Understanding Chinese Language and Culture:

A Guidebook for Teachers of English in China
Introduction

“How delightful it is to have friends visiting us from afar!”

-Confucious

Teaching English to Chinese students is an extremely rewarding, yet demanding experience. Thousands of native English speakers go to China to teach every year. Many of them don’t speak Chinese and don’t know very much about Chinese culture. If this sounds like you, read on! I wrote this guidebook with people like you in mind. The guidebook is designed for teachers that will be teaching adult learners (high school students and older). It is divided into three sections: Teaching and Learning styles, Linguistic Differences, and Chinese Culture in the Classroom. After reading this guidebook you will be able to:

1) Recognize differences that exist between how you prefer to teach and how your Chinese students generally prefer to learn.
2) Adapt your teaching to better fit your students’ learning preferences, and encourage your students to experiment with different learning styles.
3) Identify key areas of the Chinese language that interfere with your students’ ability to learn English.
4) Find answers to questions that you might have about Chinese culture and the Chinese educational system.

Certainly this guidebook will not answer every question you have about the Chinese language and culture. It is not designed to be a “fix all” bicycle tire patch. Rather, its purpose is to introduce you to some of the most basic and important aspects of the Chinese educational system, language, and culture that relate to English teaching in China. China is a large country with many complex cultures and dialects. Remember that not all Chinese students are the same. Each student’s English proficiency, no matter if the student is in high school or in college, can range from beginning to advanced. If you get to know each of your students and teach to their needs you will do great!

I hope that this guidebook is useful for you, and I wish you the best of luck in your teaching endeavors in China.

Austin Pack
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Teaching and Learning Styles

"Many times, ineffectiveness in the English language classroom is not the result of bad students or bad teachers, but rather the result of different approaches to learning and the lack of awareness of each other's cultural differences."

- Xiuqin Zhang

In the English classroom in China you may find yourself standing on one side of a cultural canyon while your Chinese students stand on the other. The differences in your educational and cultural backgrounds can lead to frustration and confusion for both you and your students. Your teaching style may be very different from the learning styles of your students. To be a more effective teacher, you will need to work together with your students to bridge the cultural gap that exists between you.

At first you will need to be an example as you begin to build a bridge towards their side of the cultural canyon. As you adapt your teaching to the preferences of your students, and as you encourage your students to ‘style stretch’, you can meet your students on middle ground. When you work together with your students to overcome differences in educational and cultural backgrounds, both you and your students will be more effective.

In this section you will learn about some general differences in educational philosophies as well as teaching and learning styles in China and in the West. You will learn how you can know what your students’ preferred learning styles may be. You will also learn ways to work together with your students to build a bridge over the cultural crevice that exists between you.

Introduction

Chinese students often prefer to learn English in a way that is very different from the way that Western teachers tend to teach. If your teaching styles do not match the learning styles of your students, many problems may occur:

- Students may consider classroom activities to be a waste of time and so become bored easily.
- Students may perform poorly on end of year tests, resulting in students, parents, and school administrators feeling frustrated and disappointed.
- As a teacher you may feel frustrated with your students’ low participation and low test grades.
- You may become too critical of your students or even yourself.
One of the most important things you can do as a teacher is to gain a better understanding about how your preferred teaching and learning styles compare to the preferred teaching and learning styles of your Chinese students. In order to build a bridge to reach your students, you must first know where they are coming from. Remember, each student is different!

There are many benefits when teachers and students work together to bridge the gap of teaching and learning styles in your classroom. You will have a more enjoyable experience because:

- Your students will be more likely to be excited and actively participate in class.
- Your students will perform better on their assignments and tests.
- You will have a sense of accomplishment because of your students’ success.
- You will become a more able, well rounded teacher.
- You will have a stronger and more meaningful bond with your students.

Because understanding our students is so important, let’s first begin with understanding the educational background that Chinese students come from.

**Understanding Differences in Educational Philosophies**

Here are a couple of side by side comparisons that will help you to understand how the approach to obtaining knowledge, the roles of teachers and students, and the purpose of language learning generally differs between China and the West. These explanations are to be understood and applied in general terms only. Do not assume that all Chinese are like this and all Westerners are like that!

**The Chinese approach to obtaining knowledge:**

- Knowledge is not something discovered, rather it is something transferred.
- Teachers and books are the source of knowledge.
- Knowledge is best transferred from teacher to student or from the book to the student.
- Knowledge is concrete and clear; there is no room for ambiguity. Each question has a clear, specific, unambiguous answer.

**The Western approach to obtaining knowledge:**

- Knowledge is discovered by students.
- Teachers and books are resources that help students discover knowledge.
- Students learn best by discovering concepts and answers rather than having a teacher defining a concept or giving the answer.
- Each question may have more than one correct answer, ambiguous answer, or no answer at all.
These differences in approaches to obtaining knowledge influence what roles we expect teachers, students, and books to fill in language learning. Let’s look at the different roles teachers and students play in China and the West.

**Role of the teachers and students in China**
- Teachers are the authority on the subject, they should not be questioned.
- Teachers teach, students listen and take notes.
- Students answer only if called upon; asking questions on their own would interrupt the teacher and be impolite.
- Teachers evaluate students on how well they have understood and are able to explain the teacher’s point of view.

**Role of the teachers and students in the West**
- Teachers are guides and facilitators of learning. They point students in the right direction.
- Teachers teach, but there is more interaction between teacher and student.
- Students are responsible for taking the initiative to ask for clarification when they don’t understand.
- Teachers evaluate students on how well they can explain their own point of view.

Think of the difference in educational philosophies in this way. In China, each student represents an empty bucket that is waiting to be filled with water. The bucket represents an open mind and the water represents the knowledge that each student can receive. The teacher fills each student’s bucket with water to the brim. Students focus on memorizing what the teacher has given them and try their best to not lose any of the water. At a later point the teacher tests the students and examines how much knowledge they were able to comprehend and retain. This educational philosophy focuses on language knowledge, grammar and rote memorization.

The mindset of Western education is more like the making of a fire. The student is a fire that will grow on its own with the help of the teacher. The teacher must make a suitable environment for the fire to grow. The teacher adds some kindling to the fire and allows for some wind to help the fire grow. The fire grows on its own as long as the teacher is there to supply it with its needs. Teachers at the end of the semester look for which students burn the brightest and hottest. This educational philosophy focuses on language use, and performance. One thing that many Chinese students expect out of their teachers is plenty of direct feedback. Many Chinese students become frustrated when Western teachers give feedback that is watered down. You’re students may find feedback such as “good job!”,”don’t worry about it, you’re doing fine” disappointing. Chinese
students are used to their teachers being very direct and pointing out specific errors that they make.

