香港少數族裔幼稚園學童
以故事書學習中文的理論與實踐
Theories and practices for development of storybooks for ethnic minority kindergarten students in Hong Kong

賽馬會 友趣學中文 C-for-Chinese@JC

拉閱文化 拉近距離
Joyful Learning for Inclusive Community

LAM Wai Ip 林偉業
香港大學教育學院

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Abstract

本演講從理論與實踐角度，闡釋發展故事書教材予本港少數族裔幼稚園學童有效學習中文的方法。

講者從認知語言學的語義框架理論，探討語義框架教學與幼稚園主題式教學的異同。分享亦包括五步驟教學法、文化回應教學，以及手機應用程式如何延伸在家學習。

The talk aims at introducing the theories and practices for development of storybooks to support the learning of Chinese of the ethnic minority kindergarten students in Hong Kong.

The speaker will explore the frame-based approach of cognitive linguistics, highlighting the similarities and differences between frame-based and theme-based curriculum adopted in the kindergartens. The presentation will also cover the five-step of storybook reading, culturally responsive pedagogy, and the use of mobile app in extending language learning at home.

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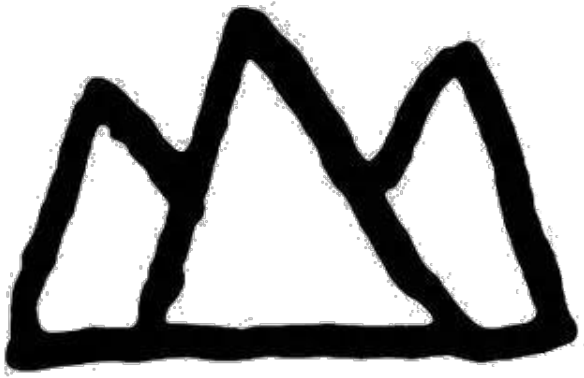
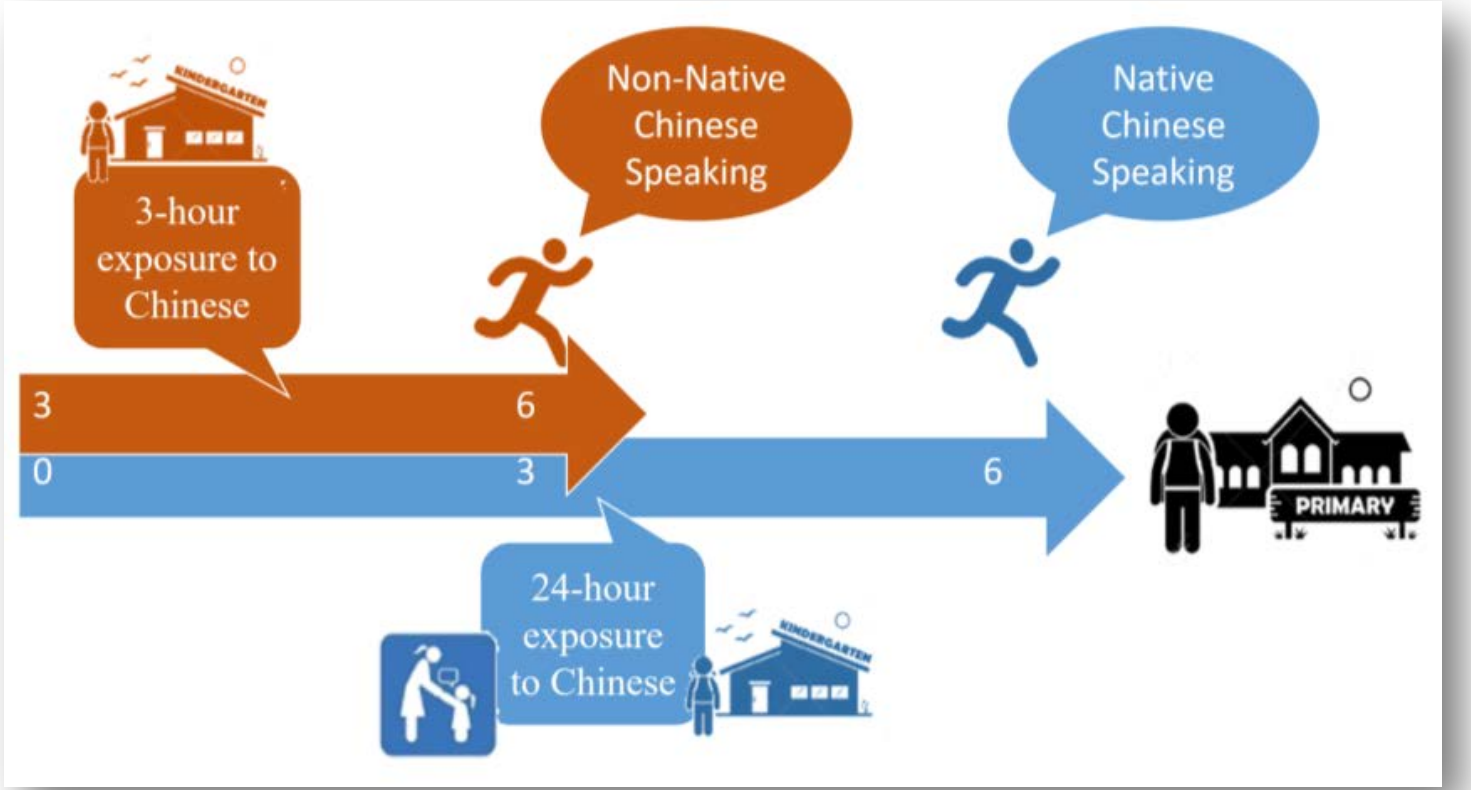
非華語幼兒學習中文有哪些挑戰?



接觸中文輸入的挑戰

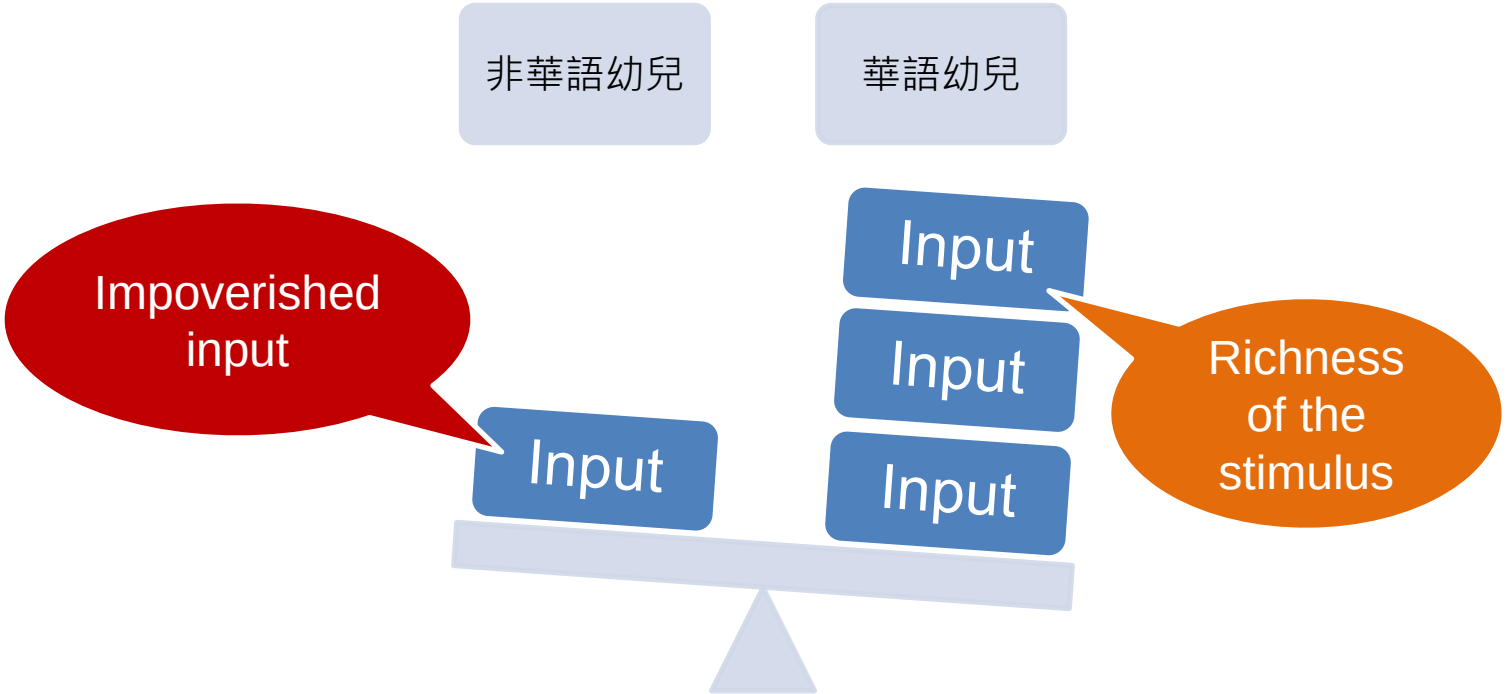


圖例：

非華語幼兒

華語幼兒

語言輸入是語文學習的基本條件...是常識吧？



語言輸入是語文學習的基本條件...是常識吧？

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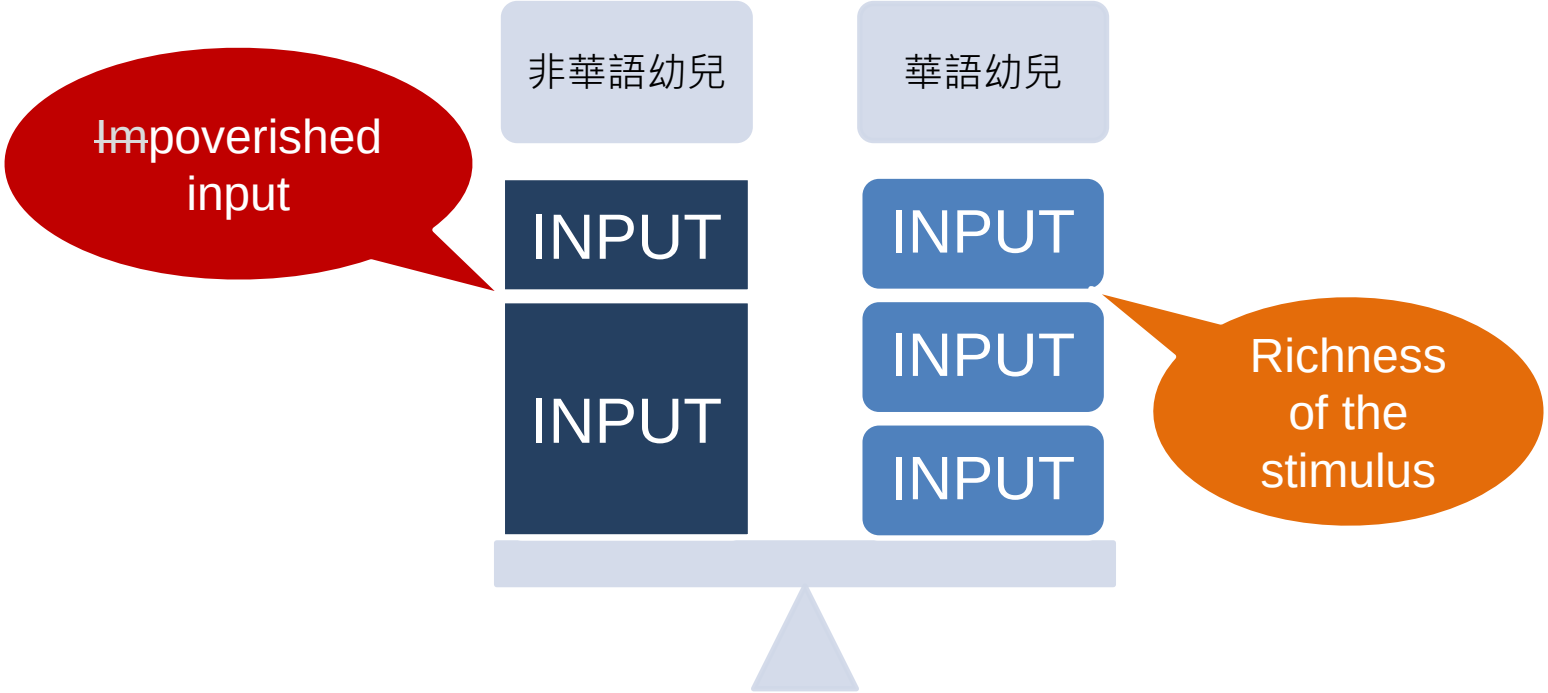

