



基于碎片式学习（Bite-size Learning）模式

新加坡华语口语教学模式初探



新加坡克信女中 朱海滨

# video



大學生了沒

cti 中天綜合  
36

馬來西亞中文大不同

到底在生活用語上

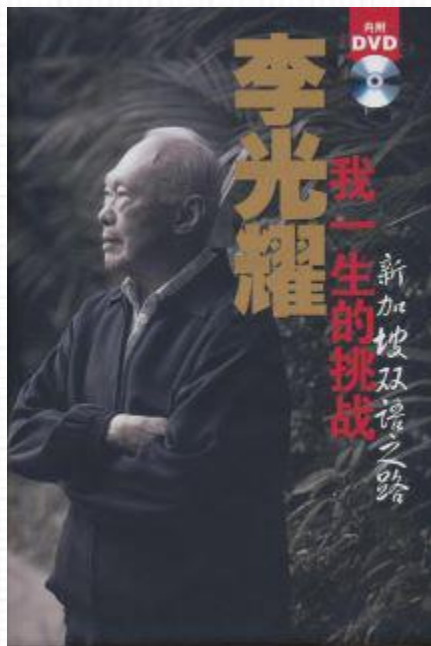
# OUTLINE

- 新加坡华语教学困境
- 资讯科技与华语教学
- Bite-size learning and Spectrum
- 基于碎片式（Bite-size）学习的口语技能训练模式
- 教学观察
- 总结与展望



# 新加坡 华文教学的困境

# 双语政策

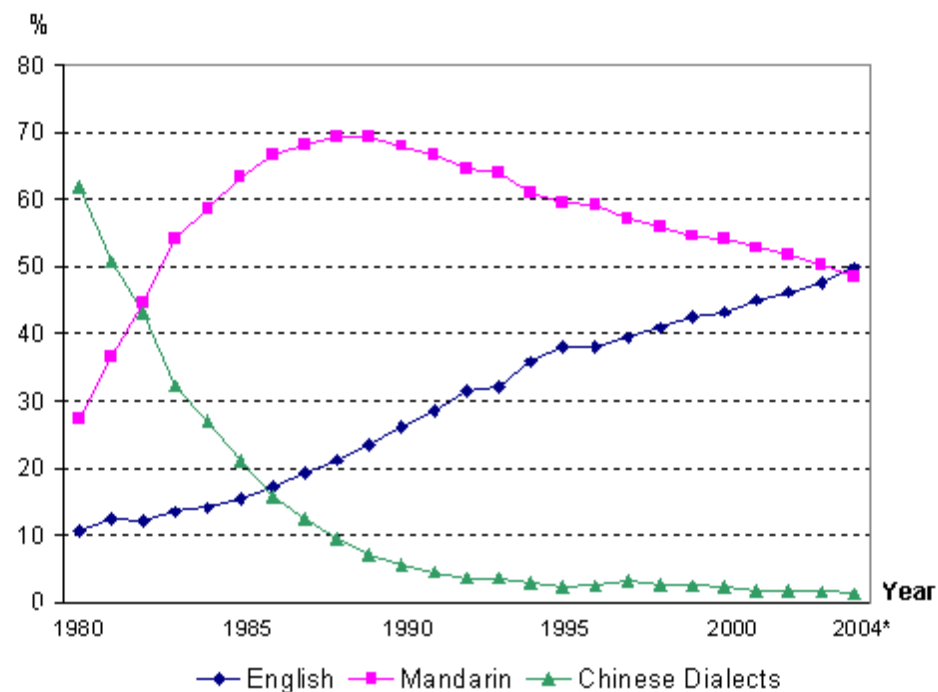


“双语政策（英语和母语）一直以来都是新加坡教育的基石。”

