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Learning Chinese as a Foreign Language in Higher Education
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ABSTRACTS

Keynote speech 1: Contrastive Linguistic Study: Up to the sky and Down to the Earth

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In the college specialty of TCFL in China, E-C Contrastive Study has always been one of the key courses in the syllabus. As one of the first batch of teachers in responsibility of this course, the speaker has been working in this field for over 27 years and has written or edit textbooks for almost all levels of university programmes: undergraduate, postgraduate as well as doctoral candidates and formed his own ideas in teaching and researching of this subject, which he wishes to share with the participants of the conference. His most important suggestion is that the study of contrastive linguistics must be at the same time reach up in the sky and fall down to the earth. (上天入地). By using this Chinese metaphor, he wishes to express the idea that contrastive linguistic study must take into account two things simultaneously, the theoretic and the practical. By theoretic, one must consider the philosophical base, the ultimate aim, the direction, and the different levels of contrastive study. And by practical, one must consider how to apply the results of contrastive study into language teaching and translation between languages.

语言对比研究需要上天入地

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在中国高校的对外汉语专业，英汉对比是一门必修课，我本人从1986年受命为对外汉语专业开设汉英语言对比课至今已有二十七年，先后为对外汉语专业和英语专业的本科、硕士、博士开设过不同层次的课，并且撰写和主编了分别应用于本科、硕士和博士的三本教材：《汉英语言对比概论》(2010)、《汉英语对比纲要》(1997/2002)，《对比语言学：历史与哲学思考》(2006；英文版，The Continuum, 2007)。作为翻译专业系列教材之一的《汉英对比教程》也已编就，将由上海外语教育出版社出版。在对比研究领域几十年，我的体会是，语言对比研究需要上天入地。“上天”就是要有理论追求，“入地”就是要结合实际，解决实际问题。“天”“地”还应该互通，互相关注。在地上的要经常抬头看天。在天上的要关注地面，不要光飘云不下雨。本文将重点介绍三十年来中国对比学者在理论探索上的几点重要贡献。主要有“三个层面”的思想、“终极目标”的追求、“对比研究的方向”，对比研究的直接目标等等。以及在对比实践方面的努力，主要是二语教学和语际翻译。

Keynote speech 2:中国语言与文化在全球化世界中的地位和挑战

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- (1) 汉语作为外语教学的开端
- (2) 汉语教学国际化的进展—兼论德语区的汉语教学
- (3) 汉语教学在全球化过程中的主要问题
- (4) 中国语言和文化“走出去”的一些原则问题

Keynote speech 3: CERF, EBCL and University Chinese Language Teaching

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The use of Common European Framework of References (CEFR) in the foreign language teaching in UK universities is widely spread, to the point that virtually few language courses are not referenced to CEFR in terms of attainment descriptions. The application of CEFR in non-European languages has always be problematic, with elongated debates and discussions on the applicability of the CEFR to these languages due to the different linguistic features and pragmatic context in which these languages are used in Europe, though most such courses are also already placed in the framework anyway, including Chinese. The European Benchmarking Chinese Language project (EBCL 2010 -2012) was the first of this kind that had the EU funding to work out a descriptive competence framework based upon CEFR for the learning and teaching of Chinese in the European context, for both secondary and tertiary education as well as adult communities. The project terminated in October 2012 with a suggestive framework of competence descriptors for A1, A2 and part of B1 levels. Yet there has been little discussion and mentioning of its application to the learning and teaching of Chinese in the institutions of higher education. This paper will review the process and the end project of the project with a view to explore what practical implications the product of the project has for the learning and teaching of Chinese in universities. The authors believes that the project would not achieve it set out to if its results are not discussed and examined, and no further work taken to address the remaining issues. Such inactivity will only adversely affect the sustainable development of Chinese language teaching in UK universities.

Keynote speech 5: Translation Theory and Discourse of China

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Abstract: Whether there is a translation theory with Chinese characteristics is not a matter of dispute, but a matter of practice. The great difference between the practice of Chinese – Indo-European translation and that of translation within European languages predetermines the necessity of such a theory. The building of such a theory is at the same time a process to seek the right of discourse for the Chinese translators. As the loss of “right of discourse” is a result of the over-Westernization in Chinese academy for the past century, it is necessary to return to the Chinese tradition to dig up the Chinese terms. The restudy of wen, zhi, and xin, da, ya proves there does exist a Chinese translation theory different from its Western counterpart, a translation theory based on the traditional theory of letters composition.

中国译论与中国话语

潘文国 华东师范大学

有没有中国特色翻译学不是一个理论问题，而是一个实践问题。中外互译实践与印欧语之间互译实践的不同决定了中国特色翻译学是个必然的选择。理论问题说到底就是话语权，建设中国特色翻译学的过程就是争夺中国翻译话语权的過程。中国译论“失语”的原因是因为过去百年来的过度“西化”，建设中国特色翻译学的途径之一是跳出西方框架，回归中国语境、寻找中国话语。从“文质之争”到“信达雅”的提出证明中国译学传统是一个不同于西方的文章学传统。

1 韩国电脑辅助汉语教学设计与结果

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韩国大学中国语系课程设置已经比较全面，但是中文信息处理的课程并不多见。我们开设的“电脑汉语”课，目的是让学生学会利用电脑熟练学习汉语文字处理，并提高汉语水平。教学内容分两部分：一是韩国语桌面环境下的汉字处理、办公软件菜单与编辑、汉语网络设计邮件使用等。二是学习初级汉语词汇与文章、有关汉语输入练习等。一个学期共 15 周课，其中 8 次设有电脑输入测试环节，可以强化训练学生的汉语操作技术，提高学生汉字 2605 个、词语 2399 语个、初级文章 150 篇、200 个成语等的输入水平。课程开设十多年，取得了一些成果和经验。据几年来的数据统计，通过针对性的学习、训练与测试，学生汉语输入效率平均提高了 25-30%。

2 Phonetic Transparency in Teaching CFL Reading: From Wavering to Confident Loquacity

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Egyptian, Mesopotamian and Chinese, in their earliest phases, "have more in common with the semasiographic systems from which they spring than the mature, full-fledged writing systems that they become. [...] What systems of communication that eventually develop into full-fledged writing do have, as opposed to their semasiographic counterparts and progenitors, is the germ of phoneticism — the rebus principle (Woods 2010:19-20)." It is commonly accepted today that all writing systems represent spoken languages: "[R]eading universally requires the reader to make links to language at the phonological and morphemic levels. [...] The nature of the writing system and the various orthographies that instantiate it, however, do make a difference for important details of the reading process (Perfetti 2003:3)." Compared to alphabetical orthographies, said to be more or less shallow or transparent, Chinese has a deep or opaque orthography. Because of the logographic nature of Chinese, it is usually easy and funny for the beginner of CFL to understand the semantic keys when learning to read and to write the first characters. However, as learning progresses, to make links between speaking and reading becomes more difficult. As the germ of phoneticism mentioned by Woods is deeply buried in the history of the Chinese language's evolution, the phonetic component of a Chinese character is, more often than not, completely opaque for the CFL students.