語言輸入是語文學習的基本條件...是常識吧？

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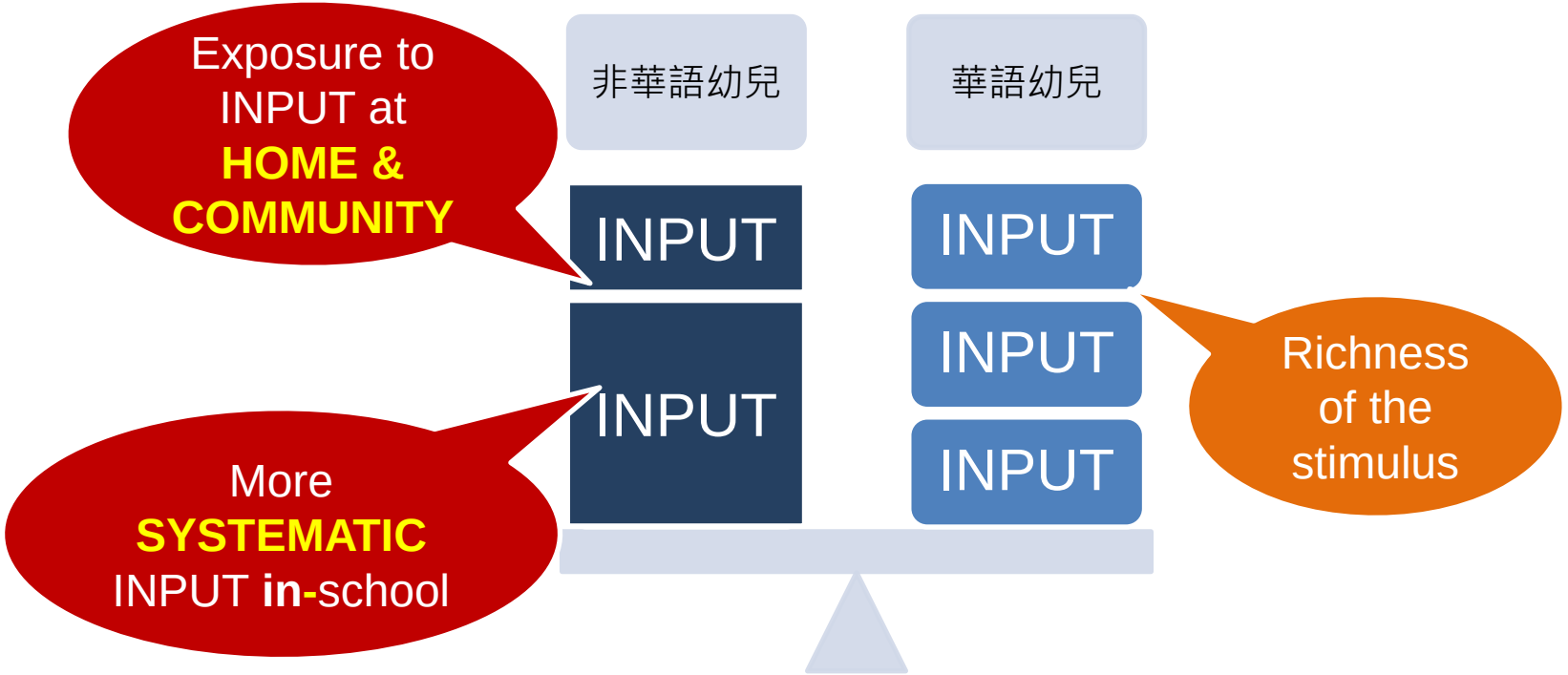

語言輸入是語文學習的基本條件...是常識吧？

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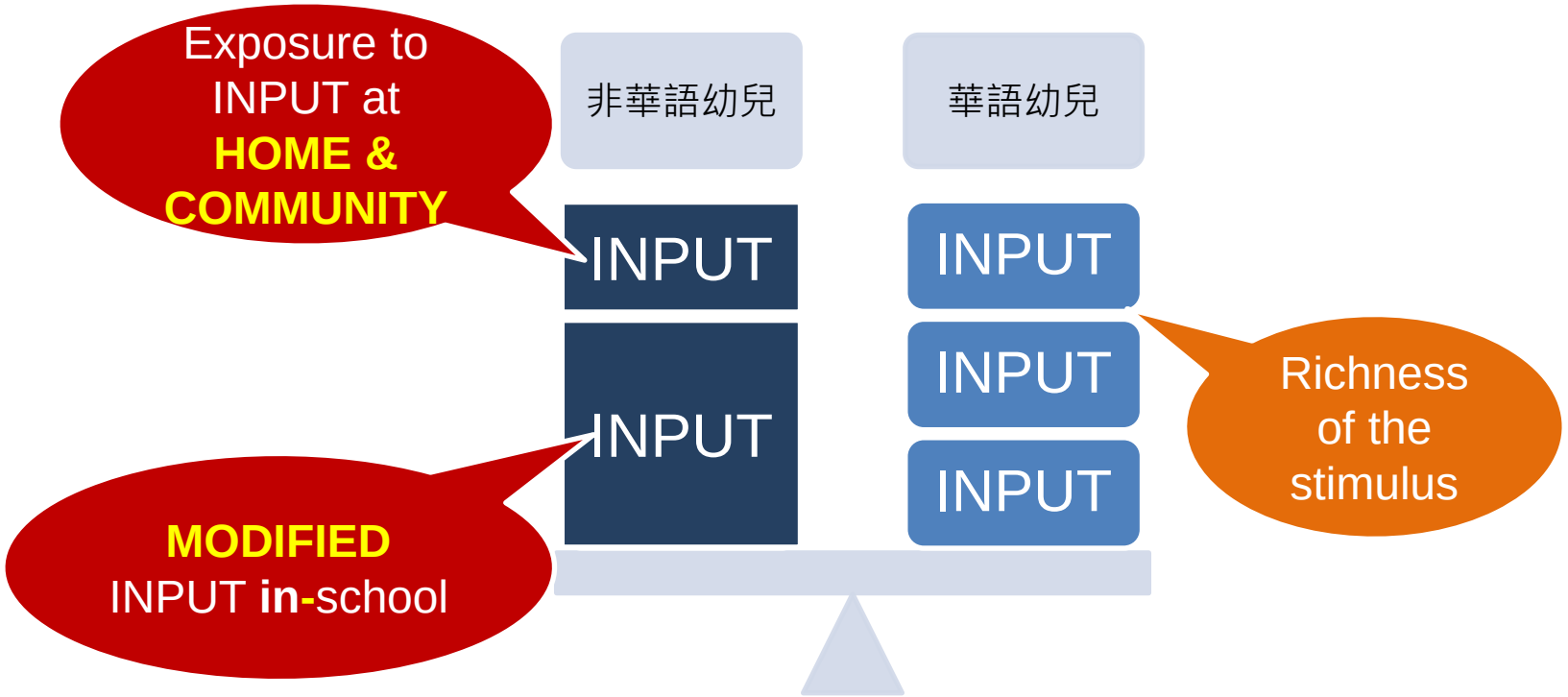


How language is learned?

How language is learned?

first

Richness of the stimulus

INPUT

INPUT

INPUT

INPUT

INPUT

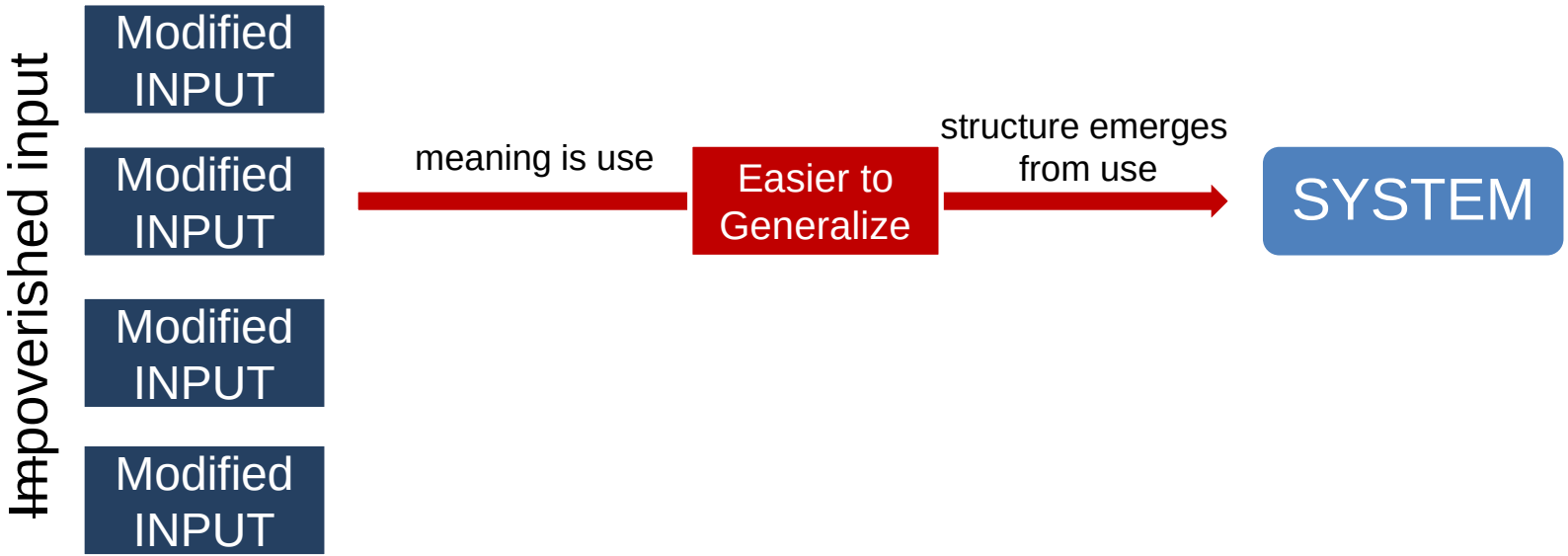
INPUT

meaning is use → Generalize → structure emerges from use → SYSTEM

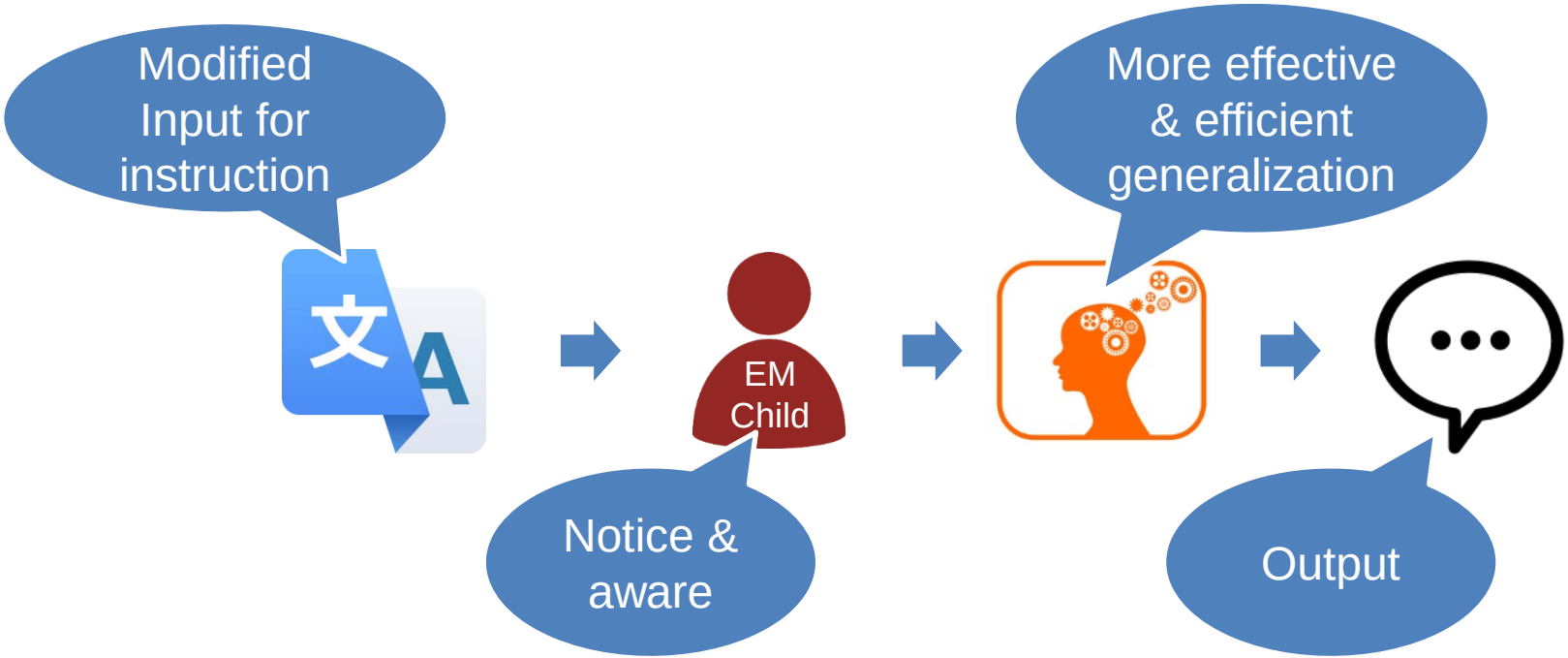
Michael Tomasello (2009) The usage-based theory of language acquisition

How language ~~is~~ learned?