Remember that each teacher and student is different! Never assume that Western teachers and students are better than their Chinese counterparts. Some Westerners may prefer traditional teacher-centered styles of teaching and learning. On the other hand, some Chinese may prefer student-centered styles of teaching and learning rather than traditional teacher-centered teaching and learning.

Summary of differences in educational philosophies

Understanding Chinese Students’ Learning Styles

Now that you’ve got a basic understanding of what educational background your Chinese students are coming from, let’s look at some typical learning styles of Chinese students. Below is a summary of typical learning styles that your Chinese students may or may not have. Don’t assume that all Chinese students’ preferred learning styles will be the same! Some of your Chinese students may have several of the following learning styles; whereas other students may just have a few.
Inward focused learning style

- Students tend to be reserved, quiet and shy.
- They usually enjoy working alone or with a partner that they know well.
- They dislike working in larger groups.
- They don’t like expressing their opinions or emotions.

Teacher dependent learning style

- Students dislike ambiguity and uncertainty.
- These students are generally more willing to follow rules and deadlines.
- They prefer to have constant correction from their teacher.

Detail focused learning style

- Students prefer to analyze details of passages rather than look at the overall picture of the passage.
- They enjoy looking for contrasts and finding cause-effect relationships.
• Students prefer to absorb material visually.
• These students find it much easier to understand lessons, lectures, conversations and reading passages if they are accompanied by some kind of visual display.
• They enjoy it when the teacher keeps a clean and well organized blackboard that will help them take notes on what the teacher is saying.
• When practicing listening skills, they prefer to have written text in front of them so that they can follow along easier.

Reflective learning style

• Students prefer to think and reflect on what they have learned before they offer an answer.
• They are often uncomfortable making guesses.
• They want adequate time to think of an answer and think of a way to express this answer in a well thought out way.

Sequential learning style

• Students prefer lessons, assignments, and learning materials to be sequential.
• They like teachers to be highly structured.
• They focus on rote memorization.
• They may not be willing to move on to a new topic if they don’t fully understand the topic at hand.
• They may find detailed outlines and lists that can be memorized to be helpful.
• They also enjoy and benefit a lot from structured reviews.
Identifying Your Students’ Learning Styles

“Bridging the gap between teaching and learning styles can only be achieved when teachers are, first of all, aware of their learners’ needs, capacities, potentials, and learning style preferences in meeting these needs.”

-Zhenhui Rao²

Understanding the common learning styles that Chinese students prefer is helpful, but we need to take it one step further and identify what specific learning styles your students prefer. Remember, not all students are the same. Let’s talk about how to identify your students’ learning styles.

The Classroom Collaboration Survey, created by Dr. Kate Kinsella of San Francisco State University, is a useful survey that can help you and your students learn about their learning styles. The survey contains 25 questions that aim to help students and teachers understand whether the students prefer to work individually, in pairs, or in groups. An English and Chinese version of the survey is located in the appendix of this guidebook.

Dr. Kinsella suggests that before giving the survey to the students you should explain the following:

1. What learning styles are
2. How understanding learning styles will help both students and teachers
3. What general terms found in the survey mean (survey, questionnaire, tally)
4. How to tally the results of the survey

The survey will only help you to identify which students prefer individual, pair, or group work. The survey does not tell you if your students are visual learners, teacher dependent, etc. For this reason, after administering the survey to your students consider holding a class discussion on learning styles. The purpose of the class discussion is to eliminate potential conflicts that may exist between your teaching style and the students’ learning styles. In addition to this, having such a discussion will help students to become more self-aware of their learning styles and allow them to see ways that they could style stretch. Consider taking the following steps in leading a discussion with your students about learning styles:

1. Write the major learning styles on the board (these are on pages 4-6 of this guidebook).
2. Explain what each of the major learning styles is. (You could list under the name of the learning style a few of the most important characteristics of that learning style)
3. Ask students to write their names under the learning style that suit them best.
4. Ask the students what challenges they think you might have as a teacher in teaching students with different learning styles.
5. Ask the students what challenges they might face trying to learn English in a classroom full of students with different learning styles.
6. Ask the students what ideas they might have on how to bridge the gap between your teaching style and the students’ learning styles.
7. Explain to the students that both you and they should try their best to be flexible and be willing to style-stretch.

How to Bridge Teaching Styles and Learning Styles

After you have an understanding of the different learning styles your students prefer, you can begin to plan how to bridge the gap that may exist between your teaching style and your students’ learning styles. You will need to adapt your own teaching style by providing a variety of activities that meet the needs of your students. Here are several things you can do:

- Encourage students to “style-stretch” by experimenting and trying new learning styles
- Conduct a variety of activities with different levels of participation (individual work, pair work, group work, class discussions)
- Organize activities from low risk to high risk
- Plan for different learning styles in your lesson plans

Let’s discuss a few of these in greater detail.

Conduct activities with different levels of participation

As discussed earlier, some students may prefer to work by themselves or in pairs, while other students may prefer to work in groups. The activities planned each day for your class should reflect this balance. If your lesson plan has only activities done in groups, then those students who tend to learn individually or in pairs will be at a disadvantage. These students might not be as willing to participate and not learn as much as they would have if the activities had been more balanced. While planning lessons, try to incorporate activities where students can work individually, in pairs, and in groups.

Organize activities from low risk to high risk

Chinese students are very concerned with what their teachers and fellow classmates think about them. For this reason, many Chinese are hesitant to participate in activities where they could make mistakes in front of the class. For example, Chinese students, without the proper preparation, may feel very uncomfortable giving a presentation in class. If students are likely to make mistakes during the activity, or if students are required to perform in front of the class, we could say these activities are high risk activities.
Just because Chinese students may not be comfortable completing high risk activities does not mean that high risk activities should never be done in class. Activities such as presentations, speeches, and debates are very effective in learning English. Students need to do these high risk activities. You as a teacher can help them prepare so that they are more comfortable and more willing to do these kinds of activities. At the end of this learning styles section there is an example lesson plan that will help you understand how you can help your students to overcome their anxieties.

One thing that you can do as a teacher to help is to arrange activities in a low to high risk order. Students should begin with low risk activities and slowly build towards high risk activities. By the time students are confronted with the high risk activity, they will have already built up some self-confidence from their success in the easier, lower risk activities.

![Activities Ordered from Low Risk to High Risk](chart)

**Plan for different learning styles**

When planning lessons, you should take into consideration the learning styles of all your students. Look at the following lesson plan and look for ways that the teacher has taken in consideration the different needs of students.
Lesson Plan – Does Technology Bring Us Closer Together?