In this article, we will propose some pedagogical and ICT devices to better distinguish the phonetic parts within the characters. We will show that oral reading (朗讀) is of uttermost importance for CFL reading comprehension if not simply for learning Chinese at all.

3 现代汉语的“时体”问题

- 意大利现代汉语国别化教材及国内编写的对外汉语教材之比较与分析

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纵使从事汉语教学研究的学者们对现代汉语“时(tense)体(aspect)共存、有体无时、时体混合”观点所持之看法各有不同,众说纷纭,但不可否认的,这是从事汉语教学工作与汉语学习者不可忽视的一个重要课题。意大利语隶属于印欧语系的罗曼语族,并不是有时无体的语言,只是在意语的学习过程中,教师们往往只重视强调“时”(tense)与“态”(mood)是影响意语动词曲折变化的两大重要因素,忽略给予学生们灌输意语中存有的“体”(aspect)概念,而导致意大利汉语学习者无法确实掌握与了解“体”(aspect)在现代汉语中的语言实践与运用,时时将汉语中含有“体”(aspect)意义的句法结构以“时”(tense)的概念加以诠释。本文将尝试把存有“体”意义的意语句型简易列出,并与汉语类似句型进行深入比较。最后,在意大利当地编写的对外汉语国别化教材与在国内编写、并在海内外颇负盛名的对外汉语教材,比较其对“时体”问题所提出的解释分析方式、在句中的表现形式及在教材内出现的时间、次序,并探究题材的针对性以及在学习上的适用性。

4 对外汉语语法教学中的数量短语教学

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对外汉语教学涉及方面颇多,整体包括教什么、如何学、怎样教,不同的理论有不同的侧重点。本文主要从怎样教角度,兼谈教什么和学生怎样学运用现代教学论来谈谈数量短语的教学。首先提到的是数量短语的繁化和简化,由此对对外汉语教师的能力提出了要求。接着谈及了教学目标、教学原则、教学方法、教学评价、教学组织形式和教学模式在数量短语教学中的运用。本文并不仅仅是谈数量短语教学而是透过数量短语教学来研究现代教学论在对外汉语教学中的运用,启发汉语教师在对外汉语教学中运用最新研究成果及最新方法,把汉语知识传达给外国学生,而且最简便最快捷的达到教学目的。

5 Podcast Applications in Elementary Mandarin Learning

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It is evident that podcasting is changing how educators view their teaching methodologies. Language learning has been identified as one of the disciplines likely to benefit from developments in podcasting (Kukulka-Hulme, 2006). Podcasting has evolved at a rapid pace. In 2005, podcasting was limited to audio files; however, there was a wide range of multimedia content available 2 years later. Being an elementary Mandarin modules coordinator and lecturer, I have been producing audio podcasts since 2009 to improve students' language skills as well as to motivate and encourage self-learning. In response to students' requests, I also have been involved in producing video podcasts since 2010. This paper is an attempt to report on the benefits of integrating audio or video podcasts into an elementary module on Chinese Language at the National University of Singapore from the students' perspective. An online questionnaire was crafted to collect information about the preferences of students in connection with the use of audio and video podcasting for language learning.

6 跨文化交际商务汉语案例教程的框架设计和内容选择

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本文基于跨文化交际商务汉语的内涵，在设定教学对象的前提下，提出了编写跨文化交际商务汉语案例教程的框架设计和内容选择，即应体现系统性、层次性、实用性原则。系统性是指按照跨文化交际概念的不同，以商务案例的形式设计相关单元，每单元的多个案例既体现不同的文化维度又涵盖不同的商务功能；层次性是指案例体现的跨文化维度从现象、情境到制度，循序渐进，语言难度也由浅入深、层次递进；实践性是指案例设计既侧重于语言训练，更重视交际能力的培养，即培养学习者应用汉语言的跨文化交际能力，识别、理解、尊重文化差异，使之能紧密联系商务活动中的实际问题，学以致用。同时，对案例的选取与修改应遵循的原则，本文也提出了自己的看法。

7 英国大学汉语教学环境调查兼谈国际汉语教师如何实现有质教学

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“国际汉语推广”在 2005 年首届世界汉语大会上被正式确认并纳入国家发展战略发展框架。随着汉语教学的全球化背景特征越来越鲜明，外派教师师资培训和教学质量成为了探讨重点之一，尤其是大学中的学分课程，除了扎实的教学基本功及技能，更需对学生、制度、文化等因素有较为准确的把握才能实现有质教学。在承担学分课教学任务或教学合作时，如何获取准确信息，扬长避短以确定教学思路、教学风格、教学环节、教学方法以保证有质教学尤为关键。论文拟以一名外派教师的视角，主要通过访谈进行调查，结合自己实际参与的观察，整合从学生、本土教师以及海外教师三个方面的信息，展现英国大学汉语教学环境，旨在为国际汉语教师如何实现有质教学提供建设性意见。

8 汉语语块类型及在对外汉语口语教学中的应用

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语块理论来源于心理学的“组块”理论。Wray (2002) 将语块定义为“一个预知的连贯或不连贯的词或其它意义单位，它整体存取在记忆中，使用时直接提取，无需语法生成和分析。”这些研究和资料运用到对外汉语口语教学中，是很有价值的。在语块理论的基础上，本文阐述了语块的形式和功能类型，形式上将语块分为：固定式语块、嵌入式语块、句式结构语块、关联结构语块、搭配语块。功能上将语块分为话题、传信、行事、表态和表情五种语块类型，并论述了多功能语块的功能链，以及语块理论在对外汉语口语教学中的价值和应用：有利于学生习得标准地道的汉语表达方式，避免语言偏误，提高口语教学效率。从而提出了编写具有语块意识的教材，突出语块功能与交际任务的匹配的教学方法。

9 英国大学生课外利用网络资源学习汉语初探

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随着互联网的飞速发展，信息资源越来越丰富，以网络为介质的教学方式越来越普及。网络教学已成为对外汉语教学领域不可忽视的环节。丰富的网络资源不仅方便了教师的备课，提高了课堂教学的趣味性和有效性，更打破了课堂教学在时间和空间上的局限，提供给学生课堂以外随时随地学习中文的机会。在英国学习汉语的大学生，除了每周有限的课堂时间外，课外使用汉语的机会并不多。与在国内学习汉语的留学生相比，他们缺少目的语使用的真实环境，于是网络资源成为他们课外学习汉语重要途径之一。本文以英国大学生作为调查对象，通过问卷调查及定量定性分析，调查英国高校汉语本科专业及非汉语专业学生课外利用网络资源学习汉语的情况，探讨网络资源对汉语学习的作用，以及学生的学习效果。同时，笔者结合自身教学实践，例举了将课堂教学和课外网络学习相结合的案例，希望能对对外汉语教师有所帮助，起到抛砖引玉的作用。