2nd Can be



呈現語言系的語言輸入 Modified Input



Bill Vanpatten and Teresa Cadierno (1993) Input Processing and Second Language Acquisition: A Role for Instruction. The Modern Language Journal, Vol. 77, No. 1 (Spring, 1993), pp. 45-57.

識教學一定結合學生生活經驗

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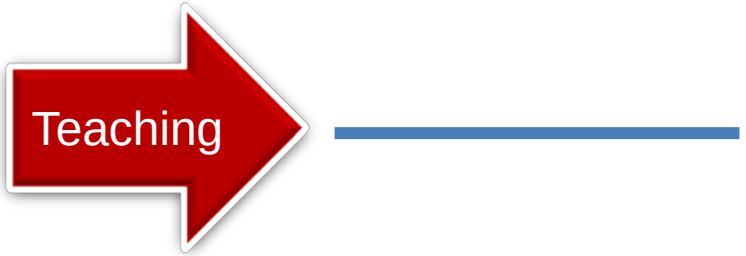
Learning object



識教學一定結合學生生活經驗

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Learning object

直徑

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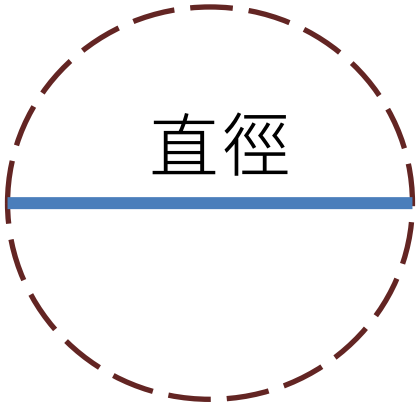
Prior experience

Teaching

Realigned experience



識教學一定結合學生生活經驗
Learning is based on prior experience

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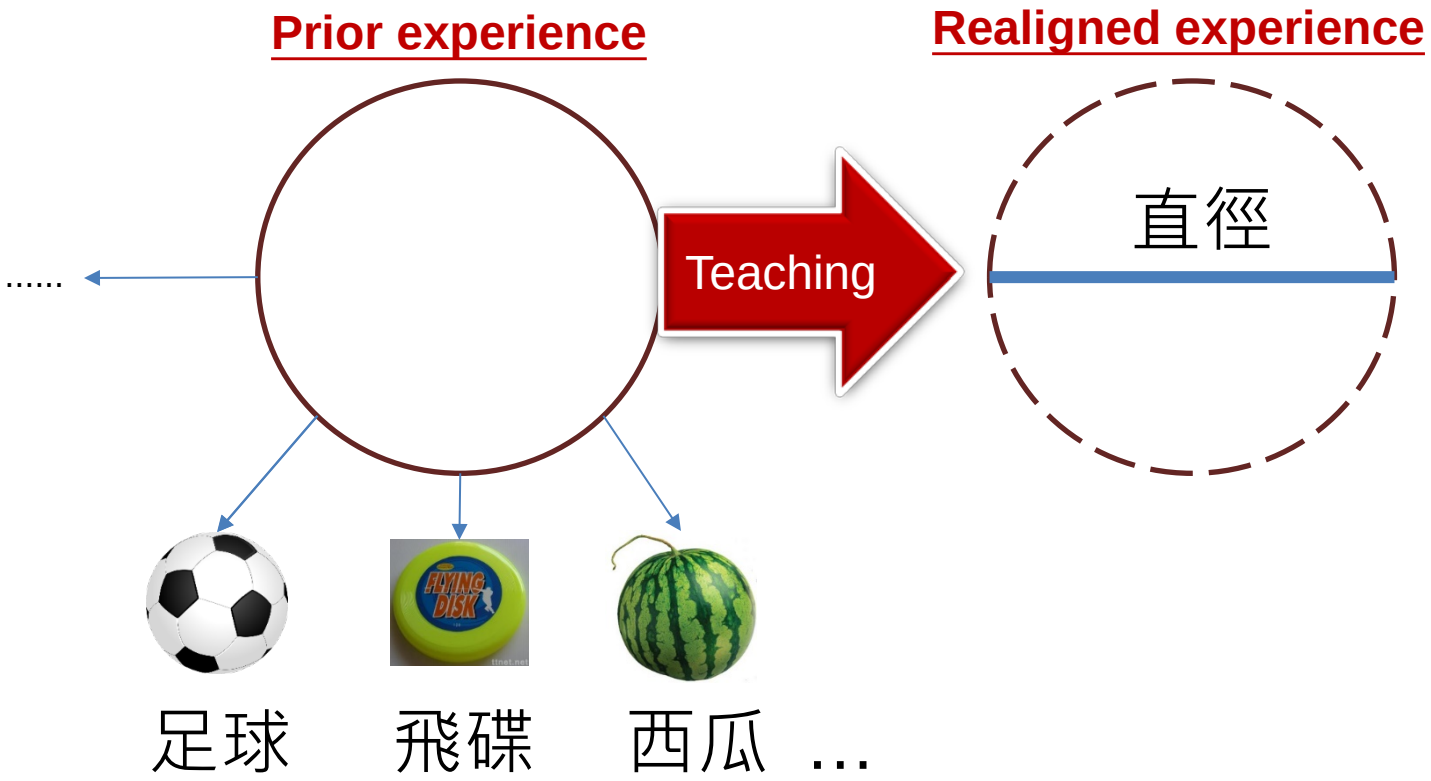

識教學一定結合學生生活經驗
Learning is based on prior experience

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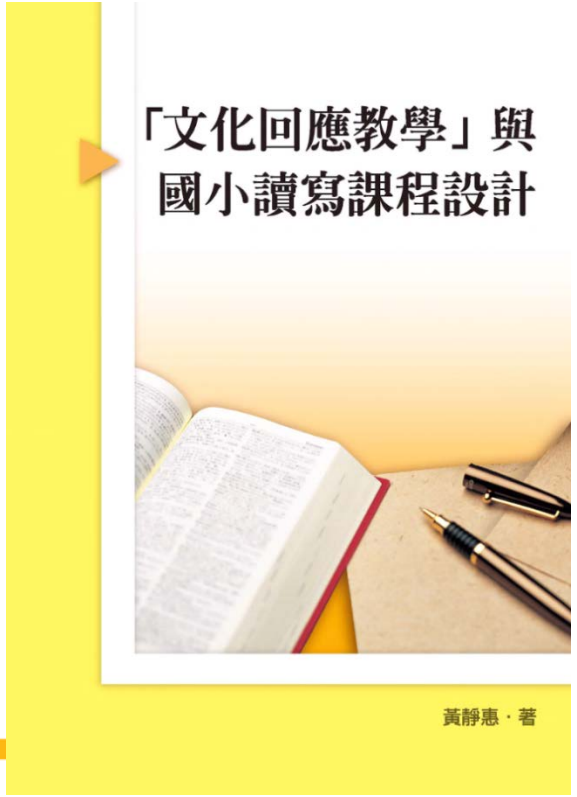
給元朗學生的交通工具例子？

給灣仔學生的交通工具例子？

生活經驗的挑戰

文化回應教學 Culturally Responsive Teaching



伍、文化回應教學課程設計的實例

近年來以文化回應教學課程設計的實例不勝枚舉。例如：乾華國小位於台北縣石門鄉，是一個依山傍水的鄉下偏遠小學，茶是石門鄉最重要的經濟作物之一，當地盛產鐵觀音茶，乾華國小擁有一塊全台北縣唯一的茶園，教導學生認識茶葉種類、採茶及製茶的過程與技術等等茶園相關知識，使得茶園教學成為該校教學特色。乾華國小將在地資源轉換成有利於學生感知的結構性情境，使學生藉由具體而直接的經驗，主動建構自己的知識與價值；不僅拉近了學校與社區的距離，學生對社區的認同增加了，能力也獲得更多元的展現。

然而這些文化回應教學課程設計，大部分融入自然與生活科技、社會與藝術與人文的領域中，較少以語文領域為主軸，研究者基於教育現場的需求及有限人力下的情況下，本研究採用附加模式，以當地文化脈絡為基石，配合課本單元主題與分段能力指標，設計一套為本校三年級學童所量身訂做的讀寫課程，期能增進學生的學習興趣進而提升學生的語文能力。

個別差異的挑戰

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圖例：

非華語幼兒

華語幼兒

What is curriculum? What is learning?

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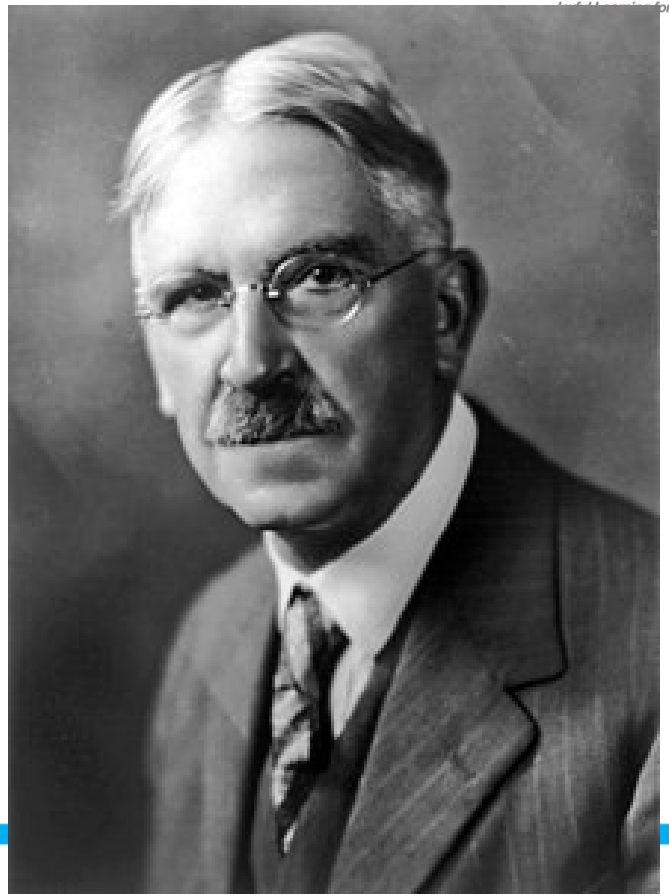
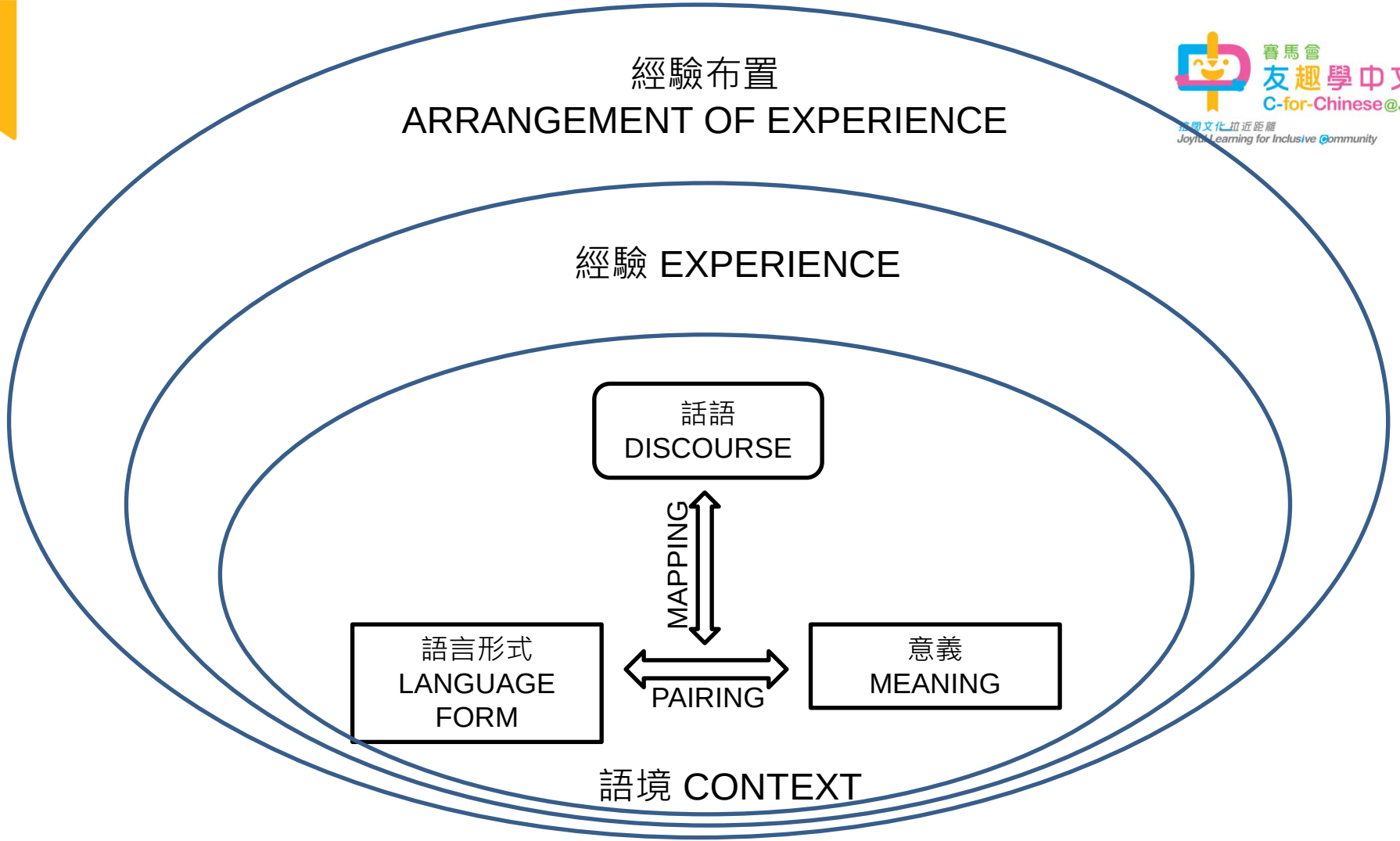
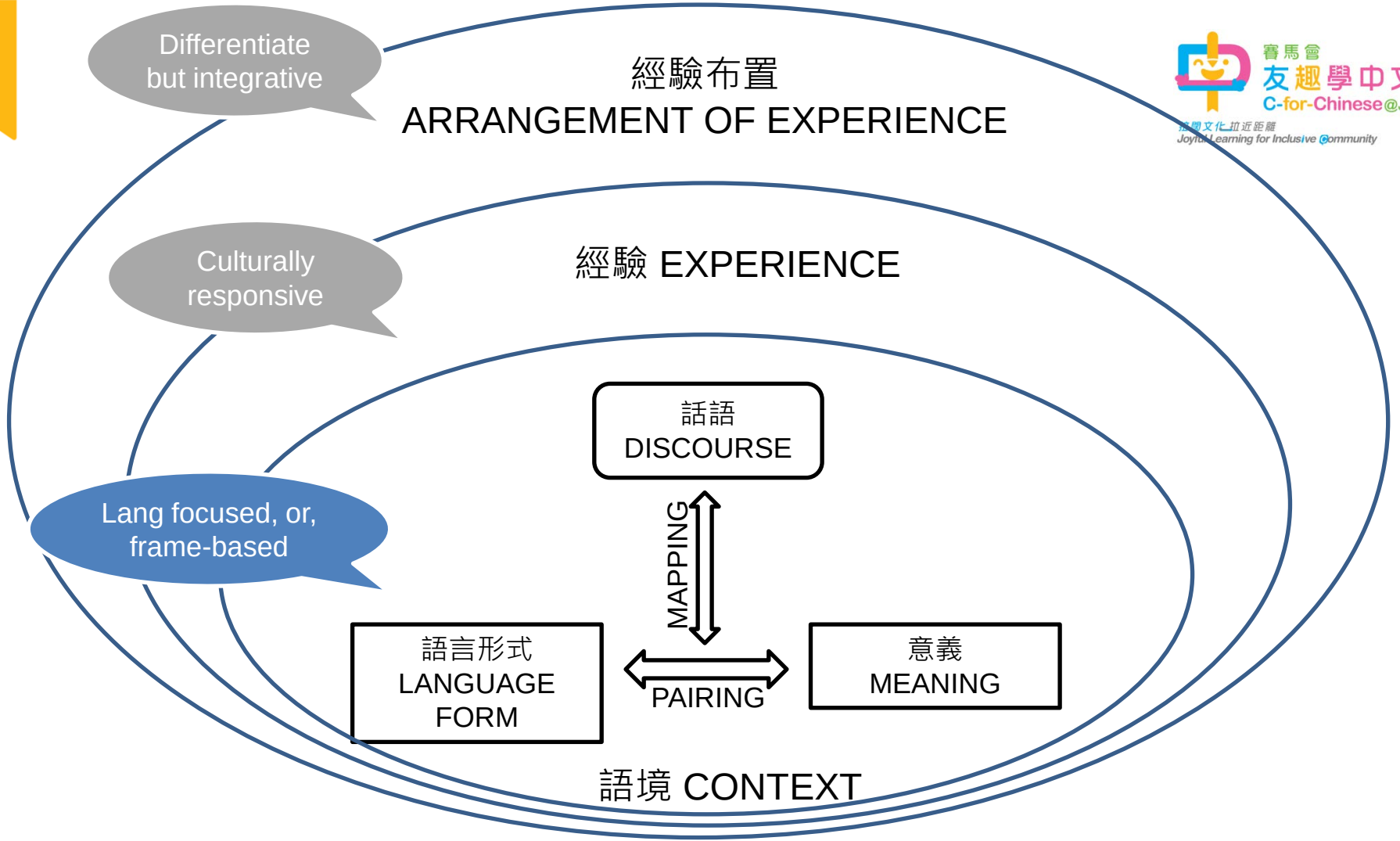
第八章　經驗乃教育的方法和目的