《2010母语检讨委员会报告书》

- 英语作为教学媒介。
- 母语传承文化和价值观。
- 中国、印度市场崛起。

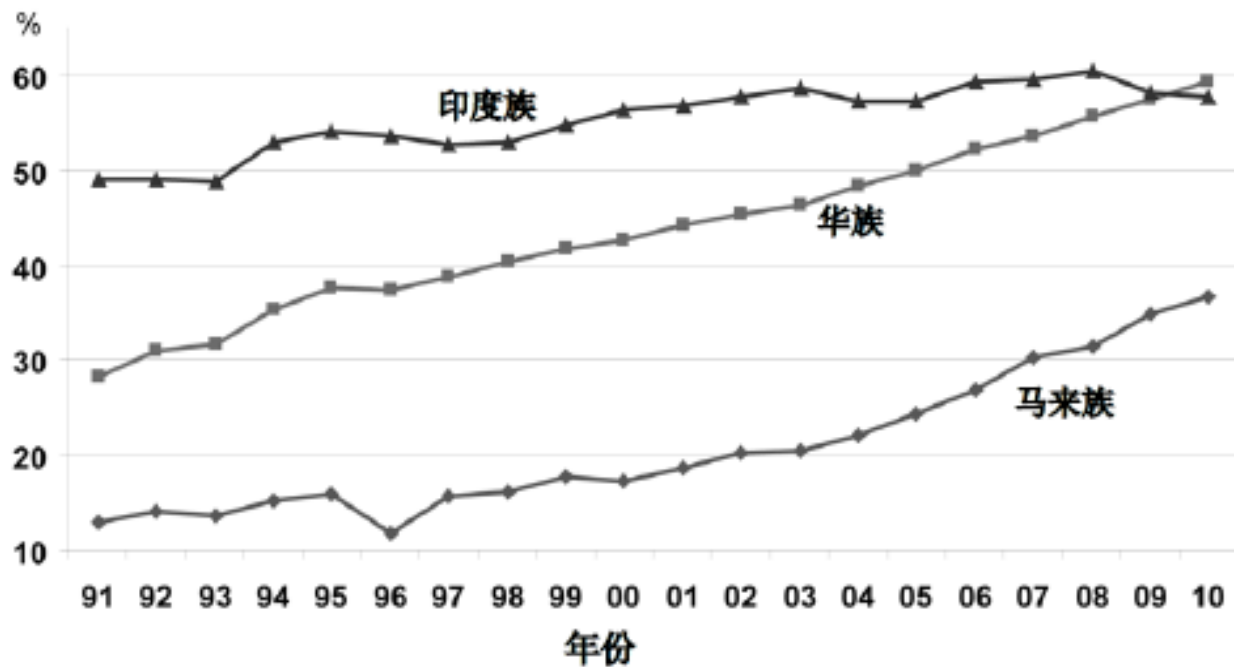
Chart 1: Dominant Home Language of Chinese P1 Students: 1980 to 2004



\* Preliminary Figures

Source: MOE Survey at Primary 1 registration

图1.1: 小一学生以英语为主要家庭用语的比重



新加坡  
华语教学环境的变化

脱方入华

脱华入英





# 中学华文课程设置

- 高级华文（每周3.5小时）
- 快捷华文（每周3小时）
- 普通学术课程（每周3小时）
- 华文B课程（每周2小时15分钟）
- 华文基础课程（每周2小时15分钟）





母语只是一个实用价值不高的语文课。(吴元华,2005)

# 剑桥普通华文考试听说读写比例

中学华文课程标准

2011

2011 SYLLABUS  
CHINESE LANGUAGE  
SECONDARY

语言技能	华文 (基础)	华文 (B)	华文 (普通学术)	华文 (快捷)	华文 (高级)
听说	65%	50%	40%	35%	25%
阅读	25%	30%	30%	35%	30%
写作	10%	20%	30%	30%	45%
总计	100%	100%	100%	100%	100%



# 口试

- 朗读10分
- 看图20分
- 对话20分

Day 06

2014年新加坡剑桥普通教育证书(普通水准)会考  
华文口试(1162/3)

## 朗读短文

熟食中心前的露天走道上，有一位老伯站在摊子前，拿着工具，对着铁盘里一大片浅黄色糕饼似的坚硬东西，轻巧地敲打着，发出碎细的“叮当”声。

这毫不起眼的小摊子以及间歇的敲击声，把四周的路人陆续吸引了过来。我走近一看，哦，原来是在卖硬的麦芽糖！

一名中年女士递出一个硬币，从老伯手中接一小袋麦芽糖。她转过身见到我，满脸喜悦地说：“很久没看到了，这是美好的童年记忆啊！”

小时候不曾吃过“叮当”糖，倒是吃过缠绕在一支细木条上的软质麦芽糖，那甜味从舌尖直入心底。这是大人给的一丁点零用钱所换来的无限甜蜜和快乐。END

高低不一的敲击声，敲出不规则的小糖块，也唤起了大家久违的童趣，以及舌尖甜蜜的回忆。

这类几乎绝迹的昔日零食也算是民间的文化遗产吧？我们应该赋予这些旧行业以新生命，千万别让它们轻易地消失。



11/02/2014

2014 年新加坡剑桥普通教育证书 (普通水准) 会考  
 华文口试 (1162/3)  
 (只供口试主考员使用)

会话

1) 看图说话

主要提示: 请说一说这张图片的内容, 并谈谈自己的看法或感受。

参考提示: (供必要时使用)

- 你认为图片中的人正在做什么?
- 如果你是坐在三轮车上的人, 你有什么感受? 为什么?
- 你认为新加坡旅游局应该怎么做才能吸引更多游客到新加坡来?