10 国际汉语教学的改革与创新——长城汉语多元教学模式理论研究

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多样性的教学模式是基于解决语言教学中的不同问题而形成的，或是针对同一问题而设计的，广泛涉及语言教学的整体构架和走向。长城汉语多元教学模式的设计是以建构主义学习理论和混合学习理论为主要依据，长城汉语多元教学模式以一种新的视角综合地认识和探讨教学过程中内外部各个因素之间的关系，将为今后的国际汉语教学模式的改革树立新的规范。

11 Exploring E-portfolio as Formative Assessment: A Case Study of Advanced Chinese Module

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Formative assessment and summative assessment have always been part of language modules of higher education. While each of them take different forms, summative assessment tend to be the tests that students take at the end of the module and are awarded marks from. Formative assessment can be of various forms such as in-class tests with verbal and written feedback and coursework completed outside the classroom. The project explores into how formative assessment can be taken by the form of portfolio that is electronically stored and exported by software called Mahara. The project is aimed firstly to initiate an innovative type of assessment to look into their process of language learning, rather than just summative test results, and secondly to foster students' digital literacy and critical thinking skill while developing their foreign language skill. The current study takes the examples of advanced Chinese class and explores into working progress of the project and how well it can assess students' language development and increase their employability after their graduation. The project also raises the awareness of this assessment format to be applied to the lower levels of learning Chinese as a foreign language.

12 整体输入，点化输出等国际汉语口语短期培训教学策略探析 ——以英国兰开夏中央大学孔子学院汉语口语短期培训课程为例

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本文对相关教学策略的探讨主要以英国兰开夏中央大学孔子学院汉语口语短期培训课程为例。这类汉语口语短期培训课程，其教学对象具有零起点、年龄不等、学习动机多元等特征；课堂规模从一对一到一对多不等；教学时间 10 节到 20 节课不等；教学内容以口语基础会话为主、汉字为辅；课程设置具有量身定制、开放性较强、灵活度较高等一系列特点；教学目标以能够初步进行简单的汉语口语会话为主要目的，以激发学习者学习汉语的兴趣为潜在目的。所涉及的有关中国以及汉语等文化知识包括相关的英语解释等内容以文本资料形式呈现并导入，不纳入教学内容，以其所构成的背景语境支持课堂教学。本文主要探讨适用于这类课程教学目标的或者说能够与其特定教学目标相适配的整体输入、点化输出、注重比较、强调互动、适时归纳、责任分享、突出实效等教学策略。这些教学策略实际上涉及到了“创设教学情境、呈现教学内容、激活学习过程、评估学习效果、安排教学事件”等教学策略分类的各个方面。在由“学习者智能、内容结构、传输系统和教学策略”等相关层面构成的教学过程中，上述教学策略，既是一种比较客观明晰的准则，也是教师主体性教学策略的一部分，涉及到“计划与设计、时间管理与课堂管理、讲授、提问与讨论、运用教学媒体与实践、情感、评估与自我监控”等教师主体教学策略结构的不同侧面，并且最终通过教师的教学行为体现出来，从而实现教学最优化。

关键词: 汉语口语短期培训 整体输入 点化输出 注重比较 强调互动 适时归纳 责任分享 突出实效

13 汉语“被”字句动词词语完结义的形态

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汉语“被”字句语用意义是强调客体事物“受到”（某种人或物所发出的）某种动作或在某种动作作用下发生某种结果的情况，要求做谓语的动词性词语不仅要有“动作性”，还要有“结果性”，因此，具有“+动结性”的动词是“被”字句谓语动词的典型。而汉语“被”字句的关键是要满足终结性，即谓语部分要求表示某种完结意义。本文在考察了大量语料的基础上，运用系统功能语言学理论，尝试性地研究了“被”字句具有显性终结义和隐形终结义的表现形态，并对（于）“被”字句用于假设语境和模态语境中的语义表达，及采用体标式动词谓语句进行了界化。

关键词: “被”字句 动词 终结义 显性 隐性 假设语境 界化

14 利用认知语言学及文化背景解释基础汉语中的常见词组

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许多汉语教学课本对基础汉语中所涉及到的生词注释往往很简单，有时候字典上词与词的解释也很相似，也很少有说明词组组合的内在原因，所以当一初学者，在没有一定语感的情况之下，就会对很多基础汉语中的同义词、近义词感到混淆不清，有时也不理解组成固定词组的由来，只是硬记词组，这样会造成初学者对汉语学习的难度，也会导致对所学的词组的误用。在这篇文章中，我将利用认知语言学的原理，结合中国文化背景，对初级汉语中一些常用词组作详细的解释，以便学生能直观地看到词与词组合的内在关系，以及生成固定词组的内在原因，以达到初学者对词组的理解、记忆以及有效的运用。

关键词：生词注释、同义词、近义词、固定词组、认知语言学、文化背景

15 与“量”有关的副词“才”和“刚”的比较

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多功能副词“才”与“时间”或“数量”相关联时，留学生往往易将它与副词“刚”相混淆。“才”和“刚”语义上有着交叉：它们都可表行动或情况发生在不久前；表时间晚的“才”偶尔亦可用“刚”来替换。形式上二者也有许多共同之处：都可直接修饰动词（他才到伦敦/他刚到伦敦）、直接修饰某些表等级序列的名词（他才副科长/他刚副科长）、都可带数量词或直接修饰数量词（孩子才两岁/孩子刚两岁），二者还都能用在表两事紧接、后用“就”相呼应的复句里（他才来就病了/他刚来就病了）。然而，并非所有与“量”有关的“才”和“刚”都可互相替代。即便能，有时语义上也存有一些差异。本文着重从形式、语义、用法等方面比较、分析二者间的异同。

16 “语用点”在对外汉语初级班教学中的应用

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本文介绍了“语用点”在我校对外汉语初级班教学中的应用。文章主要分为以下三个部分：首先，归纳总结出我校初级班教学大纲中所涵盖的语用点，并举例说明配合这些语用点所设计出的课堂语用练习（仿真语境练习）。在此部分中，作者还将对上述课堂语境练习中所配套出现的范文（含仿真录音和文字文本），以及范文的使用方法做出相应的解释与说明；其次，关于初级班语用点测试方面的信息，作者亦做了详细的介绍，如：测试的方式、涉及的范围和测试老师需要注意的地方等；最后，作者会联系个人的实际教学经历，总结出个人在语用点的教学应用方面曾面临的问题，亦会针对这些问题给出一些合理性的建议。

17 The construction of culture in the learning of Chinese as a foreign language in the UK

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My paper reports early findings of my research into intercultural competence (IC) in learning Chinese as a foreign language (CFL) in Higher Education (HE) in the UK. The trend towards learning CFL in UK schools and in universities is increasing. However, CFL is still a new subject and the understanding of learning CFL is inadequate. IC has been identified as a key focus in foreign language education. The theoretical and pedagogic resources available for improving quality of education in terms of IC need improvement to meet the reality of CFL. My study aims to identify key areas of IC in learning CFL. It focuses on learners' perceptions and attitudes toward culture and Chinese. It explores relevant variables, particularly, the teaching of CFL in UK HE with particular reference to culture. The main research question is: how do learners of Chinese as a foreign language understand intercultural communicative competence in Higher education in the UK? The findings from interviews (both students and teachers) and classroom observations indicated the understanding of culture in the learning of CFL. The findings have implications for the practice of teaching and learning CFL, for curriculum development and for pedagogy from a cultural perspective in UK HE.

