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**Eighteen Language Teaching Techniques:
A Report on a Chinese Tutorial**

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Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching degree at the School for International
Training, Brattleboro, Vermont.

September 1986

This project by Yalin Chen is accepted in its present form.

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Acknowledgments:

Here I would like to express my thanks to my student Leslie Hill, for her perseverance and patience which made the classes possible, as well as for her innovative and open-minded spirit, which gave me more freedom to experiment. In addition, I am also grateful to both Kathleen Graves, my project adviser and Stephanie Cohen, my project reader, for their encouragement and patience, which made this thesis a complete work.

A B S T R A C T

This is a report on an experience of tutoring Mandarin Chinese for 28 hours. The report consists of a description and discussion of 18 techniques used in the tutorial. Each technique is discussed in terms of the following: Objectives--what the student is expected to learn from the technique; Rationale--the reasons for using that particular technique to meet the objectives; Procedure--a description of the activities used in class; Comments--an evaluation of the effectiveness of the technique and ideas for follow up or expansion; Implications for teaching--the applicability to language teaching in general. The techniques are geared to helping the student learn the four skills: speaking, listening, reading and writing.

Educational Resources Information Center (ERIC) descriptors: (1) Mandarin Chinese (2) Tutoring (3) Tutors (4) Teaching Experience (5) Integrated Teaching Method (6) Teaching Method (7) Aural Language Learning (8) Second Language Learning

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I N T R O D U C T I O N

How do people manage to learn Chinese? Good question! In this paper, I will describe the techniques I used to teach Chinese in a 28 hour tutorial. You will see my student Leslie's struggle, stress and hardship. But you will also feel her enjoyment, excitement and challenge. I hope this paper can serve as an encouragement to you. Learning Chinese is not difficult at all. At the end, you may come to just such a conclusion and say, "Hey! I'd like to give it a try!"

Or perhaps you already know Chinese and are interested in teaching it; or you are tutoring English or another language and searching for teaching techniques. I invite you to share my experience. It was an experience of applying and adapting to the teaching of Chinese, techniques and teaching philosophies learned in the Master of Arts in Teaching Program at the School for International Training as well as an experience of testing my own ideas. Hopefully, this will be of help to you. As one Chinese saying goes, "抛砖引玉" (Throw a brick and get a gem in return), after reading this paper, perhaps you will have some new ideas for teaching a language. Then, I shall be glad to say that my paper does make a small contribution as a "brick" to the field of language teaching.

During my year as an M.A.T. student, I regularly attended Kathleen Graves' Chinese class in the capacity of observer and assisted her as a native speaker of Chinese. One day turned out to be a significant day for this thesis. Ms. Leslie Hill was there observing the class. Later on I came across her on campus. She

told me of her interest in learning Chinese and asked me if I could teach her. In the Program I had learned about a number of language teaching approaches: the Silent Way, the Audio-Lingual Method, Total Physical Response, Community Language learning, and Suggestopedia. Here was my first chance to try them out as a Chinese teacher. I immediately expressed my pleasure. So we decided to meet twice a week, one hour each time. The classroom site was my dorm room. Due to Leslie's work schedule, after several classes, we decided to meet two hours once a week.

Leslie stated her objectives positively right at the very beginning as soon as she sat down for her first class: to learn some basic conversation and characters so that she could write and talk to her Chinese friend. In order to meet these objectives, I came up with some objectives for myself as a teacher.

- (1) To experiment with what I had learned from the M.A.T. Program. To apply the philosophies of the approaches listed above and observe the effect.
- (2) To see how much I had grown in teaching. Reflecting back to my Chinese teaching experience in Taiwan, I wanted to compare and see my own growth after almost one year of studying about teaching.
- (3) To see the value of using Mandarin Phonetic Symbols (MPS), instead of using romanization.
- (4) To prove the value of using unsimplified characters rather than the simplified characters used in Mainland China.

At the end I will attach Leslie's comments and evaluation, so that you can see her experience of learning Chinese in a one-student classroom from her point of view. In my conclusion, I will

include my own assessment of how well I met my objectives for this tutorial.

Regarding the class itself, I encouraged a lot of independent study, which my student was delighted to agree on. Instead of using a textbook, I used a variety of materials such as a dictionary, a Chinese newspaper, poems, a tape-recorder, flash cards, and so on, to meet the four skills: writing, listening, speaking, and reading. She was encouraged to find her own way of learning, to develop her own criteria, to draw her own conclusions, and above all, to enjoy the language. Although I tried not to put stress on her, inevitably, she went through depression and confusion just like any beginner. Those times of depression and confusion arose both from my negligence and the independent study she undertook. One time, because of my negligence, she came back to the class with an annoyed look and protested that the characters I wrote for her to take home were too small to read. I thought those characters were big, but for a beginner, like a child learning to write, she needed an unusually big size. The second time I wrote them three times bigger and she was satisfied. From the independent study, depression appeared every now and then. Once, when I thought it was time for her to learn how to use the dictionary, I asked her to read the English introduction in her dictionary, thinking she could come up with some ideas by herself of how to use it properly. For me, the English explanation was clear, since I knew how to use it already. For her, it was confusing. When she came back to the class, she looked panicked. I realize now, that the next time I teach Chinese I should give my students some directions and

instruction on how to use the dictionary. I believe that a student who wants to experiment independently will learn effectively and quickly. Nevertheless, the teacher needs to be flexible because different students have different learning styles. Leslie regularly gave me feedback regarding her homework before the class started, and feedback regarding the activities I did after the class ended. I modified my teaching style in order to meet her needs during the 28 hour tutorial. This is one advantage of one-to-one teaching, among many others. A teacher can adjust herself to the needs of the student. However, there are disadvantages too. These will be included in my Comments on each technique.

In all, there are 18 techniques. They are arranged basically in chronological order with what I did first in our first class and second in our next class and so on. You can see from the Contents that "Chanting the Tones" was actually what I did in our first class, because that is the basis for learning Chinese, while having "Free Conversation" was a wrap up of the tutorial. But on and off, I repeated several techniques such as "Tape-Recording"--almost every class we did that; "A Puppet"--we needed him quite often; "Flash cards"--I used them to reinforce my student's reading ability and so on. You might notice there is no technique for learning to write characters. In Chinese, the best way to learn how to write is to practice as often as possible. Without my having requested it, Leslie showed me the characters she copied at home. In order to make sure she wrote the order of the strokes correctly, which is considered very important in writing Chinese, I encouraged her to show me how she wrote them on a large piece of brown paper. I will explain more clearly about this in Technique 2.

In writing about each technique, I will use the following format. First I will state my objectives for using it; then I will discuss the following four categories--(1) Rationale: Some background information and/or my reasons for using the technique; (2) Procedure: The activities I did to accomplish my objectives. Sometimes the objectives were accomplished in one class; sometimes in two or three classes; (3) Comments: my evaluation of the effectiveness of the technique and some ideas for follow up or expansion; and (4) Implications for Teaching: the applicability of what I learned to teaching languages in general.

Technique 1: Chanting the Tones

Objective: To teach the four tones of Mandarin Chinese by chanting so that the student could get familiar with the tones easily.

Rationale: There are four tones in Chinese. Foreigners are always vexed by the tones. They think they are one of the troubles among many others when they learn Chinese. So, the rhythm, like music, can help to relieve this vexation. Once they get familiar with the rhythm, which is a way of helping to remember the tones, the symbols of the tones (- / √ \) will be revealed before them. It is the rhythm which is more important than knowing which tone is the first, the second or otherwise.

Procedure: (1) I sounded out "ㄇˊ, ㄇˊˊ, ㄇˊˋ, ㄇˋˋ" (mā, má, mǎ, mà), Leslie repeated the sounds.

(2) I provided "ㄈˊ" (fu), she sang through the rest.

(3) I picked a number of sounds from the 37 Mandarin Phonetic Symbols (MPS), put two or three of them together, e.g. "ㄊㄧㄠˊ" (tiao), "ㄔㄨㄥˊ" (chang), "ㄐㄧㄡˊ" (jiou), "ㄔㄞˊ" (chai), "ㄋㄠˊ" (nao), etc. I provided one each time, and let her chant through the rest.

