

課節一：第二語言學習的原則 ——四大策略



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目錄

- 課前準備與思考：
 - 香港少數族裔基本數據
 - 關鍵時期假說
 - L1, L2, L3, Ln, & 多語學習
 - 非華語幼兒學習中文的挑戰
- 四大策略
 - 幼兒學中文：綜合、小組、遊戲等
 - 非華語幼兒如何學習中文：輸入、輸出、互動
 - 文化回應：少數族裔家庭文化帶進課堂
 - 照顧差異：多元課堂中的多樣性
- 總綱：語言聚焦幼兒課程——從口語到書面語
- 工作坊

目標

我知道如何提供證據，以了解：

- 我學校的課程，
 - 或我課堂的教學，
- 適合非華語幼兒學習中文。

課節一：第二語言學習的原則

目標

- 本課節為教師剖析非華語幼兒在學習上所面對的困難，幫助教師了解學生的文化背景等特點，從而為幼兒提供更適切的支援。
- 同時，將講解學習第二語言的基本原則，作為日後教學設計的依據，亦將探討如何推動家庭為幼兒的語文學習創設良好條件。

香港少數族裔概況



2021年人口普查

概述

互動數據

新聞稿

統計表

統計報告

專題文章

概念及方法

概述

人口	2016	2021
人口	7 336 585	7 413 070
年齡中位數	43.4	46.3
撫養比率 (15歲以下和65歲及以上人口與每千名15-64歲人口相對的比率)	373	438
性別比率 (每千名女性的男性數目)	852	839
15歲及以上從未結婚人口 (百分比)	30.1	28.6
非華裔人口 (百分比)	8.0	8.4
住戶	2016	2021
家庭住戶數目	2 509 734	2 674 161
家庭住戶平均人數	2.8	2.7
家庭住戶每月收入中位數 (港元)	25,000	27,650



表E2021F：2021年人口普查 - 主要統計表 (人口分組)	2021	2022年7月15日		
表E2021G：2021年人口普查 - 主要統計表 (內部遷移及遷居)	2021	2022年7月15日		
表E2021H：2021年人口普查 - 主要統計表 (新市鎮)	2021	2022年5月31日		

統計報告

名稱	最新期號	出版日期		
香港2021年人口普查 - 短篇文字	-	2023年2月27日		
香港2021年人口普查 - 主題性報告：兒童	-	2023年2月24日		
香港2021年人口普查 - 主題性報告：青年	-	2023年2月23日		
香港2021年人口普查 - 主題性報告：單親人士	-	2023年2月23日		
香港2021年人口普查 - 主題性報告：長者	-	2023年2月23日		
香港2021年人口普查 - 主題性報告：居於分間樓宇單位人士	-	2023年1月19日		
香港2021年人口普查 - 主題性報告：內地來港定居未足七年人士	-	2023年1月13日		
香港2021年人口普查 - 主題性報告：少數族裔人士	-	2022年12月29日		
香港2021年人口普查 - 主要結果	-	2022年12月2日		
香港2021年人口普查 - 技術報告	-	2022年12月2日		
香港2021年人口普查 - 簡要報告	-	2022年2月28日		
香港2021年人口普查 - 主要統計數字	-	2022年2月28日		

專題文章

詳情

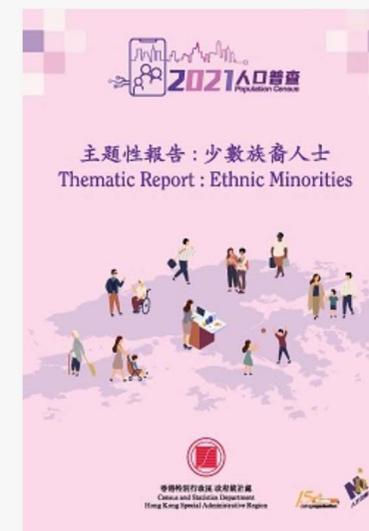
摘要

所有期號

系統需求

詳情

類型	統計報告
名稱	香港2021年人口普查 - 主題性報告：少數族裔人士
最新期號	-
出版頻次	特刊
語言	中英文對照版 (中文只提供繁體中文版)
查詢	電話: (852) 3428 2744 傳真: (852) 3584 7864 電郵: census2021@censtatd.gov.hk
下載	 (5.7MB)
附帶檔案	 檔案列表



摘要

本報告載列有關少數族裔人士的一系列統計數字，並詳盡分析這些人士在人口、教育、經濟、住戶、房屋及地區等方面的特徵。這些結果亦與過往人口普查及中期人口統計的結果作適當的比較。

所有期號

名稱	出版日期	下載	附帶檔案
3/3/2025 香港2021年人口普查 - 主題性報告：少數族裔人士	2022年12月29日		 檔案列表



ENG 简体 A A A

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人口普查結果 背景 主要事項 新聞與媒體 網上展覽館 其他

按種族及年劃分的人口

📄 下載 ✕ 取消

年	2011		2016		2021	
	人口		人口		人口	
	人數	百分比	人數	百分比	人數	百分比
種族						
華人	6 620 393	93.6	6 752 202	92.0	6 793 502	91.6
菲律賓人	133 018	1.9	184 081	2.5	201 291	2.7
印尼人	133 377	1.9	153 299	2.1	142 065	1.9
印度人	28 616	0.4	36 462	0.5	42 569	0.6
尼泊爾人	16 518	0.2	25 472	0.3	29 701	0.4
巴基斯坦人	18 042	0.3	18 094	0.2	24 385	0.3
其他南亞裔人士 (1)	2 345	§	4 847	0.1	5 314	0.1
泰國人	11 213	0.2	10 215	0.1	12 972	0.2
日本人	12 580	0.2	9 976	0.1	10 291	0.1
韓國人	5 209	0.1	6 309	0.1	8 700	0.1
其他亞洲人	4 693	0.1	8 433	0.1	10 574	0.1
白人	55 236	0.8	58 209	0.8	61 582	0.8
其他 (2)	30 336	0.4	68 986	0.9	70 124	0.9
總計	7 071 576	100.0	7 336 585	100.0	7 413 070	100.0

非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

3/3/2025

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資源中心

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人口統計：少數族裔

香港大致為單一種族社會，約91.6%的人口都是華裔人士（種族屬漢族華人）。根據二零二一年人口普查的結果，香港約有619,552人報稱為非華裔人士，這類人士約佔人口的8.4%。他們並非全都在香港永久居留。

香港的少數族裔人士主要包括：

(二零二一年人口普查)

種族(報稱)	總人數
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3/3/2025 印尼人

非華語幼兒的學與教幼稚園教師專業發展基礎課程

142:065

10

人口統計：少數族裔

香港大致為單一種族社會，約91.6%的人口都是華裔人士（種族屬漢族華人）。根據二零二一年人口普查的結果，香港約有619,552人報稱為非華裔人士，這類人士約佔人口的8.4%。他們並非全都在香港永久居留。

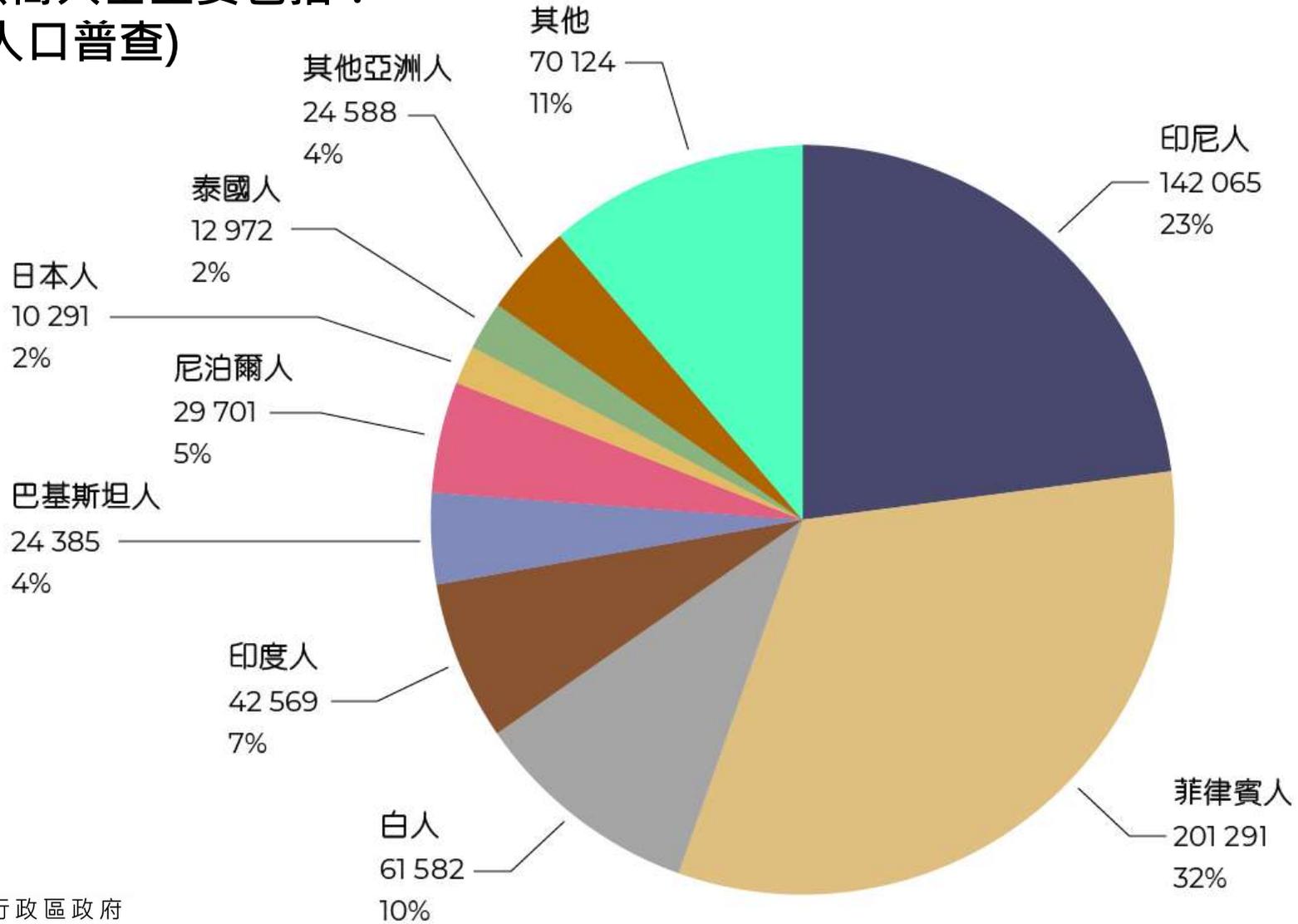
香港的少數族裔人士主要包括：

(二零二一年人口普查)

種族(報稱)	總人數
印尼人	142 065
菲律賓人	201 288
白人	61 579
印度人	42 569
巴基斯坦人	24 385
尼泊爾人	29 701
日本人	10 291
泰國人	12 972
其他亞洲人	24 580
其他	70 122



香港的少數族裔人士主要包括：
(二零二一年人口普查)



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Summary

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- > Size and Structure
- > 人口特徵
- > Demographic Characteristics
- ✓ 教育特徵
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 - 表5.2 2011年、2016年及2021年按種族及教育程度（最高就讀程度）劃分的15歲及以上少數族裔人士數目
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 - 表5.4 2021年按教育程度（最高就讀程度）及年齡組別劃分的於香港院校就讀全日制課程的少數族裔

年份 Year	年齡組別 Age group	少數族裔人士 Ethnic minorities			全港人口 Whole population		
		男 Male	女 Female	合計 Overall	男 Male	女 Female	合計 Overall
就學比率（百分比） School attendance rate (%)							
2011	包括外籍家庭傭工 Including foreign domestic helpers						
	3 – 5 ⁽²⁾	86.9	86.9	86.9	91.0	91.6	91.3
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
	12 – 17	96.4	96.1	96.3	96.6	97.7	97.1
	18 – 24	38.5	11.7	17.8	48.9	49.3	49.1
	25+	0.7	0.2	0.3	0.5	0.5	0.5
	3歲及以上 Aged 3 and over	23.4	6.5	10.2	19.4	16.4	17.8
	撇除外籍家庭傭工 Excluding foreign domestic helpers						
	3 – 5 ⁽²⁾	86.9	86.9	86.9	91.0	91.6	91.3
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
2016	包括外籍家庭傭工 Including foreign domestic helpers						
	3 – 5 ⁽²⁾	90.0	91.4	90.7	92.7	92.3	92.5
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
	12 – 17	95.8	96.5	96.2	97.6	98.0	97.8
	18 – 24	41.3	22.4	29.2	50.8	52.7	51.8
	25+	1.0	0.2	0.4	0.6	0.6	0.6
	3歲及以上 Aged 3 and over	22.4	6.3	9.9	18.2	14.9	16.4
	撇除外籍家庭傭工 Excluding foreign domestic helpers						
	3 – 5 ⁽²⁾	90.0	91.4	90.7	92.7	92.3	92.5
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
2021	包括外籍家庭傭工 Including foreign domestic helpers						
	3 – 5 ⁽²⁾	90.0	91.4	90.7	92.7	92.3	92.5
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
	12 – 17	95.8	96.5	96.2	97.6	98.0	97.8
	18 – 24	41.9	44.8	43.3	50.8	54.4	52.6
25+	1.0	0.2	0.4	0.6	0.6	0.6	
3歲及以上 Aged 3 and over	23.0	22.3	22.7	18.2	16.3	17.2	

- 緒言
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- 人口特徵
- Demographic Characteristics
- 教育特徵

表5.1 2011年、2016年及2021年按年齡組別及性別劃分的3歲及以上少數族裔人士就學比率

表5.2 2011年、2016年及2021年按種族及教育程度(最高就讀程度)劃分的15歲及以上少數族裔人士數目

表5.3 2021年按種族及修讀科目劃分的15歲及以上曾受專上教育的少數族裔人士的百分比分布

表5.4 2021年按教育程度(最高就讀程度)及年齡組別劃分的於香港院校就讀全日制課程的少數族裔

教育特徵

Educational Characteristics

表 5.1 2011 年、2016 年及 2021 年按年齡組別及性別劃分的 3 歲及以上少數族裔人士就學比率⁽¹⁾ (續)
 Table 5.1 School attendance rate⁽¹⁾ of ethnic minorities aged 3 and over by age group and sex, 2011, 2016 and 2021 (cont'd.)

年份 Year	年齡組別 Age group	少數族裔人士 Ethnic minorities			全港人口 Whole population		
		男 Male	女 Female	合計 Overall	男 Male	女 Female	合計 Overall
2021 包括外籍家庭傭工 Including foreign domestic helpers							
	3 – 5 ⁽²⁾	88.5	85.2	86.8	88.0	88.9	88.4
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
	12 – 17	99.0	97.6	98.3	98.5	98.6	98.5
	18 – 24	46.5	36.5	40.4	54.9	55.1	55.0
	25+	1.1	0.3	0.4	0.8	0.8	0.8
	3 歲及以上 Aged 3 and over	25.2	7.6	11.6	16.9	13.6	15.1
撇除外籍家庭傭工 Excluding foreign domestic helpers							
	3 – 5 ⁽²⁾	88.5	85.2	86.8	88.0	88.9	88.4
	6 – 11	100.0	100.0	100.0	100.0	100.0	100.0
	12 – 17	99.0	97.6	98.3	98.5	98.6	98.5
	18 – 24	46.5	53.3	50.0	54.9	56.7	55.8
	25+	1.1	1.0	1.1	0.8	0.9	0.8
	3 歲及以上 Aged 3 and over	25.6	23.2	24.3	16.9	14.8	15.8

註釋：(1) 各年齡組別中，就讀全日制院校的人數佔該年齡組別總人數的百分比。
 Notes: (1) The percentage of population attending full-time educational institutions in the respective age groups.

(2) 有關教育特徵的數據是根據當上半年的情況作訪問。故此，剛滿 3 歲的兒童可能因學期初(通常是早一年的 9 月份)還未達入學年齡的最低要求而在應年(即上學年)未入讀預備班。
 (2) Data related to educational characteristics were enquired with reference to the first half of the year. Hence, children just reaching age 3 might not be attending pre-primary education in the first half of the year as they had not yet reached the minimum age for entrance at the beginning of the school term (usually in September of the previous year).