18 浅谈中英高校国际汉语教学中的拼音及语音教学 ——基于课堂教学的观察与比较

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中英国际汉语教学课堂观察比较中，作者发现中英高校的拼音教学在课时分配上存在悬殊较大。这种悬殊原因何在？这种悬殊是否直接影响到教学质量？文章通过分析认为，对拼音教学的不同处理既与对汉语拼音教学与语音教学之间关系的不同理解有关；也与中英高校国际汉语的学习主体的特征和需求有关；但从根本上看，这种差异是由于对不同学习动机的分析以及由此而确立的不同的培养目标所决定的。在此基础上，作者提出了国际汉语教学目标进一步细分的建议，区分单项能力目标、复合能力目标以及综合能力目标，科学处理不同目标之间的上下位关系，根据学校的培养目标去培育各具特色的汉语人才。
关键词：国际汉语教学 拼音 语音 培养目标

19 中国传统诗词表现异域风情之探索—兼论其对国际汉语教学的作用

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古代诗词的韵味体现出中国传统文化的典型特色，在对外汉语教学中古代诗词能很好地传播中华文化。在中国近现代乃至当代，诗词家都有不同的创作实践。用传统诗词表现异域风情，是拉近跨文化距离的途径之一。四声、音节、音韵、对偶等这些汉语使用中的基本要素，都在诗词中反映出来。学习一首短小的诗词，就可以初步了解汉语声韵调的变化，以及词汇、句式等特点，而且韵脚的和谐在朗读中可以产生音乐的节奏感，妙趣横生。古典诗词本来就是可以和乐而歌的，具有很强的音乐性。如果辅之以音乐或歌唱，则更加引人入胜。笔者通过自身的创作实践，以具体作品、音乐感受、理论阐述的方式，探索中华传统诗词与异域文化的碰撞，兼论其对国际汉语教学的促进作用。

20 Chinese Language Provision for Non-specialists at York University

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This presentation sets out to describe and analyse Chinese language provision at York University. Within Languages for All (LFA) a university-wide centre offering courses in 14 foreign languages, Chinese is currently taught at three levels (from beginners' to advanced) on an extra-curricular basis and as part of a degree. Non-specialist learning is considered less studied than its counterpart, specialist learning (also known as formal learning) in Higher Education. The cohorts of learners have greatly mixed backgrounds (motivations, experiences of learning a foreign language), which can be a challenge for tutors in terms of designing and delivering teaching materials. This presentation focuses on the three main areas in regard to teaching Level 1 and Level 3 learners 1) the use of an integrated approach in order to teach Chinese characters/radicals, 2) the inclusion of audio/video tasks to help learners develop their four language skills, 3) the inclusion of cultural elements to enhance learners' cultural sensitivity. It is also hoped through reflecting on what/how we teach we will be able to improve the courses to meet learners' needs. This presentation also draws attention to the following areas 1) the challenges of assessing non-specialists' four skills, 2) the role of Chinese language in Higher Education institutions, 3) the growing need for training hourly-paid language tutors.

21 上好中国文化课的四大策略

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众所周知，语言与文化密不可分，掌握一门语言不能不了解其背后的文化。随着对外汉语教育的深入发展，中国文化课程的开设也被日益提上议事日程。世界上有一些高校已经在探索实践，有的还取得了一些成效。本文在笔者亲身教学的基础上，采用调查法、文献法等首先探讨了中国文化课程开设存在的问题，其次分析了产生的原因，最后结合教学案例，重点提出了上好文化课程的四大策略：一是借壳上市，一叶知秋；二是文化比较，求同存异；三是构建联系，融会贯通；四是课堂课下，言传身教。希望借此抛砖引玉，共同探讨文化课程的策略技巧，从而推动汉语教育进一步向前发展。

关键词: 汉语 文化 课程 策略

22 浅析大学生在 PSC 中普通话语感的问题及对策

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PSC 是中华人民共和国国家级考试, 应试人的母语（第一语言）是汉语，重点测查考生的读和说的口语语感能力。普通话的语感就是对普通话语音、词汇、语法的正确掌握和熟练使用, 尤其是对语音在语流中的变化的感受和运用。PSC 和普通话的语感关系密切，考生的语感能力差，对语言缺乏足够的敏感是当下高校 PSC 中大学生常见的丢分现象。对大学生普通话语音、词汇、语法方面进行系统的、有针对性的训练，提高大学生普通话语感是 PSC 考前培训的一项重要内容。

关键词: 普通话语感; PSC ; 大学生

23 A New Approach to “Localize” the Teaching of Chinese Language and Culture to Non-native Chinese Speakers outside China

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Based on a three year empirical research, this paper describes a new approach to “localize” the teaching of Chinese language and culture to non-native Chinese speakers. This new approach emphasizes the importance of developing an appreciation of the unique socio-cultural context of the country in which Chinese language and related culture are taught as foreign language and culture. An appreciation of the differences in the social identity, cultural traditions and educational principles between China and the target country are shown to be crucial factors for the success of localization of Chinese teaching. The importance of local educational authorities and teaching staff in bridging these gaps is illustrated by a number of case studies which demonstrate their role in the fundamental shift of teaching concept and method in the dynamic process of localization. The tangible product of localization is socio-cultural specific teaching material, either a set of textbook or teaching pack, which allows local teachers to teach Chinese language and culture on their own in an easily accessible and adaptable manner. It also greatly accelerates the training of native Chinese teachers and their familiarization with the local education system. Taken together, these findings show that localization is an effective way to remove the socio-cultural barriers faced by both local and native Chinese teachers who are engaged in the Chinese teaching in a non-Chinese socio-cultural context.

24 Characters Teaching in University Chinese Language Course

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Chinese character is perhaps the most frustrating factor for both students and teachers in learning and teaching Chinese as a foreign language in universities. While there is an increasing amount of literature on the learning strategies and teaching methodologies from the respective perspectives, students, teachers and researchers are still searching for the best possible solution to the problem - how to learn and teach Chinese characters effectively in university Chinese language courses.