(4) I wanted to be sure she was familiar with the rhythm before showing her the symbols. Then I revealed the symbols (- / √ \). I asked her to chant through the rhythm by looking at them.

(5) I provided one sound, and asked her to point to which tone the sound was, and vice versa, she provided one sound and I responded by pointing out the tone.

(6) I provided a short sentence, e.g. "我不喜歡讀書。" (I do not like reading.), and asked her to transcribe the tones. We tried a few more sentences.

Comments: (1) When we were doing activity 3, we came across a problem, which I would avoid if I were to do it again. "ㄨ, ㄛ, ㄜ, ㄝ" were very hard for her to differentiate. In the future I would avoid these symbols since I only want to concentrate on tones.

(2) The activities did help her learn the tones. While doing activity 5, I found she was singing the rhythm whenever she made a mistake. Although she discovered / and \ had little difference, she was developing her own criteria, which was important for her as a language learner.

(3) This four-tone rhythm reminds me of Jazz Chants. It was amazing to see students learning English through Jazz Chants when I visited Longfellow Public School recently. Although I had written some Chinese Jazz Chants, they were difficult to do with only one student and one teacher. It seemed more fun to have a group of students acting, singing or maybe dancing the language. However, during all the activities, my student's facial expression varied. She smiled and said, "I like it, although it is so different." "Not yet," I said to myself, "the real fun has not come yet." However, it was nice to hear her saying "different" instead of "difficult".

Implications for Teaching: (1) If the emphasis of an activity is on intonation, then the words used to practice the intonation should

be easy to pronounce. In this way, the student can focus on intonation, not pronunciation.

(2) In working on intonation, it is helpful to use rhythmic chanting to convey the pattern. Once the student has the chant in her mind, she can apply it to other words and sentences.

Technique 2: Mandarin Phonetic Symbols

Objective: To teach the Mandarin Phonetic Symbols, instead of romanization, so that my student could produce better pronunciation without the interference of English.

Rationale: (1) I learned Mandarin Phonetic Symbols (MPS) in the first grade of elementary school. They helped to make my pronunciation more standard and have stayed with me to this day. My own experience made me believe that these symbols were an effective way to learn pronunciation. Additionally, two of my classmates in my M.A.T. Program, who had learned Chinese by means of Pin Yin--a romanization invented by the authorities of Mainland China--convinced me that the MPS were a better way to learn. They said Pin Yin would cause interference because of English. Partly encouraged by their experience, and partly because of my own belief, I was looking forward to hearing my student's Chinese by the MPS method.

(2) I made a survey. I chose some characters from a text book, mainly in English Romanization, named Standard Chinese, and compared them with equivalent MPS. The examples are as follows:

(1) Pin Yin	MPS	中文	Pin Yin	MPS	中文	Pin Yin	MPS	中文
tóng	ㄊㄨㄥˊ	同	wǔ	ㄨˇ	五	wǒ	ㄨˇ	我
t	ㄊ		wu	ㄨ		w	ㄨ	
o	ㄨ					o	ㄨ	
ng	ㄥ							

(2) Pin Yin	MPS	中文	Pin Yin	MPS	中文
yú	ㄩˊ	魚	xué	ㄒㄨㄛˊ	學
			x	ㄒ	
			u	ㄩ	
			e	ㄜ	

(3) Pin Yin	MPS	中文	Pin Yin	MPS	中文	Pin Yin	MPS	中文
yīng	ㄩㄥ	英	lěng	ㄌㄥˇ	冷	nóng	ㄨㄥˊ	農
y	ㄩ		l	ㄌ		n	ㄨ	
ing	ㄥ		eng	ㄥ		o	ㄨ	
						ng	ㄥ	

(4) Pin Yin	MPS	中文	Pin Yin	MPS	中文
wei	ㄨㄟ	為	duì	ㄉㄨㄟˋ	對
w	ㄨ		d	ㄉ	
ei	ㄟ		u	ㄨ	
			i	ㄨ	

(5) Pin Yin	MPS	中文	Pin Yin	MPS	中文
jiu	ㄐㄩˇ	酒	you	ㄩˇ	有
j	ㄐ		y	ㄩ	
i	ㄩ		ou	ㄩ	
u	ㄩ				

Now let us compare all these examples. The sound "X" may be written /o/, /wu/ or /w/ in Pin Yin (see 1); "ㄩ" may be written /u/ or /yu/, (see 2); "ㄥ" may be /eng/, /ing/ or /ng/ (see 3); "ㄟ" may be /i/ or /ei/ (see 4); "ㄨ" may be /u/ or /ou/ (see 5). You need to learn two or three symbols in Pin Yin while in MPS only one. Thus, when you see /o/ in Pin Yin, there are two different possible pronunciations: either "X" or "ㄨ" (see 1); if you see /u/, it might be pronounced either "ㄩ" or "X" or "ㄨ" (see 2, 4, 5); if you see /i/ it might be "ㄟ" or "ㄨ" (see 4,5). Students may be overwhelmed by the variety of possible sounds for one letter when they learn Pin Yin. However, each symbol in MPS is consistent in pronunciation. Also the strokes of MPS are considered an initiation in learning how to write Chinese characters. "永" (eternity) is considered a basic character for a beginner learning Chinese characters because it consists of every stroke that you can find in other characters. You might discover that many parts of the strokes in MPS can be found in the character "永". For instance, 丶 from "冫"; 丨 from "丨"; 一 from "一"; 丿 from "丿"; 丿 from "X"; 丶 from "ㄟ". Romanization is useful and helpful for people who have specific needs. For example, for tourists who would like to find Taichung, one of the cities in Taiwan, on the map, or for knowing how to pronounce names which can only be found in Chinese, e.g. litchi (a kind of tropical fruit).

(3) The 37 symbols in MPS have been officially organized in an order that can be easily vocalized. So when you either recite or sing them, the rhythm can always flow fluently. Like the ABC alphabet song, there is an MPS song called "大家来唱ㄅㄆㄇ" (Join us in singing ㄅㄆㄇ). Once you become familiar with the song you know

the pronunciation of each symbol.

(4) I considered the order of writing a character very important in Chinese, so I wanted Leslie to try it out first. To write the simple MPS first, I encouraged her to use a magic marker. I thought the color might stir her enthusiasm because I was afraid she might get bored.

Procedure: (1) I drew a big chart of the 37 MPS on a piece of paper, as below. Every line had different colors. With a world map in front of us, I pointed to Mainland China and sounded out "中國" (China) (zhōng guó); then I pointed to the chart "ㄗ", "ㄨ", "ㄥ", all these together made "ㄗㄨㄥ" (zhōng). I did the same to "ㄇㄛ". Next she learned America (měi guó) "ㄇㄛ". This time she was trying to figure "ㄇㄛ" out by herself. Throughout the 28 hour tutorial, whenever I came across some new characters, I went back to the chart.

儿	ㄇ	ㄋ	ㄩ	一	ㄆ	ㄗ	ㄩ	ㄥ	ㄏ	ㄛ
ㄣ	ㄊ	ㄒ	ㄨ	ㄨ	ㄛ	ㄛ	ㄥ	ㄇ	ㄏ	ㄛ
ㄨ	ㄣ	ㄥ	ㄣ	ㄣ	ㄆ	ㄇ	ㄏ	ㄛ	ㄛ	ㄛ
ㄥ	ㄨ	ㄥ							ㄛ	ㄛ

(2) For homework I had her write the MPS at home after every class. Whenever she felt ready, she would show me how she wrote them without checking or copying from the chart.

(3) I wrote the symbols individually on small squares of paper. Then I scrambled them and asked her to find symbols such as,

"ㄣ", "x", "ㄤ", and put them together as "ㄣㄤ". At the end of this activity, she was delighted to take the squares and play with them at home.

(4) I planned to teach her the song I mentioned in part 3 of the Rationale, unfortunately I did not have the tape of the song. So I sang the song. She was encouraged to sing it, but she did not.

(5) Once, in order to test her ability to write the MPS, we did transcription.

Comments: Leslie recognized that learning a meaningful sound, such as "ㄣㄤ", was more efficient than identifying the MPS individually on the chart. She enjoyed the "scrambling symbols" activity, and the "transcription test", while the first activity "reciting and singing the symbols" was less helpful to her, although she enjoyed hearing the song very much.