按種族、年及教育程度（最高就讀程度）劃分的於香港院校就讀全日制課程的人口

年	於香港院校就讀全日制課程的人口 (1)							
	人數							
	2021							
教育程度（最高就讀程度） - 小學及以下 / 中學 / 專上教育	小學及以下		中學		專上教育			總計
教育程度（最高就讀程度） - 7組	未受教育 / 學前教育	小學	初中	高中	專上教育：文憑 / 證書	專上教育：副學位課程	專上教育：學位課程	
種族								
華人	162 029	324 885	169 015	145 568	12 844	45 679	137 147	997 167
菲律賓人	559	1 540	770	946	87	139	461	4 502
印尼人	69	102	97	104	--	--	175	547
印度人	1 394	3 102	1 548	1 268	40	186	1 360	8 898
尼泊爾人	1 163	2 508	901	883	41	170	457	6 123
巴基斯坦人	1 048	2 760	1 623	1 892	78	468	642	8 511
其他南亞裔人士 (2)	168	202	297	214	--	17	63	961
泰國人	62	138	166	74	19	--	96	555
日本人	336	734	207	106	--	--	35	1 418
韓國人	194	634	283	316	12	54	166	1 659
其他亞洲人	274	345	44	110	--	56	178	1 007
白人	1 903	3 789	1 673	1 537	10	154	473	9 539
其他 (3)	4 388	8 348	4 151	3 270	280	540	1 678	22 655
總計	173 587	349 087	180 775	156 288	13 411	47 463	142 931	1 063 542

11,558



關鍵期語言學習假說

Critical period hypothesis, CPH

關鍵期假說 [編輯]

文A 12 種語言 ▼

條目 討論 臺灣正體 ▼

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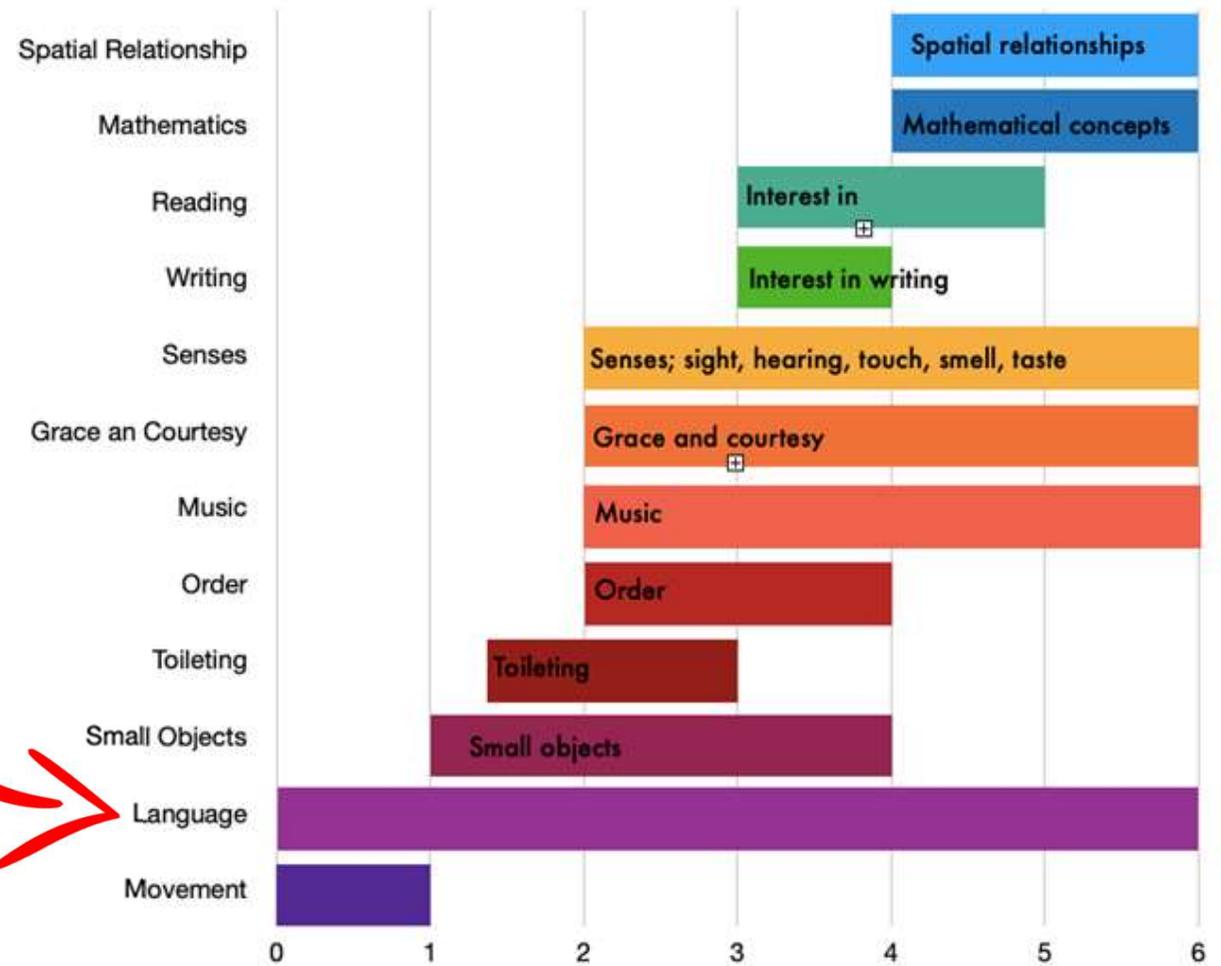
維基百科，自由的百科全書



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關鍵期假設（英文：**critical period hypothesis**）是一個長期存在爭論的假說，關於人是否存在一個語言學習的關鍵年齡段。該假說一般認為，存在一個理想時期更容易受語言環境影響從而比其他時間更容易學習一門語言。關鍵期假設認為，生命的最初幾年是關鍵時期，在足夠的刺激下，人都能習得第一語言。如果超過這個時期，語言的學習將會非常困難，特別是在語法方面。然而事實上這種說法目前在學界**仍然只是一種假說**，各方學者對此仍有許多批評爭議，**未有定論**。



*E.M. Standing, *Maria Montessori | her life and work*. CH 7

SLA

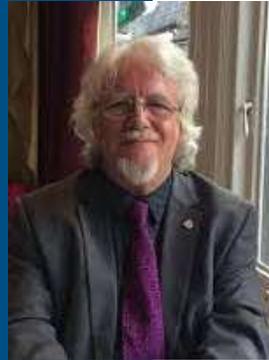
Second
Language
Acquisition

Language Acquisition: The Age Factor



2nd Edition

David Singleton and Lisa Ryan



3/3/2025

<https://www.mdpi.com/2226-471X/6/3/149>

The Critical Period Hypothesis for L2 Acquisition: An Unfalsifiable Embarrassment?

by  David Singleton ¹  and  Justyna Leśniewska ^{2,*}  

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² Institute of English Studies, Jagiellonian University, 31-120 Kraków, Poland

* Author to whom correspondence should be addressed.

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Received: 6 May 2021 / Revised: 23 August 2021 / Accepted: 27 August 2021 /

Published: 6 September 2021

(This article belongs to the Special Issue **Variability and Age in Second Language Acquisition and Bilingualism**)

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Versions Notes

Abstract

This article focuses on the uncertainty surrounding the issue of the Critical Period Hypothesis. It puts forward the case that, with regard to naturalistic situations, the hypothesis has the status of both “not proven” and unfalsified. The article analyzes a number of reasons for this situation, including the effects of multi-competence, which remove any possibility that competence in more than one language can ever be identical to monolingual competence. With regard to the formal instructional setting, it points to many decades of research showing that, as critical period advocates acknowledge, in a normal schooling situation, adolescent beginners in the long run do as well as younger beginners. The article laments the profusion of definitions of what the critical period for language actually is and the generally piecemeal nature of research into this important area. In particular, it calls for a fuller integration of recent neurolinguistic perspectives into discussion of the age factor in second language acquisition research.

非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

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Chat started

Wai Ip Lam

Translate the following abstract in Chinese: "This article focuses on the uncertainty surrounding the issue of the Critical Period Hypothesis. It puts forward the case that, with regard to naturalistic situations, the hypothesis has the status of both "not proven" and unfalsified. The article analyzes a number of reasons for this situation, including the effects of multi-competence, which remove any possibility that competence in more than one language can ever be identical to monolingual competence. With regard to the formal instructional setting, it points to many decades of research showing that, as critical period advocates acknowledge, in a normal schooling situation, adolescent beginners in the long run do as well as younger beginners. The article laments the profusion of definitions of what the critical period for language actually is and the generally piecemeal nature of research into this important area. In particular, it calls for a fuller integration of recent neurolinguistic perspectives into discussion of the age factor in second language acquisition research."

05/11/2023, 17:13:10

ChatGPT (Tokens used 544)

本文关注的是关于关键期假说的不确定性问题。它提出了这样的观点，就自然情境而言，这个假说既没有被证明，也没有被证伪。本文分析了这种情况的许多原因，包括多重能力的影响，这种影响消除了多语言能力与单语能力完全相同的可能性。就正式的教学环境而言，它指出了许多研究几十年来的结果，这些结果表明，正如关键期假说的支持者所承认的那样，在正常的学校情况下，青少年初学者最终与年幼的初学者一样。本文对于关于语言关键期的定义的大量存在以及对于这一重要领域的研究的通常是零散的性质感到遗憾。特别是，它呼吁更充分地将最近的神经语言学观点整合到第二语言习得研究中的年龄因素讨论中。

05/11/2023, 17:13:11

請注意 ChatGPT 第一次回答的立場。
有何啟示？

The screenshot shows a chat interface with three messages from 'Wai Ip Lam' and three responses from 'ChatGPT'. The messages are as follows:

- Message 1:** Summarise the main points of Critical Period Hypothesis for language learning. List in point form.
- Response 1:** A list of seven points summarizing the hypothesis, including its effectiveness in naturalistic situations, its impact on multi-competence, and the lack of consensus on its definition.
- Message 2:** List in point form views against Critical Period Hypothesis, and their evidence or reasons.
- Response 2:** A list of six points arguing against the hypothesis, such as its lack of sufficient evidence and the challenges posed by multi-competence.
- Message 3:** List in point form views supporting Critical Period Hypothesis, and their evidence or reasons.
- Response 3:** A list of five points supporting the hypothesis, citing evidence of language acquisition during specific periods and the benefits of early second language learning.



Wai Ip Lam

Summarise the main points of Critical Period Hypothesis for language learning. List in point form.

05/11/2023, 17:14:54



ChatGPT (Tokens used 726)

- The Critical Period Hypothesis suggests that there is a specific period of time during which language acquisition is most effective.
- In naturalistic situations, the hypothesis is considered "not proven" and unfalsified.
- The hypothesis is affected by multi-competence, which means that competence in multiple languages cannot be identical to monolingual competence.
- In formal instructional settings, research shows that adolescent beginners can perform as well as younger beginners in the long run.
- There is a lack of consensus on the definition of the critical period for language.
- Research in this area is generally fragmented and lacks integration with neurolinguistic perspectives.
- There is a need for a fuller integration of recent neurolinguistic perspectives when discussing the age factor in second language acquisition research.

05/11/2023, 17:14:54

首輪



Wai Ip Lam

List in point form views against Critical Period Hypothesis, and their evidence or reasons.

05/11/2023, 17:15:49



ChatGPT (Tokens used 886)

- The Critical Period Hypothesis is not proven and lacks sufficient evidence.
- Multi-competence challenges the hypothesis as it suggests that competence in multiple languages cannot be identical to monolingual competence.
- Research in formal instructional settings shows that adolescent beginners can perform as well as younger beginners in the long run, contradicting the hypothesis.
- The definition of the critical period for language is inconsistent and lacks consensus.
- There is a fragmented nature of research in this area, with limited integration of neurolinguistic perspectives.
- The lack of conclusive evidence and the piecemeal nature of research call into question the validity of the Critical Period Hypothesis.

05/11/2023, 17:15:50

追問



Wai Ip Lam

List in point form views supporting Critical Period Hypothesis, and their evidence or reasons.

05/11/2023, 17:17:37



ChatGPT (Tokens used 1093)

- There is evidence that language acquisition is most effective during a specific period of time, which supports the Critical Period Hypothesis.
- Studies have shown that children who learn a second language before puberty have a better chance of achieving native-like proficiency, which provides evidence for the existence of a critical period.
- The hypothesis is supported by the observation that second language learners who begin learning a language after puberty struggle to achieve native-like proficiency.
- There is evidence that the brain undergoes developmental changes that affect language acquisition, which supports the existence of a critical period.
- Some researchers argue that the existence of a critical period is supported by the fact that it is easier to learn a language if it is similar to a language that was learned during childhood.
- The Critical Period Hypothesis offers a plausible explanation for why some people struggle to learn a new language later in life.

05/11/2023, 17:17:37

三問

第 n 語言，Ln？

多語學習者 Multilingual Learner



多語學習者

Multilingual Learner

Multilingualism (Latin *multus* + *lingua* 'many' and 'language') is a social situation involving groups or communities who communicate, with varying proficiency, in more than one language, in addition to a national or standard language. This is called 'societal multilingualism'. Similarly, 'individual multilingualism' or 'bilingualism' means a person's ability to use two languages (bi + lingual, Latin *bilinguis* 'two-tongued'), separately or mixed, with varying degrees of competence. Associated with multilingualism is the concept 'multiculturalism', which is the existence and acceptance of multiple cultural traditions and practices within a community—the idea of a diverse, inclusive society. The study of multilingualism is part of the sociology of language. This comprises the investigation of phenomena like the condition of minority languages, language death and revitalization, language and nationalism, multilingual cities and communities, language education, and language planning. The scope of multilingualism involves past and present and all the language modes: writing, speaking, and signing.

能力

3/3/2025 母語

二語 (英語?)

三語

...

n 語



is compulsory for every Muslim should know Arabic





but the best way to understand the Quran is to know Arabic as a language



香港少數族裔學生學習中文，有哪些困難？



根據你的經驗與所知，請列出三項香港非華語幼兒學習中文的困難：

1.

2.

3.



1. 四大策略之首..... ——幼兒學習策略

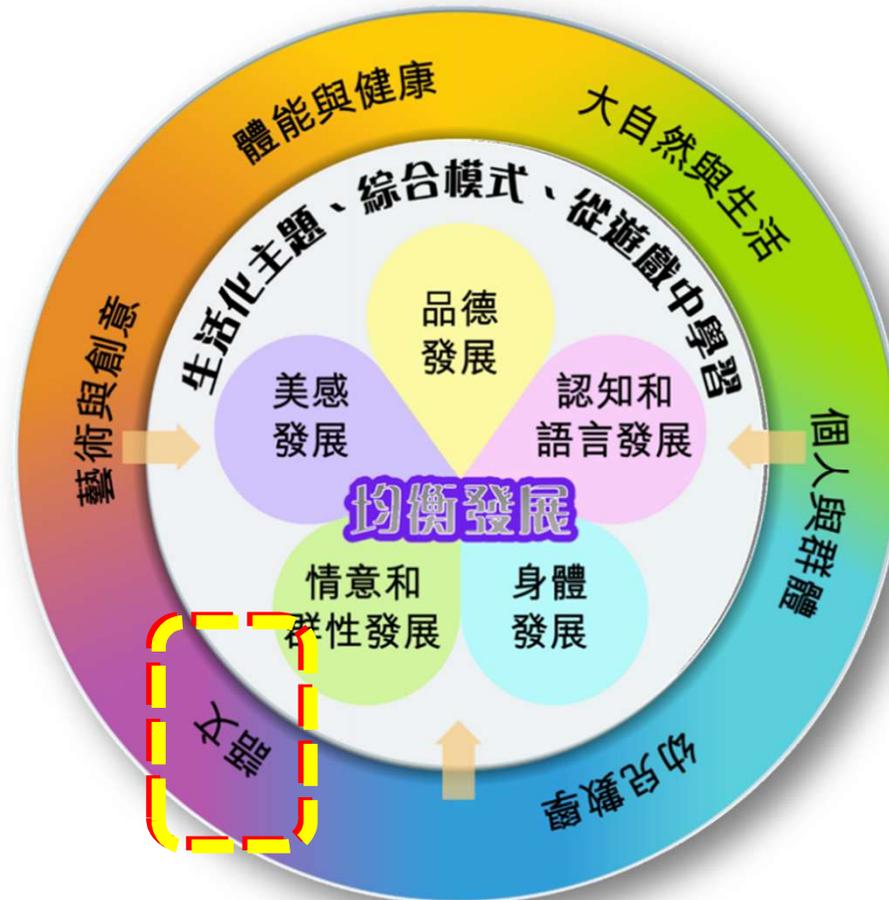
幼兒學中文？



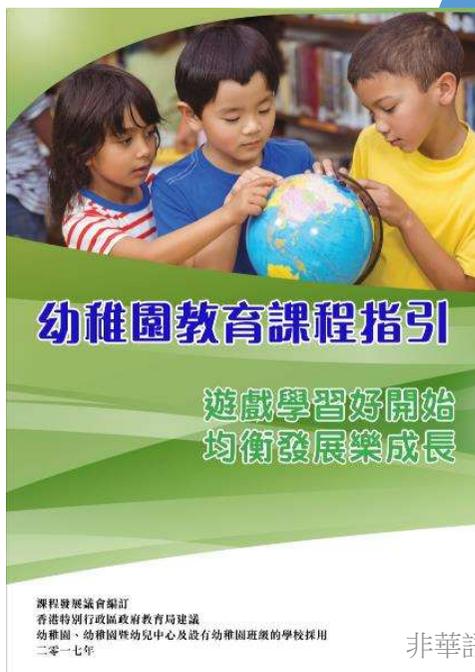
根據你的學習、經驗和專業知識，
讓幼兒有效學習事物，須哪些條件？

聚焦語言的幼兒課程

Language-focused curriculum (LCF)



幼兒語文教學的前設



買與賣 Buying & Selling

預備課堂賣物會.....