在我所有說過的話中，我姑以爲這原則是正確的，這原則就是教育如要在個別學習和社會上成就它的目的，必須根據個體的實際生活經驗。對於接受這原則我並沒有作過辯論。教育上的守舊者及急進者對於現在的整個教育情境均深表不滿。代表這兩派教育思想的聰慧人們至少有這麼多是同意的，即教育制度非向着科學時代以前之理智和道德標準而倒退，即向着科學方法而前進，便是在發展經驗的可能性上，對於這方法繼續作更廣大的應用。我只陳述幾個必須履行的條件，假如教育採取後一路程。

我是如斯確信教育的潛力，當教育是視爲日常經驗發展的聰明指導者，以至我不覺得批評別個路程和辯護經驗路程爲必要的。在我看來，採取這個路程所有的唯一失敗原因，是在於經驗和試驗方法未得適當的概念。世界上沒有一種訓練能出經驗的訓練更嚴酷，因爲它是受聰明的發展和指導所試驗。所以對於新教育的標準，目的及方法，我所能見到的唯一理由，是教育者雖公然採納這些標準、目的及方法，而在實際上並不遵守牠們。新教育的路程，我曾着重的說過幾次不比舊教育的路程容易走，而是更辛苦更困難的路程。在




經驗布置
ARRANGEMENT OF EXPERIENCE
經驗 EXPERIENCE
話語
DISCOURSE
MAPPING
語言形式
LANGUAGE
FORM
PAIRING
意義
MEANING
語境 CONTEXT


Differentiate but integrative
經驗布置
ARRANGEMENT OF EXPERIENCE
Culturally responsive
經驗 EXPERIENCE
Lang focused, or, frame-based
話語
DISCOURSE
MAPPING
語言形式
LANGUAGE FORM
PAIRING
意義
MEANING
語境 CONTEXT

LANGUAGE: Pairing of FORM & MEANING

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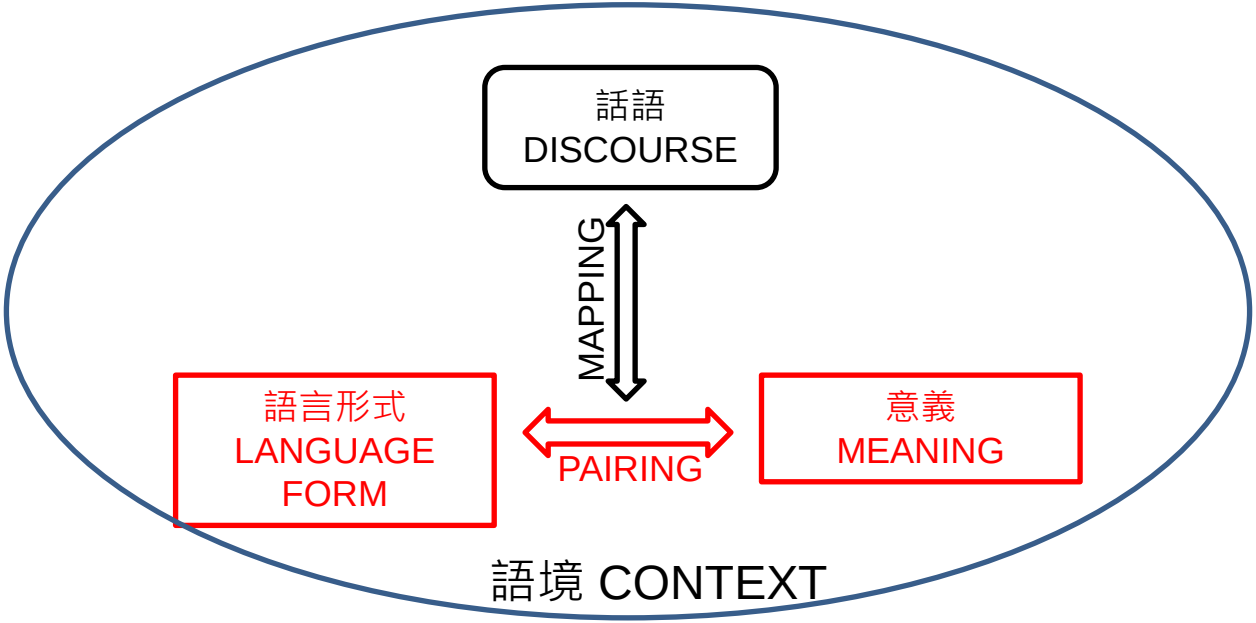
LANGUAGE LEARNING: Connecting FORM & MEANING



語言焦點課程 (Language Focus Curriculum)

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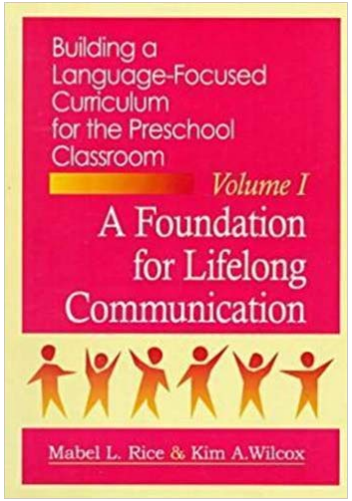
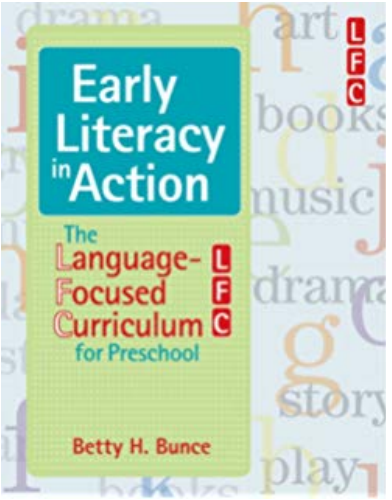
Specific emphasis placed on

- language and the need to highlight specific language skills
- in order for children to notice differences between language forms, as well as functional uses and outcomes of communication (Bunce, 1995, p.4)





Well，你今天吃過東西嗎？

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吃

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詞彙

肉類　　蛋類　　奶類

均衡　　消化　　蔬果

五穀類

口述句子

1.青菜是有益的食物（例：魚肉 / ……）

2.我們要注意飲食均衡（例：衛生 / ……）

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詞彙

廚師　　食物　　蛋糕

牛曲　　果仁　　米飯

青菜　　味道

口述句子

1. 這是一個蘋果（例：西瓜 / ……）
2. 我們要珍惜食物（例：資源 / ……）

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Vocabulary

Cook	food	cake	sugar
Butter	bowl	pan	milk
Nut	bread	meat	rising
Yummy	jam	vegetables	

Sentence

1. what do you want to do? I want to make a cake (sandwich/…)
2. beat the eggs
3. would you like some jam? Yes, please. (No, thanks) (nuts/…)
4. what do you like to eat? I would like to eat bread (cheese/…)

What do you think of when you hear…

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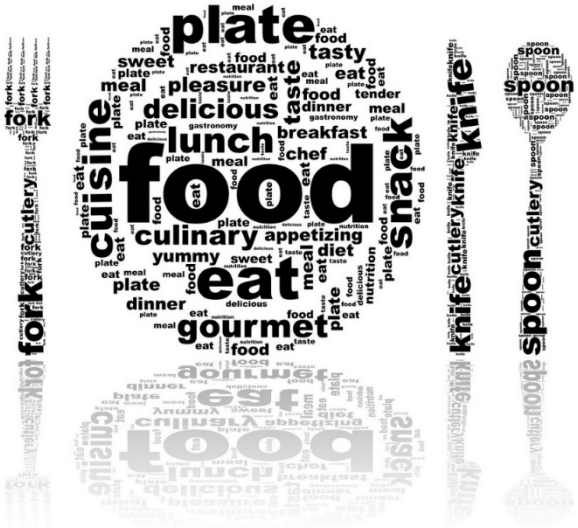
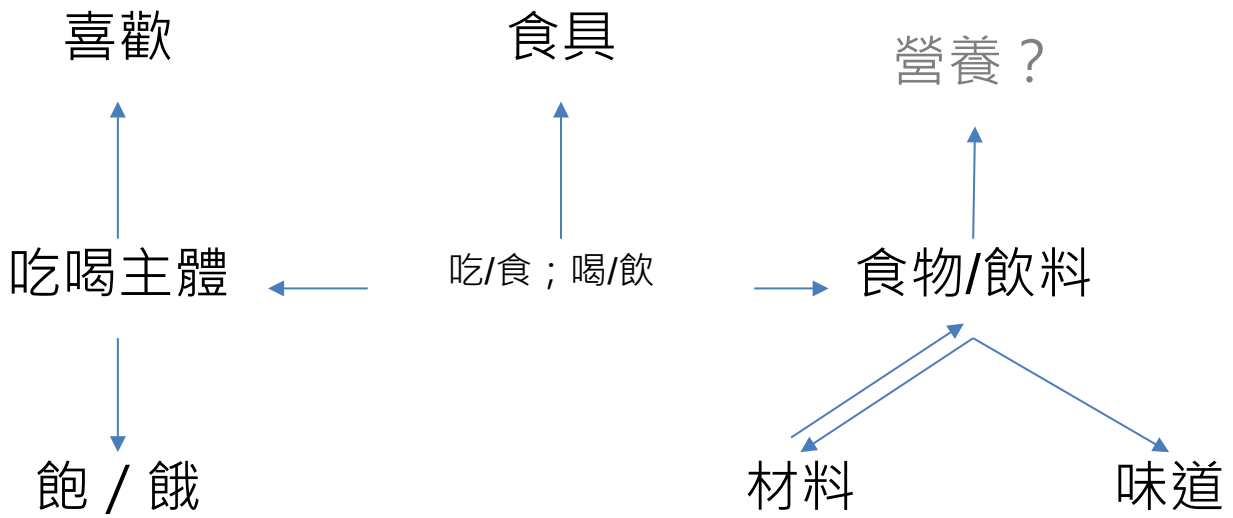
FOOD