She was also convinced MPS would be more beneficial for her to learn than Pin Yin, after I showed her the above examples. In fact, she drew a big chart at home and taught her seven-year-old daughter what she had learned from the class. As for the written homework, she was very enthusiastic about showing me how she came up with her writing order. Most of the characters were correct, so she gained more confidence in the learning of this language.

Implications for Teaching: Phonetic symbols are helpful when there is no teacher around and the only available instrument is a dictionary. Taking my learning English as an example, I can check a dictionary when I am not sure of the pronunciation of a certain word, instead of having to ask my American friends. However,

phonetic symbols can only be helpful when the student knows which sound the symbol represents and when the symbol consistently represents that sound. Since each MPS is consistently pronounced in one way, the person familiar with the MPS will have no trouble learning the correct pronunciation.

Technique 3: Tape-Recording

Objective: To listen to the student's own voice in the target language through tape recordings so that she can keep a record of her progress and gain the confidence to progress a step further, and improve her pronunciation.

Rationale: (1) From my own language learning experience, I highly recommend listening to tapes of native speakers. However, listening to your own pronunciation can be another way of improving your understanding of the target language. I took Spanish for one year when I was in college. I spoke a lot of Spanish in those days, but I cannot remember what I said now. If I had recorded myself at that time, I could relisten to what I had said. Willingly, yet impatiently, I am refreshing the basic of Spanish these days. With the help of such tapes I could have started from where I stopped. Leslie would have to stop learning Chinese as soon as I left the School for International Training. Tape-recordings would serve as a kind of memory for her, especially since the recordings would be in her own words, a recognizable, as well as familiar voice. Besides, the tapes would function as milestones, they would tell

her how much she had learned and how far she had reached. She might gain more confidence when she heard her own Chinese.

(2) Although she was familiar with the four tones, she needed time to practice. Instead of spending time to do that in class, I wanted her to practice at home. She recorded what she thought was correct. I would correct it, if necessary, in class.

Procedure: (1) To meet my objectives, I came up with two activities. First, I asked her to bring a blank tape. We recorded her Chinese in class. Whenever she felt the need to record what she pronounced, after being corrected by me, she would push the "record" button of the recorder.

(2) Secondly, she was encouraged to record what she practiced at home: it might be an inventive sentence or phrase or some words she learned from a Chinese-English Dictionary. We played it in class. We went through her recording every time at the beginning of the class before we started a new lesson.

Comments: Inevitably, there were some mechanical problems. For example, she bought a new tape recorder which she was not used to. However, generally speaking, tape-recording was a very good method. She listened to the tape when she was driving. We saved a lot of practicing time in class. This technique was successful with one person.

Implications for Teaching: A tape recorder is a very good tool for learning a language, and can be used in several ways for several

purposes. One way is to have a student record her own speaking of the target language. This can be very good for gaining confidence, when the student hears herself speaking the target language through a tape recorder. In addition, she might hear her own voice clearly and become a good judge of her own pronunciation while comparing it to what she hears of the teacher's.

Technique 4: Photos of Family and Friends

Objective: To teach what the student enjoys talking about the most so that the stress of learning can be lessened, and the effect of learning can be increased.

Rationale: To start from what the student enjoys talking about can make the whole class more joyful and less stressful. Photos of family and friends can help me understand the student's hobbies, interests, likes and dislikes, so that I can know what material to prepare for her in the coming classes.

Procedure: I asked her to bring her photos of home, family, and friends. I showed her mine first. I said "這是我的家。" (This is my home.) She responded by showing me her home. Using many photos of pets, family, and friends, we drilled sentences such as "My friend's name is ____." "I like cats." "My friend doesn't like dogs." etc. Also I found a typical Chinese family picture with grandparents, so I pretended that was my family. I taught her the names for the members of a Chinese family by pointing and naming

them at the same time.

Comments: Many times, when we were looking at the photos, we forgot we were having a class; she forgot she was learning a difficult language. This learning experience was amazing. She spoke in Chinese: I have a daughter. I have a cat. This is my younger sister, and so on. I showed her my classmates' photos: This is my American friend. She is my Chinese friend. With a male photo, I repeated the same sentence. So she learned there was only one word for "she" and "he" in Chinese. With one student, it was easier to make progress more quickly. If I had a group of students, I would still ask them to bring their own photos and pair them up, to do the same activity. People always enjoy talking about themselves.

Implications for Teaching: Learning about what you are familiar with or what you are interested in can make you learn faster because it promotes an atmosphere of relaxation. Subjects that are not interesting can put students under stress and block learning progress, especially while learning a language.

Technique 5: Teacher says...

Objective: (1) To reinforce her listening comprehension so that her ears could get used to the tones as well as the language.

(2) To teach her imperative sentences so that when the time comes to use them she will have already practiced them.

Rationale: The technique I wanted to use was based on Total Physical Response. In order to add more flavor, I planned to play a game called "Simon says". In Chinese we call it "Teacher says". To have her focus on listening comprehension, I would give the commands. Her work would be only to listen to my commands carefully and do the actions. However, some time later, to see if she had already learned the actions from the handout that I had given her, I would ask her to give the commands.

Procedure: (1) I prepared a list of actions in advance. Actions such as "請舉起左手。" (Please raise your left hand.); "請舉起右手。" (Please raise your right hand.); "請放下右手。" (Please put your right hand down.); "請關窗" (Please close the window.) etc. First, I did the action and at the same time I said the words. Then I asked her to follow me. I said and did the same action a couple of times while she was following me. Afterwards I stopped doing the action, and only gave the commands, and left her alone to do it. I went down my list and repeated the commands in the same order.

(2) I added "Teacher says" to my commands. Without "Teacher says", she could not respond with any action.

Comments: Leslie did enjoy this technique. However, regretfully, I forgot to give her a copy of the list of actions. So the next class she came back with a very weak knowledge of our previous imperative exercise. Her memory of the words of the action would have stayed in her mind more easily if there had been a visual

aid, namely a written form, given to her afterwards. In addition, perhaps if she had repeated my commands orally while she was doing the actions, her mind would probably have gotten more input.

Implications for Teaching: (1) To retain what they learn, students need to experience the language through the four skills: speaking, listening, reading and writing. Because I only concentrated on one of the skills--listening--in this technique, my student had trouble retaining the material.

(2) Review is essential to learning. Therefore, handouts are important to help students review.

Technique 6: A Utopian City

Objective: (1) To teach the names of some sites typically found in a Chinese city, for example, the Confucius Temple, as well as the names of sites common to all cities, for example, the post office, so that my student would get acquainted with an area sooner and better.

(2) To know how to ask for directions to get from one place to another.