It is not difficult to find that most of the existing literature examines the feature and structure of Chinese characters, and there is some literature and research on how students learn and how teachers should teach to English spoken students, but few have touch upon the conditions of UK Chinese language courses and their impact on the teaching of Chinese characters. The present paper aims to fill this gap by sharing my perspective and experience with colleagues. While the teaching approach is very much based upon my own experiences in teaching university Chinese language courses in a number of HEIs, it is also based upon the studies and research of many others on the topic, some of which will be reviewed briefly where necessary.

25 Learning Chinese Food Expressions, Experiencing Cultural China: A Combination of Language Study and Cultural Knowledge

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This is part of an ongoing study, which is about food expressions in CFLT/L from a cultural perspective. In CFLT courses, at any level, ‘food and drink’ always appears as a key topic, and the related phrases often sound interesting and relatively easier to understand, because they are culture specific. Therefore, combining the study of food expressions with cultural knowledge as a topic in CFLT could add diversity to courses and another dimension to CFL learners’ thought patterns and viewpoints. Food expressions are inextricably linked to culture, with publications such as dictionaries containing food vocabulary, phrases, idioms and an introduction to Chinese food culture. However, specific and systematic published research combining food expressions with cultural knowledge in CFLT/L is limited. This study aims to explore in more depth food expressions which reflect the unique Chinese culture, to promote CFL learners’ interest in learning CFL at all levels; to provide a research-led CFLT at higher levels; and to encourage CFL learners to develop a variety of practical and analytical skills. As this study is at its initial stage it can only present some food expressions which reflect Chinese culture (such as: importance of food; people's relationships in different contexts; personality traits, commendatory, derogatory, sympathy, direct or indirect remarks; use of homophones to indicate good or bad luck; Chinese and English food idioms: similarities, differences etc.). The results of completed study on CFL learners by using qualitative and quantitative instruments will be available in the near future.

Keywords: Chinese as a foreign language teaching/learning (CFLT/L), food expressions, Chinese culture, cultural China

26 汉语拼音与汉语语音教学

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随着汉语拼音应用的领域不断拓展, 汉语拼音符号的发音问题越来越引起人们的关注。汉语拼音的性质跟国际音标不同。它是拼写注音符号, 不是记音符号。可以提示发音, 不是描述发音。我们在教学中一定要区分以普通话或汉语方言为母语的学生(汉语母语说话人)和外国学生(非汉语母语说话人)。二者的教学目的、教学过程、教学特点、教学方法都不一样, 这里的关键问题是认清汉语拼音的性质。在汉语拼音的教学中, 不能把汉语拼音看作是国际音标(IPA)。尤其是在对非汉语母语说话人的教学中, 一定要注意汉语拼音字母符号在不同条件下的实际发音情况。本文尝试借助国际音标描述汉语拼音字母符号跟实际发音状态的对应关系, 便于在教学中作为参考。

27 跨文化意识对汉语学习的影响

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跨文化意识是理解和接受文化差异的能力，它是跨文化交际能力的核心部分，这种意识的强弱往往对汉语（作为第二/三语言）的学习有重要影响。过往对跨文化主题虽有诸多探究，不过主要集中在探究跨文化意识的内涵，影响跨文化意识的心理因素，培养跨文化意识的策略等方面。然而，留学生跨文化意识的状况，跨文化意识对汉语学习的影响以及相应的则鲜有提及。本研究拟使用混合研究方法，深入了解留学生跨文化意识与汉语学习之间的关系。本研究希望探究：（1）留学生的跨文化意识是怎样的？（2）这种跨文化意识对他们学习汉语是否产生影响？（3）跨文化意识如何影响学生的汉语学习？本研究将采用问卷、访谈、文件分析等方法收集数据。研究参与者为 40 名在港留学生，他们分别在不同的初级汉语班级中学习，任课教师为同一人，使用教材相同。该项研究的发现将为培养学生的跨文化意识以及对外汉语初级阶段的教材编写、教学策略的制定提供有益的建议。

28 泰国初级汉语课堂韵语识字教学研究

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随着中泰两国政治、经济、科技与文化方面的交流与发展，汉语在泰国各行业中的应用也越来越广泛。截止到 2012 年，泰国国内开设汉语课程的学校已经达到了 3000 余所，学习汉语的人数已经突破了 80 万。如何提高泰国汉语初级阶段学生的汉字认读、识记水平，成为笔者研究的主要内容。韵语识字自古就受到人们的普遍重视，现存的蒙学读物也非常多，因为其针对的学习对象都是中国孩子，所以在泰国汉语教学中存在着“水土不服”的现象。泰国学生由于受到佛教文化以及教育制度等的影响，在学习过程中有其独特的特点。根据这些特点，结合自身的教学经验，笔者将 HSK1-6 级的词汇分别编写成为一篇篇短小、有趣、朗朗上口的小韵文来帮助学生识记生词。希望本研究能够在泰国对外汉字教学中有所帮助。

29 初级汉语教材语法点的编写及教学研究 —以“动词+复合趋向补语”与物体宾语的组配为例

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在对外汉语教学中，如何提高学生的学习效率，如何降低学生的错误率是研究者们关注的焦点。外国学生在学习汉语的过程中，会根据教材中给出的各种语言规则积极地类推，如果根据有限的语法规则而类推出无数合法的词语或句子，学习效率无疑大大提高。但教材中面向本体的语言结构规则的描写和解释却并不适用于对外汉语教学实践。以“动词+复合趋向补语”和物体宾语组配为例，组配一般有四种形式：A 动词+复合趋向动词+物体宾语，如“拿上来一封信”；B 动词+物体宾语+复合趋向动词，如“拿一封信上来”。C 动词+趋₁+物体宾语+趋₂，如“拿上一封信来”；D 介词“把”+物体宾语+动词+复合趋向动词，如“把（这封）信拿上来”。对这一现象，大多数对外汉语教材（指《汉语初级教程》、《标准汉语教程》、《汉语教程》、《实用现代汉语语法》、《外国人实用汉语语法》等教材和参考书）如此说明：当复合趋向补语后接物体宾语时，前三种句式是可以互换的。这种解释其实是一种本体研究的视角，在教学实践中受到了很大的挑战。很多时候这三种句式并不能任意互换，而是受到了多种条件的限制和制约。本文将复合趋向补语后带物体宾语为例，指出现用初级汉语教材语法点展示与解释的不足及潜存的规则类推误导现象，并以此提出面向外国学生的语法点编写实例，以期促进对外汉语教学语法研究在教材改革中的推动作用。

30 Activating empathy: Language teacher training through a Chinese course LIU Weiming, School of Education, Trinity College Dublin

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The qualitative research project reported here provided a description of part of a modern language teacher training program. The role of empathy was emphasized as an attribute in 16 trainee-teachers' professional development through a Chinese language taster course. Chinese was chosen as an exotic language. Collaborative peer teaching was implemented in order to maximize trainee-teachers' engagement in the course. The project was designed to increase trainee-teachers' awareness of their school pupils' learning activities and strengthen their attachment to the latter ones. Trainee-teachers' empathetic development involved their motivational reasoning, and cognitive and meta-cognitive strategies. Data sources in the current paper included student weekly reflective journals and final group reports. The authors attempted to attest the activation of empathy as an approach to modern language teacher training and examine the rationale for choosing Chinese in such a setting. The results from this project also suggested the possibility of creating contexts in which Chinese language teachers may exercise their empathetic dispositions.

