

MASTER'S THESIS

A comparative study on how an American and a Chinese teacher use language to handle pre-schoolers with disruptive behaviour

Chan, Ka Yan

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**A COMPARATIVE STUDY ON HOW AN AMERICAN AND A
CHINESE TEACHER USE LANGUAGE TO HANDLE
PRE-SCHOOLERS WITH DISRUPTIVE BEHAVIOUR**

**CHAN KA YAN, CHARLOTTE
STUDENT NO. 05404347**

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Abstract

This study attempts to compare the differences in the language and behaviours of handling pre-schoolers with disruptive behaviour between American teachers and Chinese teachers. The issue will be explored qualitatively in the form of classroom observation. The inter-relationship between teaching styles, language and cultural norms will be studied. Due to the differences in cultural and educational differences between American and Chinese teachers, they have developed different attitudes and behaviours when handling kids with disruptive behaviours.

The teaching styles practised by the Chinese and the American teachers are compared in the study. The results of the study showed that the Chinese teacher tends to use Behavioural Modification Model while the American teacher occasionally uses Positive Discipline Model, Assertive Discipline Model and Behavioural Modification Model in handling disruptive behaviour. The Chinese teacher tends to be more controlling who uses more punishments while the American teacher tends to be more autonomy-supportive with more praise when they come across disruptive behaviours. Interestingly, teachers with autonomy-supportive style tend to be comparatively more successful than those teachers using controlling style in handling kids with unwanted behaviours.

Moreover, the Chinese teacher tends to be more succinct, affective and accusatory in her instruction towards inappropriate behaviour while the American teacher, on the other hand, tends to be more exact, instrumental and informative when facing similar situations. The findings show that the American teacher is more successful in eliminating the disruptive behaviour of the kids. The American style, thus, is more appropriate and effective in this case study.

摘要

本論文就美藉與香港本地的幼稚園老師，對學前兒童的破壞性行為所使用的語言及態度作出比較。由於他們因文化背景不同，他們所使用的語言與態度亦有所分別。本論文會探討老師的教學模式、語言及文俗習性的相互關係。一般來說，中國老師較常利用懲罰來控制學生的不適當行為，而西方老師則偏向使用讚美來防止學生做出破壞性行為。另外，中國老師的語言比較簡潔，當中亦包含情感與責難的表達。而西方老師的言辭則較精確而注重實用性及內容的傳達。

美藉與中國藉老師面對破壞性行為所展現的教學模式也是本論文的重點研討項目之一。結果顯示中國藉老師較常使用行為修正方法，而美藉老師則會因應不同的情況而使用不同的教學模式來處理學生的行為問題。美藉老師會對學生提供多方面的鼓勵與支持，相反中國藉老師則傾向使用權力和懲罰來控制學生的行為。經過分析和研究，證明使用鼓勵、讚美與支持的老師較使用權力和懲罰來控制學生行為的老師，在處理學生的行為問題上取得較大的成功。

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