言形式。第三步，在活动 / 任务后阶段，学生进行展示活动，方式可以是访谈、短剧、调查报告或者故事叙述等。一般来讲，因为学生已经分组练习并准备过了，在任务后阶段，通常不会有太大的困难。

教学策略开展的步骤和过程往往是多样化的：有的教学活动是在有意义的语境中进行“操练”；有的教学活动则组织学生进入到开放的交际任务之中；有的是引导学生通过阅读来准备下一个任务活动；有的则用任务后学习活动进行形成性的学习评估。无论表现形式和活动内容多么多样，教学策略和步骤设计都遵循一个基本原则：从易到难，以螺旋式的循环方式进行。

学习评估

无论是对于口语能力还是书面语能力，本书评估量表的设计和运用都体现了“逆向设计”和“以学习者为中心”的语言教学理念。比如，有的评估量表在开始上课时就提供给学生，以便让学生清楚地了解课程学习的预期目标和评估内容。本书中 King、Ruan 和 Zhao 的设计方案中就运用了这样的方式。再如，我们也鼓励进行学生之间的同伴评估，在 Fu、King、Ruan 等的设计方案中都体现了这一点。Fu 的教学设计中还邀请学生参与评估量表的制定。另外，也可以通过设计课堂活动来为学生提供持续不断的学习反馈，同时从学生那里不断获得教学反馈，从而进行形成性评估。

在高级水平阶段，有的教学活动要求学生个体或者学生小组集体开发单元项目，由学生自主开发和研究与主题相关的语言信息，形成他们自己的理解。

这种学习任务项目的评估往往是综合性的，涵盖语言能力的各个方面，能够综合评估学生的批判思维能力、创造力，以及问题解决能力。

指导本书各评估方案形成的主要参考指南是 ACTFL 的文献（如：Performance Guidelines for K-12 Learners，1998；ACTFL Integrated Performance Assessments，2003）以及大学理事会汉语先修课程的口语和写作的评分量表。

多元性

多元性是本书的一个重要特点。这里列举几个方面的例子。首先，本书课程设计的主题内容多样，涉猎广泛，包括了历史与现代、全球性与地域性的各类主题。比如具有鲜明中国地域性特点的主题，包括中国园林、饮食、就餐礼仪、讨价还价、交通、家庭、生日、日程表、休闲等等。其次，本书涵盖的汉语语法内容也是多样性的，从量词到复合句，从动词补语到“把”字句等。另外，本书课程设计所涉及的语言功能也很广：从提出要求到拒绝邀请，从跨文化比较到跨文化综合等。最后，非常重要的一点是我们作者的多元性。本书的 14 位作者来自美国东西两岸、南北各地，代表了众多的区域。在美国公立或私立院校工作的教师各占一半。他们还代表着不同的民族，有着多样的文化背景。老师们把自己丰富的经验和多彩的背景带入书中，使得本书视野宽阔、内容丰富。

多媒体辅助资源

我们建立了教学多媒体辅助资源把数位作者的书面内容用多媒体方式展现出来。网站暂为：http://www.uh.edu/class/mcl/chinese/teaching-chinese/。

五、致谢

首先我要感谢各位作者，我们分享了共同的理论框架与第二语言的教学原则，我们更是齐心协力有着一定要把书稿写好的决心与投入。一年多来各位作者戮力而为，追求卓越。作为一线教师，他们极其繁忙，但是他们拨冗撰写，并对于主编的要求积极耐心地做出回应，多次进行修改。也要感谢华盛顿州立大学毕念平老师应邀成为本书的合作主编，在书稿评审的过程中做了大量的工作。更要感谢沈迈衡教授在审稿时的慷慨相助。感谢北京语言大学出版社、Phoenix Tree Publishing Inc. 郝运社长的支持与各位编辑辛勤细致的工作。感谢

美国国家外语中心的 STARTALK 项目和参加休斯顿大学 STARTALK 教师项目的所有学生，他们给了我萌发此书的意念与决心。本项目得到了休斯顿大学人文与社会科学学院的资助，在此一并鸣谢。

（引用文献请见前页的英文介绍）