Money

「吃/食」的認知概念 (語義) 框架



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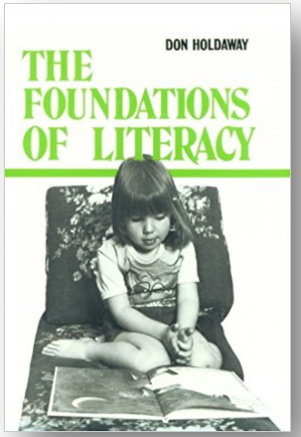
故事圖書教學設計

Instruction on Storybook reading

Pedagogy- Shared Picture Storybook Reading

Don Holdaway

Holdaway's evidence and that of researchers on literacy development suggest that children with a background of **Book Experience** since infancy develop a complex range of attitudes, concepts, and skills predisposing them to literacy.



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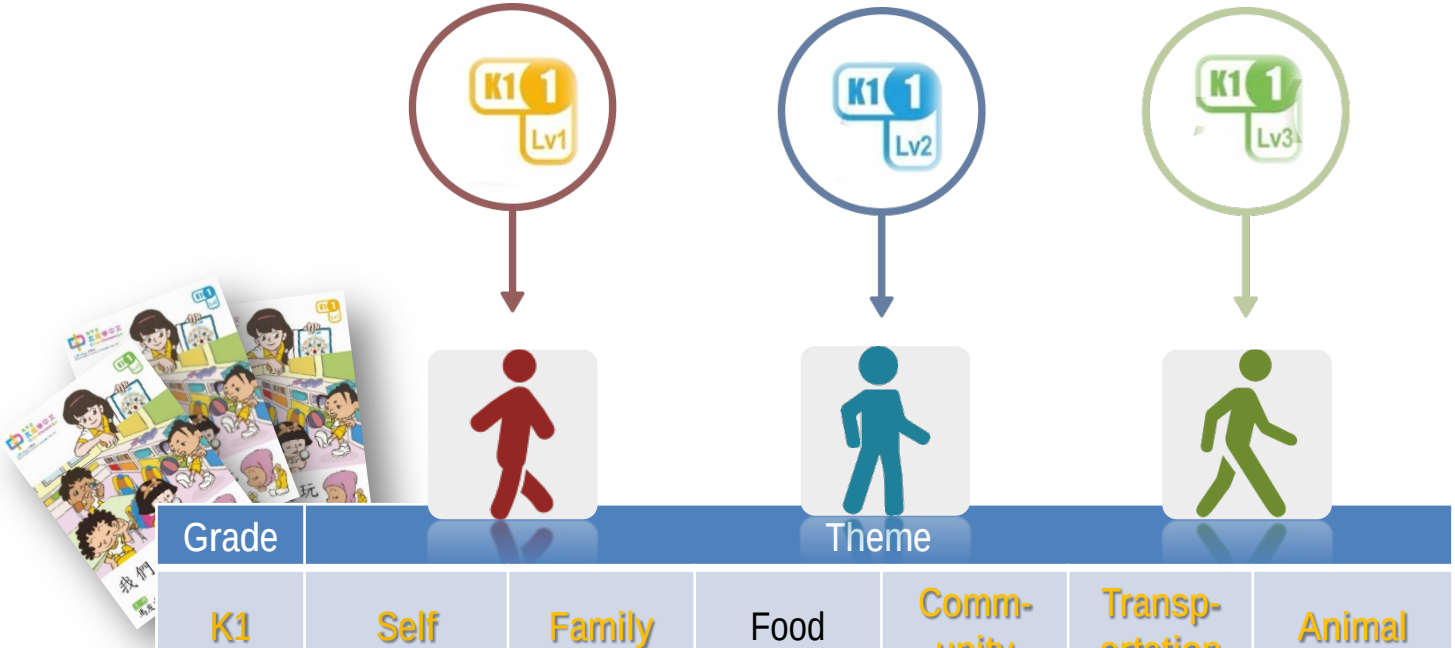
Another aspect of the problem of numbers concerns the visual intimacy with print which characterizes pre-school book experience. Teachers have always used the special power of reading to a group of children as an important but separate aspect of their language teaching, but they have seldom brought that power over into the centre of the instructional programmes in reading and written expression.[2] Reading to a group of children in school has little instructional value simply because the print cannot be seen, shared, and discussed. The parent is able to 'display the skill in purposeful use' and at the same time keep before the infant's attention the fact that the process is print-stimulated. Teachers can do the same by using enlarged print for the experience of listening to stories and participating in all aspects of reading.

Suppose we begin by taking half an hour from each day in a new-entrant or kindergarten classroom—it could be half an hour from the developmental period or just a slight extension of storytime. In preparation, we make a selection of books which we know are often favourites for young children or that we judge from our experience of children's books will be enjoyed and may become favourites. We look for fairly simple stories that the children will readily understand, but we don't worry too much about vocabulary—we are going to follow the model as closely as possible using good sound commonsense just as a reasonable parent would do. Some of the stories will be old nursery favourites. We need lots of books—at least twenty for the first fortnight—and we hope that ten or twelve of them will become real favourites.

Differentiated picture storybooks and learning packages



Grade	Theme					
K1	Self	Family	Food	Comm-unity	Transp-ortation	Animal
K2	Friend-ship	Occup-ations	Health & Illness	Give & Take	Sports	Science
K3	Emotions	Express-ion	Nature	Trade & Money	Seasons	Transition to P1

❖ 從「主題」到框架

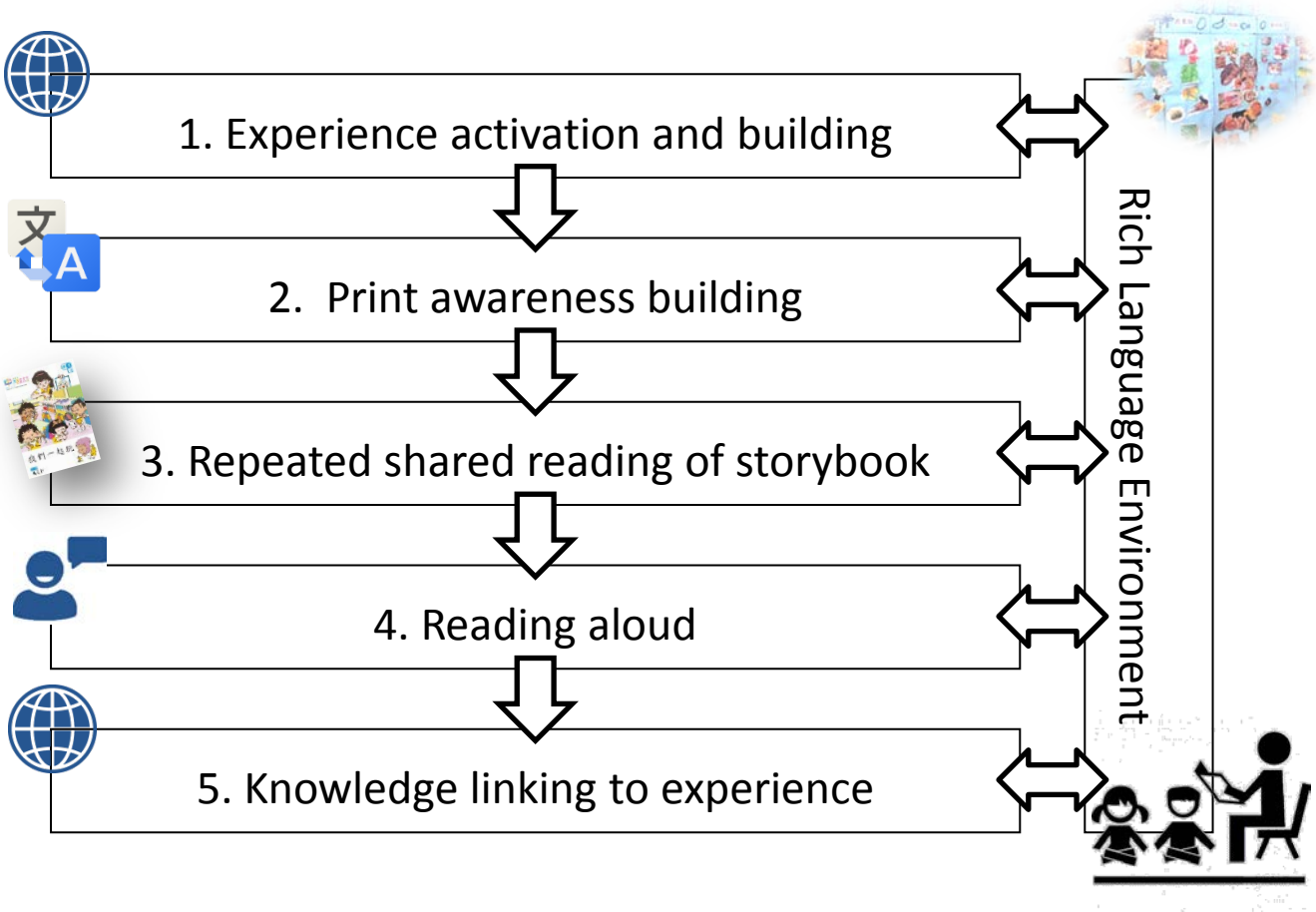
- 幼稚園熟悉「主題」的觀念
- 主題側重意義或概念，不刻意連繫語言形式
- 主題忽略日常經驗，較重視價值和知識，例如：
- 食物→營養；職業→人際互相幫助與關懷；水→珍惜地球
- 藉「主題」落實「框架」

級別	主題					
K1	認識自己	家庭	食物	社區	交通	動物
K2	朋友	職業	健康與疾病	交換	運動	科學
K3	情感	表達	大自然	買賣與金錢	季節	升小一