含學生照片，略



3/3/2025



非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

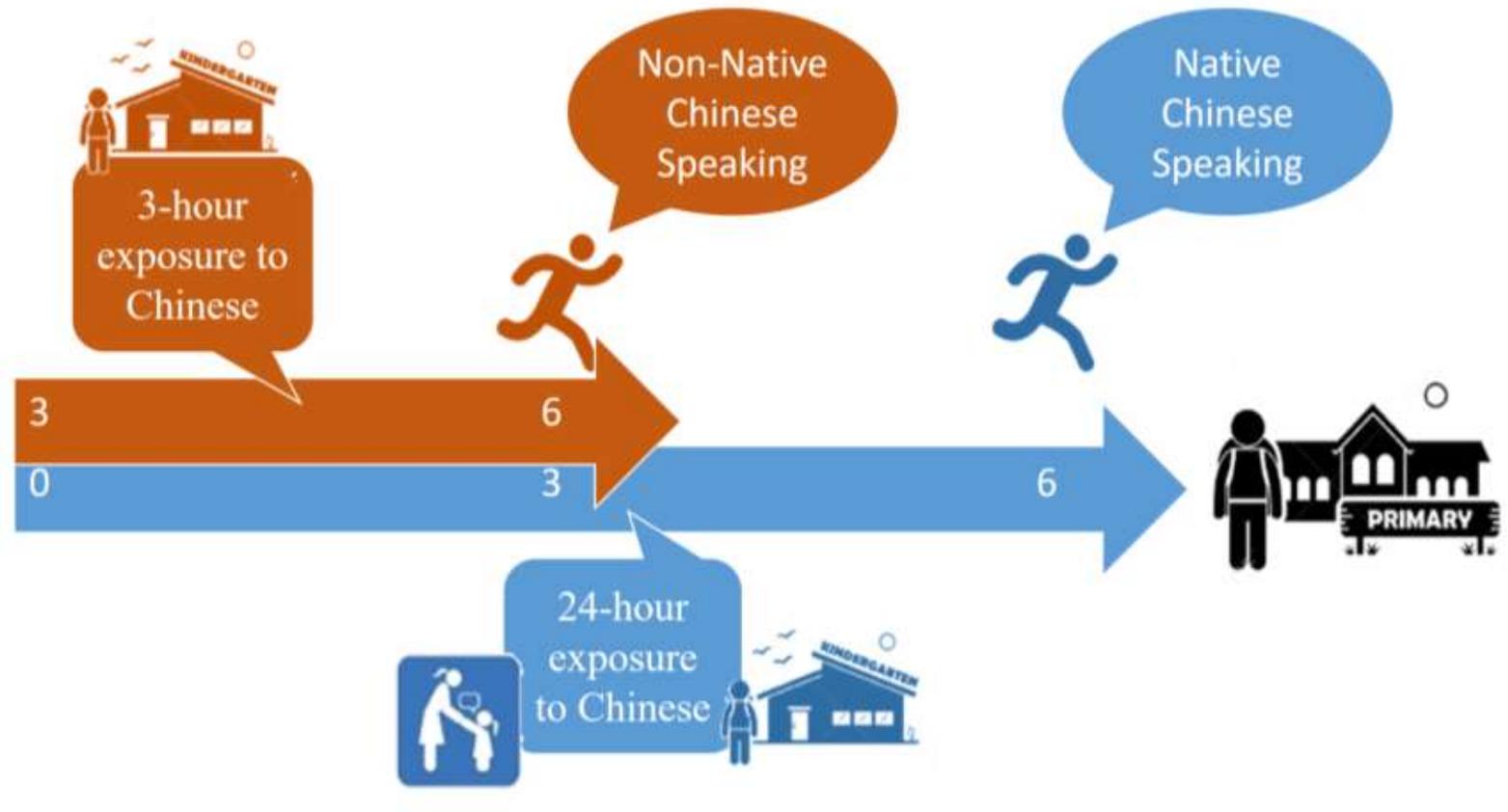


39



2. 四大策略之本..... ——語言聚焦課程

接觸中文輸入的挑戰



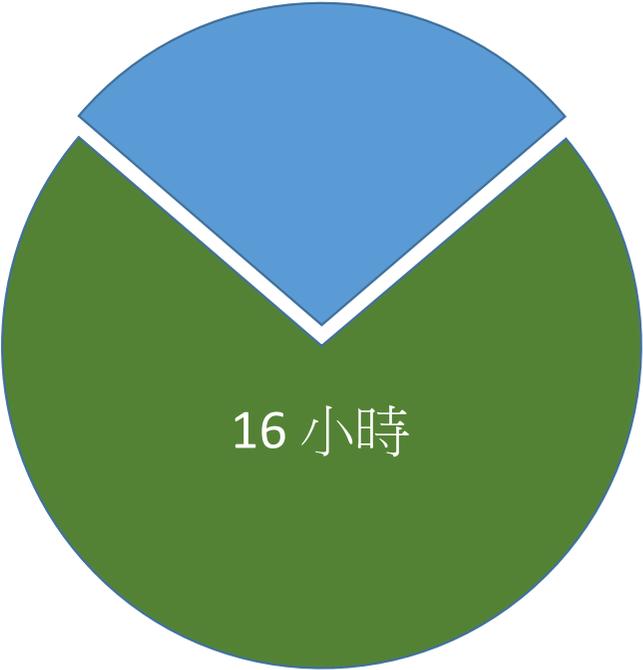
圖例：

非華語幼兒

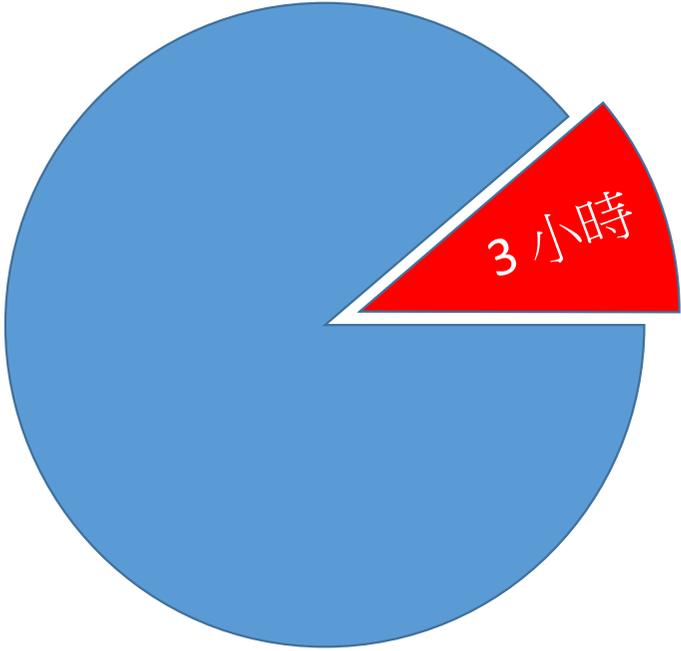
華語幼兒

輸入：接觸中文的機會

華語幼兒學習中文時間



非華語幼兒學習中文時間

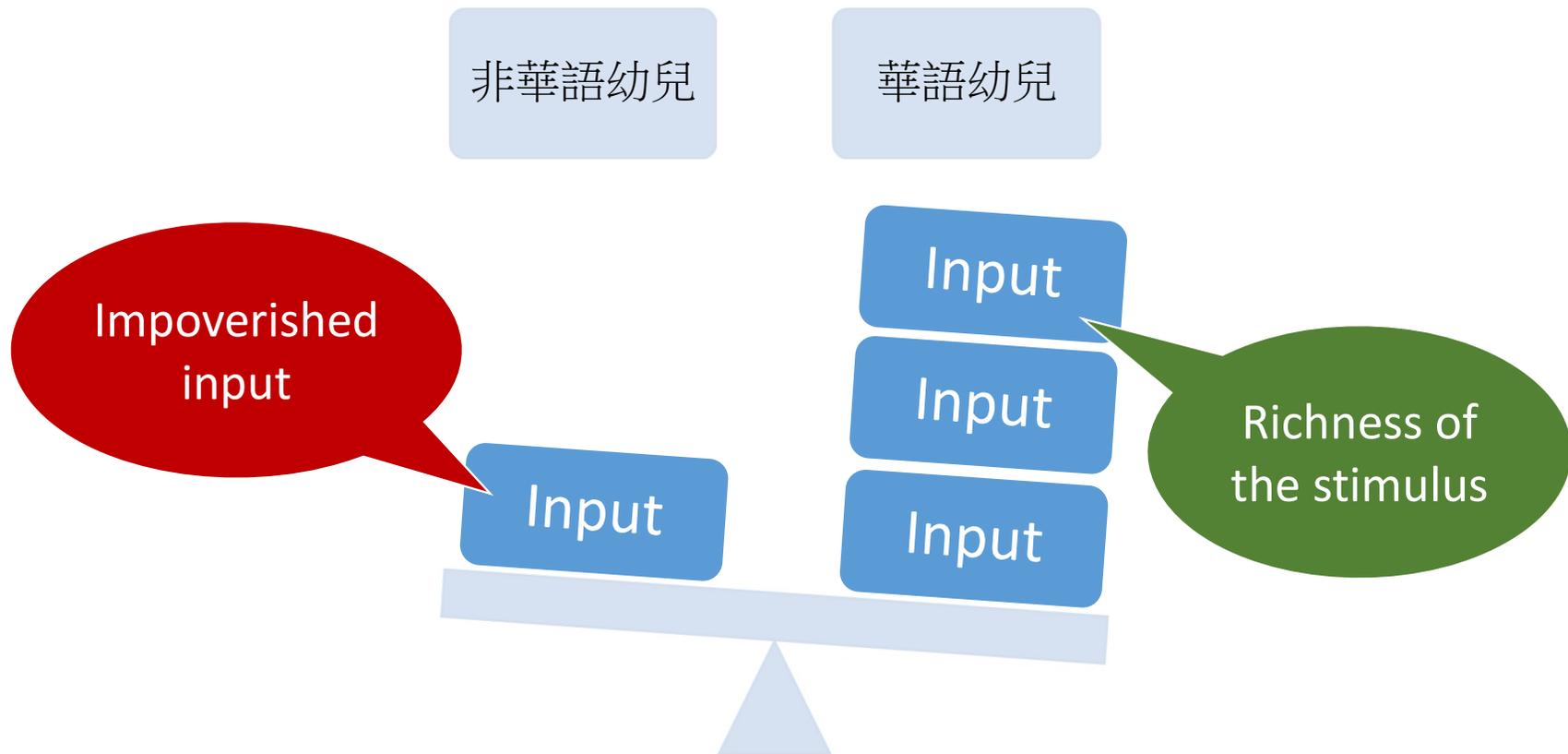


①輸入 Input：頻率效應 Frequency effect

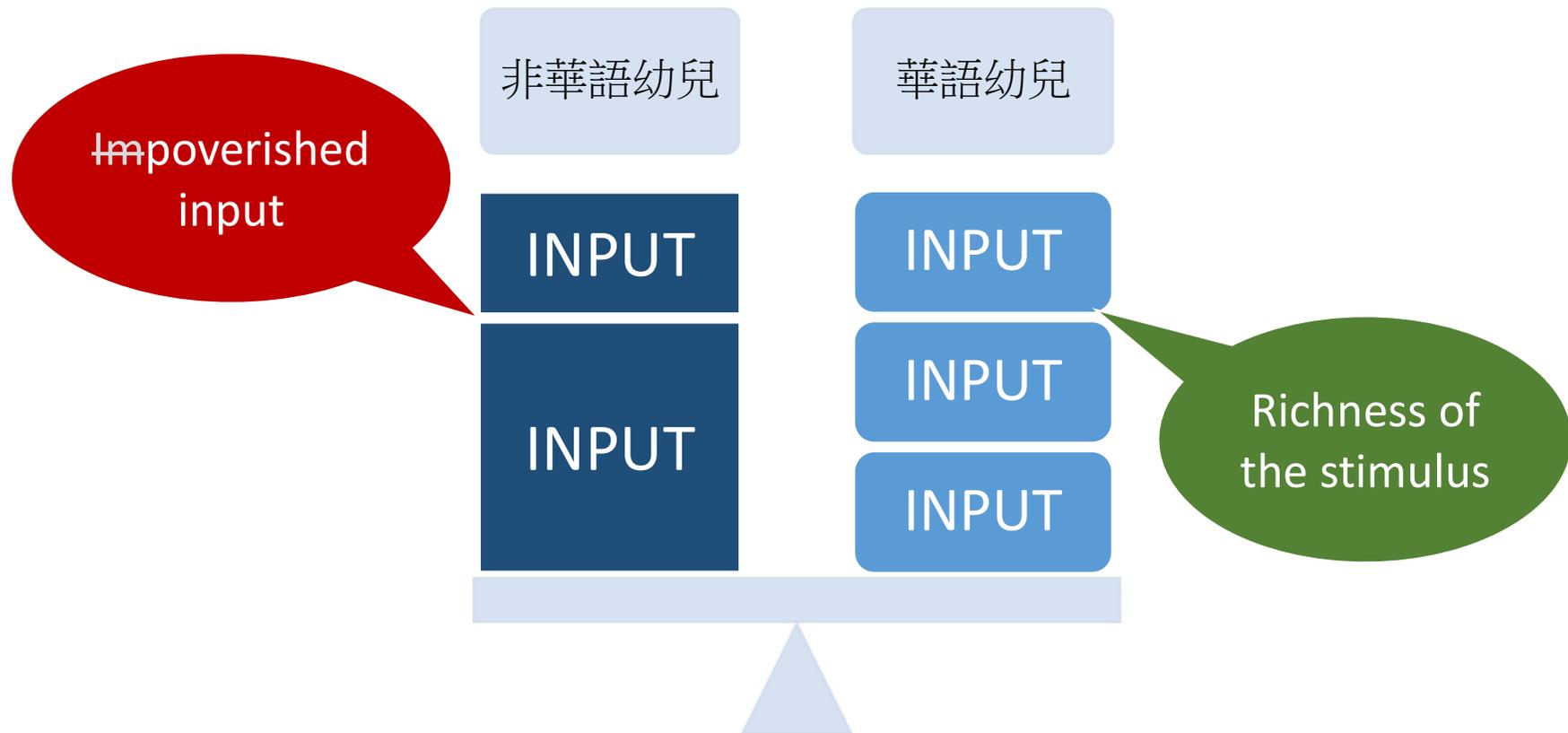


頻率愈高的語言形式，
學習愈快。

語言輸入是語文學習的基本條件

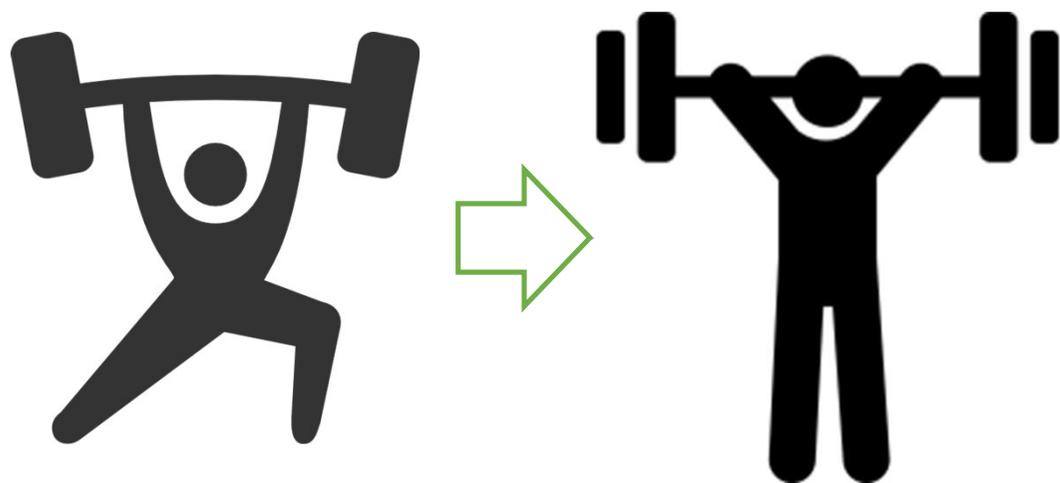


語言輸入是語文學習的基本條件



意義：

②輸入須**可理解** Comprehensible Input



只要學習者接觸到比他當前水平 (i) 略高 (i+1) 的輸入，語言學習自然發生。



Stephen Krashen

不可理解輸入 (IN-Comprehensible input)



"He's been like that for an hour.
Should we tell coach?"

