

# **The Study of Strategies and Activity Design for The Classroom Management in Children Chinese Learning : Based on the Survey from the Teachers of Chinese Language Schools in the United States**

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This study investigated the problem of classroom management encountered by the overseas Chinese language teachers in the United States, and provided strategies and activities to improve their teaching efficiency. The first goal is to address the importance of classroom management in teaching Chinese language as a second language (L2). The second is to explore the problems of classroom management addressed by Chinese language teachers. The third is to transfer the activities designed in the first language teaching environment to teaching Chinese as an L2. Last, this study will provide suggestions to the Chinese language teachers in their classroom management.

This study was conducted by means of literature review, questionnaire survey, and interview. A total of 346 questionnaires was collected when the author was engaging in the 2012 Overseas Chinese Language Teacher Training Workshop hosted by Taiwan Overseas Community Affairs Council, in six major cities in the United States, including, Washington, D.C., New Jersey, New York, Atlanta, Dallas and Houston. According to the problems of classroom management encountered by the overseas Chinese teachers, three guidelines of designing the activities were proposed. Firstly, the implementation of the activities can not be too long. Secondly, the activities should be integrated sub-cultures of the learners in order to attract their attentions. Thirdly, the design should be innovative and connected to multi-culture.

This study provided four sets of activities and strategies of classroom management, namely, “Ten principles for the Chinese language teachers to be ready to go into the classroom”, “The effective ways to escalate learners’ attentions and concentrations,” “The strategies of counselling learners by Chinese language teachers,” “The design of a new incentive and award system.” The above activities and strategies were implemented by the Chinese language teachers in the United States, which reached the achievement rate of 71%.

The findings revealed that the most serious problem in the classroom management is how to attract and maintain learners' attentions and concentrations. Chinese teachers should be able to adjust strategies and activities to meet with the new challenges in the new era and the differences of multiple cultures in the United States in order to achieve the perpetual classroom management. It would be helpful and effective to the classroom management that the preparations of language teaching involved the joint efforts from the schools, parents, teachers, and students.

**Keywords :** Chinese language teachers, Teaching Chinese as a second language, Classroom management for second language acquisition, Activity design