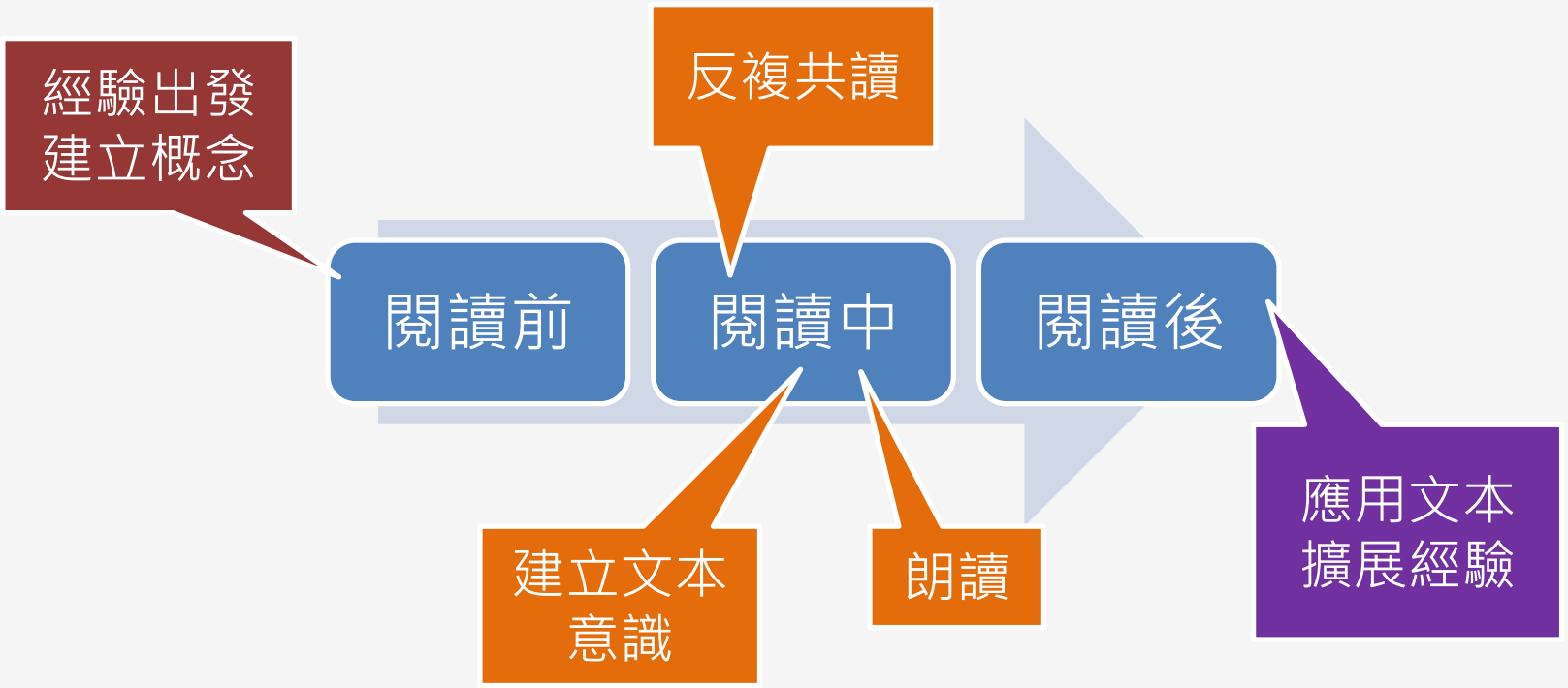
故事圖書的設計原則

- 語文焦點（語義框架）
- 文化回應（幼兒經驗）
- 故事圖式發展（故事結構）
- 童趣
- 價值觀
- 學與教空間

Pedagogy- Structure of Picture Storybook Instruction

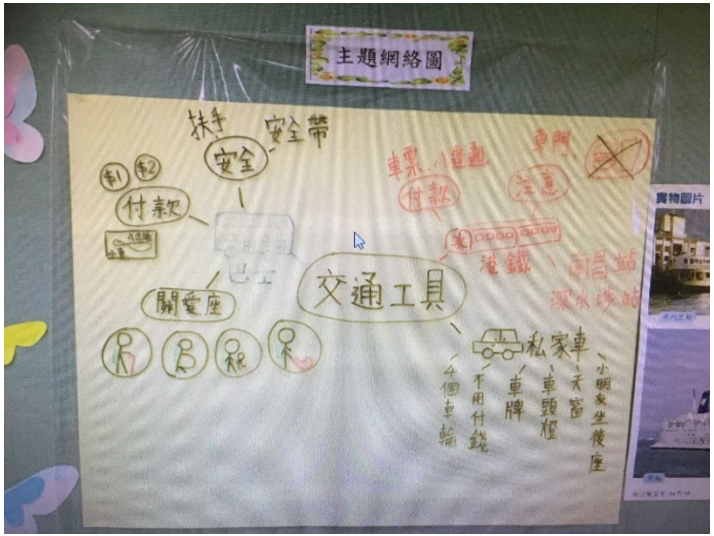


不同閱讀階段的主要閱讀目標



Chinese Language Theories- Frame-based theory

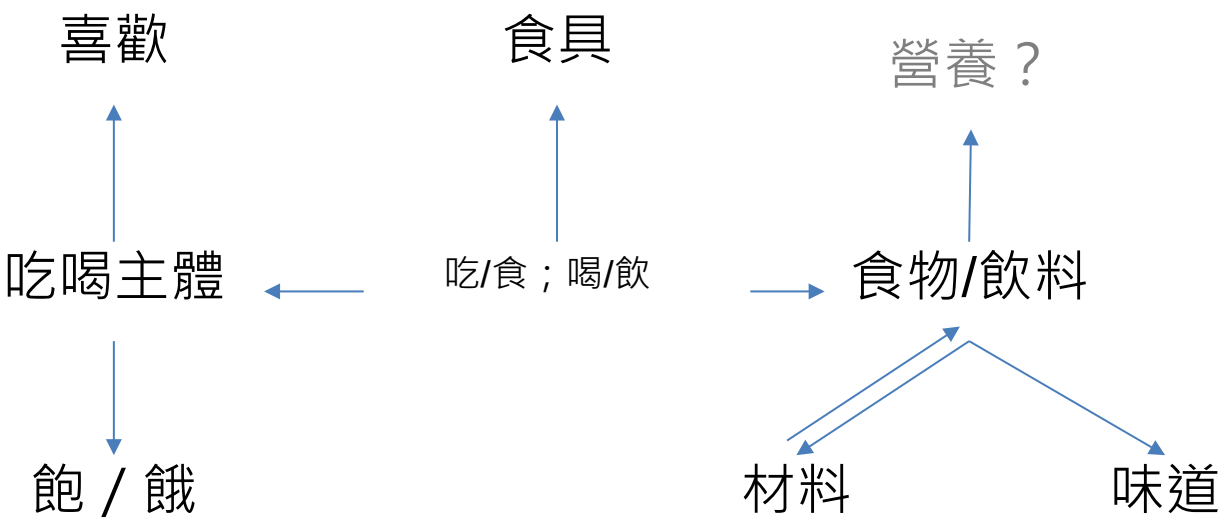
Children's mental lexicon on transportation from experience



Mental lexicons are associated to form collocation, which is called 'frame'.

Mental grammar emerges from mental lexicons within frame.

「吃/食」的認知概念 (語義) 框架



炒飯

很 美味！
心愉 吃 炒飯。

Pedagogy- Print awareness

Book & Print organization	• Title of book • Author of book • Page order • Page organization • Print Direction
Print meaning	• Function of print • Environmental print • Concepts of reading
Characters	• Character Name • Concepts of ~~letter~~ character
Words	• Concepts of words in print • Short words and long words • Characters and words • Word identification

During early childhood years, children develop knowledge about print, sound, and oral language; focus is on developing a firm foundation of knowledge and skills.

Early childhood years- Emergent Literacy

Early primary years- Learning to read

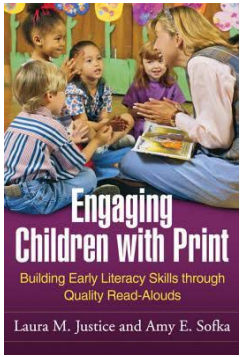
Later primary years- Reading to learn

Engage Children with Print

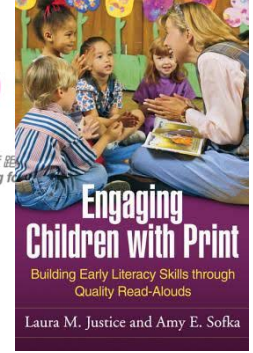
Teacher: This book is *Spot Bakes a Cake*. Sandi brought this to school today and said we could read it. This looks very good! It looks like Spot is going to make a cake in this one. Let's see what happens. (*Opens book to the first page and reads text on the first page.*) I was right. They are going to make a cake for Dad's birthday. What kind of cake do you think they'll make?

CHILDREN: (*Call out various options.*)

TEACHER: I think it will be chocolate. We'll have to find out. (*Turns the page and reads text on the next page.*)



Engage Children with Print



MOTHER: This book is called *Spot Bakes a Cake.* We haven't read this one before.

SANDI (3 years): But we read a different one about Spot's school.

MOTHER: That's right. We have read the book about Spot going to school. This one's called *Spot Bakes a Cake.* That's the title right there. Do you know this word (*pointing to the word* Spot)?

SANDI: Yep, that says Spot (*pointing to the word* Spot).

MOTHER: Wow, you're right. I guess you've seen that word. Let's try to do all the words. Read them with me, OK?

SANDI AND MOTHER: (*in unison as the mother points to each word in the title*) *Spot . . . bakes . . . a . . . cake.*

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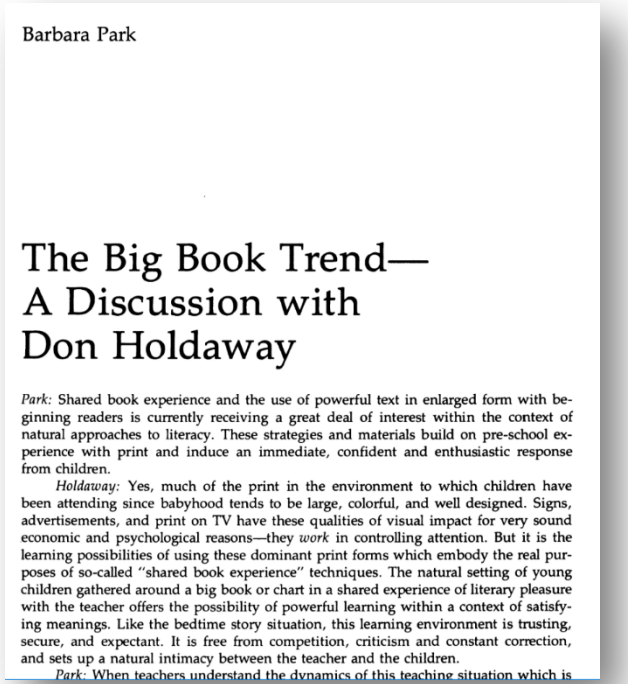
Storybook READING ≠ Storybook TELLING

Storybook READING = INTERACTION through Storybook

反複共讀 Repeated Shared Book Reading

- The Big Book Trend— A Discussion with Don Holdaway
- Author(s): Barbara Park
- Source: Language Arts, Vol. 59, No. 8, Learning to Read (November/December 1982), pp. 815-821
- Published by: National Council of Teachers of English
- Stable URL: http://www.jstor.org/stable/41405117



Barbara Park

The Big Book Trend—
A Discussion with
Don Holdaway

Park: Shared book experience and the use of powerful text in enlarged form with beginning readers is currently receiving a great deal of interest within the context of natural approaches to literacy. These strategies and materials build on pre-school experience with print and induce an immediate, confident and enthusiastic response from children.

Holdaway: Yes, much of the print in the environment to which children have been attending since babyhood tends to be large, colorful, and well designed. Signs, advertisements, and print on TV have these qualities of visual impact for very sound economic and psychological reasons—they *work* in controlling attention. But it is the learning possibilities of using these dominant print forms which embody the real purposes of so-called "shared book experience" techniques. The natural setting of young children gathered around a big book or chart in a shared experience of literary pleasure with the teacher offers the possibility of powerful learning within a context of satisfying meanings. Like the bedtime story situation, this learning environment is trusting, secure, and expectant. It is free from competition, criticism and constant correction, and sets up a natural intimacy between the teacher and the children.

Park: When teachers understand the dynamics of this teaching situation which is

反複共讀 Repeated Shared Book Reading

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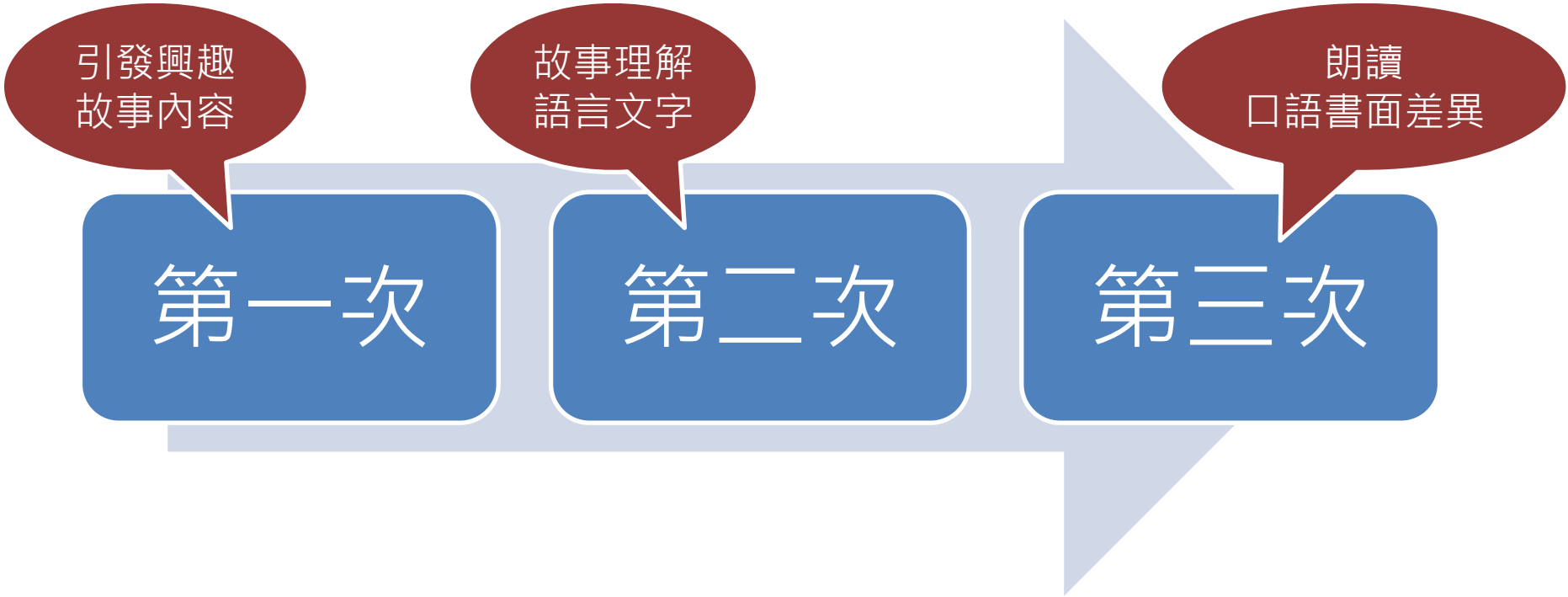
Holdaway: Most simply, the model lying behind shared book experience procedures is that of developmental learning as displayed in the bedtime story situation, in learning the spoken language, and in the mastery of other early developmental tasks.