2) 对话

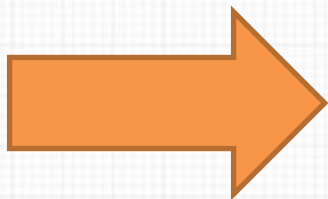
主要提示: 新加坡是个理想的旅游目的地。请你谈一谈。

参考提示:

- 你最喜欢新加坡的哪个旅游景点? 为什么?
- 作为一个旅游目的地, 这对我国有什么利与弊? 请你谈一谈。
- 在促进新加坡旅游业的发展上, 国人应该扮演重要的角色。你同意吗? 为什么?

# 快捷华文语言交际能力要求

等级	三级	四级	五级	六级	七级
年级、课程	中一至中二 华文(基础) 华文(B)	中三至中四 华文(基础) 华文(B)	中三至中四 华文(普通学术)	中五 华文(普通学术)	
目标		中一至中二 华文(普通学术) 华文(快捷)	中三 华文(快捷)	中四 华文(快捷)	
范畴		中一 华文(高级)	中二 华文(高级)	中三 华文(高级)	中四 华文(高级)
口语 表达 能力	能抓住中心内容，有条理地描述图意				
	能说一段完整的话	能利用不同的材料说一段完整的话	能利用不同的材料以适当的方式说一段完整的话		
	在叙述时，能初步表达看法和感受	能初步针对简单话题，表达看法和感受	能针对简单话题，表达看法和感受	能针对比较复杂的话题，表达看法和感受	能发表简短的演讲
	能在与个人生活有关的场合与人交流	能在熟悉的场合与人交流	能在不同的场合与人交流	能在不同场合与人有效地交流	



能针对比较复杂的话题，表达看法和感受

能在不同场合与人有效地交流

# 要求学生达到的口语能力

能就社会生活中的一般话题较为流利地进行对话或讲话，能较系统地、完整地表达自己的思想感情，有较强的成篇表达能力。语音语调正确，语气变化适当，语速正常，语句连贯；用词基本恰当，能用较为复杂的词汇和句式，有一定的活用语言的能力，表达比较得体。《高等院校外国留学生汉语教学大纲》2002



# 重申困境

新加坡是个特殊的国家，大多数人民(即华族)的语文不是学校的教学媒介语。（李光耀，2001）

华文的社会功能和实用价值越来越微小，年轻华人的华文基础也越来越薄弱，使许多关心华文前途者几乎感到绝望。（吴元华，2005）





## 二 资讯科技与华文教学

2010年的问卷调查显示，三种母语课程的学生都善于使用资讯科技，而且都对使用资讯科技学习母语深感兴趣。《2010母语检讨委员会报告书》



### 三、Bite-size learning & Spectrum 学习平台

- Bite-size learning
- （碎片化学习 / 小件学习 / 微课）
- 在某些特定的学习方式下,出现的**相对于一定的时间段**内,运用系统的方法,采用合理的媒体手段,科学地组织教学素材,给教学单元或**知识点**拟订教学活动,以解决教学问题和**优化学习过程**的教学程序。  
（郑琳琳，2010）

# Bite-size Learning的优势

1. 小。课件的时间相对很短，通常在2-3分钟，长一点的不超过5-10分钟。
2. 学习目标清晰。以时间为限制条件，设计出的课件将更加切题和更具针对性。
3. 教学内容精练。由于时间的限制,大的教学内容将被拆分为更小的单元,以满足碎片式学习的需要。



# 基于Bite size learning设计的校本学习平台 Spectrum

The screenshot displays the SPECTRUM platform interface for user Zhu Hai. The main content area shows a learning activity titled "2015中四G2G3华文口试训练营" (2015 Upper Secondary G2G3 Chinese Oral Exam Training Camp). Below this, there are several performance metrics: LE Settings, Activities (12), Performance (43), Scoring (40), Stars (10), and Medals (0). A "Reorder LAs" button is also visible.