非語言表達 non-verbal expression，例如： 全身反應法 Total Physical Response, TPR

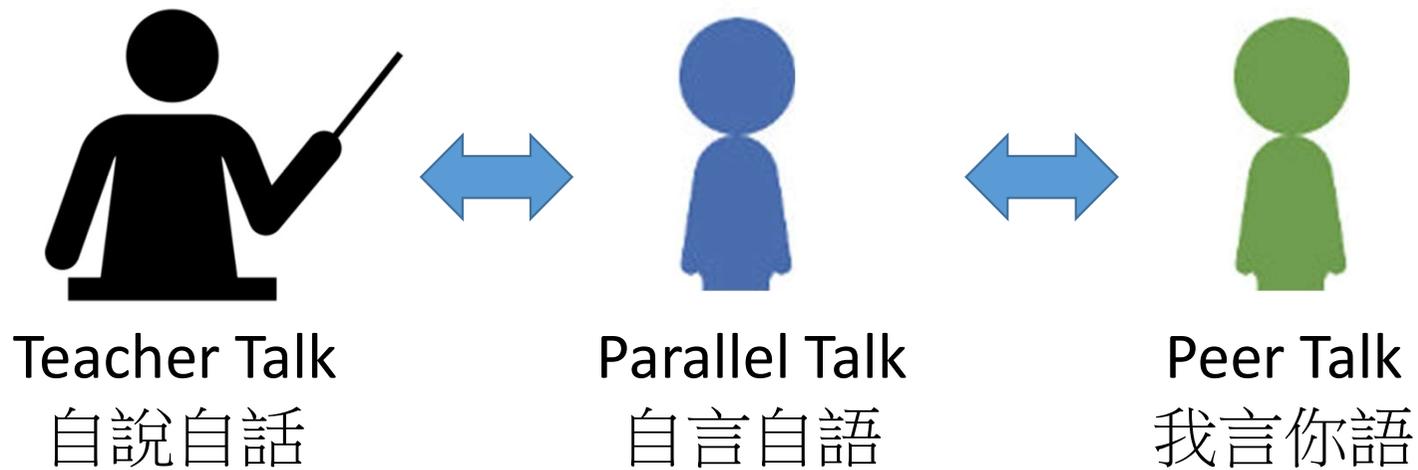
注意



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

- 全身反應法，只不過是芸芸非語言表達輸入的一種
- 對幼師來說，運用圖畫、動作，教師或同學示範、牽手指導等非語言表達的方法，本來自然，也很日常
- 全身反應法是其中一種教學技巧，不是第二語言學習的理論

大量輸入例子



K1 上學期的課堂常規是語言萌發的寶山

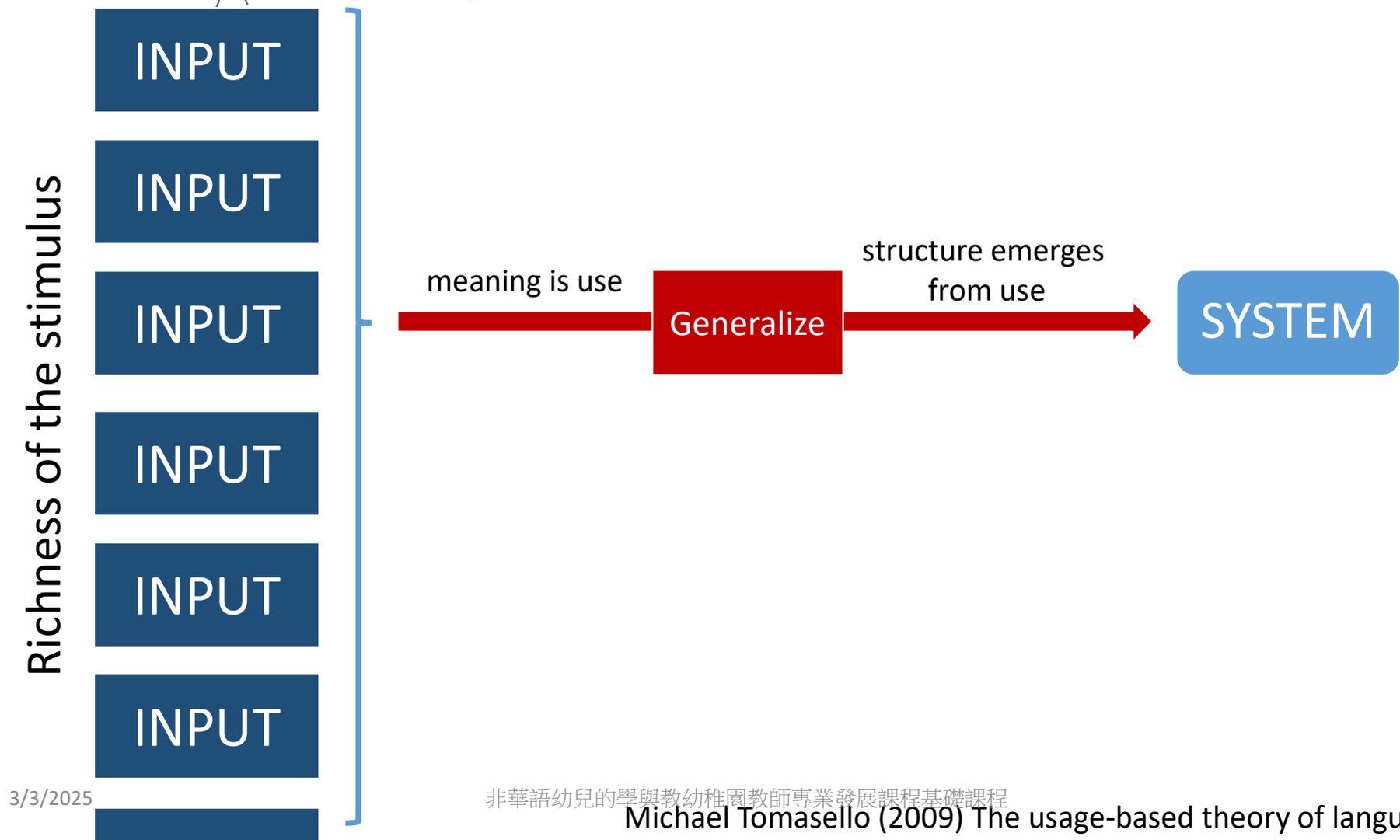
活動內容及時間分配例子		
活動內容	約需時間 (分鐘)	
	半日制	全日制
早、午會 / 全班或全組活動 (清潔檢查、談話、生活經驗分享)	15-30	15-30
學習活動和自選區角活動 (例如：建構遊戲、創作遊戲、探究遊戲、 操作遊戲、社會遊戲、語言遊戲)	75-95	110-145
體能活動、音樂活動和藝術活動	45-60	90-105
排洗	20-30	40-60
膳食 (清潔、茶點、午膳)	15-20	60-95
午睡 / 休息	-	80-105
離園整理活動 (整理及分享活動經驗、談話、兒歌)	10-15	25-30



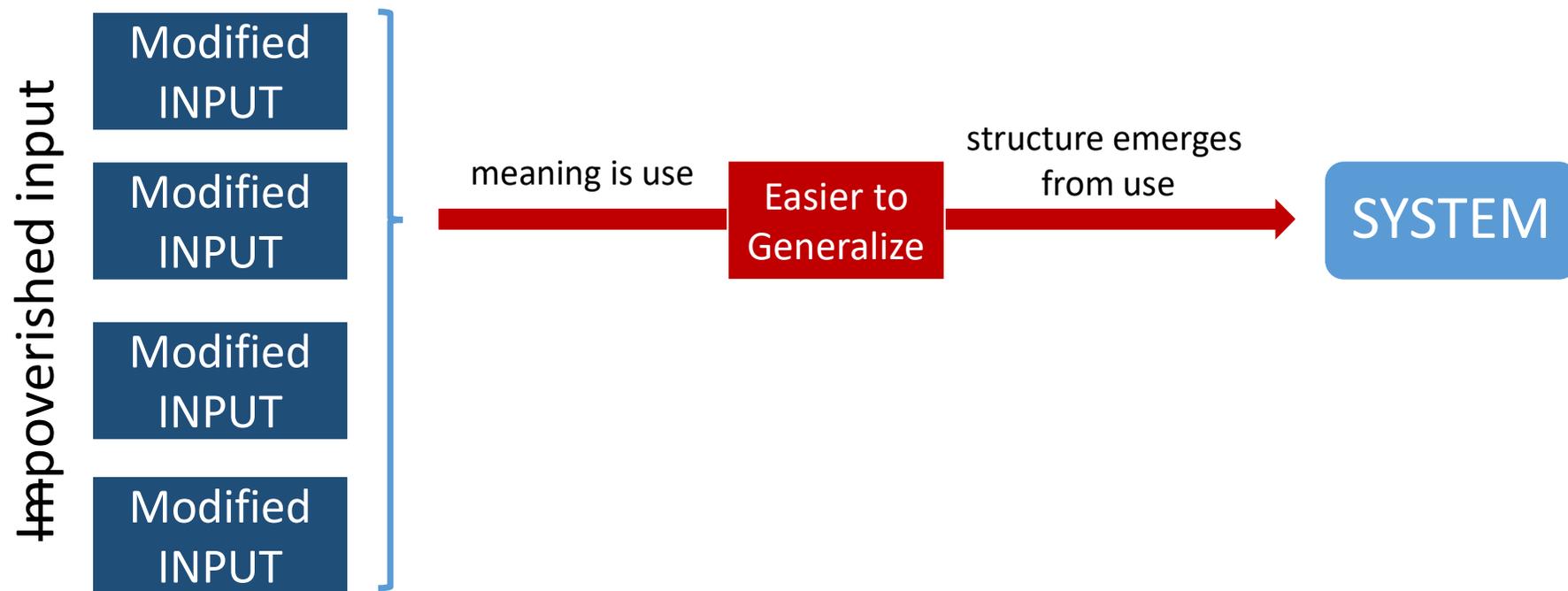
How is language learned?



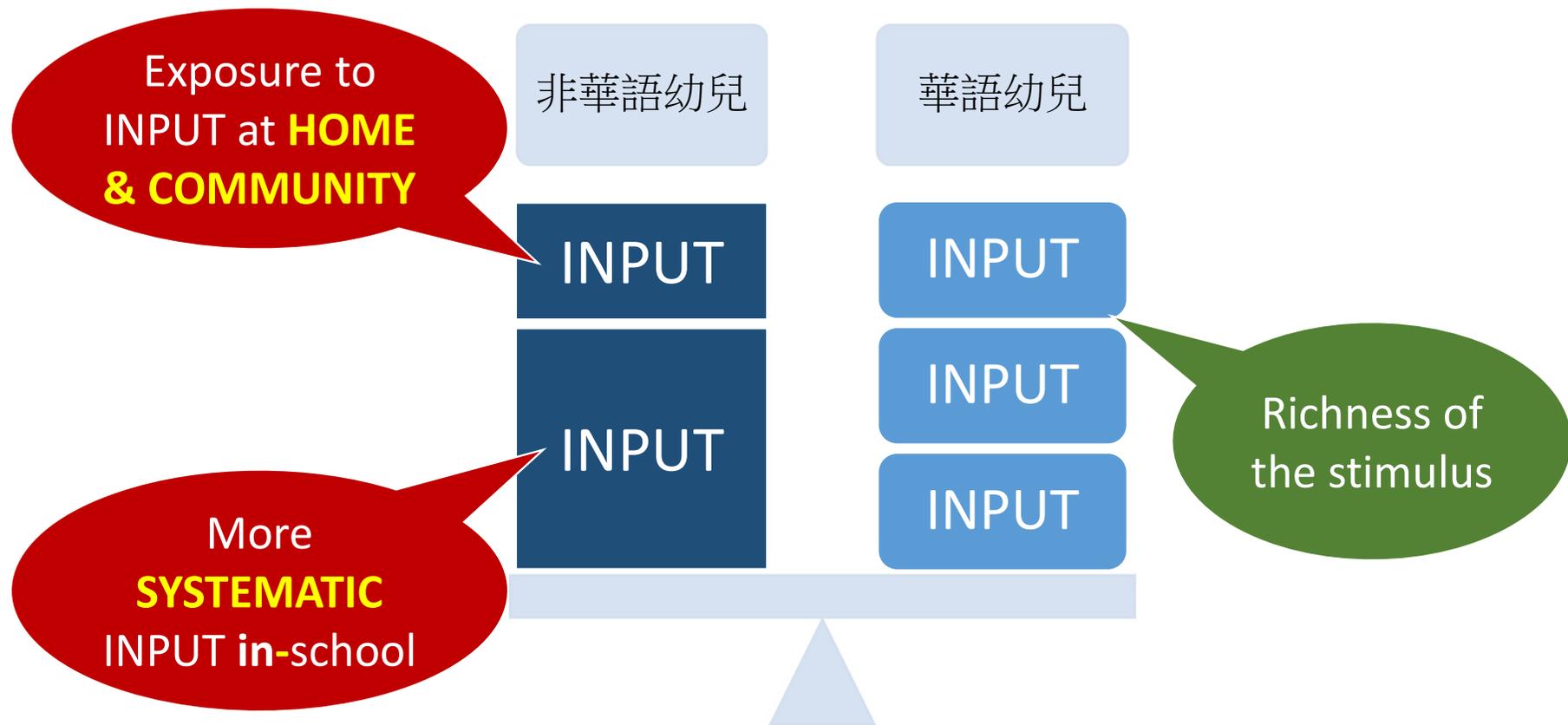
How is language learned?



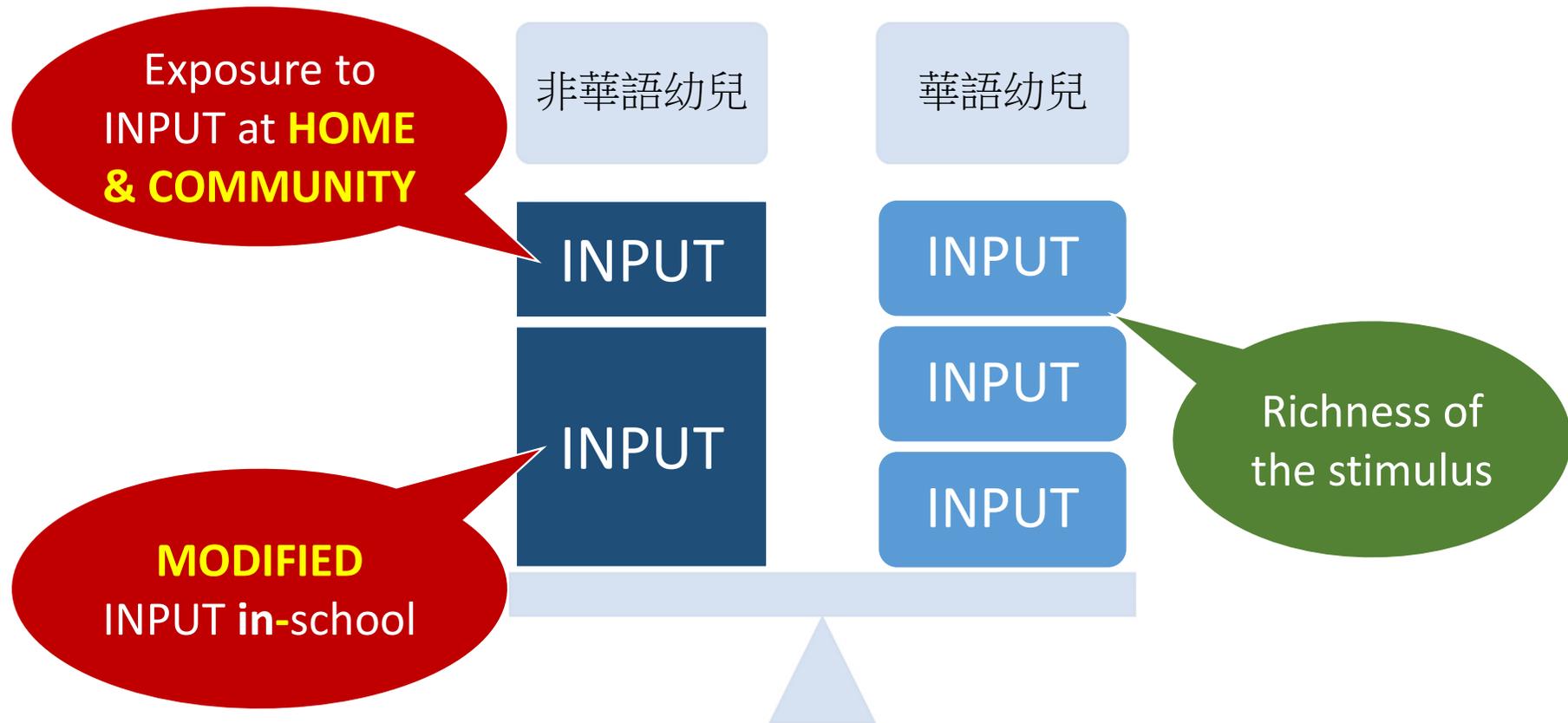
How ^{can 2nd} is language ^{be} learned?