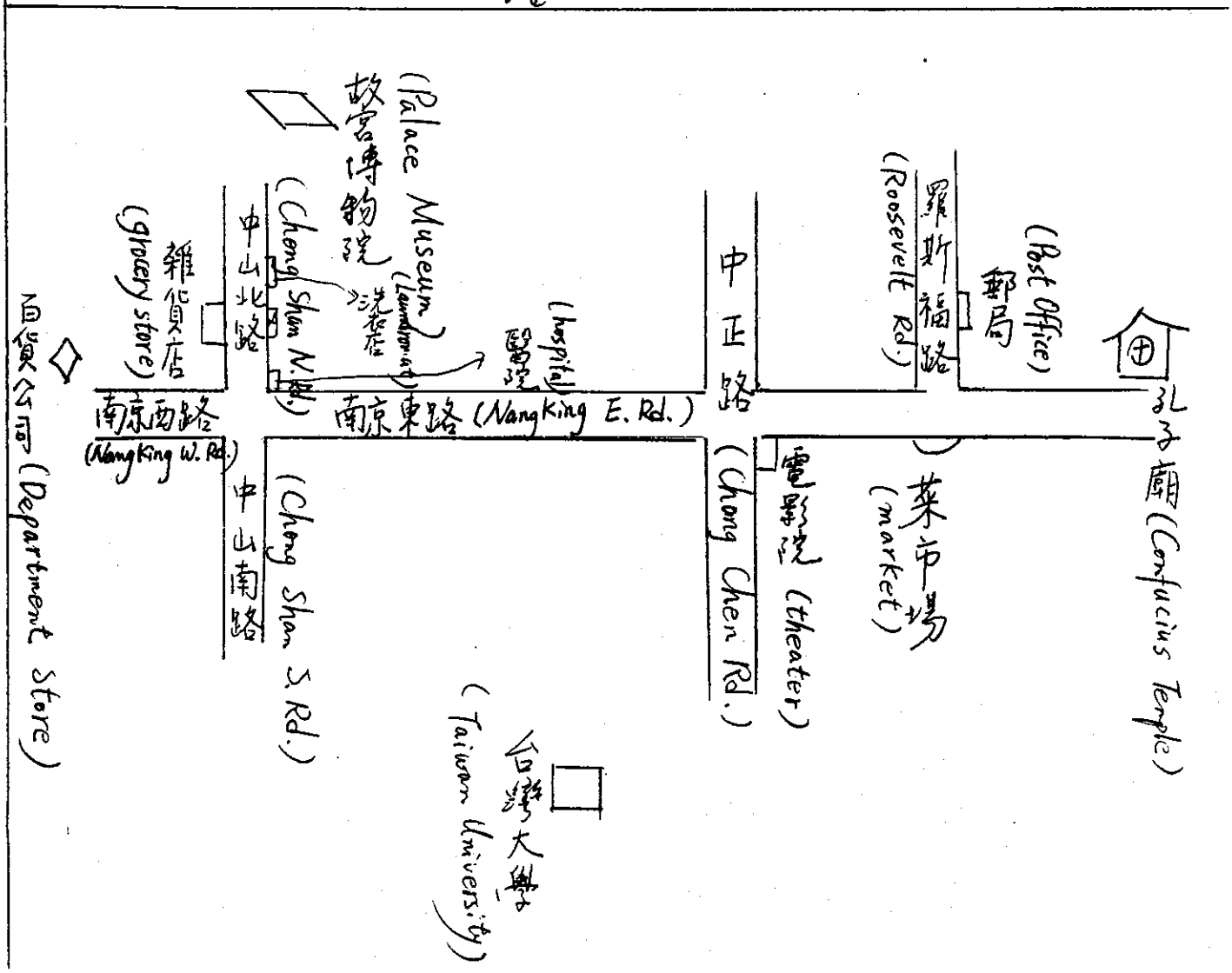
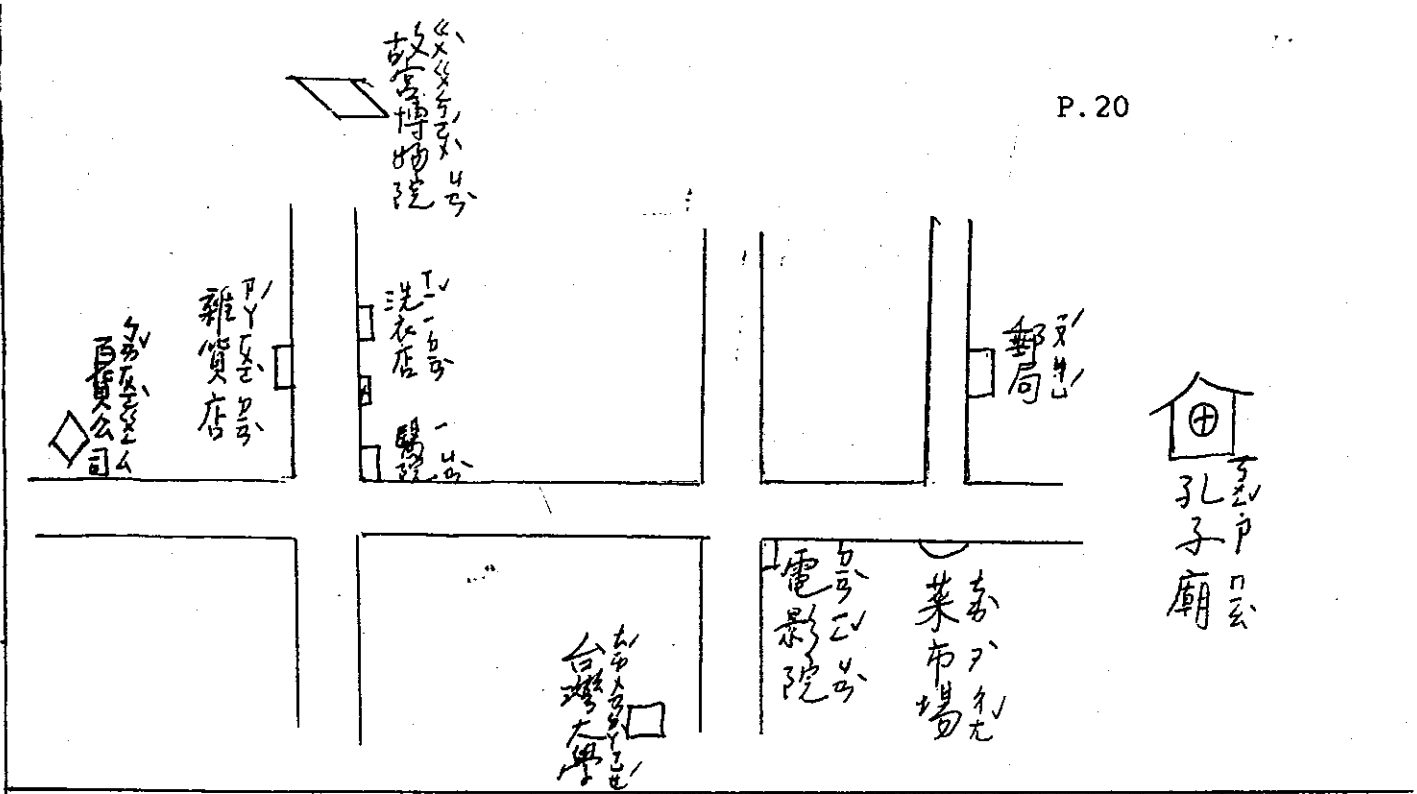
Rationale: Leslie planned to go to China in the future, so knowing how to get from one place to another was important. Could I really take her on a walk around a city? Yes, by creating a city on a map and then later on, giving her a chance to "walk in the city" in the

classroom. I planned to include some cultural sites, such as "故宮博物院" (Palace Museum), "孔子廟" (Confucius' Temple), and places like "菜市場" (market). Please refer to the map included in Procedure. I planned to develop more sites as the class went on, and more complicated statements in the future. At first, simple directions such as "左轉直走" (turn left, go straight), later on complicated statements such as "我迷失了, 請你告訴我該怎麼去郵局好嗎?" (I am lost, would you please tell me how to get to the post office?), and giving directions such as "從這裏直走, 碰到南京東路後右轉, 再直走, 醫院就在右手邊, 南京東路和中山北路的轉角處。" (Walk along this road and you'll see Nanking East Road, turn right, walk down the road, the hospital is on your right hand side, where Chung Shan N. Rd. and Nanking East Rd. cross.)

Procedure: (1) I drew a map, which follows. Then, I made a list of the places from the map and marked them with page numbers so that she could find their meanings easily from the Chinese-English Dictionary that I had recommended she buy, for I was going to teach her how to use the dictionary in the future. I gave her the list and required her to get acquainted with the names. I expected her to get to know them first, so that when we "walked" into the city, she would not feel strange about those places.

(2) The next class, she pointed to the places while I named them, then it was her turn to name them and for me to point.

(3) I added more to the map. I used some names of streets in Taipei and added some of my friends' homes here and



there. With the map in front of us, I said the names of the location in Chinese to get her familiar with them. For example, "我家是在雜貨店的對面。" (My home is across from the grocery store.) "這是小淘氣的家。" (This is Little Rascal's home.) and so on. (Little Rascal was a puppet whom you will learn more about in Technique 9) After several statements, she took my role and did the same.

(4) I used white rope to line up the city on the floor; the places were indicated on large squares, like billboards, written in Chinese. I gave directions. "左轉,直走,醫院在左手邊。" (Turn left, go straight and the hospital is on the right hand side.) I directed her by saying such sentences. I planned to have her direct me later. I prepared a handout about the statements for her as homework, so that in the next class she could conduct me around the city.