The activity list includes:

- #1: 朗读《骑马舞》 (Reading "Riding a Horse") - Submission: 34/43, Average Score: 6.53/10 pts, Activity Period: 09/01/2015 -
- #2: 说话练习“捐款增加” (Speaking Practice "Donation Increase") - Submission: 26/43, Average Score: 10.6/20 pts, Activity Period: 09/01/2015 -
- #3: 常用成语朗读练习 (Common Idioms Reading Practice) - Submission: 32/43, Average Score: 2.91/10 pts, Activity Period: 15/01/2015 -
- #4: 朗读《现代科技是一把双刃剑》 (Reading "Modern Technology is a Double-Edged Sword") - Submission: 28/43, Average Score: 0/0 pts, Activity Period: 20/01/2015 -
- #5: 朗读《网络陷阱》(电邮) (Reading "Network Trap" (Email)) - Submission: 30, Activity Period: 30
- #6: 朗读《我上了他的黑名单》 (Reading "I'm on his Blacklist") - Submission: 26, Activity Period: 26

## 特点:

- 快速构建学习活动（三步完成）
- 碎片式学习活动
- 用户端自适应（支持网页和移动设备）
- 支持21世纪教学法（如翻转课堂）
- 便于跟踪学生的学习情况和评价
- 便于构建学习档案
- 便于教师之间分享备课资料

# 移动式碎片学习



**Dealing with Cyber Bullying** 15 is active

Level: Upper Secondary Subject: Cyber Wellness

Cyber Bullying refers to acts of harassment or intimidation using ICT networks and/or devices. Bullying using ICT or over the internet is just as harmful, if not, more harmful than offline bullying. This is because the bully's acts are public, spreads fast and permanent. Laws are in place to prevent cyber bullying, but many still commit cyber bullying, thinking that the anonymous nature of the internet provides them with an ability to commit bullying without getting caught.

In this series of Learning Activities, learn about cyber bullying, what to do when you are cyber bullied and how you can help friends who are cyber bullied.

Learning Experience

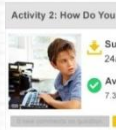


**Activity 1: What is Cyber Bullying?**

Submission: 30/30 (100% marked)  
Activity Period: 2/1/2014 - 7/1/2014  
Average Score: 8.5/10 pts  
Response Type: Paragraph Text

Time Left: 10:43:18

Bite-sized  
Learning Activity

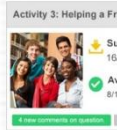


**Activity 2: How Do You Respond?**

Submission: 24/30 (80% marked)  
Activity Period: 13/1/2014 - 16/1/2014  
Average Score: 7.3/10 pts  
Response Type: Multiple Choice

Time Left: 1 day

Bite-sized  
Learning Activity




**Activity 3: Helping a Friend**

Submission: 19/30 (63% marked)  
Activity Period: 20/1/2014 - 25/1/2014  
Average Score: 8/10 pts  
Response Type: Upload audio

Time Left: 2 days

Bite-sized  
Learning Activity



**Activity 4: Asking for Help**

Submission: 3/30 (10% marked)  
Activity Period: 2/2/2014 - 8/2/2014  
Average Score: 6/10 pts  
Response Type: Upload file

Time Left: 1 week

Bite-sized  
Learning Activity

# Spectrum和传统的学习管理系统的区别

	传统的学习管理系统LMS	Spectrum
运行平台	网页	网页或者移动设备（手机和平板电脑）
创建学习活动	课程庞大，创建过程繁琐，耗时多。	小件学习，化整为零；创建快速，方便快捷。
推送学习任务	学生需要坐在电脑前完成长课时的学习任务。	学生可以用移动设备接收学习任务，并随时随地进行学习活动的。
评价学习任务	教师需要用电脑来批改作业	教师可以随时随地为学生打分并提供反馈。系统支持同学互评。

## 四 基于碎片式（**Bite-size**）学习的口语技能训练模式

- 为了充分利用学生的零碎时间，在课堂之外为学生创造更多的口语训练的机会，我们萃取**bite-size learning**的理念，并结合Spectrum校本平台的优势，设计**基于碎片式（Bite-size）学习的口语技能训练模式**。

# 界面介绍——LE 主页面

The screenshot displays the SPECTRUM LE main page. At the top, the SPECTRUM logo is on the left, and the user's name 'Zhu Hai Bin' is on the right. Below the logo, a navigation menu includes 'New LE', 'My LAs', 'Progress Report', and 'Assessment'. The main content area features a header for '2015中四G2G3华文口试训练营' (2015 Middle School Grade 4 G2G3 Chinese Oral Practice Camp), with details for 'Level: Upper Secondary' and 'Subject: Sec. Chinese'. A quote reads: '读"书"才有前途, 别读吧, 少部!' (Reading books leads to a bright future, don't read, Ministry of Education!).

Below the header is a dashboard with six circular icons: LE Settings, Activities (12), Performance (43), Scoring (170), Stars (10), and Medals (3). A 'Reorder LAs' button is also present. The bottom section shows four activity cards:

- #1: 阅读《司马迁》 (Reading 'Sima Qian') with 2 notifications. Submission: 34/43, Average Score: 6.72/10 pts, Activity Period: 09/01/2015 - .
- #2: 说话练习“捐款增加” (Speaking Practice 'Donation Increase') with 6 notifications. Submission: 26/43, Average Score: 10.6/20 pts, Activity Period: 09/01/2015 - .
- #3: 常用成语诵读练习 (Common Idioms Reading Practice)
- #4: 阅读《现代科技是一把双刃剑》 (Reading 'Modern Technology is a Double-Edged Sword')

The Windows taskbar at the bottom shows the system tray with the date 2015/4/29 and time 11:27.