語言輸入是語文學習的基本條件



語言輸入是語文學習的基本條件

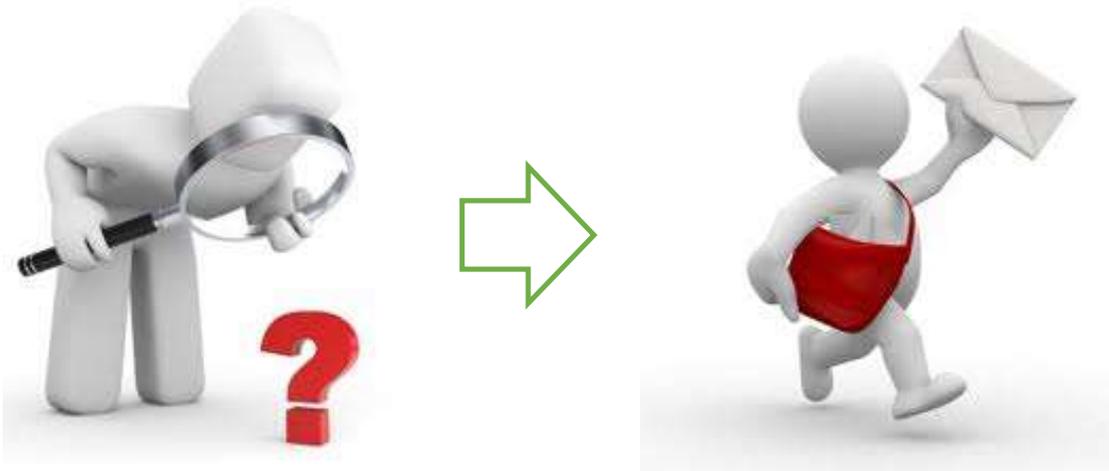


Modified Input 例子：運用教學常規的語言作萌發語言

活動內容及時間分配例子		
活動內容	約需時間 (分鐘)	
	半日制	全日制
早、午會 / 全班或全組活動 (清潔檢查、談話、生活經驗分享)	15-30	15-30
學習活動和自選區角活動 (例如：建構遊戲、創作遊戲、探究遊戲、 操作遊戲、社會遊戲、語言遊戲)	75-95	110-145
體能活動、音樂活動和藝術活動	45-60	90-105
排洗	20-30	40-60
膳食 (清潔、茶點、午膳)	15-20	60-95
午睡 / 休息	-	80-105
離園整理活動 (整理及分享活動經驗、談話、兒歌)	10-15	25-30



③ 可理解輸出 Comprehensible Output



語言輸出時，人們不得不把語音、詞語、內容按照某種順序排列，迫使學習者由只求理解意義轉到思考語言形式特點。

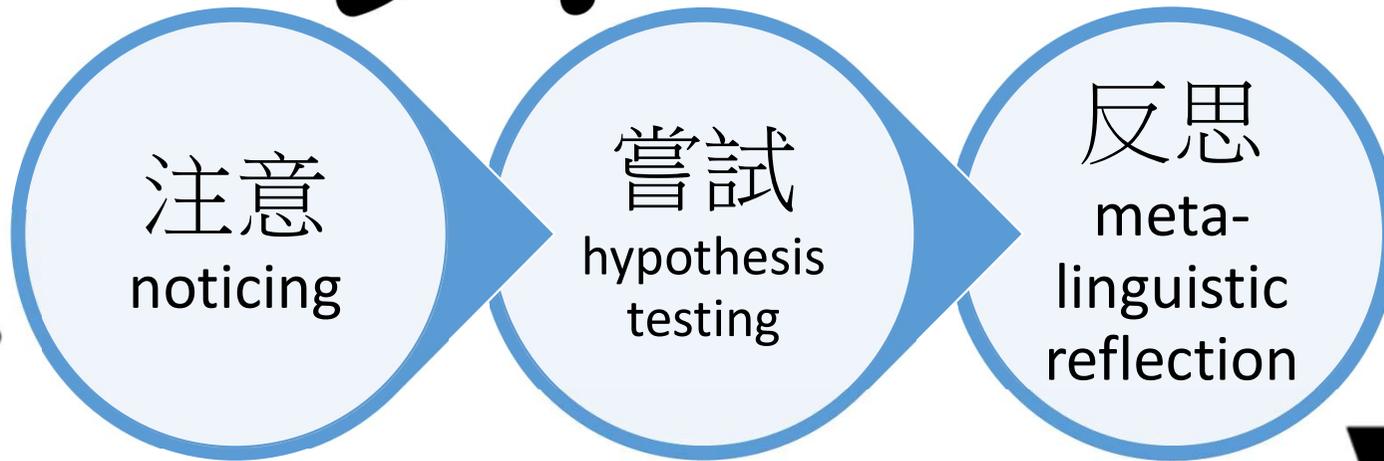


Merrill Swain

可理解輸出 Comprehensible Output



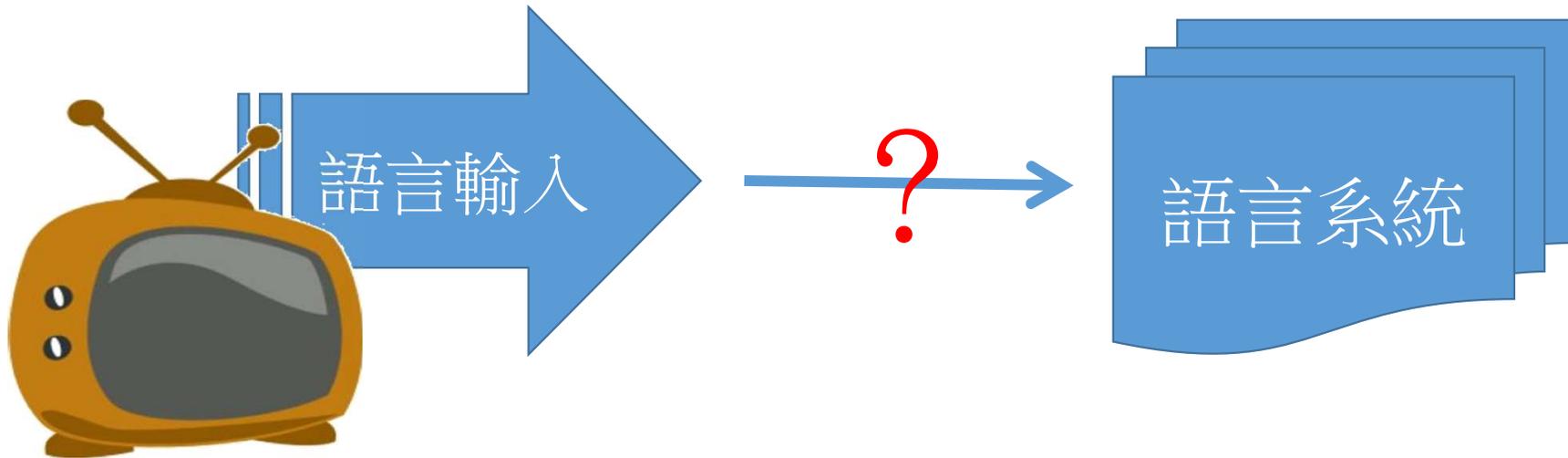
Merrill Swain



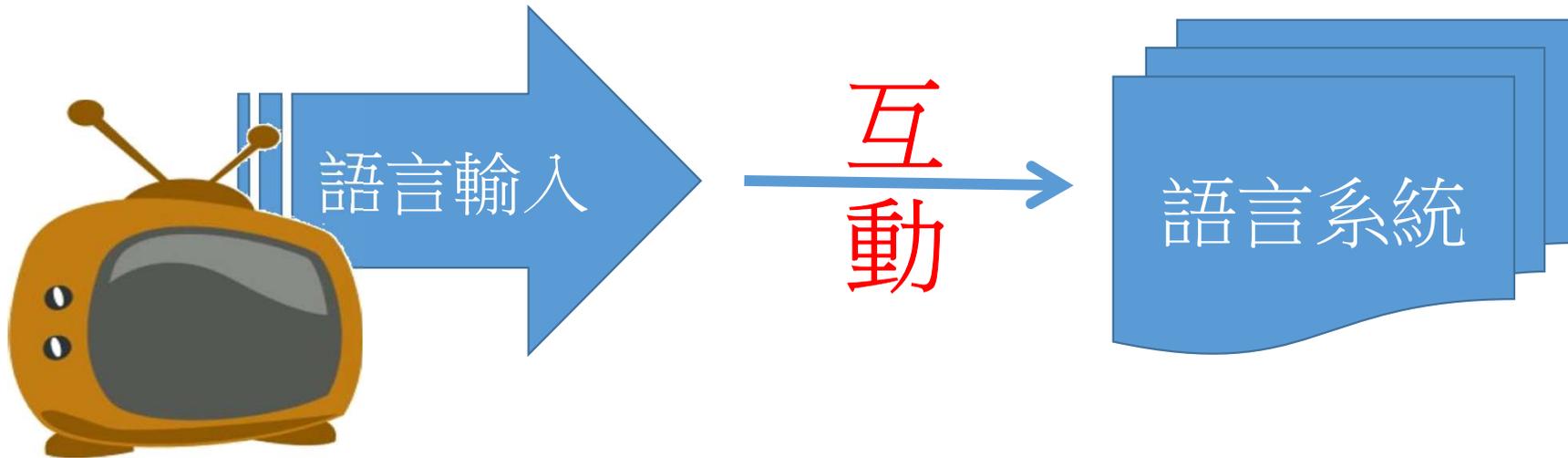
重述 (Recast) : Modified Input 極佳運用

- 幼兒：我見到一個狗。
- 1. 老師：你見到一隻狗？佢做緊乜嘢呀？
- 2. 老師：你係咪話，你見到一隻狗？咁，佢做緊乜嘢呀？

看電視可以學到中文嗎？



看電視可以學到中文嗎？



④ 語文學習的條件：輸入、互動、輸出，以協商意義

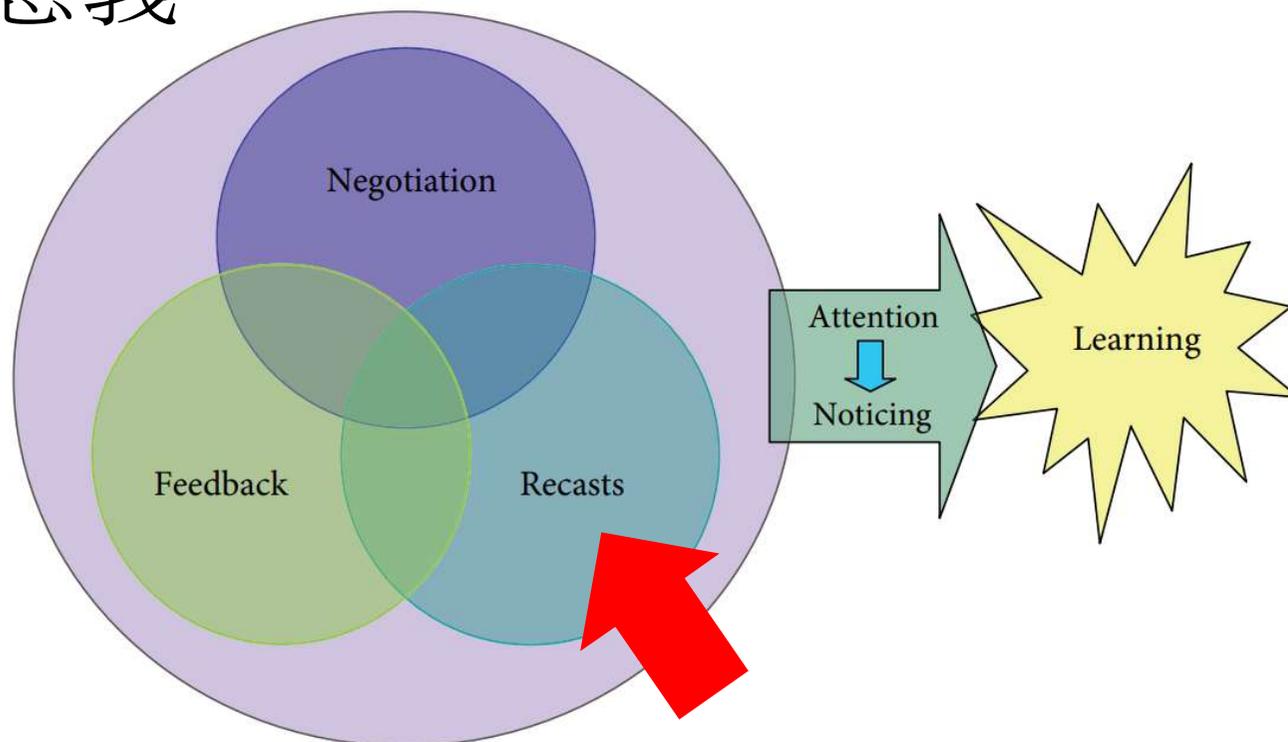
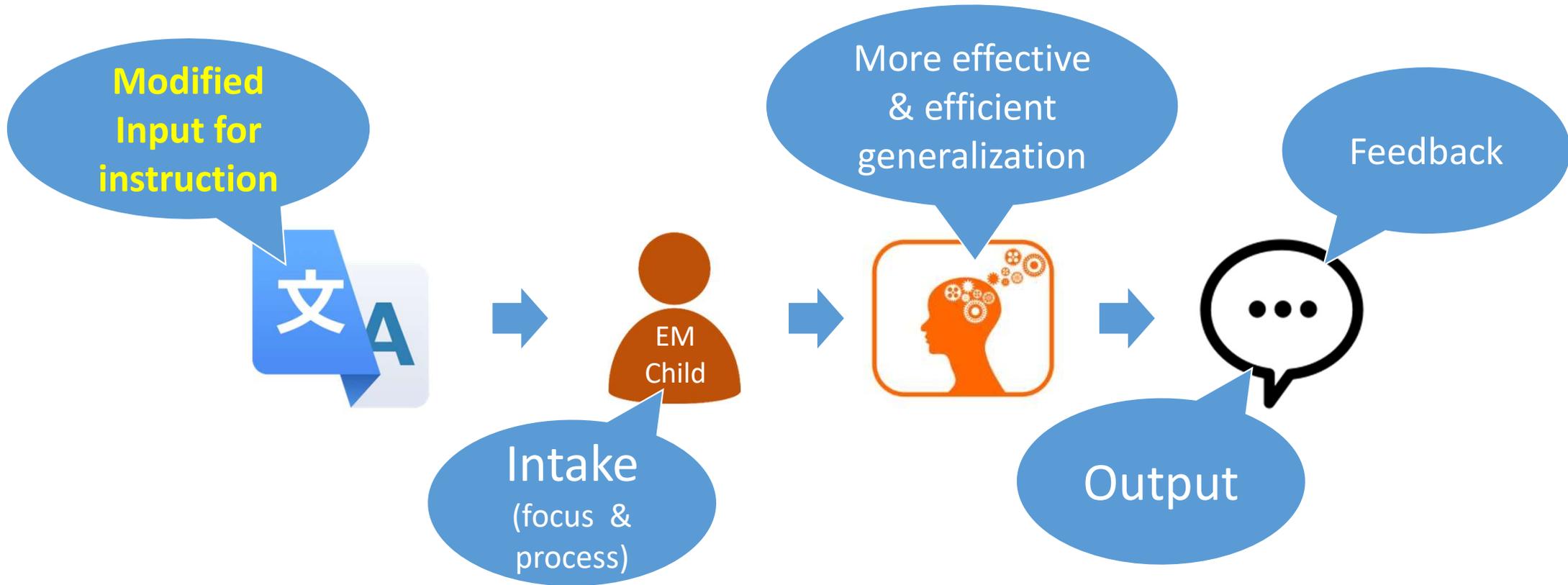


Figure 1. Model of Interaction and Learning

Source: From "Input, interaction and output: an overview" by S. Gass and A. Mackey, 2006. In K. Bardovi-Harlig and Z. Dörnyei (Eds.), *Themes in SLA Research, AILA Review*, 3-17. With kind permission by John Benjamins Publishing Company, Amsterdam/Philadelphia. www.benjamins.com.