Comments: By creating a city, I could adjust what I wanted to teach to the needs of my student. Walking into the city and listening to my direction was like Total Physical Response, which I feel is very effective in nurturing listening comprehension. Leslie was very busy with her career. Although she failed to do what I expected in Procedure 1, her listening comprehension was amazing. She did not recognize the Chinese written billboards totally, but she surely memorized every location. She enjoyed this technique very much. Yet since she was the only student in the class, the stress was always on her. Regretfully I did not get a chance to let her conduct me to walk into the city. She did not have time to study at home.

Implications for Teaching: If the student needs to learn the varieties of vegetables and fruits, it could be effective to take them to a supermarket to see the real thing. If the student needs to know how to direct people on the street or vice versa, take them to the street to walk around. Touching the real thing or creating the feeling of being in a real environment can be effective for learning a language.

Technique 7: Tossing a Ball

Objective: To teach the student numbers by tossing a ball so that she could enjoy the learning.

Rationale: To introduce some cultural aspects, I planned to use the twelve animals in the Chinese zodiac as a tool to teach numbers. Instead of reciting numbers, I thought tossing a ball back and forth and counting the numbers could be more entertaining.

Procedure: (1) I marked numbers on a chart of the twelve animals in the Chinese zodiac. I explained the traditional story behind this zodiac. With the numbers in front of us, after repeating the numbers with me several times, she tape-recorded them.

(2) We practiced the numbers in the next class by tossing a ball back and forth. We did even numbers and then odd numbers to 100.

Comments: I saw a teacher teaching numbers by playing badminton. The problem was the teacher had to be sure her student was good at playing. Tossing a ball assured more positively that the ball would not be dropped often. The effect of this technique was amazing. Leslie said she could not believe she was learning the numbers and at the same time, was very entertained. With a group of students standing in a circle we could surely toss a ball and count numbers. It seems more fun and more challenging to play it within a group. You never know who will be the next to give a number. By choosing students at random in this way, they can learn from each other. There are many vocabulary items which can be learned by tossing a ball. For instance, measure words: the first student names a thing, e.g. "茶" (tea), the second responds with the measure of tea, that is, "-杯" (a cup of). As soon as he gives the right answer, he tosses the ball to the third person, who in turn names a thing, and so on.

Implications for Teaching: It is my concern to have a student centered class in which the students are learning from each other actively. This technique fits the purpose. Also, by making a game of learning the language, the students' attention is on the challenge of the game. The challenge of the language becomes secondary and, consequently, easier to meet.

Technique 8: Acting out

Objective: To teach present continuous tense. And to introduce some verbs and objects by "acting out" so that my student could get a real sense of the tense and memorize it more easily.

Rationale: I planned to have short demonstrations. Each demonstration only contained one action: She or he is doing something. For instance, "她正在穿衣服" (She is putting on clothes.) In addition, to reinforce her knowledge of numbers, I planned to do a scrambling activity later on.

Procedure: (1) I prepared a list of actions, as below:

- | | |
|----------------|-------------------|
| 一. 吹蠟燭 (吹) (多) | blow out a candle |
| 二. 喝茶 (喝) (多) | drink tea |
| 三. 掃地 (掃) (多) | sweep the floor |
| 四. 吃蘋果 (吃) (多) | eat an apple |
| 五. 看書 (看) (多) | read a book |
| 六. 寫字 (寫) (多) | write characters |
| 七. 聽音樂 (聽) (多) | listen to music |
| 八. 穿衣服 (穿) (多) | put on clothes |
| 九. 脫鞋子 (脫) (多) | take off shoes |
| 十. 吃橘子 (吃) (多) | eat an orange |

I brought in props, such as a tape-recorder, a candle, an apple, clothes, a book, a cup of tea, etc. She read the actions from the list in Chinese starting from number one, and said sentences such as "她正在穿衣服. 她正在吹蠟燭." (She is putting on clothes. She is

blowing out a candle.) According to her statement, I acted out.

(2) Next, her turn came to act out while I read and said what she was doing.

(3) I wrote the actions individually on squares of paper marked with Chinese numbers and arranged them on the floor at random. After rearranging them in the right order, she acted them out.

(4) Again she was delighted to take the squares home to practice with her daughter.

Comments: This was a successful technique with one person. The procedures were all very effective and helpful to her. Leslie developed her own way of making connections between words and their pronunciation. For instance, she thought "音樂" /yīn yuè/ /ㄧㄣ ㄩㄝˋ/ (music) sounded like music. Also her Chinese was reinforced when she taught her daughter.

To emphasize the entertainment aspect and the effectiveness of the technique, the words that are being put into play should be daily words, words that people know just by common sense, without any cultural conflict. For instance, instead of "The doctor is using acupuncture now." I would say "The doctor is giving a shot now." Acupuncture is not common, many people might have no idea what it looks like, not to mention how to act out and learn the term.

Implications for Teaching: Learning a language by acting out is entertaining and effective as well, because it makes the language come alive. The students are doing what they are saying, therefore the language becomes more real and easier to remember since there

is something concrete--action--to which they can attach the language.

Technique 9: A Puppet

Objective: To give Leslie a chance to speak to a Chinese visitor so that she could be totally immersed in Chinese. To add entertainment and variety to the class by using a puppet so that she could enjoy the language.

Rationale: Initially, I used some magazine ads with people as my third person models. For example, I stated "她有一個美國朋友" (She has an American friend.) by pointing to the ad model. However, before long, I found I really needed a live person with movement and more expression, so I borrowed a puppet. I hid behind the puppet and became him in Procedure 1, so that Leslie could speak Chinese with him totally. With her limited Chinese, she might have a hard time responding, but she certainly would have a very good experience by being immersed in a totally Chinese situation. I wanted to let her think in Chinese, so in Procedure 2 I planned a guessing game for her.

Procedure: (1) Whenever I needed a third person, the puppet was always handy. I introduced it as my Chinese friend to my student and named it "小淘氣" (Little Rascal). He could bow, he raised his hands and he shook hands. I hid behind him and spoke only Chinese to my student.

(2) Once, I had him hidden behind a big sheet. I prepared many small pieces of paper on which were written the various actions we had done previously. (Please see Technique 8) I put the papers into a box and each time I drew one out and showed it to Little Rascal, who was right behind the big sheet waiting for the commands. He would then "act out" the command. My student was asked to guess what he was doing behind the sheet.

Comments: The puppet was a very cute monkey. Although my student greeted him in Chinese, it was hard for her to speak with him further since she had not learned enough to hold a conversation yet. I should have been more conscious at that moment that she needed some basic words to carry on a conversation to avoid embarrassment. The basic words such as, "對不起, 我不懂。" (I beg your pardon, I don't understand.) or "請你再說一次, 好嗎?" (Could you say that again?) or "請你說慢一點, 好嗎?" (Would you please say it slowly?) This is a way of setting up a short time for a "native speaker" (the Little Rascal) to speak with the student totally in the target language. The teacher can wear a mask, hide behind the puppet and pretend to be the visitor.

Implications for Teaching: (1) A puppet can add flavor to a class and help relax students because the students, instead of speaking the target language to the teacher, with whom they might feel inhibited, can face a cute little thing, feeling more relaxed, and practice what they have learned.

(2) To teach students some basic cue

words from the very beginning is very necessary because they may need to use them very often in class as well as in daily life.

Technique 10: Mental Hide and Seek

Objective: To give my student a chance to think in Chinese and speak as much as possible, so that the language could stay in her mind easily.

Rationale: When you guess you tend to say all the possibilities. In this way, the student is practicing vocabulary when she guesses. The goals of thinking in the target language and speaking more often can be met in this way.

Procedure: (1) I prepared lots of fake fruits, such as apples, bananas, oranges, etc. and taught her their names one by one. After she was familiar with them, I put them into a big box covered with a cloth. With one hand under the cloth touching one kind of fruit, I asked her to guess what I touched. With a list of fruit written in Chinese and MPS in front of her, she could tick off what she guessed. We took turns being the guesser.

(2) After making sure she was familiar with the names such as floor, desk, closet, above, below, inside, etc. I asked her to guess where I mentally put the fruit. She might guess "橘子在桌子上。" (The orange is on the table.) "蘋果在櫥子裏。" (The apple is in the closet.) Later it was my turn as guesser.