# 添加LA(教师视角)

The screenshot displays the SPECTRUM teacher interface. At the top, the user is identified as Zhu Hai Bin. The main content area shows a lesson titled "2015中四G2G3华文口试训练营" (2015 Upper Secondary G2G3 Chinese Oral Exam Training Camp). The lesson details include "Level: Upper Secondary" and "Subject: Sec. Chinese". A quote is displayed: "读书才有前途，请读吧，少年！" (Reading is the only way to have a future, please read, young man!).

Below the lesson details, there are several performance metrics:

- LE Settings: 12
- Activities: 44
- Performance: 170
- Scoring: 10
- Stars: 3
- Medals: 3

A "Reorder LAs" button is also visible. The interface shows a list of activities with their respective submission counts, activity periods, average scores, and response types. For example, activity #1 "朗读《翁马蜂窝》" (Reading "Weng Ma Beehive") has 34/44 submissions, an activity period of 09/01/2015, an average score of 6.72/10 pts, and a response type of "Upload Audio".

The Windows taskbar at the bottom shows the system tray with the date 2015/4/29 and time 13:57.

# LA 设定界面 (教师视角)

The screenshot displays the SPECTRUM teacher interface. At the top, the user is identified as Zhu Hai Bin. The main content area shows the configuration for activity #1, 'Reading 'The Horse and Bee'' (朗读《捅马蜂窝》). Key statistics include 34/43 submissions, an average score of 6.72/10 points, and a status of 'Always active'. A resource image of a boy捅马蜂窝 is shown. Below the image, a text box contains the instruction: '《捅马蜂窝》课文录音，供同学们学习。' (Audio recording of the text 'The Horse and Bee' for students to learn from).

On the right side, a list of activities is shown:

- #1: 朗读《捅马蜂窝》 (2 activities)
  - Submission: 34/43
  - Activity Period: 09/01/2015 -
  - Average Score: 6.72/10 pts
  - Response Type: Upload Audio
  - Status: Always active
- #2: 说话练习“捐款册加” (6 activities)
  - Submission: 26/43
  - Activity Period: 09/01/2015 -
  - Average Score: 10.6/20 pts
  - Response Type: Upload Audio
  - Status: Always active
- #3: 常用成语诵读练习 (0 activities)
  - Submission: 32/43
  - Activity Period: 15/01/2015 -
  - Average Score: 5.66/10 pts
  - Response Type: Upload Audio
  - Status: Always active
- #4: 朗读《现代科技是一把双刃剑》 (0 activities)

The Windows taskbar at the bottom shows the system time as 11:41 on 2015/4/29.

# 界面介绍—学生视角

The screenshot displays the Spectrum student interface. At the top, the user is identified as Zhu Hai Bin. The main header shows the course title "2015中四G2G3华文口试训练营" (2015 Upper Secondary G2G3 Chinese Oral Practice Camp) with a level of "Upper Secondary" and subject of "Sec. Chinese". A quote reads: "读”书才有前途，做题吧，少年！"

The interface includes a sidebar with navigation options: "New LE", "My LEs", "Progress Report", and "Assessment". Below the course header, there are four circular progress indicators: Profile (12/170), Scoring (0/10), Stars (0/10), and Medals (0/3).

The "My Activities" section lists four activities:

- #1: 阅读《骑马蜂窝》 (Reading "The Horsehive")
  - Status: Marked
  - Activity Period: 09/01/2015 -
  - My Score: 9/10 pts
  - Response Type: Upload Audio
  - 4 new comments on question, 0 new comments on response. Always active
- #2: 说话练习“捐款增加” (Speaking Practice "Donation Increase")
  - Status: Marked
  - Activity Period: 09/01/2015 -
  - My Score: 18/20 pts
  - Response Type: Upload Audio
  - 0 new comments on question, 0 new comments on response. Always active
- #3: 常用成语诵读练习 (Common Idioms Reading Practice)
- #4: 阅读《现代科技是一把双刃剑》 (Reading "Modern Technology is a Double-Edged Sword")

The Windows taskbar at the bottom shows the system time as 11:49 on 2015/4/29.