It is helpful to distinguish three phases of experience through which a favorite book passes in the bedtime story: First, there is a successful introduction to the book for the purpose of enjoyment. There *may* be considerable participation and questioning by the infant in a very relaxed and un-pressured way. Applied to the classroom, this first introduction presents invaluable opportunities for involving the children naturally in anticipating both meanings and vocabulary, and in decoding *some* words in the text. But essentially, the experience must remain one of shared pleasure. Second, the infant demands many repetitions over the next few days or weeks—the "read-it-again" phenomenon. In the classroom this repetition-on-demand presents ideal opportunities for focussed repetition and for increased participation in reading the text. (You could say that repetition-on-demand replaces or rehumanizes drills.) It is here that enlarged print—the big book—becomes of the first importance. All children should be able to see the text clearly, and the teacher should use careful pointing and masking to focus attention on appropriate aspects of the print. In this way, the strategies of reading are taught and exemplified within a deeply meaningful context. Third, the infant spends many happy hours independently with the favorite book, role-playing as reader and recreating the familiar experience with increasing sophistication. In the classroom, the children are provided ample time for independent reading of their favorite stories. As in the model situation, much of this independent reading is self-selected and self-

三次閱讀：各有何不同重點？



對話式閱讀 (Dialogic reading)

: to discuss the books with them.
y taught child care providers and
: way to discuss books.
's (1) a way of interacting with
ssing books—called the PEER
ypes of prompts to use during
CROWD. The PEER sequence
es always operate within the
ving the child's interests, expect-
:hild each time through the
ctions light and fun.

e:
t) initiates an exchange about

response,
esponse, and
uestion to check that the child
learning.

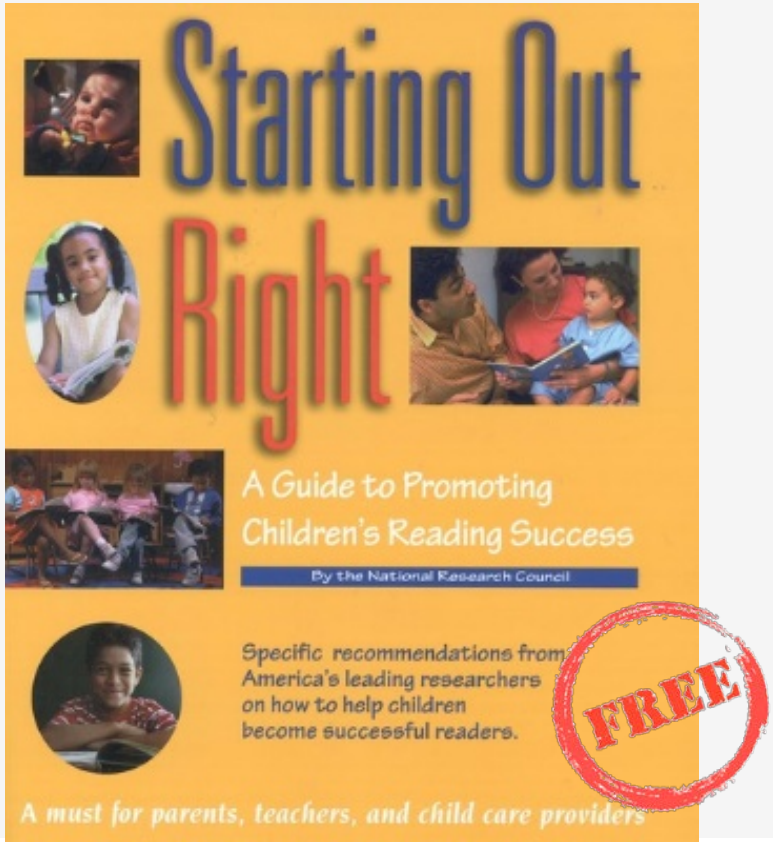
A Mother for Choco:
doing?" (Wh-prompt. See

oes."
g on her toes and picking
nd expands)
the book): "What is Mrs. Bear

Adult: "That's right, and she's put
basket." (Evaluates and expa

The CROWD questions* inclu
C Completion questions about
language used in the book, f
Choco talked with the Pengu
_____ (wings) just like me!"
blank.
R Recall questions relate to the
book, for example, "Do you re
book ended for Choco?"
O Open-ended questions to in
talk about a book and to foc
book, for example, "What is ha
W "Wh" questions to teach new
example, "No matter where C
couldn't find a mother who l
What is a 'search'?"
D Distancing questions that he
material in the book to their
example, "Does everyone in y
same? How do you think Ch
in his family looking different

* The crowd questions are for older p
"wh" questions and then open-ende
olds and early three-year-olds.



Grover J. Whitehurst

對話式閱讀 (Dialogic reading) : PEER + CROWD

閱讀對話

- P：提問，引發交談
  - C：填空，聚焦語言結構
  - R：複述，聚焦故事內容
  - O：開放提問，鼓勵交談
  - W：具體提問，學習詞彙
  - D：連結生活
- E：正面評價幼兒回應
- E：擴展幼兒的簡單回應
- R：要求幼兒複述擴展修訂

Dialogic Reading Strategy 1 : “PEER”

	Illustration / Example
Prompt	“What is this?”
Evaluate	“You are right! It is a cat!”
Expand	“How does the cat look like?” “The cat has a long tail and it is brown in colour.”
Repeat	‘Now you say it: “The cat has a long tail and it is brown in colour.”’

Dialogic Reading Strategy 2 : "CROWD"

	Illustration / Example
Completion Prompt	"They are standing under the _____."
Recall Prompt	"Do you remember what did they eat before going to the park?" (Recall something about the story)
Open-ended Prompt	"What do you see on this page?" (Broad questions)
Wh- Prompt	"What are they talking about?" (Wh- who, what, where, when, why)
Distancing Prompt	"What else in real life grow on tree too?" (make connection with child's experience)

分享閱讀 Shared Book Reading 須：

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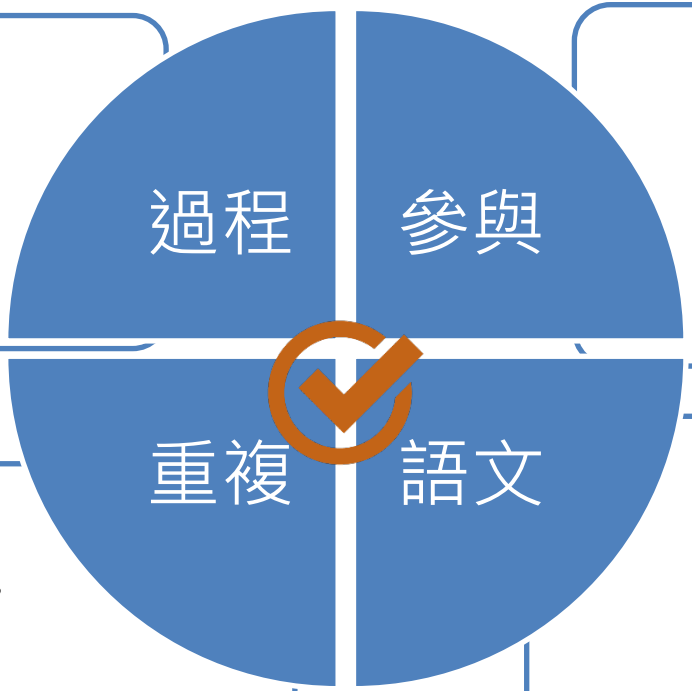
- 閱讀前
- 閱讀中
- 閱讀後



- 幼兒的積極參與、互動、回應

- 重複閱讀，不同作用

- 語言（特別是詞彙）文字（特別是書面意識）

Pedagogy- Reading aloud as fluency instruction

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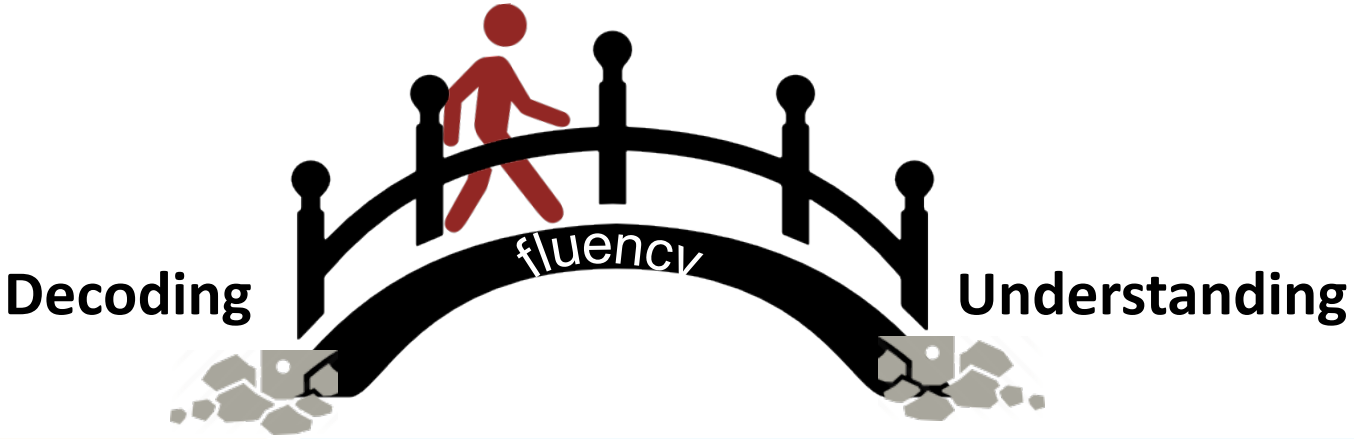
Reading fluency is a child's ability to read a book or other text correctly, quickly, and with expression. A fluent reader (1) doesn't have to stop and "decode" each word, (2) can read most of words automatically, (3) focus attention on what the story or text means. Fluency is critically important — it is **the bridge between Decoding words and Understanding** what has been read.