Comments: Leslie enjoyed this game, although sometimes it took time to guess right since there were so many objects. This activity would be more effective with fewer objects. She was thinking in Chinese, as she told me, so I reached my objective at this point. This is an activity suitable for both a tutorial and a group of students.

Implications for Teaching: It is good for the student's morale to occasionally be in a position of having the answer. And the idea behind taking turns being the guesser is that the student gets a chance to be in control. "The teacher can hardly know everything." This is the moment that the student can feel relaxed; she is the one who knows the answer.

Technique 11: Touching With Rhythm

Objective: To learn parts of the body with rhythm so that the student can memorize them easily.

Rationale: Anything that relates to rhythm is easy to remember. Jazz Chants is one good example in the language learning field. I believe students can memorize vocabulary more easily if they learn it by doing gestures and rhythm together. So I planned to teach parts of the body by touching and naming them with rhythm.

Procedure: We stood while doing this activity. We started with nose, eyes, ears, throat and mouth. I touched each part, named it at the same time and the student followed: touch and name it from the very beginning. These five parts made a circle, I told my student, so it was easy to follow. Afterwards, we did the lower parts of the body, which were belly, feet, hands, back and waist.

Comments: It would be more amusing to have a group of students doing this activity together. Leslie enjoyed it, and she asked about some parts I had not included. Therefore I had to teach her some parts separately. In addition, I would suggest replacing "mouth" with "throat". In order to teach sentences like "我頭痛,我喉嚨痛。" (I have a headache; I have a sore throat.) In the future, teaching the word mouth seems not a good idea, because people do not say "我嘴痛" (I have a mouth ache.) in Chinese. Furthermore, since doing the gesture and naming something at the same time is the idea behind this technique, there is one more activity that can apply. To introduce "我" (I), "她" or "他" (She or He), "你" (You), "我們" (We), "你們" (You), and "他們" (They), I would ask students to use hand gestures to indicate whom they mean. For instance, point to oneself and say "我" (I), look at another person, point to him at the same time and say "你" (You), point to the third person and say "他" (He); two students come close together, point to themselves and say together "我們" (We), look at some people and point to them saying "你們" (You), and then point to some other people saying "他們" (They). After demonstrating the gestures with them together several times, I would relax and only conduct them.

Implications for Teaching: Anything that has to do with rhythm helps memorization. In addition, one should plan to teach vocabulary that can be used in building up longer sentences in the future.

Technique 12: The Dictionary

Objective: To teach my student how to use a dictionary so that she could consult it if there was no teacher available.

Rationale: There is a saying which goes, "Give a man a fish and he eats for a day, teach him to fish and he eats for a lifetime." Leslie was determined to learn Chinese, so the dictionary could be used for a lifetime. I myself depend on my English dictionary very often. I wanted my student to be able to learn the language by herself if a tutor was not available. Accordingly a dictionary could be helpful to her.

Procedure: I encouraged her to use the dictionary that I had recommended as often as possible. The dictionary, titled A New Practical Chinese English Dictionary (最新漢英實用辭典) is edited by Lieng Shih Chiu (梁實秋), published by the Far East Book Co. in Taipei, Taiwan. With Mandarin Phonetic Symbols, the Wade-Giles System and Kwoyeu Romatzyh as pronunciation guide, plus English definitions, I assumed she could use the dictionary by herself without any problem. I gave her classical poems written in

characters with the MPS beside each character, and "國語日報" (Mandarin Chinese Daily News)--a child's daily newspaper published in Taiwan, with MPS printed next to every character, as material for her to practice using the dictionary. I also gave her lots of handouts with characters, phrases, as well as sentences she had learned in class and asked her to check the meaning from the dictionary. One time I chose a name for her, "希黎志" according to her English name Leslie Hill. I encouraged her to check the meaning from the dictionary for herself too.

Comments: Leslie thought the dictionary was useful to her, yet somehow she needed more instruction on how to use it properly. "Studying the poem is tough work, but I sure will keep on trying." she said, "And the newspaper was helpful but somehow very time-consuming." She found the meaning of her name, which she was very fond of. Regretfully, I have to say that it was too early to use the dictionary at that time. She had only been exposed to Chinese for less than 10 hours. Still she chose to go on using it, after I told her the task could be postponed. However the dictionary is not omnipotent. Many words in the dictionary are not in daily use. They are found only in literature. For example, "美目" (beautiful eyes), which I found in her notebook. It is not what people would usually say to describe eyes; people would not understand her if she said "她有一雙美目." (She has a pair of beautiful eyes.) So from then on I checked her notebook to make sure that what she copied down was daily language.

Implications for Teaching: (1) Take the dictionary as a tool, not a study book. For instance, Leslie learned "美目" (beautiful eyes) from the dictionary, which people normally do not use. She studied the dictionary in order to know more vocabulary. Yet there are words in the dictionary which only appear in literature. Therefore the dictionary should only be treated as a reference book or a tool.

(2) Not to introduce a dictionary too early. For beginners who are struggling to speak, the dictionary takes a lot of work in order to recognize characters and learn to pronounce them at the same time. Give the student practice in using the dictionary by giving her material which will require her to use the dictionary in order to understand it.

Technique 13: Studying a Map

Objective: To teach my student the names of countries and their geographic locations, so that she could have a basic idea of how the countries' names are translated into Chinese as well as how we say geographical directions in Chinese.

Rationale: To have the student learn what she wants to learn is more efficient than imposing on her what the teacher wants her to learn. People have different schema while facing a map. Some might respond by saying, "I like geography very much." or "Some day I will travel to the Sahara." So I planned to ask her to state something while facing a map first, using her statement as the

basic material to start with. Then I planned to use a monologue to introduce directions and the names of countries. A monologue is a way of reinforcing listening comprehension. I think knowing how to say the names of various countries in the target language is important, because in conversation, especially with people from different countries, the topic can hardly be avoided. For example, people will ask: Where are you from? Where have you travelled? How do you like Taiwan? I planned to teach her how we translate the names of each state if we had time.

Procedure: (1) I put a world map in front of her and asked her to say something in English. I would translate whatever she said into Chinese. She had a hard time saying anything facing a map. Finally she said, "O.K. I want to know how to ask where Taiwan is." What a good question to start with! I pointed to Taiwan and answered the question. I pointed and said "美國在這裏" (America is here.) "中國在這裏" (China is here.) After she got familiar with the answer, I started asking "台灣在那裏?" (Where is Taiwan?) We continued to ask about several countries. She learned to associate the similarity between the Chinese pronunciation and the English. We took turns naming a country and pointing to it.

(2) After being sure she was acquainted with the names of the countries, I asked her just to listen. I stated "美國是在墨西哥的北方。" (America is north of Mexico.) "蒙古是在中國的北方。" (Mongolia is north of China.) I gave several examples with the same north direction, and then changed to south, east, and west. While she was listening, she tried to figure out the logic of the sentences. By giving her a handout with those

statements to study at home, I planned to give her a chance to do the monologue the next class.

Comments: It was a very good activity with one student. Leslie discovered the logic of the way we say what country is to the north of what country in Chinese. She could understand my monologue, yet regretfully we did not get a chance to do hers. I wish we could have spent more time talking in front of a map. There is so much to talk about with a map, e.g. weather: It is cold in April in Boston, but it is hot already in Taiwan because Taiwan is in a semi-tropical area, and so on.

Implications for Teaching: Geographic locations and directions on a map are common knowledge, therefore use of the target language can be effectively initiated by asking a student to face a map and use his or her knowledge for learning. Since people bring different schema while facing a map, this is an activity that appears to function better in a one student class.

Technique 14: Using the Rods

Objective: I used the rods in two ways. In each case, my objective was to make the language as concrete as possible. In the first case, my objective was to get my student to understand Chinese sentence structure through manipulation of the rods. In the second case, my objective was to get her to understand the actions of giving and wanting again through manipulation of the rods.

Rationale: Rods are movable and can be whatever you want them to be. To introduce the sentence structure of statements and questions, such as "他喜歡橘子" (He likes oranges.) and "他喜歡橘子嗎?" (Does he like oranges?), I planned to use rods to represent the components of the sentence. In Procedure 2, to learn by acting out, I planned to introduce the action of "給" (giving) and "要" (wanting) by using the rods as objects as well.