Objective: 1) Students will gain confidence in public speaking by preparing for and participating in a debate.  
2) Students will appropriately use transition words (first, second, in conclusion) in a well thought argument.  
3) Students will demonstrate mastery of this week’s vocabulary, by using at least five vocabulary items in their argument. (Technology, Internet, Skype, text, SMS, communicate, globalization, connection, Facebook, blog (verb & noun), social media)

Materials: Blackboard, Amish Picture, Technology Picture Handout, Debate Rules handout.

Overview: Explain your desire for your students to speak English well and with confidence. Explain that the class will be holding a debate at the end of this week. Help the students to see how holding a debate on technology will help them to learn vocabulary, structure an argument, and build confidence in public speaking. Reassure the students that although it looks like a daunting task, they will have time to prepare and you will be there to help.

Activity 1 – Class Discussion (Visual learning style - Pictures)

- Show students the picture of Amish men and boys working (http://i.telegraph.co.uk/multimedia/archive/01115/amish2_1115783c.jpg)
- Ask students the following questions  
  o What’s happening in this picture?  
  o Where do you think this picture was taken? What country?  
  o How long ago was this picture taken?  
  o Do you see any use of technology in the picture?  
- Explain that the picture was taken in America and that it was taken within the past ten years.  
- Explain that the people in the picture are Amish people and that they consciously decide to not use certain forms of technology like cell phones and cars  
- Ask why students think a community of people would ever agree to not use cell phones and cars.  
- Explain the debate will be centered around this question: “Does technology bring us closer together or make us further apart?” Write it on the board.

Activity 2 – Individual Work (inward focused learning style)

- Give students the Technology Picture Handout (This is a hand out that has several pictures of different ways we communicate using technology. For example this can include a picture of a cell phone, a computer, a car, the Skype logo, Facebook,
a text message, or Chinese social media websites and programs like QQ and Renren).

- Ask students to look through the page and circle the types of technology they use.

**Activity 3 – Pair work (information exchange)**

- Have students discuss in pairs the following questions
  - What types of technology do you use to stay in touch with your family and friends?
  - Do you think technology brings us closer together or do you think technology makes us further apart?
  - In what ways does technology bring us closer together? (try to think of at least 3)
  - In what ways does technology make us further apart? (try to think of at least 3)
  - Would you want to live in a community like the Amish? Why or why not?

**Activity 4 – Class Discussion (visual learning style – black board)**

- Write on the board in two columns “Ways technology brings us closer together” and “Ways technology makes us further apart”.
- Invite each pair of students to write one of their examples under one of the columns (encourage students to keep it balanced).
- Lead a class discussion on some of the pros and cons of using technology as a way of continuing our relationships. Try to make sure both sides of the issue are discussed.

**Activity 5 – Teacher instruction (teacher dependent learning style - explaining rules of debate)**

- Explain the rules of the debate. How you want to run the debate is up to you. I suggest debate groups to include no more than 4 people. Each person assumes a role, introduction, main arguments, and conclusion.
- Be sure to make clear rules on turn taking and how much time is allowed.
- Make sure you clarify how they will be graded. I like requiring students to use at least three vocabulary and three transition words throughout their argument.
- Remind the students the debate will be held at the end of the week. They will have some time in class today to prepare, but they will also need to prepare outside of class.

**Activity 6 – Group work (Preparing for the debate)**

- Divide the class into groups. Take into consideration the skill level of students, conflicts that may exist, and what side students prefer to argue.
• Have students make a 2x2 table where they list the pros and cons of both sides.
• Give them ample time to discuss and structure their argument.
• Circle from group to group, encouraging all members to participate, reminding students of vocabulary and transition words they could use, and asking thought provoking questions to help them analyze the situation. Reassure struggling students.
Linguistic Differences

“The more Native-English-Speaking teachers learn about the host language, the more effectively they will be able to teach.”

-Zhenhui Rao

Introduction

Many Chinese students and program administrators feel that Western teachers are insensitive to their linguistic needs. Some feel that Western teachers have a difficult time helping them overcome linguistic challenges. They feel this way because many Western teachers are unaware of important differences between English and Chinese.

Although becoming fluent in Chinese during your stay in China may not be practical or realistic, showing your students that you are putting forth effort to understand their linguistic background will impress your students. Learning some basic Chinese is an effective way to help you improve your relationship with your students.

In this section you will learn some basics differences between the Chinese language and English. The main focus will be on common pronunciation and grammar errors that Chinese students make when speaking English. This section will help you to understand the source of their errors that they make in English. Teaching suggestions will also help you to understand how to help your students overcome these errors. Speaking errors, not writing errors, are the focus of this guidebook. If you want to learn about errors beyond those listed in this section, Michael Swan’s Learner English and Peter Avery’s Teaching American English Pronunciation are two helpful books.

Quiz on Linguistic Differences

How much do you know about Chinese? Take this short quiz to find out.

1) Why do Chinese struggle with ‘a’ and ‘the’?
   a. In Chinese ‘a’ and ‘the’ are the same word.
   b. The words ‘a’ and ‘the’ don’t exist in Chinese.
   c. The words ‘a’ and ‘the’ sound like Chinese words that have the same meaning.
   d. In Chinese ‘a’ and ‘the’ aren’t used as often as in English.
2) Which dialect of Chinese does Standard Chinese come from?
   a. Cantonese
   b. Hakka
   c. Wu
   d. Mandarin

3) What is the standard word order for a Chinese sentence?
   a. Subject → Time → Verb → Object → Place
   b. Time → Place → Subject → Verb → Object
   c. Object → Subject → Verb → Place → Time
   d. Place → Object → Verb → Subject → Time

4) Why do Chinese struggle with verb conjugations?
   a. In Chinese verbs don’t change.
   b. Verbs in English are much longer than verbs in Chinese.
   c. In Chinese you change the prefix of verbs, not the suffix.
   d. Chinese verbs all have the same ending.

5) Why do Chinese students find changing their intonation (pitch) throughout a sentence difficult?
   a. In Chinese only male speakers are supposed to change their intonation.
   b. It is rude to change your intonation in Chinese.
   c. In Chinese, intonation is used to distinguish words, not sentence meaning.
   d. Only individuals of high status are supposed to change their intonation in China.

Answers: 1) b 2) d 3) a 4) a 5) c

What is Chinese?

What Westerners call the Chinese language can actually be broken down into numerous different spoken dialects. These dialects are different enough that people who speak them can’t understand each other. Although these dialects are very different when spoken, they do share ties to the same written language. The written language has two forms: traditional and simplified. Traditional characters are used in Hong Kong and Taiwan, while simplified characters (developed in the 1950’s to increase literacy) are used in Mainland China.