呈現語言系統的語言輸入 Modified Input



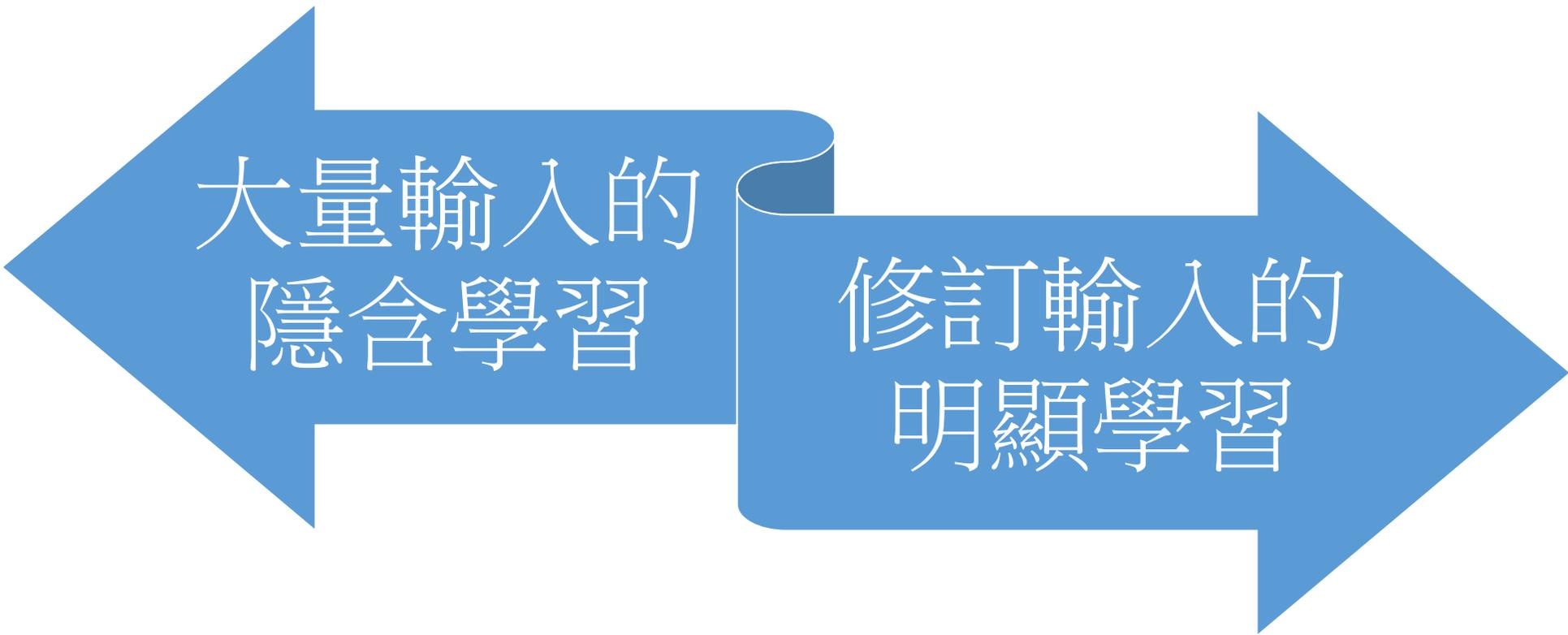
Bill Vanpatten and Teresa Cadierno (1993) Input Processing and Second Language Acquisition: A Role for Instruction.

3/3/2025

非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

The Modern Language Journal, Vol. 77, No. 1 (Spring, 1993), pp. 45-57.

語言學習的兩大原則



大量輸入的
隱含學習

修訂輸入的
明顯學習

小休 15 分鐘

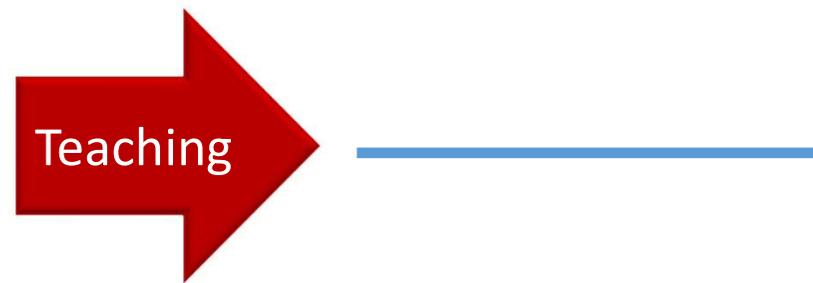




3. 四大策略之體..... ——文化回應策略

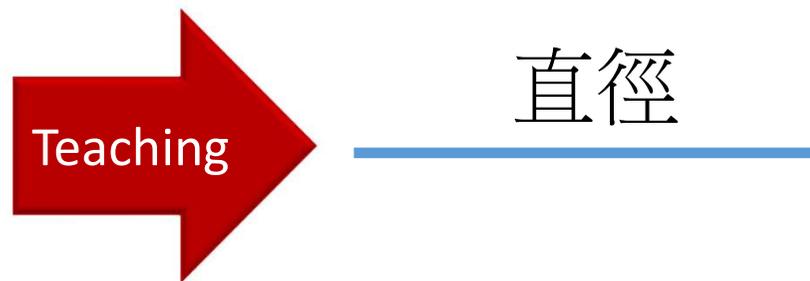
識教學一定結合學生生活經驗

Learning object

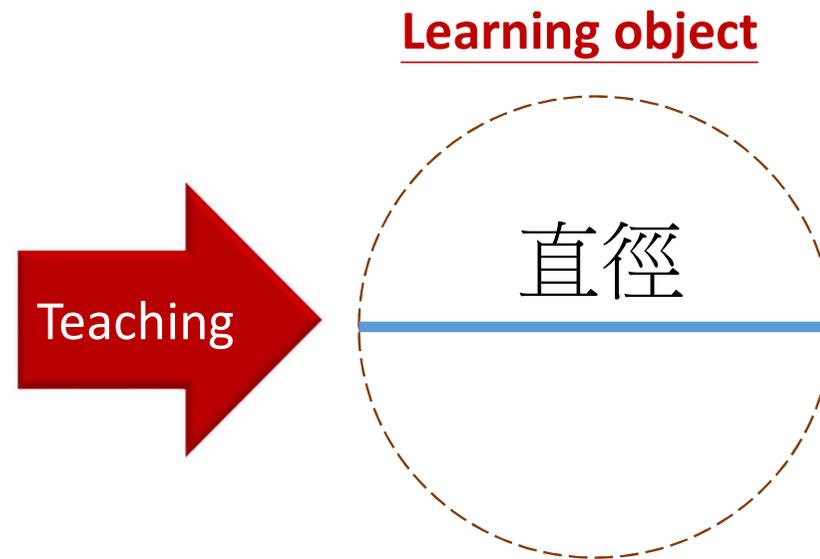


識教學一定結合學生生活經驗

Learning object



識教學一定結合學生生活經驗

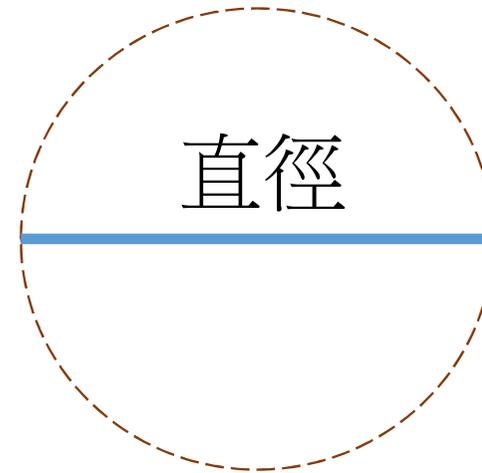


識教學一定結合學生生活經驗

Prior experience



Realigned experience

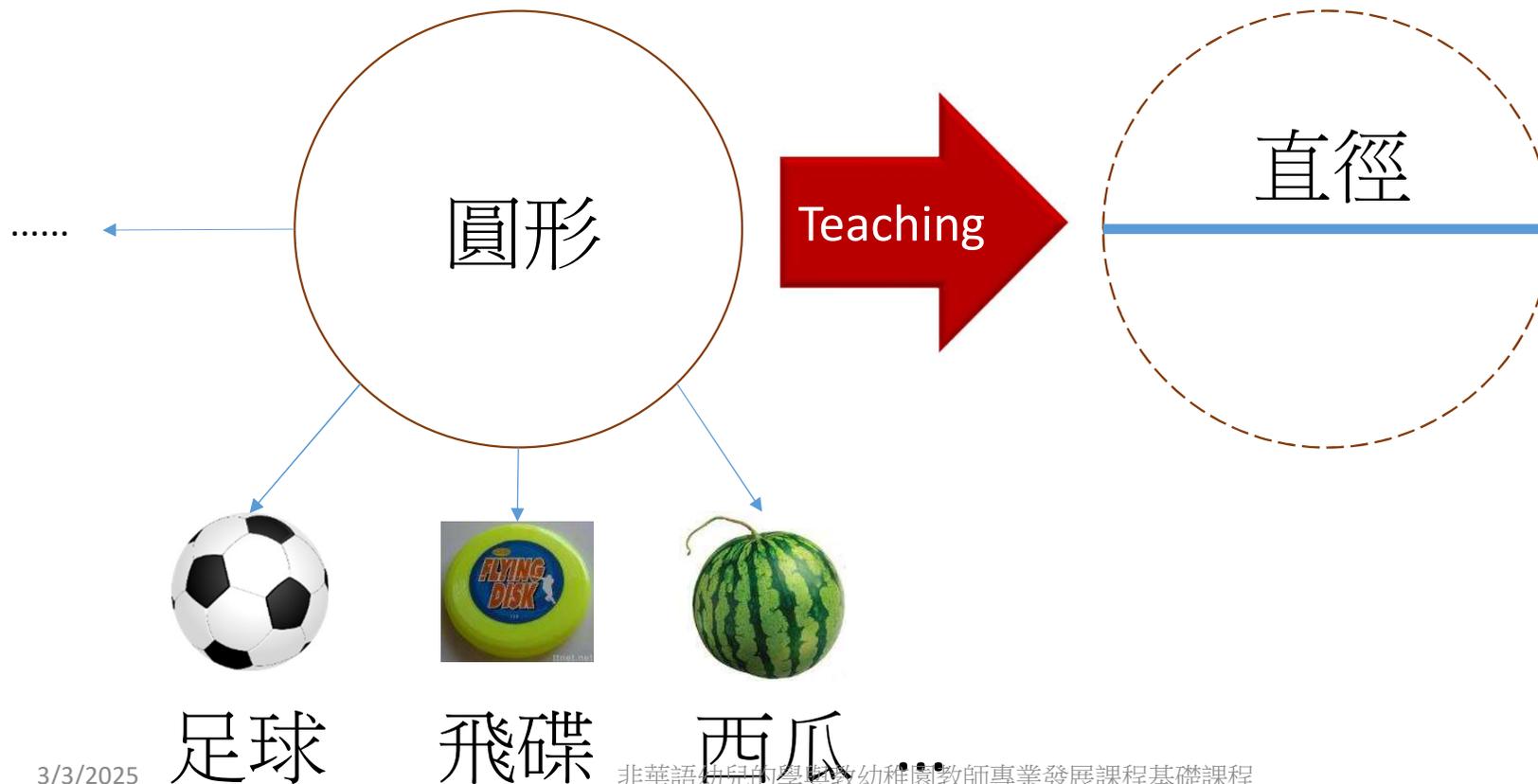


識教學一定結合學生生活經驗

Learning is based on prior experience

Prior experience

Realigned experience



識教學一定結合學生生活經驗

Learning is based on prior experience

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



生活經驗的挑戰

提起水果...



圖例：

非華語幼兒

華語幼兒

文化回應教學 Culturally Responsive Teaching 例子

「文化回應教學」與 國小讀寫課程設計



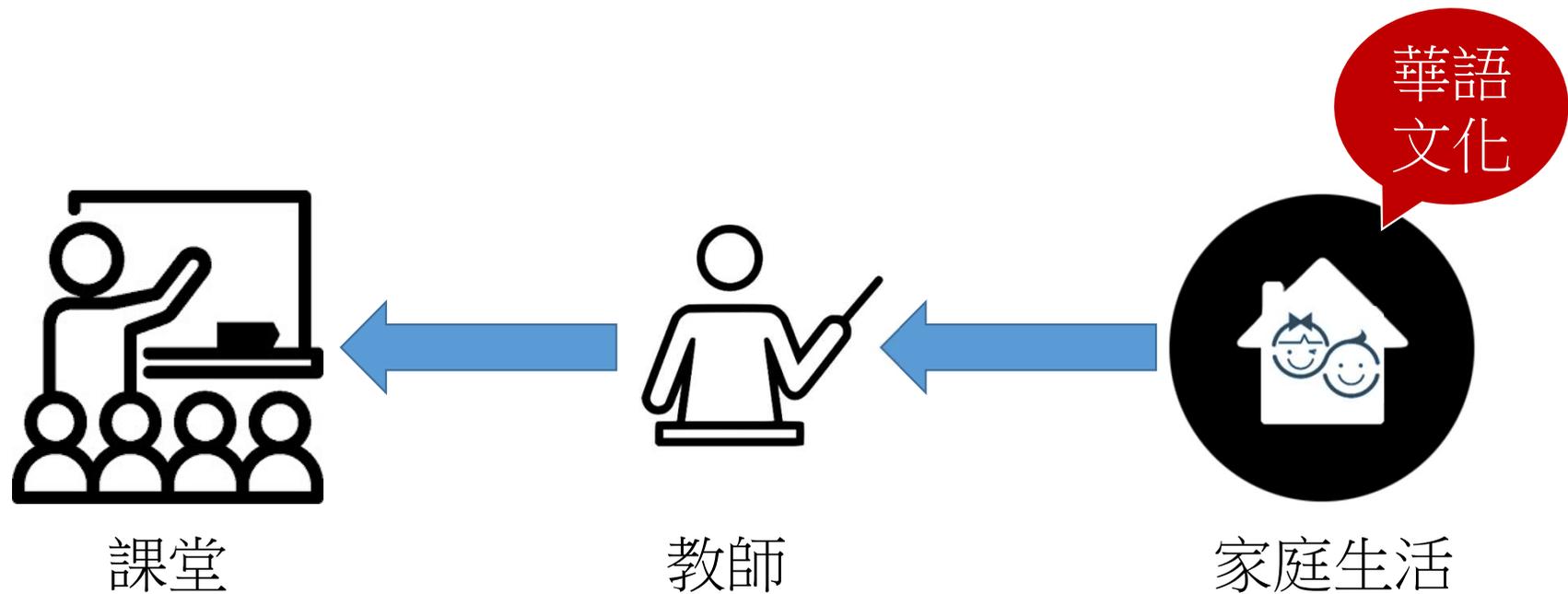
黃靜惠·著

伍、文化回應教學課程設計的實例

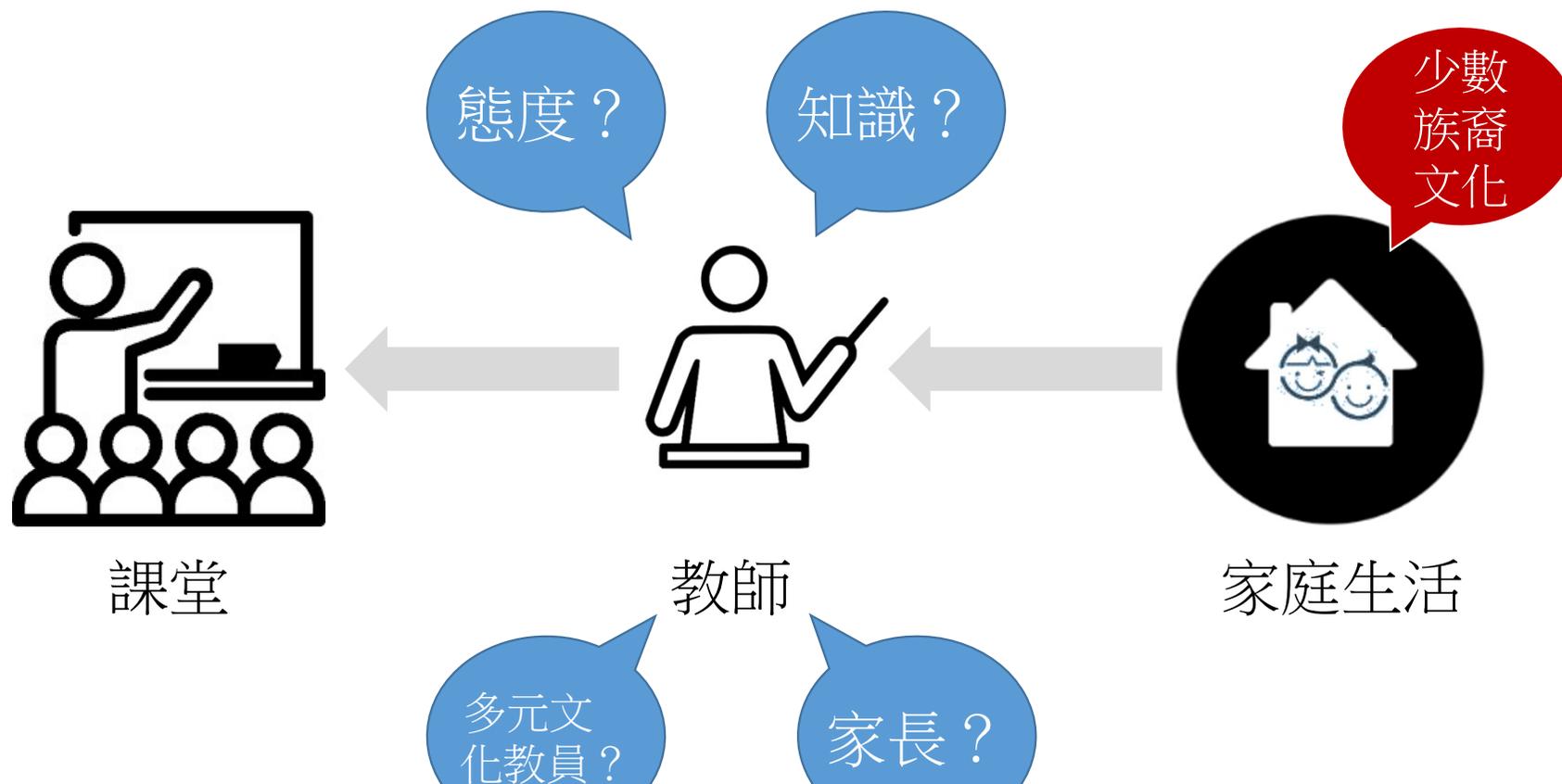
近年來以文化回應教學課程設計的實例不勝枚舉。例如：乾華國小位於台北縣石門鄉，是一個依山傍水的鄉下偏遠小學，茶是石門鄉最重要的經濟作物之一，當地盛產鐵觀音茶，乾華國小擁有一塊全台北縣唯一的茶園，教導學生認識茶葉種類、採茶及製茶的過程與技術等等茶園相關知識，使得茶園教學成為該校教學特色。乾華國小將在地資源轉換成有利於學生感知的結構性情境，使學生藉由具體而直接的經驗，主動建構自己的知識與價值；不僅拉近了學校與社區的距離，學生對社區的認同增加了，能力也獲得更多元的展現。