Keywords: Language Teacher Training, Empathy, Collaborative Peer Teaching, Chinese Language

31 汉语学习者“了 2”陈述句音高的习得分析

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语调是汉语语音学研究的主要课题之一，迄今为止学者们已经对汉语的语调进行了不少研究。赵元任曾于 1933 年探讨了声调和语调的关系，此后吴宗济(1982)、沈炯(1994)、Xu (1997)、林茂灿(2002)、吴宗济(2004)、石锋等(2009)学者对汉语语调的研究拓宽了人们对汉语语调的认识。受字调的影响，汉语的语调模式与非声调语言不同，因此语调是汉语学习者习得汉语的难点之一，迄今为止学者们对汉语声调的习得已有了不少研究，然而对语调的习得分析则略显不足。本文的被试者都是非零起点的大学生，主要来自欧美国家，年龄介乎 20 至 25 岁之间，学生以正常的语速朗读不带焦点和感情色彩的自然语句。本文分析的语料是学生朗读的样品句，一共有 11 个外国学生作为被试者，男性 6 人女性 5 人，母语者为一男一女 2 个发音人，得到 416 个样品句。本文以每个语句为基本单位，采用南开大学“桌上语音工作室”进行声学测算和统计。先测量每个音节 9 个点的音高赫兹，然后再确定每个音节里的最大值和最小值，即音高上线和音高下线，在此基础上确定调群内的音高上线和音高下线，把这些数据全部输入 Excel 进行统计计算和分析。论文旨在通过对母语者和学习者“了 2”语调音高的量化分析，揭示外国学习者习得汉语“了 2”语句音高的规律，分析得出的结论可以为汉语教学提供依据和参考。在语句全调域方面，学习者的语调下线与母语者较为接近，上线则明显低于母语者，学习者的全调域也小于母语者；在调群调域方面，尽管学习者和母语者都是后调群上线高于前调群的上线，但是无论是前调群还是后调群，学习者的上线都比母语者低 30%左右，而后调群的下线两者则较为接近。语调格局的比较显示，学习者和母语者的主、动、宾和“了 2”中线都呈现出音高的下倾，音高下倾是汉语陈述句的声学特征（石锋等，2009），但是母语者的调域比学习者高而且宽。“了 2”读轻声，其调域偏低，因此母语者和学习者之间的调域差异不太大。通过对“了 2”前宾语的调域分析，我们发现上声宾语的终点，母语者和学习者最接近，其次是阳平的起点，它们都处于低调域，高调域仍然是学习者习得汉语语调的难点。由于受生理因素的影响，男性和女性具有不同的音高特征，基于对不同性别的学习者和母语者“了 2”音高的统计分析，本文发现男性学习者尚未习得“了 2”的上、下线，女性学习者已经掌握了“了 2”的下线，却还没有习得“了 2”的上线。

32 Indirect Format for Testing Speaking: the case of HSKK

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The New HSK Oral Exams (HSKK) have adopted an indirect and tape-based methodology to assess candidates' oral proficiency at Elementary, Intermediate and Advanced levels. The exams are not live and face-to-face. Further, there is not interaction between examiners and examinees or among candidates themselves. The tasks undertaken by the candidates are listening and repeating sentences, answering questions, reading aloud or describing pictures which are categorized as indirect formats for testing oral proficiency levels (Hughes 2003). As Jiwen Wang (2010) states, the tape-based mode and indirect format were established for HSKK due to a large candidature and for efficiency of test administration. The present paper examines the reliability of HSKK at Intermediate level by exploring the constructs of the test, the performance elicited and the difference between the candidates' performance on HSKK and a direct, interactive and face-to-face speaking test that follows the formats adopted by the speaking test of Cambridge ESOL's First Certificate of English (FCE), as both are claimed to be at Level B of the Common European Framework. Measures for quality of speech performance, such as length and complexity of utterances, accuracy in pronunciation and grammar and fluency are employed to analyze both performances to see if testing methods are significant factors on HSKK Intermediate oral exam's reliability. Moreover, the study reveals the differences between the range of discourse features produced by the subjects in both tests which are essential to their communicative competence in spoken Mandarin Chinese.

33 海峡两岸对外汉语教材词汇数量及等级分布考察

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词汇是最能体现第二语言教学效果的重要因素。好的教材首先要在词汇输入的定量方面有明确的认识。其次，还应该在词语的定性选择方面具有系统的意识。本文以台湾和大陆两岸各自制定的“对外汉语词汇大纲”为依据，选取了两岸较具代表性的两套对外汉语教材《新实用视听华语》和《新实用汉语课本》，对两套教材的选词数量及分布进行了考察，发现两套教材的收词总量分别为 3895 词和 3775 词，基本相同。但在各册的分布上则有所不同，前者跳跃性较大，后者则较为平稳，循序渐进。在具体收录词目上，只有 1549 词是两套教材共有词。这一方面与教材选文的内容有关，另一方面显示出了两岸在用词上的一些差异。

34 基於語料庫的學習型漢語動詞詞典的編寫

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學習型詞典 (learner's dictionary) 是學習和教授第二語言的重要資源。與英語相比，漢語學習型詞典的發展還有相當大的進步空間。為了探索和實踐漢語學習型詞典的編寫方法，我們嘗試編寫出版了一部現代漢語動詞的學習型詞典，該詞典的基本工作是基於大規模真實語料庫描寫動詞的意義和用法。本文總結了我們基於語料庫編寫學習型漢語動詞詞典的一些經驗和問題，包括以下五個方面的內容：學習型漢語動詞詞典要描寫的主要內容，也就是從哪些方面對動詞進行描寫；描寫漢語動詞用法的基本方法：以語句模式為綱，通過例句來展現；語料庫在編寫學習型漢語動詞詞典中的作用；怎樣利用語料庫為漢語動詞配備適當的例句；編寫學習型漢語動詞詞典需要什麼樣的語料庫
關鍵字：學習型詞典 動詞詞典 現代漢語 第二語言教學

35 韩语中的汉语语素及对韩汉语词汇教学研究

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地理位置上的毗邻、历史上的渊源，使得中韩两国语言文化接触历史绵延不息。自 20 世纪 50 年代末以来，韩语汉字词成为了学术界研究汉、韩语言接触的重要窗口。进入 20 世纪 80 年代以后，随着对外汉语教学和双语教学的发展，汉字词再度受到国内外学者的青睐，研究热点主要集中在韩语汉字词与汉语词的词义、语用的异同问题以及汉字词在双语教学、对韩汉语教学中的影响。纵观这些研究，多从词义角度研究汉源词，而忽略其他汉字词的类型，且对汉语语素的研究涉及甚少。本研究以韩国文化教育部指定的《教育部基础 1800 汉字表》中的汉语语素为研究对象，考察汉语语素在韩语中的语素义、构词功能上的演化及其与汉语的异同。对外汉语教学中如何有效拓展学习者的词汇量，是个难题。本研究与以往的研究仅停留在词汇层面不同，将视角深入到语素层面详细观察，进而对对韩汉语词汇教学及教材编写提出具体、可行的建议。