The dialects of Chinese can be categorized into eight different groups. The two most commonly used dialects in China are Mandarin and Cantonese. Mandarin has become the official language of China. Most northern Chinese are accustomed to speaking Mandarin. Cantonese is used in Hong Kong and its surrounding areas. Other dialects include: Wu, Hsiang, Kan, Hakka, Northern Min, and Southern Min.
Because Mandarin is the official language of China, it is used for school instruction and news broadcasts throughout the country. Because of this, students throughout China grow up learning Mandarin in school. When they return home or hang out with friends they prefer to use their regional dialect. For this reason, although most young Chinese understand Mandarin, they are more comfortable and confident in using their regional dialect.

All Chinese dialects share important basic features. These basic features are very different from English. In the remainder of this section you will learn about some of the key features of Chinese that make it difficult for Chinese students to learn English.

Map of Dialects in China

Used with permission from Wikipedia
General differences between English and Chinese

You should understand some of the general differences between English and Chinese before we jump to the specific mistakes that many Chinese students make when speaking English.

The most obvious difference between English and Chinese is the writing system. Unlike English, Chinese does not use an alphabet. Each Chinese character is written with a set stroke order. Characters can be written left to right, right to left, or top to bottom.

Chinese does not allow for much inflection. Inflection is when we change the meaning of a word by changing the beginning (prefix) or end (suffix) of a word. In English we change the form of verbs to convey different tenses. For example, we add -ed on to many verbs to make them past tense. I walk becomes I walked. Chinese doesn’t do this. For this reason many Chinese may incorrectly say that Chinese has no grammar. Every language has grammar, including Chinese. Some aspects of Chinese grammar are similar to English grammar, while others are very different.

Take for example Chinese sentence structure (syntax). Chinese sentence structure is very similar to English sentence structure. The standard sentence structure for Chinese is Subject Time Verb Object Place. English also shares this Subject Verb Object order in sentences.

Some aspects of Chinese grammar that are very different from English grammar are inflection and parts of speech. In English we change the form of a word in order to change its word class. In other words we can change the prefix or suffix of a word to change it from a noun, to a verb, adjective, or other part of speech. In Chinese, on the other hand, parts of speech are not as distinguished as in English. A Chinese word can be a noun, verb, or another part of speech. This means that many Chinese struggle with related words in English like difficult and difficulty.

Another important distinction between English and Chinese that deserves attention is the role that pitch plays. In English we change our pitch over the duration of a sentence. We do this convey how we feel or think about what we are saying. In Chinese, pitch is used not at the sentence level, but at the word level. Many words in Chinese are pronounced exactly the same way, except for the pitch. We call these pitch changes ‘tones’.

Although these aren’t all the differences between English and Chinese, they are the most important ones. Many of your students will struggle with these differences. Now let’s take a closer look at some pronunciation and grammar errors you might hear your Chinese students make when they use English. Both sections on pronunciation and grammar errors are organized by the errors that Chinese students make, the sources of those errors, and a teaching suggestion or two.
Pronunciation Errors

Sounds that Chinese students struggle with

Chinese struggle with many sounds of English. Sometimes it’s because the English sounds aren’t used at all in Chinese. Other times it’s because the sounds are very similar, but still different, from sounds in Chinese. This section on pronunciation errors contains many, but not all, of the sounds that Chinese students struggle with. For more information on other errors and suggestions on how to fix these pronunciation errors, see Peter Avery and Susan Ehrlich’s Teaching American English Pronunciation, Judy Gilbert’s Clear Speech, and Lynn Henrichsen’s Pronunciation Matters.

My students have a hard time distinguishing between vowel sounds like beat and bit.

English vowels can be categorized as tense vowels or lax vowels. Say beat slowly a few times. Now say bit slowly a few times. Notice how when saying beat the muscles in and around your mouth are more tense than when you say bit. The words beat, bait, boot, boat, and bought are all pronounced with tense vowels. Bit, bet, bat, but, and book are all pronounced with lax vowels. Chinese does not have as many vowel sounds as English does. Chinese especially struggle with the contrast between beat and bit, as well as pool and pull.

My students struggle with the TH sounds in words like think and that.

The only difference between the TH sounds in think and that is what we do with our vocal chords. Sounds that require our vocal chords to shake are called voiced sounds. Sounds that are made without our vocal chords vibrating are called voiceless sounds. Put your hand over your throat and make the TH sound in that. Feel it the vibrations? Now make the TH sound in think. Your vocal chords don’t shake. Neither of these TH sounds exists in Chinese. As a result, students struggle to distinguish between these sounds. Your students might replace the voiceless TH sound with an S, T, or F. Think might be pronounced sink, tink, or fink. The voiced TH sound may be replaced by D or Z. Your students might say dis or zis instead of this. Because these sounds don’t exist in Chinese you will need to help your students understand what to do with their tongue and mouth in order to make this sound. The TH sound is made by placing your tongue between your teeth. Then you pull back your tongue while exhaling. You will then need to help your students understand how to make voiced and voiceless sounds.

Why do my students mistakenly use W or F sounds instead the appropriate V sound?

The V sound doesn’t exist in many dialects of Chinese. Sometimes Chinese will make a W or F sound instead of a V sound. For example, live might be pronounced lif. Help them to understand how W, F and V are pronounced differently. V is pronounced by putting your bottom lip to your upper teeth. Then you let air vibrate between your bottom lip and your upper teeth.
You also let your vocal chords vibrate. The F sound is made in exactly the same way except it is voiceless, that is to say your vocal chords do not vibrate. W is made by bringing your two lips close together until they form a small circle. It is also a voiced sound.

**Why is it hard for my students to say the Z sound? They often say things like rice instead of rise.**

Most of the Chinese dialects do not have the Z sound. As a result, many Chinese will replace a Z sound with an S sound. The Z and S sounds are both made at the gums just behind your front teeth. Your tongue allows only a small amount of air to pass over it. Z is voiced and S is voiceless.

**Some of my students struggle with their L and R sounds, how can I help them?**

Especially in southern China, Chinese have a difficult time distinguishing between the L sound and the R sound. Students especially struggle to pronounce L correctly when it comes at the end of a word. Sometimes students will drop the L sound or replace it with an R sound. *Mill* becomes *meh* or *mere*. The L sound is made by curling your tongue back and touching the top of your mouth. Air passes around the sides of your tongue to make the L sound. The R sound is also made by curling the tongue back. The tip of your tongue doesn’t touch the top of your mouth however. The air passes between the top of your mouth and the tip of your tongue.