Procedure: (1) I used rods to represent words: The red rod was "他" (He), the blue rod "喜歡" (like), the orange rod "橘子" (orange). I put them together in line, and had my student repeat the sentence. "他喜歡橘子." (He likes oranges.) Then I added one more rod: the green rod as "嗎" and put a big "?" behind "嗎" at the end of the sentence. ("嗎" is an interrogative particle.) So the sentence became "他喜歡橘子嗎?" (Does he like oranges?) I substituted different color rods to represent different objects and subjects and removed "嗎" and "?" every now and then.

(2) I used rods to introduce "give" and "want". First I counted the rods "一塊, 兩塊..." (One piece, two pieces...) She continued the rest. I said, "我給你一塊;" (I give you one piece.) "我給她三塊." (I gave her three pieces.) I was going to use "淘氣" (Little Rascal). Luckily her daughter was there that day, so the three of us played the "give game". Later on they learned "要" (want). For example, "我要四塊" (I want four pieces.)

Comments: (1) I wouldn't use Procedure 1 again. At the very beginning, with two sentences only, "他喜歡橘子." (He likes oranges.) and "他喜歡橘子嗎?" (Does he like oranges?), it was clear. Never-

theless the more objects and subjects I changed, the more confusing it became. I needed more colors and there were not many. I should have used real Chinese characters instead of rods, since she needed to be exposed to characters as much as possible.

(2) I would still use the activity of "give" and "want", even if there were only one student. Although, because of the lack of a third person we could not practice she/he and her/him, the student would still get a sense of the meaning of the actions.

Implications for Teaching: For students who want to learn Chinese character writing, using characters directly seems more efficient than the rods. Yet the rods still play an important role in being able to be anything. Physically, touching a rod (a car, for instance), and then saying "I have a car." is more believable than holding nothing and saying the same thing. In addition, in learning action words, such as throw, drop, bring, hold and count, rods are more visibly concrete than just facing a character and imagining the action. However, for what I did in Procedure 1, the rods presented certain limitations. Too many rods representing too many things may cause confusion. Using them, but limiting the number of items they represent would work out better.

Technique 15: Flash Cards

Objective: (1) To reinforce my student's reading ability by using flash cards.

(2) To ask my student to prepare her own flash cards so that she could practice writing more.

Rationale: The way to be able to write is to practice by writing characters as often as possible, and a good way to learn to read is to see characters as often as possible to strengthen memory.

Procedure: I made cards written in Chinese characters on one side and on the other side their English translations and down below in one corner MPS. The cards can contain a word, such as "中國" (China), or a phrase, such as "你好嗎?" (How are you?) After showing the cards to my student, I encouraged her to make more.

Comments: Leslie "drew" a great many flash cards for herself. She thought it was a very good way to help her learn the characters, and also she was delighted to have a chance to practice writing by creating her own flash cards. She pointed out, however, that it would be useful to see my handwriting too because she needed to see how a native speaker wrote characters.

Implications for Teaching: (1) A combination of teacher-prepared and student-prepared flash cards gives the student a chance to see the teacher's handwriting as well as to practice her own writing.

(2) In order to read and write, it is not enough for the student to practice writing. She needs a model both as an aid in writing and in reading. Flash cards are helpful in terms of building up knowledge of characters; shuffling them

back and forth can strengthen one's memory.

Technique 16: Scrambling the Characters and Concentration

Objective: To strengthen my student's reading ability by using entertaining games.

Rationale: To test how much progress she had made in recognizing the characters, I planned to play "Concentration" and "scrambling the characters." So far she had already learned to recognize some characters, but most of the others that she could vocalize she was still struggling to recognize.

Procedure: (1) I prepared 16 cards, half of them written in Chinese, such as "喜歡" (like), "朋友" (friend), "中國" (China), etc. On the other half, I wrote the English translation. We did not have enough time to play a real concentration, so instead, without covering them, I scrambled them and asked her to match them.

(2) The next class, I cut up the phrases or idioms such as "朋友" (friend), "你好嗎?" (How are you?), "水果" (fruit) into single characters, and then I scrambled them and asked Leslie to put them together or match them into meaningful phrases or idioms.

Comments: The two activities were successful with one student. However, sometimes it took a long time for her to match cards correctly. Perhaps it was too early to do the activities.

Implications for Teaching: These activities can work well with one student playing all by herself or with a group of students playing together. In the course of playing, the students are visualizing, sorting characters out, and making judgements, all of which are effective learning activities. However, one should consider the appropriate time for doing them. Are the students ready? Do they know enough characters? Will the games take too much time because the students are having difficulties matching them? All these factors should be considered in order to make the activities successful.

Technique 17: Reading the Daily Newspaper

Objective: To give the student another kind of material to practice reading MPS as well as to know more characters.

Rationale: Luckily I had some "國語日報" / 國語日報 / guó yǔ rì bào / (Mandarin Chinese Daily Newspaper) from Taiwan. Since it has MPS next to every character, I thought it might serve as a very good tool for MPS practice. Leslie could get familiar with the changing tones by reading aloud. Besides she might understand the contents by using the Chinese-English Dictionary by herself. The newspaper actually is for children to read. Therefore, the contents are very simple, short stories, short essays, and so on, mainly in simple daily language with MPS attached.

Procedure: I gave my student the newspaper and asked her to read it aloud as best she could. In spite of not knowing the meaning of each character, she only needed to read to practice the pronunciation and the tones.

Comments: I forgot to tell her how the newspaper was edited. Unless you know the language, it is hard to follow one paragraph after another. So she came back with a puzzled face. I should have been more conscientious about this assignment. Although she felt the same as I did that reading the newspaper could improve her tones and MPS, she felt the need to take it one step further: to check the dictionary and know the meaning of what she was reading. Actually her name "犁志" /ㄌㄧˊ ㄓˋ/; /lí zhì/ was an idea from one of the articles in the newspaper. The title of the article was "志氣" /ㄓˋ ㄑㄧˊ/; /zhì qì/. After she herself checked the meaning of the character "志" from the dictionary, she told me the character was her favorite. So when I was trying to give her a Chinese name, I thought about it. To take into account her English name "Leslie", I chose "犁" in regard of her temperament in studying Chinese. Like a buffalo plowing in a rice paddy, very industriously, "犁志" depicted her perseverance in learning.

Implications for Teaching: Just as in using the dictionary in Technique 12, the appropriate time for introducing the Daily Newspaper is important. In addition, clear instructions and guidance beforehand are definitely necessary.

Technique 18: Free Conversation

Objective: To give the student conversation material so that she could carry on a dialogue if she got a chance to meet with a native speaker.

Rationale: Finally we came to our last class. To give Leslie confidence as to how much she had achieved, I prepared two handouts, (Please see the attached handouts.) which were like her visible accomplishments. If there were some classes coming up, I would have prepared more conversation material on different subjects so that eventually she could reach the goal of having the competence of talking in Chinese.

Procedure: On one handout, a dialogue between a Chinese and an American in a movie theater, written in Chinese, and on the other handout, its equivalent contents written in MPS. I gave her these handouts prior to the class, so she could review them beforehand. I had planned to follow the handouts completely. However, the class turned into a free conversation based partly on the handouts and partly on what Leslie had learned during these days instead. We spoke in Chinese for almost half an hour.

Comments: Leslie liked the idea of having MPS and Chinese characters separated, but she did not have time to study. I was very satisfied with Leslie's ability of carrying on our conversation. Our free conversation was very "free". It was like a wrap up of the whole tutorial, including talking about friends, family,

fruit, countries, and using present continuous tense. However, I could still sense Leslie's lack of words to carry on some daily conversation. For example, she did not know how to say, "I beg your pardon." "I am sorry I forgot." or "Baloney!" words like these. The next time, If I had a chance to tutor again I would write at least ten conversation handouts with various subjects in advance. From there, I would still use a variety of techniques to introduce the content of each conversation.

Implications for Teaching: Develop 10 or more conversation sheets in advance, so that the student will know what to look forward to, in other words, what she is going to learn. In this way, the teacher can provide handouts in time, or if necessary, in advance.

易 - 4 勿 2 勿 勿, 工 勿 世 山 勿 勿 - 心 勿 勿 勿 ...