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。

甚麼是文化回應教學？當教師與學生文化背景相同，文化回應不成問題：



甚麼是文化回應教學？當教師與學生文化背景不同，文化回應便成問題：



K1 3

旅行

馬友中



大家一起吃薄餅卷。

含學生照片，略



4. 四大策略之用..... ——照顧個別差異

個別差異的挑戰

圖例：

非華語幼兒

華語幼兒



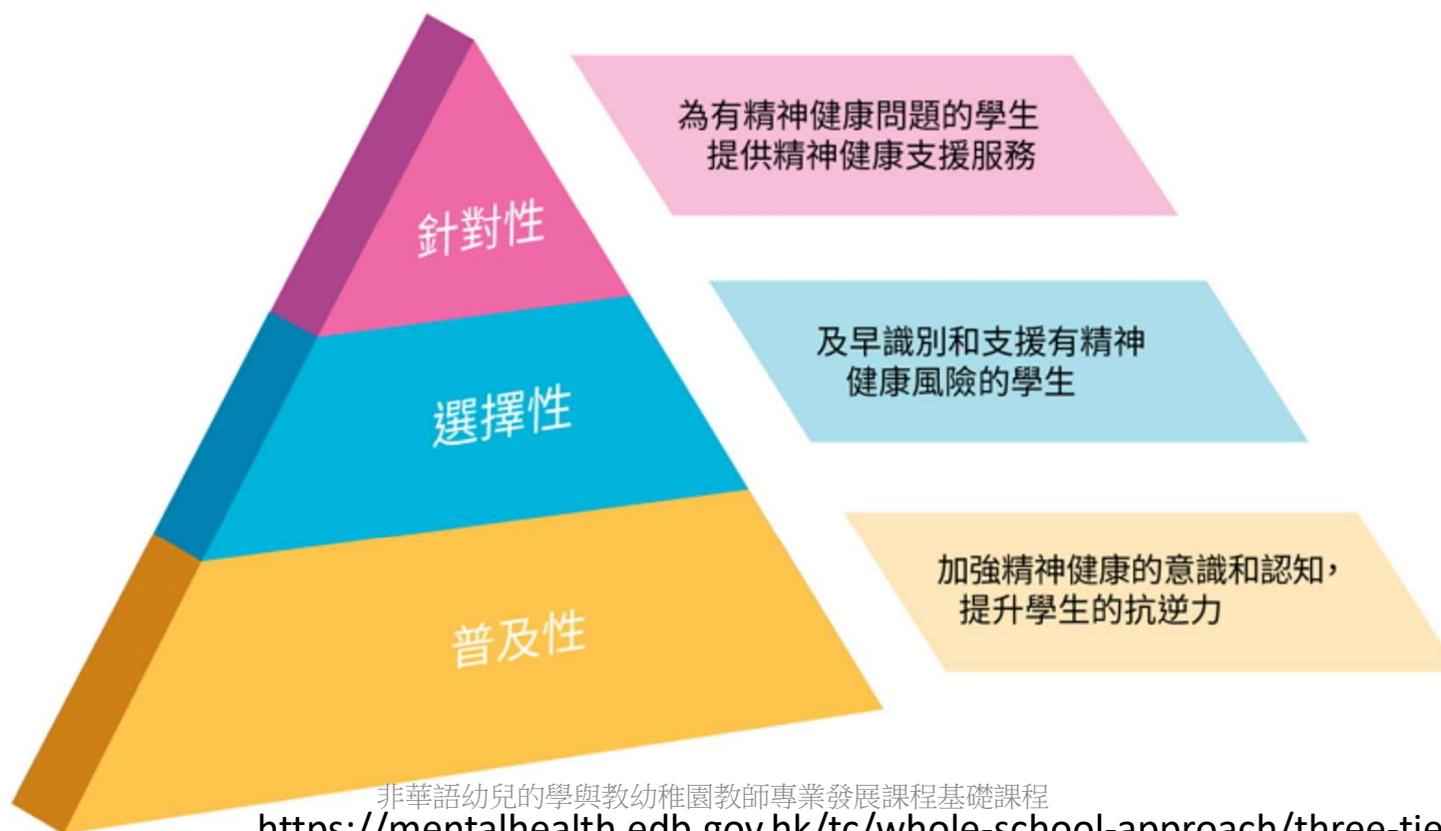
3/3/2025

非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

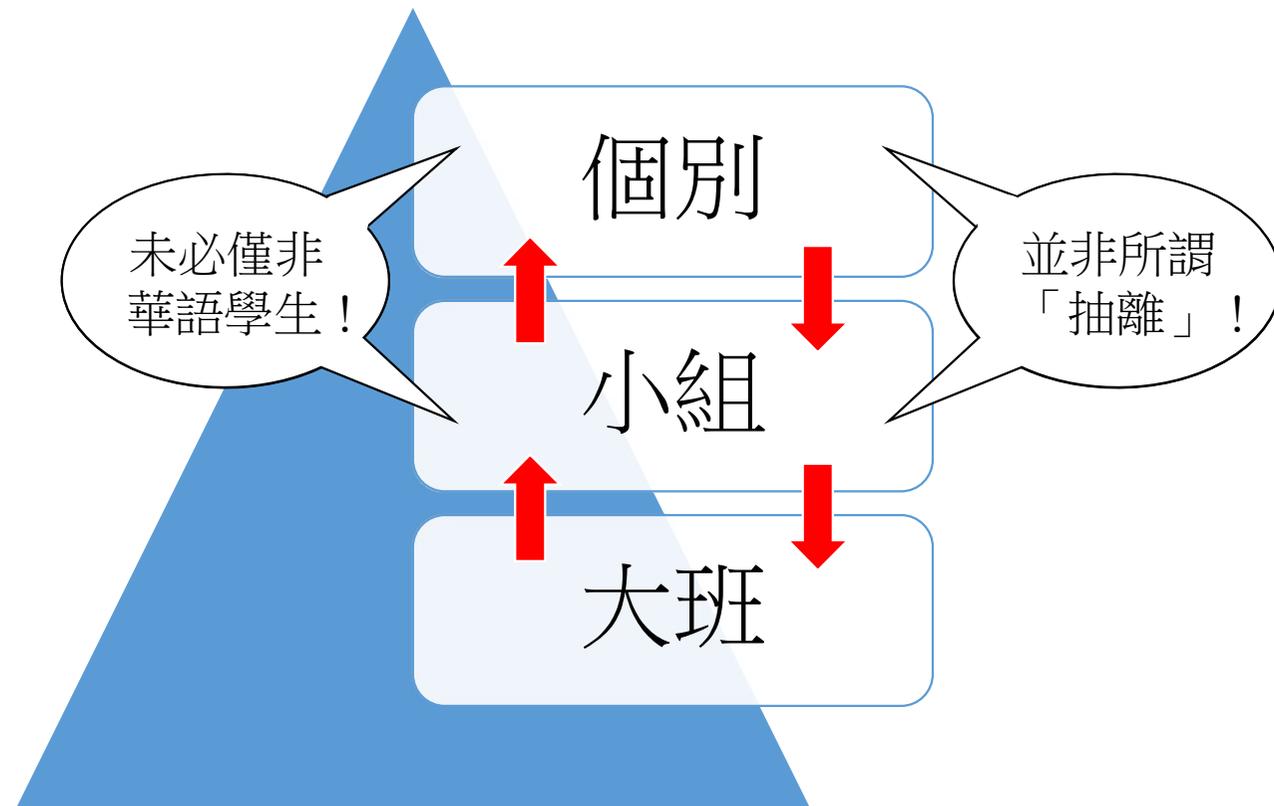
81

三層支援模式

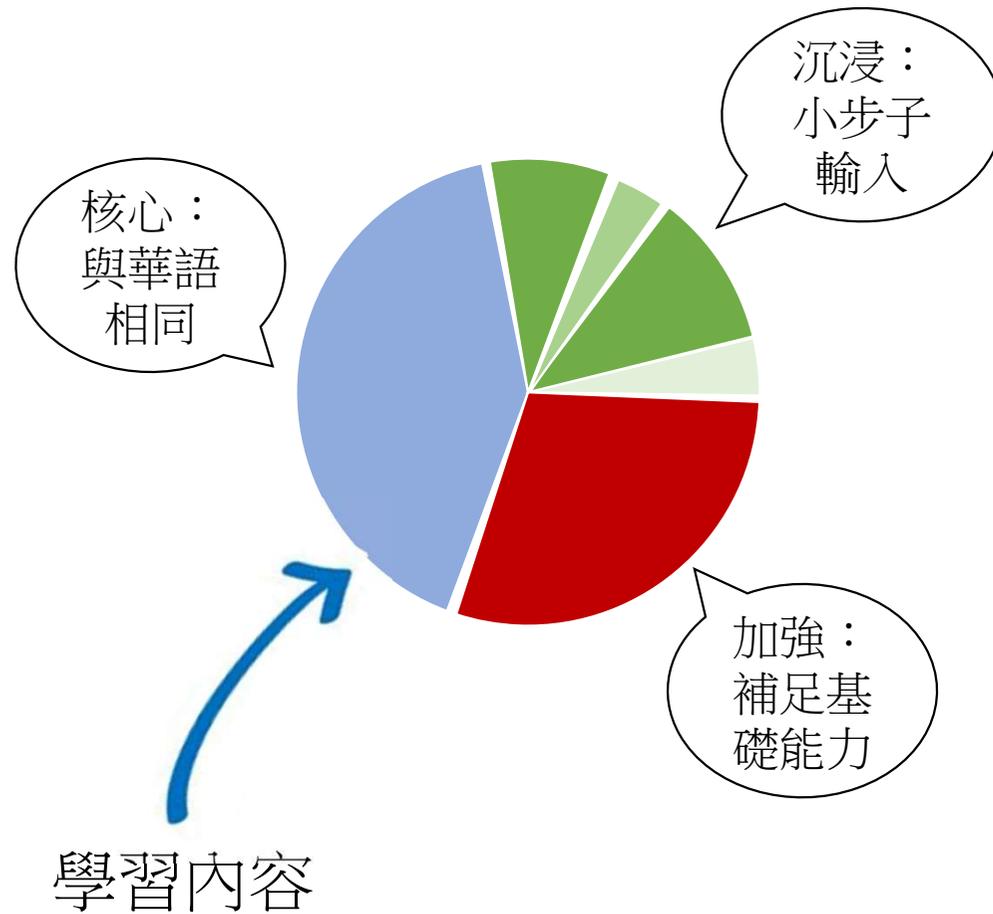
教育局鼓勵學校採用全校參與的模式，透過「普及性」、「選擇性」及「針對性」三個層面，促進學生的精神健康，以及加強支援有精神健康需要的學生。在「普及性」層面，學校的工作主要是提升學生、教師及家長對精神健康的意識和認知，及早識別有需要的學生，並加強學生的抗逆力和精神健康，減低導致學生抗拒求助的負面標籤；「選擇性」層面的工作重點在於加強識別和支援有精神健康風險的學生；「針對性」層面的工作則是確保有精神健康問題的學生（包括有精神病患的學生）能得到適時及適切的精神健康支援服務。



三層模式 (three-tier model)