36 试论日本高校汉语教学中的跨文化教育——通过日本汉语教材内容的分析

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近年来，在日本高校的汉语教学中，跨文化教育是一个受到关注的问题，编制相应的教材也是不少学者与教师探讨的课题。本研究以最新出版的 10 种中级汉语文化教材为对象，对其课文内容进行分析。首先，参考相关文化分类框架，抽取课文中介绍中国文化的内容，进行归类。其次，对描述中国文化的内容，从正面话题和负面话题的角度进行分析。为了达到跨文化教育的目标，汉语教材不仅需要对中国的各种文化有较全面的介绍，而且由于中国与日本国情不同，需要培养学生能够正确客观看待各种文化差异，促进相互理解。

37 对外汉语教学听说读写课程顺序模式的实践性研究

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在课程设置时，对课型之间先后顺序问题往往关注较少。本研究关注分技能教学课型之间先后顺序是否会对教学效果产生影响的问题，对泰国孔敬大学商贸汉语专业本科一年级的两个平行班分别进行“听说领先”、“读写领先”模式的教学，通过 5 个月的实验，发现读写领先模式下学生听说技能提高明显。本研究还对泰国本土汉语教师暑期培训班学员进行了为期 15 天的短期观察，也发现读写领先模式对于听说技能提高有所帮助。该实验表明深层次输入输出训练如能很好地设置和控制，可对浅层次输入输出训练起到很好的推动作用。故进行课程设计时，需考虑过去为人所常常忽略的课程顺序问题。

关键词：听说领先模式；读写领先模式；分技能教学；课程设置；课程顺序

38 马来学生的汉字习得以及词源学在汉字教学中的运用

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本文讨论了在对马来人学生的汉字教学中，使用词源学（Chinese Etymology）的效果和问题。汉字教学是对外汉语教学中最困难的环节之一。首先，对于学习者来说，汉字的结构复杂多变，不容易记忆，因此相比学习汉语口语表达，难度较大。而另一方面，对于教学者来说，教授汉字的方法很多，如何寻找一个适当的方法，或者根据学生的情况调整教学方法，是教学者面对的难点问题。对于大多数马来人学生来说，马来语是他们的母语，而英语则是他们的学术语言。这两种语言都是以拼写为基础的语言。根据这些学生对于汉字形状、结构和示意的习得特点，在汉字教学的过程中，使用词源学，具有提高教学效果的可能性。然而，也存在着一些问题，比如对于一些字义改变的汉字来说，使用该方法，反而会增加学习的难度。

39 What can eye-tracking tell us about online Chinese learning?

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This research employs eye-tracking technology (Tobii 2) to investigate Chinese beginner learners' gaze patterns during online learning in two settings: one, a static reading task where the learner interacts with the computer interface; the other, an online tutorial where the learner interacts with a tutor and fellow students. The eye-tracking data itself is played back to learners in a guided stimulated recall session and their comments are analyzed. Following the eye-tracking sessions, research participants are asked about their experience throughout the experiment. The preliminary findings shed new insights into the roles of pinyin play in both static reading and interactive speaking activities, the distinctive differences of student's gaze patterns during such activities, and how eye-tracking and stimulated re-call interventions help to raise learners' awareness of their own learning strategies. Our findings contribute to the knowledge of online Chinese teaching and learning. They also inform online teacher training by demonstrating the effect of task type, graphic interface, social presence and feedback.

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40 高年级学生成语学习与使用的偏误分析

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成语以及四字词语在中文中使用普遍，当然也是中文学习者，特别是高年级学生，应该重点学习的一个重要方面。我在教中文本科高年级阅读课时注意到了学生在学习和使用成语时所遇到的一些问题。通过对这些问题的分析，我总结了他们在成语学习方面出错的几个原因：望文生义（认识所有的字而通过字面理解产生偏误）；词性混淆（如把用作形容词的成语当动词词组使用）；不分褒贬（一些成语的定义本身不注明该词的褒贬）；程度偏差（成语所表现的强弱程度或范围大小不同）。本文在探讨这些偏误原因的同时，对今后词语教学，特别是成语教学提出一些建议。

关键词：成语，偏误

41 非目的语环境下零起点汉字教学设想

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本文基于汉语初级阶段“先语后文”的教学理念, 结合非目的语环境下零起点汉语教学实践, 提出关于汉字教学的一点设想。针对初级学习者的学习目的和特点, 在语音—识字—描红—写字的教学过程中, 借助汉字输入法软件作为主要手段从语音教学阶段顺利过度到识字阶段, 并实现语音教学和识字并进, 一方面帮助学习者加快识字速度, 另一方面巩固对拼音准确度的掌握。积累一定的识字量后进入描红阶段, 边描边写, 最后脱离临摹直接书写汉字。这一设想从汉语和汉字的特点出发, 对于书写系统为拼音文字的初学者来说, 可能是一条比较有效的教学途径。

42 语料库为导向的汉语词汇教学模式研究

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词汇教学是汉语教学的中心环节, 贯穿着国际汉语教学的全过程。目前的国际外语教学新理念认为词汇是交际的工具, 强调将词汇运用到语言交际中的能力。在这种情况下, 如何建立与交际活动和交际任务相结合的词汇教学模式, 从而更好地培养学习者的交际能力, 是一个非常值得探讨的问题, 而以功能为导向的对外汉语词汇语料库的建设在这一教学模式中将起到了至关重要的作用。我们可以根据学习者的需求创建基本交际、生存、社会活动、个人信息以及综合信息等五大模块小型专业语料库以满足特定的词汇拓展需求, 进而在每个模块下分设各种话题的开放型主题语料群。语料库可以提供一个层次分明的词汇体系, 教师在词汇教学中可以利用这一体系培养学生围绕某一主题建构以语义联想为中心的词语群的能力, 强化话题图式, 从而培养学习者运用词汇进行交际的能力。

43 汉语初学者学习动机研究

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汉语学习动机是激发学生学习汉语的内在动力, 对学生的汉语学习效果起到重要作用。本研究设计并开展了汉语学习动机问卷调查, 了解了 75 名被试——初学汉语的大学生的汉语学习动机。被试的汉语学习动机, 从高到低排在前三位的依次是“对汉语感兴趣”、“对中国文化感兴趣”和“为了在中国旅行”。被试由汉语专业和汉语选修课两组学生组成, 本研究还比较了两组被试学习动机有无显著差异。根据汉语学习动机统计结果, 提出了激发学生动机、提升汉语教师的汉语本体知识水平等有针对性的教学建议。