**My students struggle with a lot of words that end in consonants like knife.**

Typically, Chinese syllables consist of a vowel or a consonant followed by a vowel. Few words in Chinese end with consonants. For this reason, many students often add an extra vowel to the end of words that end in consonants. *Knife* may become *knifu*. Students may also just drop the consonant sound.

**My Chinese students have a hard time stressing words with multiple syllables correctly. Instead of pronouncing one syllable louder and longer than others, many students stress each syllable of each word. Why?**

Many Chinese dialects (especially Cantonese) require the speaker to stress each syllable equally. Because they are used to this Chinese stress pattern, students do the same thing in English. Students struggle to lengthen the stressed syllable and reduce the length of the unstressed syllables. For example, instead of saying distribute normally, your students might say *dístríbúte* with each syllable stressed equally.

To overcome this problem, give students a list related words with stress marked. Have them practice stressing the words correctly. They can tap the table or clap their hands when stressing a syllable more than others. You can also distribute rubber bands to the students. The
students can place the rubber band around their thumbs. When students come to the stressed syllable of the word they pull on the rubber band.

fóssil  fossilization
phótograph  photographty  photographic
distribute  distribución

Make sure when you teach new vocabulary that you demonstrate to your students how to properly stress the vocabulary items.

My students can’t seem to grasp “the flow” of English. They can pronounce words with the correct stress when words are isolated, but they struggle to say a whole sentence with a natural flow. Instead they sound choppy. Why is this?

In English we make the most important words in the sentence longer and louder than less important words. In other words, nouns, verbs, and adjectives are pronounced longer than determiners (a and the) and prepositions. Mandarin Chinese works in a similar way to English, but to a much lesser extent. Other dialects of Chinese (like Cantonese) do not do this at all. When Chinese speak English, they often pronounce each syllable with the same stress. In addition to this, each word is pronounced with roughly the same length. This results in a choppy staccato rhythm. Many Chinese tend to separate English words rather than linking the words together and creating a “flow of speech.”

To remedy this problem consider using rhythmic expressions of spoken English. Nursery rhymes, for example, are a fun and effective way to help your students acquire the rhythm of English. Nursery rhymes are also easily accessible online. There are many YouTube playlists have both music and words. Poetry can also be used. Jazz Chants® can also be used. Jazz Chants® are short sentences that flow together in a jazzy, rhythmic fashion. The creator of these chants, Carolyn Graham, has a website with useful examples and instructions on how to make your own jazz chants. See jazzchants.net for more information.

My students do not change their intonation throughout a sentence. This makes it seem that there is no emotion behind what they are saying.

In English we change the pitch of our voice to express how we feel about what we are saying. Take for an example the sentence You left the car keys in the refrigerator? We can change the intonation of our voice to let the listener know that we are angry, amused, or surprised about what we are saying. In addition to this we use intonation to convey whether we are making a statement or making a question. The sentence The homework was difficult, wasn’t it? could be a question or a statement, depending on the intonation used.
Of course Chinese do speak with emotion, but they do not use intonation to do this. Instead they use particles (extra sounds placed carefully in the sentence to express emotion). In Chinese intonation plays a completely different role. Many words in Chinese, whose meanings are very different, use the exact same consonants and vowels. Chinese can tell the words apart because they use different tones, or pitch changes. In Mandarin the word Ma has five different meanings. It can mean horse, mother, hemp, to scold. Ma can also turn a statement into a question. Chinese use intonation, or pitch changes, to distinguish between the words. Chinese could say Ma five times with different pitch changes to say Did mom scold the hemp horse? All that our Western ears might hear is Ma Ma Ma Ma Ma. The important thing to remember is that because Chinese change the pitch of their voice at a word level and not a sentence level, their speech may sound flat, emotionless, or choppy to Westerners.

Give students a couple of sentences that could be read different ways. For example ‘You left the car keys in the refrigerator?’ could by someone that was angry, amused, confused, or even bored. Demonstrate how to change your intonation by reading the sentence using different emotions. Ask the students what you are doing so that it sounds angry, amused, etc. In pairs have the students read the sentences. One partner reads the sentence, choosing a particular emotion. The partner guesses which emotion the first student was trying to express through their intonation. You can also practice with sentences with tag questions like The homework was difficult, wasn’t it? to help our students understand how to use intonation to convey the meaning behind the sentence (is it a questions or a statement).

**Grammar Errors**

**My Chinese students often struggle to use the correct parts of speech. They might use an adjective form of a word when they should use the noun form. For example, they might say It is very difficulty to speak English. Why?**

Parts of speech in Chinese are not as distinguished by word endings as in English. A word doesn’t necessarily have to change its form to be used in as a different part of speech. In other words, Chinese can use a noun as a verb or an adjective without changing the form of the word. For this reason it may be difficult for your Chinese students to distinguish between related words like difficult and difficulty.

Help students learn that the ending, or suffix, of a word will often tell you what part of speech the word belongs to. For example words that end in ‘ist’ and ‘ism’ (like socialist and socialism) are usually nouns. Words that end in ‘ize’ and ‘ify’ (like harmonize and horrify) are usually verbs. For a list of more suffixes in English go to [http://www.michigan-proficiency-exams.com/parts-of-speech.html](http://www.michigan-proficiency-exams.com/parts-of-speech.html).
Why do my students use present tense verbs when they should use past tense verbs (or vice versa)? For example one student said *He sleep too much yesterday.*

In English we change the form of verbs so that the listener knows if something is happening in the present, past and future. For example *walk* becomes *walked* in the past and *will walk* in the future.

Chinese do not change the form of verbs to show if something happened in the present, past, or future. Instead, Chinese use time markers (words like today, tomorrow, and last week) to express when something occurs. Chinese use the same character for a verb whether it is used in the present, past, or future.

Why is it that my students use verb forms that don’t agree with their subjects. They say things like *She walk to school every day.*

Unlike in English, Chinese verbs don’t change form. For this reason there is no subject-verb agreement in Chinese. Your Chinese students aren’t used having to think if the form of the verb they are using matches the subject of the sentence.

One activity you could do to give your students practice with subject-verb agreement is to create a short story. Underline all the verbs in the story. Change most of the verbs so that they do not agree with the subject. Have the students look at each verb and decide if it agrees with the subject. Have them fix the verbs they feel are incorrect.