4/5: 3 勿!

- 3 勿!

4/5: 3 勿 勿?

- 勿 勿 勿, 勿 勿 勿 勿 勿 勿. 工 勿 勿 勿 勿 勿, 勿 勿 勿 勿 勿 勿, 勿 勿 勿 勿 勿 勿, 勿 勿 勿 勿 勿 勿.

4/5: 3 勿 勿 勿 勿?

- 勿 勿 勿 勿 勿.

4/5: 3 勿 勿 勿 勿.

- 勿 勿 勿.

4/5: 3 勿 勿 勿 勿?

- 勿, 勿 勿 勿 勿.

4/5: 3 勿 勿 勿?

- 勿 勿 勿 —.

4/5: 3 勿 勿 勿 勿 勿 勿 勿?

- 勿 勿 勿 勿 勿 勿 勿 勿.

在一家電影院裏，希犁志遇見了一位中國人……

甲：你好！

乙：你好！

甲：你貴姓？

乙：我姓希。我的名字是犁志。希是希望的希。不是希特勒的希。犁是犁田的犁，志是志氣的志。

甲：你有幾個女兒？

乙：我有一個女兒。

甲：你的女兒幾歲？

乙：她六歲。

甲：你是美國人嗎？

乙：是，我是美國人。

甲：你住那裏？

乙：我住在——。

甲：你喜歡看中國電影嗎？

乙：我最喜歡看中國電影。

This evaluation is given after completing 26 hours of Chinese language tutoring with Yalin. [Leslie completed this evaluation before the last class.] July 23, 1985

1. Grammar: I am beginning to understand some sentence structure and form sentences correctly. Chinese does not seem as hard as other languages which have many tenses.
2. Vocabulary: I am satisfied with the vocabulary I have established for the amount of time I have been tutored and the amount of time I have studied. It is varied and I am learning useful words I think.
3. Pronunciation: Yalin frequently commends me on my pronunciation so I feel good about my ability to say words with different tones correctly. I have spoken a few sentences to a couple of Chinese people who have also remarked that my "accent" is good.
4. Fluency: I should be more of a risk taker. I think I might be more fluent at this point if I was studying with a group. But I also think I would have a smaller vocabulary. I think it is too soon to ask about fluency. After another 20 hours it will be much better.
5. Accuracy: I am pleased with my progress and find that I only confuse a few words with other words that sound the same. I think that my accuracy is good.
6. Confidence: I am confident about my progress and ability. I do not feel confident yet to talk with strangers who understand Chinese. I do not have good enough or broad enough comprehension or a wide enough vocabulary to carry on a spontaneous

conversation such as I might try to do in Spanish.

There are certain givens in any class that can affect your learning. Please consider these givens:

- (1) Time of Class: Early morning is when I am most alert. The pace in evening classes has been slower. I need a break after 1½ hours.
- (2) Size of Class: I think the one to one experience has great advantages and just a few drawbacks.
- (3) Instructors/Teaching style: I like Yalin's enthusiasm and innovative approach.
- (4) How many times the class met: 26 hours to date.
- (5) Existence of different learning rates: NA. Because I am able to hear very clearly the intricacies of a foreign language, the teacher believes I am able to learn very fast. But memorizing takes time. My comprehension in class does not necessarily match my ability to retain material.
- (6) Correction by instructor: I received very positive feedback and no corrections that were demeaning.
- (7) Techniques: Fun, enjoyable and effective.
- (8) Format: peer, group and individual work: It takes a while to understand the most effective learning method for a student. Yalin has been sensitive to the methods I respond to best and tried to develop learning exercises around them.
- (9) Group dynamics: NA, Yalin is very positive and supportive-- helpful qualities in language training.

Any final comments or observations that you'd like to share:

I have had both 1 and 2 hours lessons. I find that 1 hour is too short and that I am burned out by the end of 2 straight hours. I think 1½ hours (with a break if more time is going to be open) is a good length of time to allow the student to digest the material covered in the class. When material on sheets is written really small I can't read it and I can't understand the words. Specific homework assignments help me to make better progress. Flash cards are helpful. Sheets with many characters and no translation are confusing.

C O N C L U S I O N

The techniques that I have described here are my experiments. Some were less successful; some seemed very helpful. The activities for the most part worked smoothly, however, there are some I would not try again, such as, the Procedure 1 of Using the Rods. (Please see P.35) I hope what I learned about teaching as described in the Implications for Teaching will be useful to you. However, without having a student with an innovative and open-minded spirit, there would be no teacher likely to experiment, and no paper like the one you just read. I am pleased and thankful for Leslie's comments and evaluation, which are filled with more positive than negative feedback. I do hope you are encouraged to learn Chinese after reading this paper.

My conclusion will include an assessment of how well I met my objectives.

- (1) To experiment with what I had learned from the M.A.T. Program. To apply the philosophies of the approaches listed in the introduction and observe the effect. *

I did experiment with what I had studied, and did try to pull out from what I had learned that which I thought would make the tutorial successful. I am pleased to see my student wrote in her comments on item (7) Techniques, "Fun, enjoyable and effective." I felt I was rewarded. However, this was my first experiment and there were many defects as you can see in my Comments. As I said in the Comments on Technique 18, if I were to teach Chinese again, I might write ten conversation

handouts with various subjects in advance. On the other hand, I might use Silent Way to teach. No matter what I might do differently next time, the spirit of experiment would still remain the same. After all, teaching is a matter of never-ending exploration. I learned this from my experience at the School for International Training.

- (2) To see how much I had grown in teaching. Reflecting back to my Chinese teaching experience in Taiwan, I wanted to compare and see my own growth after almost one year of studying about teaching.

Apart from the above said spirit, which led me to experiment with all sorts of teaching techniques and teaching philosophies to reflect and to ponder over their success, as described in each Comments and Implications for Teaching, and finally to complete this paper, I also have grown to recognize the importance of keeping silent as a teacher. I taught both Chinese and English as a Second Language before I came to study at the M.A.T. Program. I always had a sore throat after the class was over. I spoke too much. I was so enthusiastic that I neglected to give the students more time to speak. Now I have learned that I can even keep silent while the students are doing much of the learning part: watching, thinking, guessing, speaking, reading, and listening to their own tape-recorded speech. It was amazing to see in Doctor Gattegno's French class, with his Silent Way technique, the students learning French while he was mostly keeping quiet.

- (3) To see the value of using Mandarin Phonetic Symbols (MPS), in-

stead of using romanization.

I did see the value of using Mandarin Phonetic Symbols. My student's pronunciation was very good. However, there are not many text books using MPS nowadays. Nine out of ten use romanizations or Pin Yin. The lack of pertinent MPS text books is a big problem for students, like Leslie, who had learned Chinese by MPS already and wanted to go on learning. I hope some day text books with MPS will become more popular.

- (4) To prove the value of using the unsimplified characters rather than the simplified characters used in Mainland China.

The tutorial ended earlier than I had expected. Accordingly, I did not get a chance to fulfill my fourth objective. However, I still would like to make my points here, so that you can understand why I consider it was one of my objectives. Beauty, history and efficiency are the words I would use to indicate my reasons for choosing unsimplified characters. Subjectively perhaps, I think these characters are more beautiful. In terms of history, every character consists of every stroke that has its unique meaning and origin and is indispensable. For example, let us take a look at "賣" (sell). The lower part "貝" (seashell) indicates that during the ancient time people used sea shells to trade. The "賣" character is being changed into "卖". The beauty is gone along with the loss of meaning. And from the point of view of efficiency, I feel that unsimplified characters can more easily attract your attention and be memorized than simplified characters. The more a character is simplified, the harder it is to associate its meaning. Take

"卖" for example. it is difficult to associate it with sell. Some students from Mainland China told me that they could not write unsimplified characters, because they were very difficult for them to learn. My impression is that once you start learning from unsimplified characters, it is easy to write simplified characters, while if you know simplified characters first, laziness blocks you from writing unsimplified characters.

In conclusion, I would like to return to the question with which I began this paper: How do people manage to learn Chinese? If by reading this paper you can begin to answer that question or if you have learned something about teaching Chinese or teaching languages in general, then I shall be delighted to conclude that this paper did serve as a "brick", and I do get a "gem" in return.