# 教师评价与反馈

Spectrum > 2015年G2G3华文口试训练营 > 精读《捅马蜂窝》 > Students' Responses

朗读《捅马蜂窝》(34 / 43)

Submission  
34 / 43

Activity Period  
09/01/2015 -

Average Score  
6.53/10 pts

Time Left  
Always active

Download

4 Comments

Question

请朗读《捅马蜂窝》这篇课文，并将你的朗读录音上传到这个学习活动中。请在周一之前完成。朗读时请注意课文的生词。有关生词的正确读音，请参照《词语手

Response



4G2 CL 2015	4G3 CL 2015	Sort	
(4G3) CARMEN CHOO YUNXUAN 0 pts	(4G3) CHA LIN EN JEWEL Show 0 pts	(4G3) CHAIN MING SHAN MILY Show 8 pts	(4G3) CHIA JUN HUI ZOE Show 0 pts
(4G3) GRACE TAN SI JIE Show 9 pts	(4G3) HELENA YEO YON CHING Show 8 pts	(4G3) HO SWEE EE ISABELLE Show 8 pts	(4G3) KHOO HUI EN Show 0 pts
(4G3) KOH JIA MIN JASMIN Show 6 pts	(4G3) KOH YA LING JINNI 0 pts	(4G3) KWEK YI LING CHERYL Show 8 pts	(4G3) LIM HUI-SHAN RACHEL Show 0 pts
(4G3) LIM YU HUI Show 0 pts	(4G3) NG SIEW LING Show 7 pts	(4G3) ONG JIA MIN Show 5 pts	(4G3) QUAH WEN CHYI Show 0 pts

Set Score: 7 Pts Marked

2 Comments

- Zhu Hai Bin • 15/01/2015  
读错的字: 生长 面失地 兼拔步 一刻那 迅准 雷鼓响 漏着
- Zhu Hai Bin • 15/01/2015  
语调太平, 要根据文章的意思来读, 要读得抑扬顿挫。

Leave a message...



# 教学实践 反思

1、该模式激励了学生的学习动机。学生不需要和教师面对面进行口试练习，能根据自己的学习情况和学习习惯安排口试训练。同时也大大延长了学生的口语训练时间。

The screenshot displays the SPECTRUM interface for a user named Zhu Hai Bin. The main content area shows a grid of student profiles for the class '4G2 CL 2015'. Each profile includes a student's name, a 'Show' button, a score in points (pts), and a progress indicator (checkmark or minus sign). The interface also features a sidebar with navigation options: 'New LE', 'My LEs', 'Progress Report', and 'Assessment'.

Student Name	Score (pts)	Progress
(4G2) ASHLEY HOW ERN HUI	8	✓
(4G2) ASHLEY LIM SHI EN	7	✓
(4G2) BRITNEY TOH XING NI	7	✓
(4G2) CARIN JOY YAP	-	✗
(4G2) CHIA SOPHIE	7	✓
(4G2) CHUA PEH XIANG	7	✓
(4G2) FIONA CHARISSA LO	7	✓
(4G2) FONG YI NING JULIA	7	✓
(4G2) HO WAN YING	-	✗
(4G2) KOH RAELENE	7	✓
(4G2) LEOW RUI WEN ISABEL	7	✓
(4G2) NEO JIA YING	7	✓
(4G2) OH MEI XUAN	6	✓
(4G2) ONG HUI PIN JERMAYNE	6	✓
(4G2) ONG YING HERN	7	✓
(4G2) ROXANN KONG EN CI	6	✓
(4G2) SABRINA WONG QIN YUN	8	✓
(4G2) SHERNISE CHEW DAN ROU	8	✓
(4G2) TAN ZAKE YINN ZENDA	7	✓
(4G2) TNG JIA WEI MAVIS	8	✓
(4G2) VICKY LI JIE LIN	8	✓
(4G2) YONG WENYU VALERIE	7	✓
(4G2) ZOE LIN JOE YEE	-	✗

2、化整为零，零存整取。  
该模式将每个口试训练的任务一个个小任务，定时推送给学生。每个任务的时间和口试的答题时间相似，基本上朗读3分钟，看图说话和对话不超过5分钟。小任务的设置便于学生利用零碎时间来训练口试。

The screenshot displays the SPECTRUM interface for a student named Zhu Hai Bi. The interface features a sidebar with navigation options: New LE, My LEs, Progress Report, and Assessment. The main content area lists eight tasks, each with a title, submission statistics, activity period, and response type. Each task also includes a status bar indicating the number of new comments on questions and responses, and a 'Always active' label.