Some of my Chinese students struggle to use articles consistently and correctly. Often they don’t use the articles, use articles when they shouldn’t, or confuse definite (*the*) and indefinite (*a/an*) articles. My students say things like *Let’s play game* or *They played piano in the harmony.*

In the Chinese language there are no articles. The closest thing that resembles article sin Chinese are classifier words like *piece* (piece of cake) or *sheet* (sheet of paper). Because Chinese students have never used articles before, they struggle with understanding why they are necessary and how to use them.

Be upfront and honest with your students. Let them know that this will be a grammar principle that they will struggle with and continue to make mistakes. Tell them they shouldn’t get discouraged. Be patient as a teacher when they keep making mistakes. Although articles in English seems simple (its only three words and one of them is one letter long!), the usage of articles in English is very complicated and difficult to master.
My students struggle when using passive structures in English. They say things like *A new book is writing this year* instead of *A new book is being written this year.*

Passives, in Chinese are rarely used, and inflection (the changing of verbs) doesn’t exist in Chinese. Despite this, your Chinese students are still able to use Chinese to express the same idea as passive voice in English, but they do not use a passive structure like we do in English. For example, to say “this book was written in 2005” Chinese actually say “This book is 2005 year write.” It really is different!

Because Chinese are not accustomed to changing verbs, you should provide lots and lots of examples when teaching passives. In addition to helping students change verbs from active to passive voice, also have them change verbs from passive to active voice. It isn’t enough for the students to learn the rules or forms of passive verbs. Make sure that they can always associate the form of the verb with its correct meaning.

**My Chinese students confuse pronouns like he, she, and it. Why do they make mistakes like My girlfriend, he doesn’t like it or That’s my sister, do you know him?**

The Chinese words for he (他), she (她), and it (它) are pronounced exactly the same way (Tā). The words are written in three distinct ways, but are pronounced with the same sound and tones.

Chinese students will continue to make this mistake, even at advanced levels of English. When students say ‘she’ when they mean ‘he,’ simply correct them. Students need to be corrected over and over until they get into the habit of thinking about which pronoun to use before they speak.

**My students often don’t add s onto nouns. They say things like I have many movie at my house.**

In Chinese, nouns can be both singular and plural without having to change them. 车 (chē) can mean both car or cars. You know if it is singular or plural by the context around the noun (words like many or some). Because your Chinese students don’t have to change their Chinese nouns to make them plural, when speaking in English they may often forget to add the plural ending s.

When students fail to add s onto nouns, use “echo correction.” Echo correction is when you politely restate what a student said, but in the correct form. If a student forgets to add an s to the word they want to make plural, then simply say the word with an s. Students need to be corrected over and over until they get into the habit of thinking about how to change a noun into its plural form.
My students often drop pronouns in the middle of a sentence. For example, one student said *I went to the store after finished my homework*. The student forgot to add *I* before *finished*.

In Chinese, when talking about a particular subject, you only need to state the subject once. Having established who or what you are talking about, you are free to drop any pronouns that refer back to the subject. It is OK in Chinese to say *I went to the store after finished my homework*.

Explain to students that in English we repeat pronouns more often in Chinese. Gentle echo correction will remind students to not drop pronouns.
Chinese Culture in the Classroom

“The apparent passivity of the students in the classroom is not a lack of involvement in the lesson, but respect for the teacher’s greater knowledge and wisdom... This passivity of students can be a major obstacle to improving speaking skills in the language classroom.”

-Xiuqin Zhang

Introduction

Your ability to understand your Chinese students requires more than an understanding of their educational and linguistic background. Many of the misunderstandings you will have with your students are the result of deeply embedded cultural differences. In this section you will read answers to questions that previous English teachers in China have had regarding Chinese culture in the classroom. The more you can understand how your Chinese students think and feel, the more able you will be to help them.

What is the Chinese idea of “saving face”?

To save face means to preserve one’s image and honor. Chinese are less individualistic than Westerners. When Chinese think of themselves, they think of themselves as a part of a larger whole in the context of their other relationships. What one does or says will be seen and heard by others. Face (image, reputation, or honor) depends on how a person acts in front of their community. If they do or say something inappropriate then their reputation is harmed. Because the Chinese self is tied to other relationships, when a person does something shameful and lose face, then those tied to that person also lose face. For this reason, Chinese are always thinking about how their actions and words will reflect on themselves and those associated with them (friends, family, work associates, bosses, etc.). The end result is that Chinese are much more conscious and careful of what they do and say than their Western counterparts.

“Chinese often are concerned with what others will say, and this concern has a controlling effect on Chinese behavior.”

– Ge Gao and Stella Ting-Toomey

Ge Gao and Stella Ting-Toomey
Why are Chinese students so quiet in my classroom? How come it’s so hard to get them to ask questions or offer answers?

Chinese students in the classroom may be quiet and hesitant to ask questions or offer answers partly because they are afraid of losing face. Your Chinese students’ self-esteem is most often formed by the opinions and remarks of others. If a student offers an incorrect answer, then that student will feel ashamed. He or she has lost face in front of others. The fear of making a mistake a losing face discourages students from asking questions or offering answers.

“Chinese regard one’s ideas as entangled with one’s identity or sense of personal worth; an attack on one’s ideas is therefore an attack on one’s self, or, more specifically, one’s face.”

– Linda Young

In addition to being afraid of making mistakes, Chinese students are quiet because they want to show respect to the teacher. Chinese students are used to listening to the teacher, taking notes, reflecting on what has been taught, and obeying the teacher. Asking questions or volunteering answers without being called upon would be interrupting the teacher. In other words, your Chinese students might seem passive or uninterested, but they are actually showing you respect as they sit quietly and take notes.

Why are Chinese students so focused on tests? They seem to care more about getting good grades on tests than being able to speak good English. Why?

Testing has been crucial to the Chinese educational system for thousands of years. In 605 AD the Imperial Examination (kējǔ) was established. Chinese that passed this test were given prestigious and well paying positions in the Chinese government. Although the Imperial Examination ended in 1905, the importance of tests in China remains very strong. Today the tests are different, but they still determine the future opportunities that are available for students that pass or fail them.

If high school students do not pass the National Matriculation English Test (NMET) then they are not permitted to study at a college or university in China. Likewise, if university students fail to pass the Chinese English Test – Band 4 (CET-4) then they will be unable to get a bachelor’s degree. Similar tests exist for graduate students and English Major students. Many of these tests do not assess the students’ ability to speak. Instead they focus on reading and listening comprehension, writing, and translation.

These tests are considered high-stakes tests. That is to say, a lot of opportunities (to study at a university or to get a nice job) depend on passing these tests. Some jobs even require the applicants to pass these tests. Because there is so much at stake, students want to make sure they
are prepared for these tests. Because many of these tests do not test your students’ ability to speak English, you may have some students that don’t care about their ability to speak. Rather, they focus on those things that will be on the test they are preparing for.