字由部件組成，不是筆劃！

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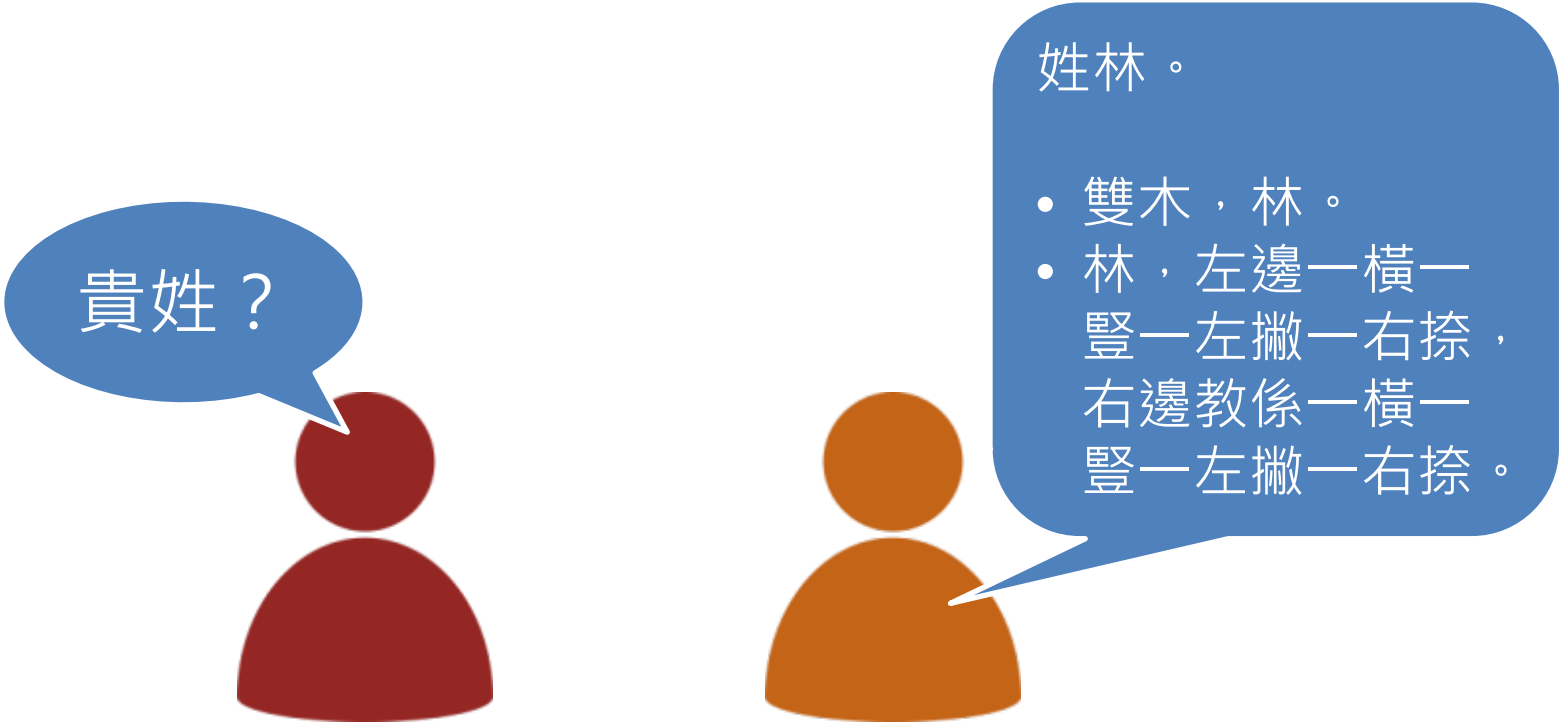
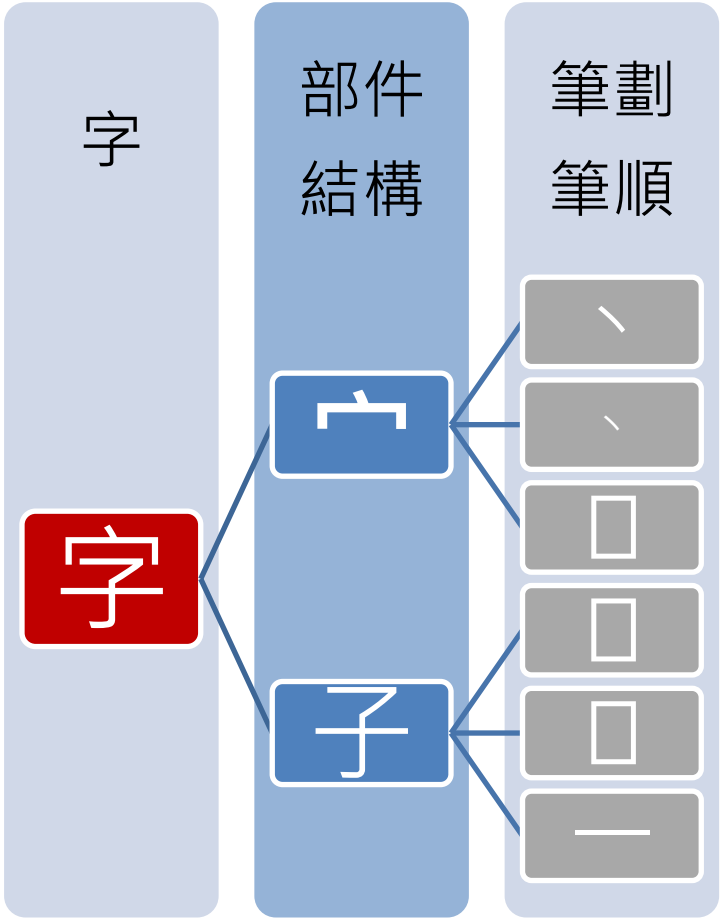


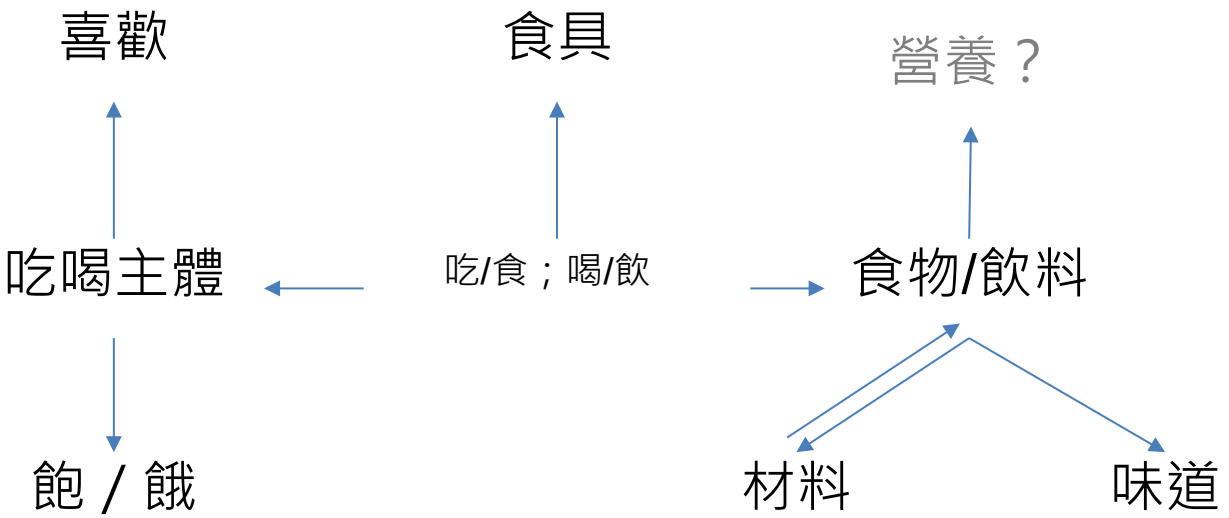
❖ 漢字部件

- 重點：漢字直接由常帶意義的部件構成。部件才由筆劃構成，筆劃純粹形式，無義。

- 注意：漢字極多，部件有限，學習數量有限的部件，以學習數量龐大的漢字。筆劃與漢字不直接從屬，無助以簡馭繁。選定常用且構字率高部件為學習範圍。



從認知概念 (語義) 框架 (frame) 到詞句構式 (construction)



幼兒敘事能力的發展階段

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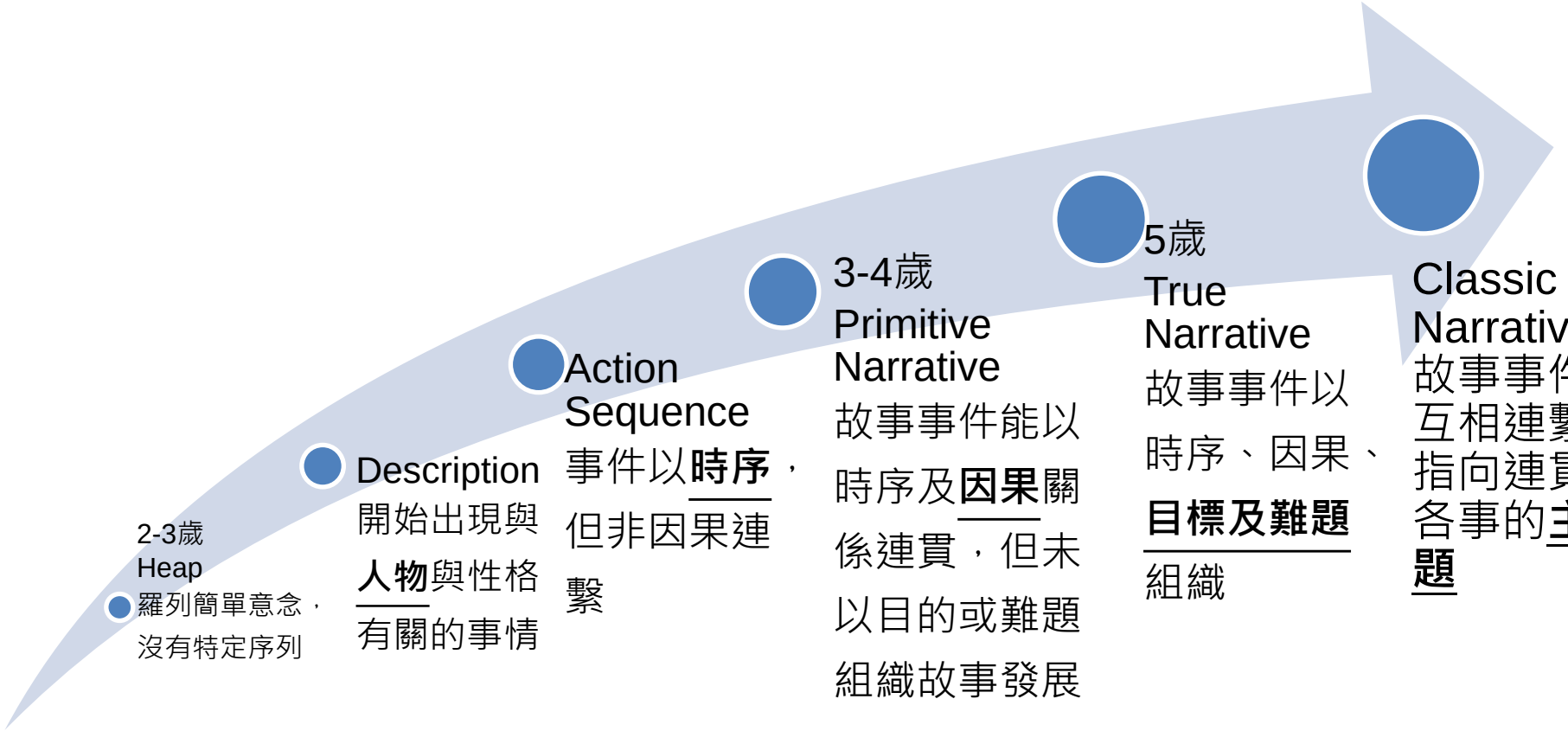
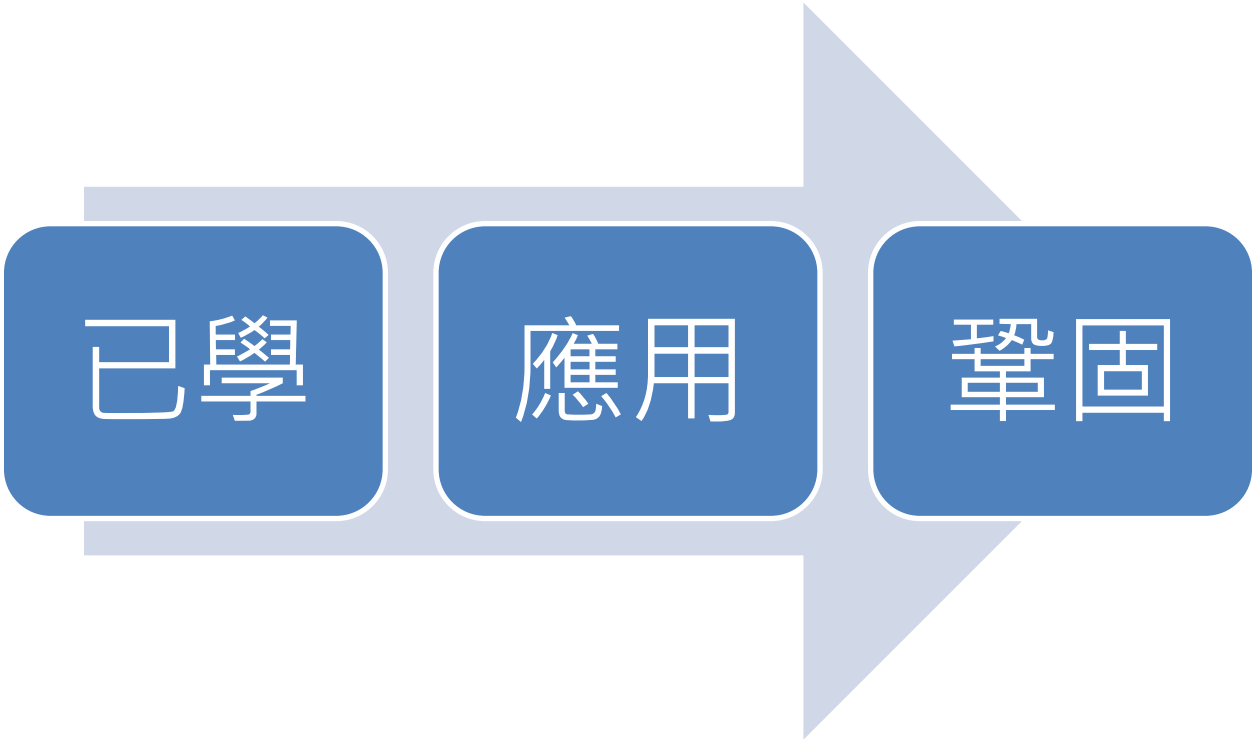


Language Experience Approach



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餘話

——未完，待續.....

❖ 香港學前課程 2017

1. 綜合經驗
2. 遊戲學習
3. 自由分組
4. …
5. 校本課程

校本課程發展：配合大量故事圖書

https://www.youtube.com/watch?v=glSomYasZBA

最重要的幼兒閱讀經驗，是……
享受閱讀樂趣 Have fun!

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