Task ID	Task Title	Submission	Average Score	Activity Period	Response Type	Comments	Status
#1	朗读《骑马蜂窝》	34/43	6.72/10 pts	09/01/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#2	说话练习“捐款增加”	26/43	10.26/20 pts	09/01/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#3	常用成语朗读练习	32/43	5.66/10 pts	15/01/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#4	朗读《现代科技是一把双刃剑》	28/43	7.25/10 pts	20/01/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#5	朗读《网购陷阱》电邮	30/43	7.17/10 pts	20/01/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#6	朗读《我上了他的黑名单》	26/43	7.5/10 pts	05/02/2015 -	Upload Audio	0 new comments on question, 0 new comments on response	Always active
#7	三月假期功课对话 1						
#8	三月假期功课对话 2						

3、Spectrum 支持上载各种媒体资源。教师可以上载需要学生阅读的短文，也可上在范读音频，视频，或者其他的网络资源链接。对于口试来说，正确的示范有关键的作用。



The screenshot displays the Spectrum Learning Management System (LMS) interface. At the top, the 'SPECTRUM' logo is visible. The main content area shows a lesson titled '#1 朗读《捅马蜂窝》'. Below the title, there are four key statistics: 'Submission' (34 / 43), 'Activity Period' (09/01/2015 -), 'Average Score' (6.72/10 pts), and 'Time Left' (Always active). A 'Resource' section is present, featuring a video player with a play button and a progress bar at 0:00. At the bottom, a text box contains the message: '《捅马蜂窝》课文录音，供同学们学习。' The left sidebar contains navigation options: 'New LE', 'My LEs', 'Progress Report', and 'Assessment'. The top right corner includes an 'Edit' button and a 'Students' Responses' notification with a red '2' badge.



4、教师也能灵活安排时间对学生进行线上评价。系统本身也能根据教师的评价和设置对学生给予学生反馈和肯定。这有利于教师更高效地安排日常活动。

5、学生获得反馈后，能及时进行更正。相关的评论保存在学习平台中，便于建立学习档案，进行复习。

The screenshot displays the SPECTRUM learning management system interface. At the top, the user's name 'Zhu Hai Bin' is visible. The main content area shows a 'Question' section with a text prompt in Chinese: '请朗读《骑马蜂窝》这篇课文，并将你的朗读录音上传到这个学习活动中。请在周一之前完成。朗读时请注意课文的主词。有关生词的正确读音，请参照《词语手册》。' Below the question, there are '4 comments' from the user 'Zhu Hai Bin' dated '16/01/2015'. The comments are: '总的来说，语音清晰，语调也准确，但是要注意节奏，好几个地方的停顿错误。', '加油鸭！ 很棒 恭喜鸭！', '奶奶反歌', and '晋美苑'. A 'Response' section is also visible at the bottom of the question area. On the right side, there is a 'You have 12 activities' section listing four activities: '#1: 朗读《骑马蜂窝》', '#2: 说话练习“捐款增加”', '#3: 常用成语朗读练习', and '#4: 朗读《现代科技是一把双刃剑》'. Each activity shows its status (Marked), my score, activity period, and response type (Upload Audio).

6、Spectrum 平台便于教师收集学生的口试录音，并进行归档。教师根据话题和年级建立语料库。校本语料库的建立便于教师进行偏误分析，并对学生进行有效指导。我们接下来将把这些音频转写成文字，进行偏误分析与统计。

- 71545\_LA1
- 71547\_LA2
- 71625\_LA3
- 71681\_LA4
- 71682\_LA5
- 71855\_LA6
- 72105\_LA7
- 72106\_LA8
- 72107\_LA9
- 72108\_LA10
- 72109\_LA11
- 72110\_LA12

- 4G2 CL 2015\_ASHLEY HOW ERN HUI\_98160
- 4G2 CL 2015\_CHIA SOPHIE\_98239
- 4G2 CL 2015\_CHUA PEH XIANG\_98244
- 4G2 CL 2015\_FIONA CHARISSA LO\_98251
- 4G2 CL 2015\_FONG YI NING JULIA\_98345
- 4G2 CL 2015\_KOH RAELENE\_98556
- 4G2 CL 2015\_LEOW RUI WEN ISABEL\_98121
- 4G2 CL 2015\_NEO JIA YING\_98144
- 4G2 CL 2015\_OH MEI XUAN\_98134
- 4G2 CL 2015\_ONG HUI PIN JERMAYNE\_98466
- 4G2 CL 2015\_ONG YING HERN\_98253
- 4G2 CL 2015\_ROXANN KONG EN CI\_98288
- 4G2 CL 2015\_SABRINA WONG QIN YUN\_98186
- 4G2 CL 2015\_SHERNISE CHEW DAN ROU\_98539
- 4G2 CL 2015\_TAN ZAKE YINN ZENDA\_98350
- 4G2 CL 2015\_TNG JIA WEI MAVIS\_98525
- 4G2 CL 2015\_VICKY LI JIE LIN\_98360
- 4G2 CL 2015\_YONG WENYU VALERIE\_98243
- 4G2 CL 2015\_ZOE LIN JOE YEE\_98402
- 4G3 CL 2015\_CHAIN MING SHAN EMILY\_99632
- 4G3 CL 2015\_GRACE TAN SI JIE\_98163
- 4G3 CL 2015\_HELENA YEO YON CHING\_99690
- 4G3 CL 2015\_HO SWEE EE ISABELLE\_99715
- 4G3 CL 2015\_KHOO HUI EN\_98125
- 4G3 CL 2015\_KWEK YI LING CHERYL\_131023
- 4G3 CL 2015\_LIM HUI-SHAN RACHEL\_99631