“The high-stakes nature of these tests makes most educational activities in China very exam-oriented… Teachers focus on helping their students to pass these tests, and the students focus on passing them.”

– Caiping Sun

What English tests are my students required to take at the high school, undergraduate, and graduate levels?

The tests that you should know about can be divided into two categories: entrance exams and certificate exams. Entrance exams are those tests that students must pass in order to gain entrance into a university or graduate school. Certificate exams are tests that students must pass in order to earn a degree and graduate from university or graduate school. The following tests are the major ones that your students may face.

**Entrance Exams:**

The National Matriculation English Test (NMET)

The NMET (gāokǎo yīngyǔ in Chinese) is actually just one part of the University Entrance Exam to Higher Education (gāokǎo). The NMET is the most important test for high school students because it determines what universities (if any) those students can attend. It is a norm-referenced standardized test. This means that it works in a similar way to the SAT or ACT in America. The purpose of the test is to predict how well students will perform in English in university level classes. The NMET is administered annually in June throughout China. Students are tested on listening, grammar and structure, reading comprehension, and writing.

The Graduate School Entrance English Exam (GSEEE)

The GSEEE is taken by undergraduate university students that want to continue their studies in graduate schools in China. It is the English portion of the Graduate School Entrance Exam (GSEE). The GSEE is administered annually in January and February. The test assesses grammar and structure, reading comprehension, and writing.
Certification

The Chinese English Test (CET)

The CET is for all undergraduate who are non-English majors. English majors, in contrast, take the Test for English Majors (TEM). The CET is a national standardized test administered biannually in June and December/January. The CET can actually be broken down into different tests that are taken after each semester of English. Chinese university students take it after each semester. The most important CET to pass is administered at the end of their sophomore year. It is called the CET-Band 4 (CET-4). Students who fail to pass this test will not be given a degree. The test assesses listening, reading comprehension, error correction, translation, and writing.

The CET is a very important and influential test in China. Because the CET determines whether or not college students can graduate, it has become the standard for other tests (and hence English programs) throughout China. What is assessed in the CET is what students want to learn. Because of this, the CET influences what is taught in English classrooms throughout China.

The Test for English Majors (TEM)

The TEM is designed for students who are pursuing an English major. English majors take the TEM-4 at the end of their sophomore year and the TEM-8 at the end of their senior year. These tests are more difficult than their CET counterparts. The TEM-4 is administered every May, while the TEM-8 is administered every March. Both tests assess listening, reading comprehension, grammar and structure, and writing. In addition to these areas, the TEM-8 also assesses students’ ability to proofread.

It is important to distinguish between English major students and non-English major students. There are sharp differences in these students’ language proficiency. English major students are held to higher expectations and are expected to perform at higher levels. Expectations for non-English major students may be much lower and they may be required to perform much simpler tasks. Getting to know what expectations administrators have for students at the institution you teach at will help you to tailor your teaching to the needs of your students.
## Summary of tests

<table>
<thead>
<tr>
<th>Test name</th>
<th>Test takers</th>
<th>Purpose of test</th>
<th>Content of test</th>
<th>Time of the test</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMET</td>
<td>High School graduates</td>
<td>College entrance</td>
<td>Listening, grammar, reading comprehension, writing</td>
<td>Annual – June</td>
</tr>
<tr>
<td>GSEEE</td>
<td>College graduates</td>
<td>Graduate school entrance</td>
<td>Grammar, reading comprehension, writing</td>
<td>Annual – January/February</td>
</tr>
<tr>
<td>CET-4</td>
<td>Sophomore non-English majors</td>
<td>College certificate</td>
<td>Listening, reading comprehension, error correction, translation, writing</td>
<td>Biannual – January/June</td>
</tr>
<tr>
<td>TEM-4</td>
<td>Sophomore English majors</td>
<td>Certificate</td>
<td>Listening, grammar, reading comprehension, writing</td>
<td>Annual - May</td>
</tr>
<tr>
<td>TEM-8</td>
<td>Senior English majors</td>
<td>Certificate</td>
<td>Listening, reading comprehension, proofreading, grammar, writing</td>
<td>Annual - March</td>
</tr>
</tbody>
</table>

For more information on standardized tests in China, see Caiping Sun’s MA thesis located at [http://etd.lib.byu.edu/](http://etd.lib.byu.edu/).
Why do my students often plagiarize? Even when I tell them they will be punished they still plagiarize. Why?

What westerners call plagiarism is much more common in China than it is in America and other Western countries. Even when told they will be seriously punished for this form of “cheating,” many Chinese students are willing to take the risk and plagiarize. Why?

Plagiarizing is copying. Unfortunately, the habit of copying is instilled in Chinese students throughout their education. Let me share a story to illustrate this point. An American friend of mine (let’s call him Aaron) studied in Nanjing, China for a year. Aaron enrolled in a normal Chinese university and sat in classes with normal Chinese university students. Class instruction and homework were done in Chinese. On his history class’s final exam was the essay prompt “Please explain your view of the One Child policy”. Aaron wrote an essay detailing his view of the advantages and disadvantages of the One Child policy. When he received his exam back from the professor he was quite upset with his low grade. He asked his professor why he received such a low score. The professor explained that the reason why he received such a low score was because none of the things that Aaron argued in his essay reflected the professor’s view of the One Child policy. Confused and a bit angry, Aaron argued that the essay question asked specifically for his own point of view. The professor refused to change the grade. You can see how the expectation that students regurgitate information that their professors have passed on to them can lead to students’ willingness to plagiarize.

Another reason why many Chinese students plagiarize is because the concept of plagiarism isn’t clearly defined in the academia in China. Many students don’t understand what plagiarism is. They may not think that it’s wrong. In addition to this, incidents of plagiarism aren’t necessarily punished. Part of the problem lies in the fact that the students aren’t the only ones plagiarizing. It’s not rare that Chinese professors are also caught plagiarizing.

The competition to get into good universities as students or professors is brutal. When graduate students and professors are evaluated on how many articles they publish, many graduate students and professors turn to plagiarism to meet the demands of their evaluators.

In addition to this, Chinese students plagiarize often because they want to make sure they are correct. Students who fear their English isn’t good enough to complete an assignment may turn to plagiarism as a way to insure their homework looks good. If they are required to give a news report in English class then they may go directly to an English news source online and copy it word for word. Some may fail to realize that in the pursuit of getting the right answer, they have missed an opportunity to truly learn the material.
Appendix

References

The red quotations throughout the guidebook come from useful sources. Here they are listed below:


Acknowledgments

Special thanks to Lynn Henrichsen for the many hours he spent with me reviewing and improving this guidebook. Dr. Henrichsen has made some great resources for novice English teachers. His special project at [www.btrtesol.com](http://www.btrtesol.com) is definitely worth looking at.