分層目標與教學

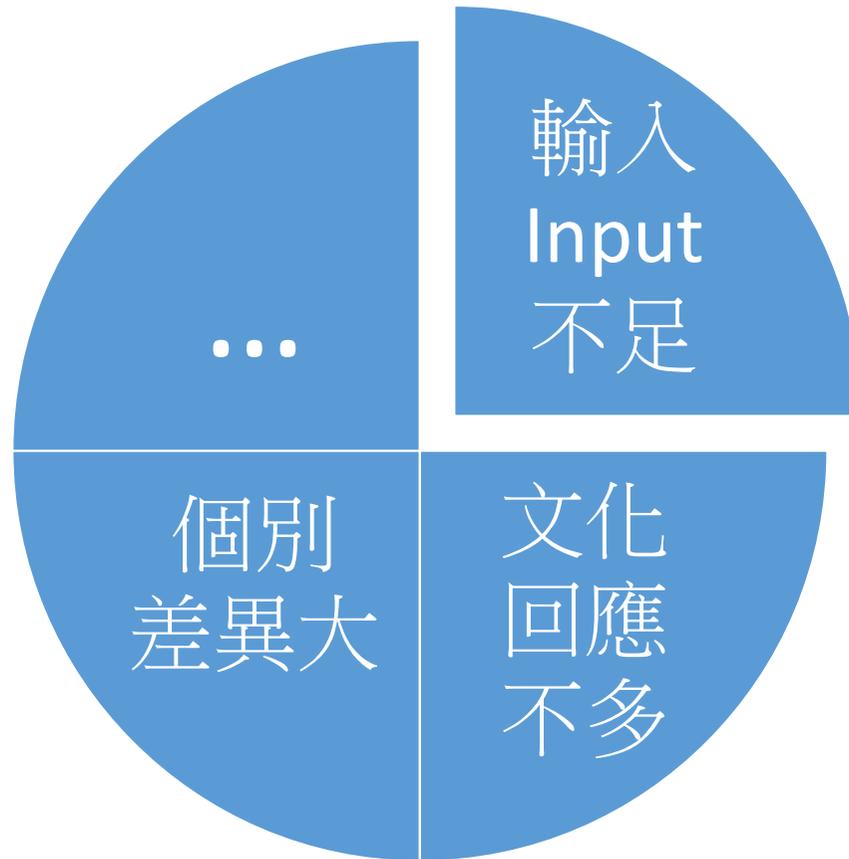


個案式輔導：低比例非華語生學校策略

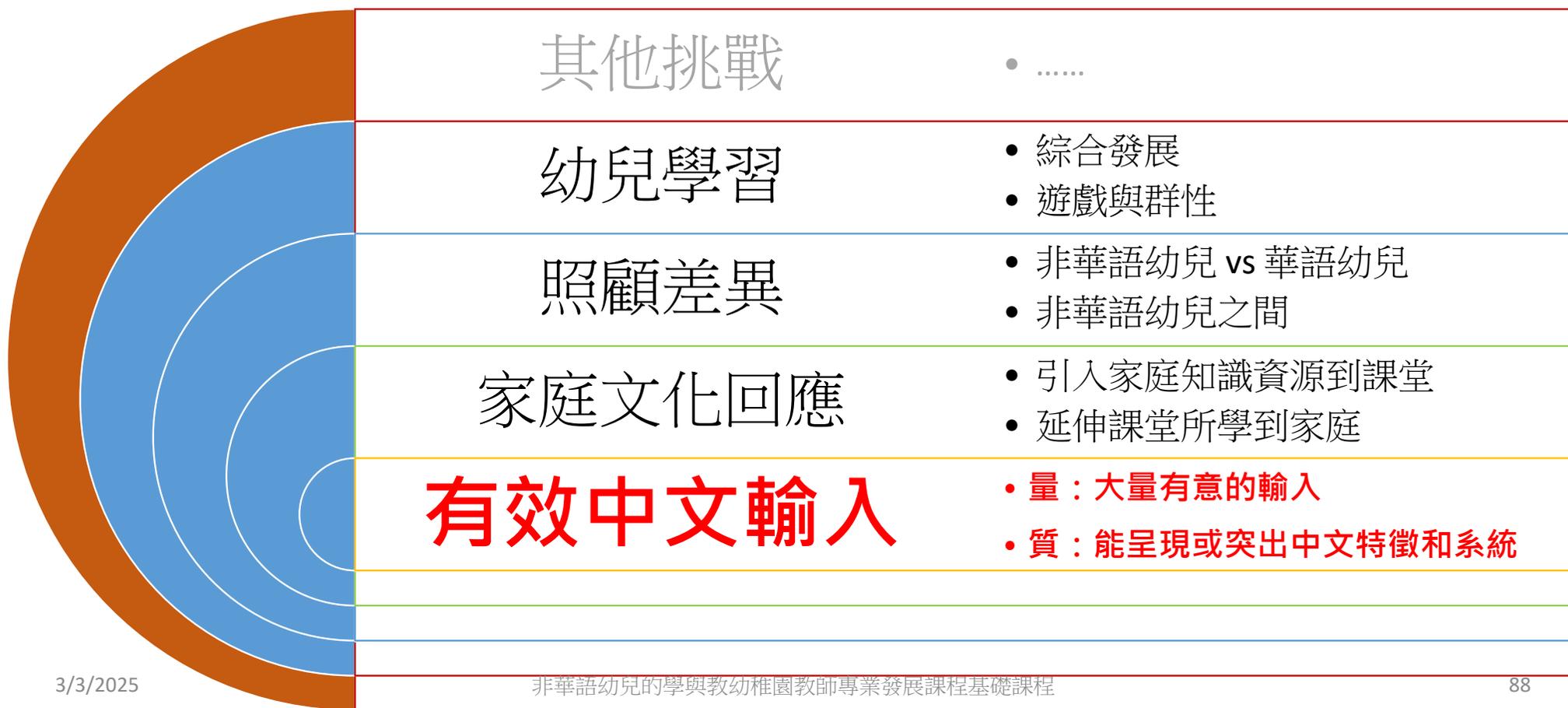


小結：語言聚焦的幼兒課程

至少三種挑戰



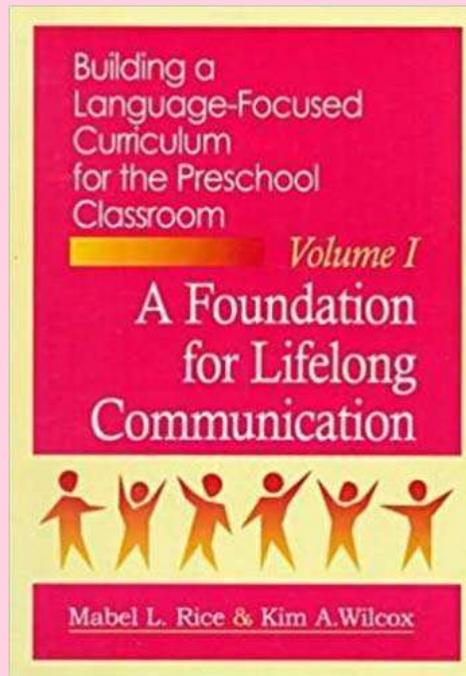
支援非華語幼兒學習中文的四大策略



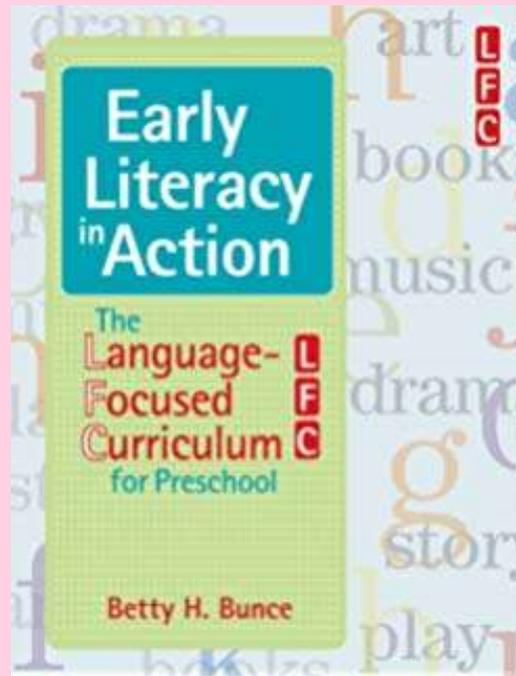
整理課堂／學校的非華語教與學策略

	挑戰 1	挑戰 2	挑戰 3	挑戰 ...	挑戰 n
	輸入	文化	差異		
策略 1					
策略 2					
策略 3					
策略 ...					
策略 n					

語言焦點課程 (Language Focus Curriculum)



3/3/2025



非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

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)

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September

MONTHLY PLANNING GUIDE

Activities	Monday	Tuesday	Wednesday	Thursday
Week 1 Class Favorites	Dramatic Play Water Play	House	Fast-Food Restaurant	Camping
Art	Watercolor Painting	Drawings	Playdough	Cheerios Art
Group	Things in Water	Hot/Cold	Letter A	The Color Blue
Story	<i>Rainbow Fish</i>	<i>If You Give a Mouse a Cookie</i>	<i>Will I Have a Friend?</i>	<i>We're Going on a Bear Hunt</i>
Song	"Five Little Ducks"	"I'm a Little Teapot"	"Peanut Butter and Jelly"	"A-Camping We Will Go"
Week 2 Places in the Community	Dramatic Play Doctor's Office	Beauty Shop/Barber Shop	Service Station	Grocery Store
Art	Chalk Drawings	Shaving Cream Fingerpainting	Car Track Painting	Food Collage
Group	Body Parts	Letter B	Sound Sequencing	Big and Little
Story	<i>Going to the Doctor</i>	Count	Go, Dog, Go!	<i>Little Fish, Big Fish</i>
Song	"The Hokey Pokey"	"The Alphabet Song"	"If You're Happy and You Know It"	"I Like to Eat Apples and Bananas"
Week 3 Transportation	Dramatic Play Airplanes	Boats	Car Racing	Delivery Trucks
Art	Paper Airplanes	Meat Tray Boats	Vehicle Rubbings	Easel Painting
Group	Shapes—Circle	Same or Different	Letter C	Circle Collage
Story	<i>We're Taking an Airplane Trip</i>	<i>Mr. Gumpy's Outing</i>	Wheels	<i>The Truck Book</i>
Song	"I'm a Little Airplane"	"Row, Row, Row Your Boat"	"C is for Cookie"	"Wheels on the Bus"
Week 4 Occupations	Dramatic Play Construction Worker	Veterinarian	Office Worker	Firefighter
Art	Craft Stick Construction	Paper Bag Puppets	Drawings	Playdough
Group	Shapes—Square	Caring for a Pet	Letter D	Fire Safety Rules
Story	<i>A House Is a House for Me</i>	<i>Moses the Kitten</i>	<i>A Letter to Amy</i>	<i>The Fire Engine</i>
Song	"Johnny Works with One Hammer"	"Five Little Monkeys"	"The Alphabet Song"	"Hurry, Hurry, Drive the Fire Truck"
Week 5 Food	Dramatic Play Farm	Pizza Parlor	Grocery Store	House (Cooking)
Art	Cotton Ball Chickens	Pizza Art	Coffee Filter Painting	Macaroni Necklaces
Group	Square/Circle Classification	Act out a Story	Fruits and Vegetables	Letter E
Story	<i>Growing Vegetable Soup</i>	<i>The Three Bears</i>	<i>Whiskerville Grocery</i>	<i>It Looked Like Spilt Milk</i>
Song	"Old MacDonald Had a Farm"	"I Wish I Were a Pepperoni Pizza"	"I Like to Eat Apples and Bananas"	"Who Stole the Cookies?"

WEEKLY PLANNING GUIDE

	Dramatic Play	Art	Group	Story	Song
Monday <i>Suggested Props and Materials</i>	Water Play Water table, water toys, tubs, smocks	Watercolor Painting Watercolor paints, paper, smocks, markers	Things in Water Items that do and do not go in water, two tubs or mats	<i>Rainbow Fish</i>	"Five Little Ducks"
Tuesday <i>Suggested Props and Materials</i>	House House setting, dishes, beds, kitchen, table, dolls, clothes, couch or other cozy child-sized furniture, food items	Drawings Paper, markers, colored pencils	Hot/Cold Items or pictures of items that can be classified as hot or cold	<i>If You Give a Mouse a Cookie</i>	"I'm a Little Teapot"
Wednesday <i>Suggested Props and Materials</i>	Fast-Food Restaurant Fast-food restaurant scenario, play food, counter, cash register, dolls, dishes, stove, tables, trays, pretend soft drink machine	Playdough Playdough, cookie cutters, rolling pins	Letter A Objects and pictures of objects beginning with A, picture dictionary, alphabet chart	<i>Will I Have a Friend?</i>	"Peanut Butter and Jelly"
Thursday <i>Suggested Props and Materials</i>	Camping Camping scenario, tent, sleeping bags, bear's "den," bear, bridge, fish, blue sheet (for water), fishing poles, wooden logs (e.g., Lincoln Logs for fire), grill	Cheerios Art Cheerios, outline of a bear or a tent	The Color Blue Blue items	<i>We're Going on a Bear Hunt</i>	"A-Camping We Will Go"

MY NOTES

NEWSLETTER

Vol. 1, No. 1

Date: _____

Class Favorites

Monday

Today the children can enjoy water play activities during dramatic play. The children will be painting with watercolors in art. *Rainbow Fish* is the story of the day. During group time, the children will find pictures or objects that can be found in water. They will end their day in music with the song "Five Little Ducks."

Tuesday

Today the children will be playing house in dramatic play. The children will pretend to take care of babies, cook food, and clean. They will make drawings in art. *If You Give a Mouse a Cookie* is the story for Tuesday. During group time, the children will learn about things that are hot or cold. Our featured song is "I'm a Little Teapot."

Wednesday

Fast food is the theme for today's dramatic play. The children will pretend to be workers and customers in a fast-food restaurant. There will be playdough in art. The story is *Will I Have a Friend?* During group time, the children will be introduced to the letter A. The special song of the day is "Peanut Butter and Jelly."

Thursday

Today our fun will involve pretending to go camping. The children will pretend to put up a tent in the wilderness, cook over a campfire, and look for animals in the woods. The children will do Cheerios outlines in art. *We're Going on a Bear Hunt* is the story. During group time, the children will focus on the color blue. Please have your child wear something blue to school today. "A-Camping We Will Go" is the day's special song.



Dramatic Play	Art	Group	Story	Song
Water Play	Watercolor Painting	Things in Water	Rainbow Fish	"Five Little Ducks"

DAILY PLANNING GUIDE

Language and Literacy Skills Facilitated

Vocabulary: water, splash, drip, fish, walrus, water pump, shell, shark, net, sink, float, boat, sailboat

Verb phrase structures: *is splashing, was splashing; sails, is sailing, sailed; rides, rode; swims, swam*

Adjective/object descriptions: *wet/dry __, fast/slow __, big/little __*

Question structures: *what, how, where, when, who, what if, why, how many, which one*

Pronouns: *I, you, he, she, we, they, my, your, him, her, his, our, their, me, us, them*

Prepositions: *in, on, under, over, near, beneath, next to, beside, around, inside, outside*

Sounds: */s/ sink, swim, sit, pass, eats; /f/ fish, off, float; /k/ keep, sink*

Noting print has meaning: names on chairs, on cubbles, signs in dramatic play, words in books and on chalkboard

Noting sound-symbol associations: What sound does ____ start with?

Writing: letters, names, words

Social Skills Facilitated

Initiating interaction with peers and adults; responding to questions and requests from peers and adults

Negotiating with peers for toys and materials

Group cooperation: waiting for a turn in a group, taking a turn at the appropriate time

Cognitive Skills Facilitated

Problem-solving skills: what things go in water/what things do not

Classification skills: things in water

Sequencing skills: story, songs

Narrative/story structure: adventure

Motor Skills Facilitated

Large motor: outdoor play activities—jumping, running, hopping, pedaling, climbing

Small motor: writing, drawing, gluing, painting

DRAMATIC PLAY: Water Play

Type of Activity: Central

- Objectives**
1. Learn new, and employ familiar, vocabulary
 2. Learn new, and employ a variety of, syntactic constructions
 3. Interact with peers
 4. Sequence familiar routines

3/3/2025

非華語幼兒的學與教幼稚園教師專業發展課程基礎課程

Settings	• Water table	• Wading pool	
Props	• Smocks • Water pump • Cups	• Toy boats • Sponges • Strainers	• Toy people • Rubber and plastic water toys (e.g., fish, seal, walrus, worms)
Roles	• Scientists	• Laboratory technicians	

General Description of Activity

Water is put in the water table and in a wading pool. The children can experiment with various textures of objects as they play in the water. Some of the water toys are rough (e.g., play swordfish, walrus), some of them are smooth (e.g., various toy boats), some are sticky (e.g., play worms, small fish used as pretend bait), some are soft (e.g., blow-up toys), and some are hard (e.g., water pump). Another area can be set up with tubs and sponges for children to see how a sponge feels with and without water in it.

Verbal Productions

Level of linguistic complexity varies with the role or competency of the child playing the role.

- "This fish feels squishy" or "Fish soft"
- "Look, if you take the air out, the boat sinks"; "Look, sink"; or "Boat sink"
- "You splashed me" or "Splash"
- "I did not mean to—sorry" or "Sorry"

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: "I am a scientist. I study fish."

Modeling a statement: "That is a big fish."

Expanding a child's utterance: "Boat floating" to "A little boat is floating."

Redirecting a child to a peer: "Ask Johnny for a turn. Say, 'May I have a turn, please?'"

Providing a literacy model: "The sign says water."

ART: Watercolor Painting

- Objectives**
1. Express creativity
 2. Develop small motor skills (e.g., drawing, painting, cutting, pasting)
 3. Practice turn-taking skills
 4. Converse with peers and adults

- Materials**
- Watercolor paints
 - Brushes
 - Tubs of water
 - White construction paper

General Description of Activity

Lay out white construction paper, watercolor paint boxes, and brushes on the art table. Place tubs of water to clean the brushes above the paper. The children put on smocks and sit down in front of the paper, paint box, and water tub. Each child selects a brush, wets it, and chooses the paint color. The children paint on the paper, rinsing the brush before selecting a new color. Children can paint a collage of colors, animals, people, scenery, and so on. You may want to be close by so children can talk about their paintings.



Settings	<ul style="list-style-type: none"> Kitchen area Dining rooms 	<ul style="list-style-type: none"> Bedrooms Family rooms 	<ul style="list-style-type: none"> House (child-sized wooden house or a house made out of a refrigerator box—optional)
Props	<ul style="list-style-type: none"> Play refrigerator Play sink Beds Play food Mops and brooms 	<ul style="list-style-type: none"> Cupboards Dishes Dolls Baby bottles Play vacuum 	<ul style="list-style-type: none"> Play stove Pots and pans Tablecloths (optional) Party decorations (optional)
Roles	<ul style="list-style-type: none"> Mothers Fathers 	<ul style="list-style-type: none"> Babies and other children 	<ul style="list-style-type: none"> Party guests (optional)

General Description of Activity

In the housekeeping center, set up a pretend house or apartment, including a kitchen. Here, the children can clean the house, take care of babies, cook food, set the table, make table decorations, and prepare for a party.

Verbal Productions

Level of linguistic complexity varies with role or competency of child playing the role.

- "It's time to cook dinner" or "Cook now"
- "Clean the table" or "Clean"
- "Use the broom to sweep the floor" or "Sweep here"
- "I'll do it later" or "Okay"
- "The baby is hungry, please get the bottle" or "Baby crying"
- "Do you want some more food?" or "Food?"
- "I'm glad you came" or "Hi, come in"

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: "I am the sister. I want to dress the baby."

Modeling a statement: "That is the baby's bottle."

Recasting a child's utterance: "He is eating" to "He eats a lot."

Contrasting two sounds: "Do you mean the word *pin* or the word *bin*?"

Using a cloze procedure: "I have one bottle; you have two ____ (bottles)."

ART ACTIVITY PLAN Drawings**Objectives**

- Express creativity
- Develop small motor skills (e.g., drawing, painting, cutting, pasting)
- Practice turn-taking skills
- Converse with peers and adults

Materials

- Paper (white or colored)
- Crayons
- Markers
- Watered-down tempera paint (optional)

General Description of Activity

Provide the children with paper and a selection of crayons and/or markers. Let the children draw anything they want. Drawings could be of themselves, their family, their pets, different scenes, designs, rainbows, and so on.

Children can turn their crayon drawings into crayon washes by painting over the pictures with a light coat of tempera paint (watered down). The paint will not stick to the crayon but will fill in where there are no crayon marks to make a background of color.

GROUP: Hot/Cold**Objectives**

- Improve listening skills
- Increase conceptual knowledge
- Learn appropriate group-interaction skills
- Practice turn-taking skills

Materials

- Ice cube and dish
- Play stove
- Hot water in a cup
- Play refrigerator
- Pictures of cold foods (or plastic cold food items)
- Pictures of hot foods (or plastic hot food items)

General Description of Activity

Place an ice cube in a dish in front of the children, along with a cup of water that has been heated in a microwave oven or on a stove so that the children can see the steam. Label the ice cube as something cold and the hot water as something hot. Have each child touch the ice cube (but not the water). Tell children that the class is going to sort things that are usually hot and things that are usually cold by putting them either on the play stove or in the play refrigerator (brought over from the housekeeping area).

Ask the children if soup is usually hot or cold. After the children answer "hot," have one child place a picture of a bowl of soup on the play stove. Next, ask whether ice cream is hot or cold. After the children answer "cold," have another child place a picture of an ice cream cone in the play refrigerator. Note that the concept of "hot" should be associated with *not* touching.

Group Participation

Give half of the children pictures of hot foods and the other half pictures of cold foods. Each child comes up to the front of the class and puts his or her picture on the stove or in the refrigerator, depending on which kind of food is depicted in his or her picture.

Variation: Use plastic food items instead of pictures.

Summary/Transition Activity

After everyone has participated, review each pictured item on the stove or in the refrigerator by labeling it as hot or cold (e.g., "hot coffee," "cold milk").



小小工作坊

非華語幼兒學習中文^還有哪些挑戰？

^還有哪些策略回應這些挑戰？

任務：幫助非華語幼兒行之有效的中文學習策略

1. 根據你的經驗，教導非華語幼兒學習中文，**還**遇到哪些困難？

任務：幫助非華語幼兒行之有效的中文學習策略

2. 你和貴校又有哪些行之有效的策略？

本課完，下一課見