# 总结与展望



# Spectrum

Key Design Principles and Affordances

Enables effective delivery of 21<sup>st</sup> Century Learning Experiences

## Bite-size learning

Scenario-based learning **Flipped Classroom**

**Learning-on-the-go**

Place-based learning

M1 4G 4:29 PM 62%

## Learning Experience




2015中四G2G3华文口试训练营 [Join](#)

[Overview](#) [Details](#)

Upper Secondary active  
Sec. Chinese 0/12 activities completed

"读"书才有前途，朗读吧，少年！

Author:  
 **Zhu Hai Bin**  
Crescent Girls' School

M1 4G 4:30 PM 62%

## Learning Activities

0/12 activity completed

-  **#1: 朗读《捅马蜂窝》** [>](#)  
not done  
Always active  -/10 pts  
Audio  4 comments
-  **#2: 说话练习“捐款增加”** [>](#)  
not done  
Always active  -/20 pts  
Audio  0 comments
-  **#3: 常用成语朗读练习** [>](#)  
not done  
Always active  -/10 pts  
Audio  0 comments
-  **#4: 朗读《现代科技是一...** [>](#)  
not done  
Always active  -/10 pts  
Audio  0 comments
-  **#5: 朗读《网购陷阱》电邮** [>](#)  
not done  
Always active  -/10 pts  
Audio  0 comments

M1 4G 4:30 PM 62%

## Activity Details



4

### 朗读《捅马蜂窝》

《捅马蜂窝》课文录音，供同学们学习。

#### Question

请朗读《捅马蜂窝》这篇课文，并将你的朗读录音上传到这个学习活动中。

请在周一之前完成。朗读时请注意课文的生词。有关生词的正确读音，请参照《词语手册》。

#### Response



tap here to upload audio

M1 4G 4:30 PM 61%

## Activity Details

### 说话练习“捐款增加”

#### Question

国人更加乐善好施，通过全国志愿者服务与慈善中心网站捐款的数额创新高。请你谈谈你对这则新闻的看法。

内容提示：

- 1 有哪些数据能够证明国人更加乐善好施？请上网查找相关的新闻数据。
- 2 国人为何更热衷于通过网站捐款。
- 3 还有什么更有创意的捐款方式能够鼓励国人踊跃捐款。

你的说话录音请控制在3-4分钟。

#### Response



tap here to upload audio

Points:-/20

Submit

M1 4G 4:30 PM 61%

## Activity Details



常用成语的英文翻译.pdf

0

### 常用成语朗读练习

常用成语的英文翻译

#### Question

请你按顺序读出老师发给你们的常用成语。在朗读之前，建议你先浏览一遍，找出不会读的字，查字典，把读音标注在旁边。练习几遍，你觉得自己已经熟练后，再开始录制。

这个作业请在下周二之前完成。

如果目前你还是无法上传audio到spectrum,请你带着电脑到TA office,像电脑技术员寻求帮助,尽快解决问题。

# Invitation to participate in Project on Bite-size Learning

- 6 months project
- Pilot in 4 to 6 schools
- Target group – **Pri, Sec, post-secondary, Uni**
- Design, delivering and assessment of oral performance through bite-size learning
- Sharing of findings
- Short write-up of the project implemented

# Support

- Co-design of lessons
- Personal advise throughout entire project
- Free accounts for staff and students during pilot



# 参考文献

- 《2004母语检讨委员会报告书》
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- 《华语文在新加坡的现状与前瞻》，吴元华，2005
- 《利用小件进行移动学习的应用研究》，《软件导刊(教育技术)》，郑琳琳,2010年11期
- 《中学华文课程标准》，2011

CRESCENT GIRLS' SCHOOL

**THANK YOU**

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Q & A

Q & A

QUESTIONS & ANSWERS

[Zhu\\_hai\\_bin@crescent.edu.sg](mailto:Zhu_hai_bin@crescent.edu.sg)