I would like to acknowledge my talented brother Jordan Pack for helping me with the cover art. Check out his artwork at [http://www.jordanpack.blogspot.com](http://www.jordanpack.blogspot.com)

Thanks to [www.freedigitalphotos.net](http://www.freedigitalphotos.net) for permitting me to use the following images in the guidebook:

Lastly, thanks to Kate Kinsella for permitting me to use her Classroom Collaboration Survey. You can find the survey on the next page. I have provided a Chinese translation for your convenience. I suggest using the English version, using the Chinese version only if your students’ reading comprehension is poor.
# Classroom Collaboration Survey

**Directions:** This survey has been designed to help you and your teacher better understand the way you prefer to work on assignments in class. Please read each statement, then taking into consideration your past and present educational experiences, decide whether you **mostly agree** or **mostly disagree** with each statement.

<table>
<thead>
<tr>
<th></th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I work on assignments by myself, I often feel frustrated or bored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When I work by myself on assignments (instead of with a partner or a small group), I usually do a better job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I enjoy having opportunities to share opinions and experiences, compare answers, and solve problems with a group of classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When I work by myself on assignments, I usually concentrate better and learn more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I prefer working on assignments in class with a single partner rather than with a group of classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Most of the time, I prefer to work by myself in class rather than with a partner or a small group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I enjoy having opportunities to share opinions and experiences, compare answers, and solve problems with a single partner more than with a group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. When I work with a partner or a small group in class instead of by myself, I often feel frustrated or like I am wasting time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. When I work with a small group in class, I usually learn more and do a better job on the assignment.</td>
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<tr>
<td>10. Most of the time, I would prefer to work in class with a single partner rather than by myself.</td>
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<td></td>
</tr>
<tr>
<td>11. Most of the time, I would prefer to work with a group rather than with a single partner or by myself.</td>
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<td></td>
</tr>
<tr>
<td>12. When I work with a partner in class, I usually learn more and do a better job on the assignment.</td>
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<td></td>
</tr>
</tbody>
</table>
13. I am more comfortable working with classmates when I can select the partner or group with whom I will be working. 
   _____   _____

14. Usually, I prefer that the instructor select the partner or the group of classmates with whom I will be working. 
   _____   _____

15. Usually, I find working with a partner to be more interesting and productive than working alone in class. 
   _____   _____

16. I prefer working in groups when there is a mixture of students from different backgrounds. 
   _____   _____

17. I hope we will have regular opportunities in this class to work in groups. 
   _____   _____

18. I generally get more accomplished when I work with a partner on a task in class. 
   _____   _____

19. I hope we will not do too much group work in this class. 
   _____   _____

20. I prefer working with classmates from my same background. 
   _____   _____

21. I hope we will have regular opportunities in this class to work with a partner. 
   _____   _____

22. I mainly want my teacher to give us classroom assignments that we can work on by ourselves. 
   _____   _____

23. Usually, I find working in a group to be more interesting and productive than working alone in class. 
   _____   _____

24. Usually, I find working in a group to be a waste of time. 
   _____   _____

25. I generally get more accomplished when I work with a group on a task in class. 
   _____   _____

Directions: Give yourself 1 point if you AGREED with the following survey items and 0 points if you DISAGREED. Next, add the points under each heading. The greatest total indicates the way you usually prefer to work in class.

<table>
<thead>
<tr>
<th>Independently</th>
<th>With a Partner</th>
<th>With a Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ___</td>
<td>5. ___</td>
<td>1. ___</td>
</tr>
<tr>
<td>4. ___</td>
<td>7. ___</td>
<td>3. ___</td>
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<tr>
<td>22. ___</td>
<td>18. ___</td>
<td>23. ___</td>
</tr>
<tr>
<td>24. ___</td>
<td>21. ___</td>
<td>25. ___</td>
</tr>
</tbody>
</table>

TOTAL ___       TOTAL ___     TOTAL ___
课堂偏好调查

导言：这项调查旨在帮助您和您的老师更好地了解您选择课堂作业的倾向。请阅读每一项，参照您过去和现在的经历，勾出您（相对）同意或（相对）不同意选项。

<table>
<thead>
<tr>
<th>序号</th>
<th>陈述</th>
<th>同意</th>
<th>不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>当我独自做作业的时候，我感到很难或无聊。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>当我独自做作业时（而不是和学习伙伴或小组时），我做的更好。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>比起小组一起回答问题或是解决问题，我更喜欢分享我的见解或经验。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>我独自工作时，学的更专心也更快更好。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>比起多人团队，我比较喜欢和一个学习伙伴合作。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>大多数时候我喜欢独自学习而不是和一个伙伴或一群人学习。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>比起跟小组一起回答问题或是解决问题，我更喜欢分享我的见解或经验。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>当我和一个伙伴或一群人工作时而不是自己完成，我时常觉得很困难或是在浪费时间。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>当我和一个小团队合作时，我学到更多也能把作业做得更好。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>大多数时候我愿意和一个伙伴学习而非独自一人。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>大多数时候我更愿意和小团队学习而非和一个学习伙伴或是独自一人。</td>
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<td>12</td>
<td>当我和一个伙伴学习时，我学到更多也能把作业做得更好。</td>
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<tr>
<td>13</td>
<td>在能选择合作伙伴的前提下，我更倾向选择同班同学。</td>
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14. 通常，我更乐意导师帮我们选择合作伙伴。

15. 通常，我认为与一个伙伴在课堂学习比独自一人更有趣也有效。

16. 我喜欢与有不同文化背景的团队合作。

17. 我希望我们每个人在课堂都有均等的机会进行团队合作。

18. 我认为与一个伙伴在课堂完成学习任务更加有效。

19. 我希望不要在课堂上有太多的团队合作。

20. 我倾向于与我有相同背景的人合作。

21. 我希望在课堂上有均等机会与一个伙伴合作。

22. 基本上我希望老师布置给我们可以独自完成的作业。

23. 通常，我认为团队合作比独自完成更加高效、有趣。

24. 通常，我认为团队合作是浪费时间。

25. 当我和团队合作完成课堂任务时，我感到任务完成的更多更快。

如果您同意，请填写 1 分。如果您不同意，请填写 0 分。请将每一竖行的分数相加，最高分则是您在此项调查中的偏好。

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<th>独立完成</th>
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<th>与团队合作</th>
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