关键词: 汉语初学者 汉语学习动机 动机比较

44 Behind Their Personal Stories: the Motivational Factor for Learning Chinese

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Given the common perception among non-Chinese speakers that Chinese is one of the hardest languages to learn, why then, there are still so many students choosing Chinese as their foreign language option at the university level? What motivate these young people to spend hours and hours on a routine basis to practice their Chinese oral skills, to memorize Chinese characters, or to work on their Chinese tone patterns? How do their motivations affect their learning attitude and their performance in learning the target language? Using both the results of data collected from my student responses to the questionnaire and some personal stories told by some of the students, my presentation will discuss the positive impact of motivational factor on learner's attitude toward the target language and the culture, as well as the noticeable impact on students' performance in Chinese classes, in the context of my teaching experience at McGill University. Structurally, I will first present a motivational profile of student learners in my Chinese classes, followed with an analysis of the socio-cultural factors contributing to the described motivational patterns of the student learners; then I will share and discuss implications of selected personal stories told by some of my students in relation to their strong motivation, passionate attitude toward learning Chinese, and great performance in a Chinese class. I will conclude with a brief discussion of what our knowledge of student's motivations means to us as a teacher, pedagogically and, in terms of appropriate curricular responses to the new reality of learning Chinese.

45 Consolidation of new vocabulary using a dynamic lexical spread-sheet in mobile phone

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Language learners at all levels need a way of recording and organizing newly learned vocabulary for consolidation and for future reference. Information need to be organized in an easier way to learn and allows for the possibility of future reference and/or consolidation. Listing words alphabetically in a vocabulary notebook has been a traditional way of organizing this information. However, organizing vocabulary in more meaningful categories seems to make it easier to learn. Textbooks, for example, often introduce new vocabulary thematically. Words can also be organized according to their grammatical class or characteristics, their real world category (e.g. modes of transport, means of communication), their phonological pattern, their etymological elements, or according to when/where they were learned. Whichever method is adopted, paper-based notes are limited in terms of space (learners often run out of space for certain categories; for others the space might be unused) and time (handwritten pages deteriorate over time and cannot easily be updated). This research experiments how a simple mobile learning of 'lexical' spread-sheet can be used for effective consolidation and reference of new vocabulary.

Offering the learner multiple ways of organizing vocabulary at the same time – combining all of the approaches mentioned above, the resource can easily be modified and updated. Importantly, in keeping with current language learning theory, the spreadsheet is designed to encourage learners to take more responsibility for their vocabulary learning and to approach this process more systematically. The resource can be used from any mobile smart phone, tablet or I-pad.

46 目的语环境下汉语学习资源的有效组织和利用

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对于海外的汉语学习者来说，真实的语言环境弥足珍贵。然而，在目的语环境下，许多教学者和学习者却未能充分发挥和利用语言环境优势，使“自然习得”成为一句空话，“哑巴汉语”或技能发展失调的现象比比皆是，汉语学习资源被大量忽视和浪费。因此如何有效地组织和利用学习资源、充分利用目的语环境是汉语教学中值得重视和研究的课题。本文认为，在目的语环境中，发展自然习得的学习资源至少包括：人、真实的情境、大众传媒、有意义的文字指示、人工语音环境等；应根据每一类资源的特点择取有效的学习策略。同时，甄别和应对目的语环境下的一系列干扰因素，如方言混杂、语速过快、新老词汇的更替等，也是提高语言资源利用率的必要技能。这些策略同样有助于非目的语环境下对有限资源的搜索、整合与利用。

47 The application of character-based word explanation in Chinese vocabulary teaching

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This article studied the advantages of Character-Based Word Explanation in the teaching of Chinese words. Based on the specialty of the Chinese word system, as well as the connection between Chinese characters and words, it emphasized the importance of recognizing the special connection between the morphology and meaning of Chinese characters when explaining the meanings of words. As an exploratory study for the methodical applications in the teaching of Chinese words, this article used the theories of Chinese Exegetics, Chinese Character Motivations, and Cognitive Psychology as its foundation, by comparing with other teaching methods, discussed the necessity and practicality of applying Character-Based Word Explanation during the word-level teaching of the Teaching of Chinese as a Second Language.

Key Words: Chinese Words, Chinese Characters, Second Language Teaching, Character-Based Word Explanation

48 The Progress on Exploring using the Apple Devices in Mandarin Teaching

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Last year at the BCLTS, I called on my peers to pay attention to using the Apple devices (iPad, iPhone and iPod) to teach Mandarin Chinese. However, at that moment, I was not able to demonstrate through the overhead Projector and the Screen on actually how to realise using the iPhone or iPad in the classroom. This year, I would like to use the iPad or iPhone to demonstrate what progress I have made in this field. I will demonstrate how to realise the Apple device in the classroom teaching, how to remote control the office computer etc. It is not a strictly a paper but more like workshop presentation. It will be focused more on how I resolve the technical problems.

49 初级阶段留学生汉语语音学习策略调查研究

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本文运用汉语语音测试区分中国广州某高校 70 名初级阶段留学生语音能力的好坏；同时运用 Ogawara(1997)语音学习策略调查问卷，考察他们四类 16 项语音学习策略使用情况，用 SPSS 16.0 分析数据；并对成绩前五位和后五位的受试共 10 名、受试学生的语音教师共 6 名进行有关语音学习的访谈。结果表明，成功者和不成功者在自我评价型、目标依赖型和模型听取型者三类策略中的 7 项具体策略的使用上有显著差异；同时，成功者所使用的语音学习策略要比不成功者种类更多，使用频率也更高。对师生的访谈结果表明：语音学习态度、语音的训练强度和语音敏感度是造成差异的主要原因。

关键词：汉语语音 学习策略 初级阶段

50 非目的语环境下零起点汉语课堂教学的实践策略研究 --以长城汉语教材为例

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本文针对英国本土教师的课堂使用语言及时间问题进行了调研，发现教师在教学中大量的使用英语并非是个例现象。笔者以《长城汉语》教材为例，对于如何提供教学效率进行了大量实践，实践表明：汉语教学零起点直接使用汉语进行授课完全可行，而且在提高学生的开口率，听说读写的技能训练，成段表达的培养，真实交际的训练方面提出了多种解决策略。

51 Use of Speech Acts in Chinese Oral Proficiency Test and Its Implications on CSL--A Corpus-based Case Study

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Searle (1979:178) asserts that while the purpose of language is communication, the actual units to realize human communication are the speech acts. Teaching, learning and testing of speech acts are core components of any task-based or proficiency-based language syllabus or program. While noticing and identifying speech acts are relatively easy, systematically sourcing, categorizing, prioritizing and weaving them into teaching materials can be challenging. The aim of this study is to investigate how speech acts in an advanced level Chinese spoken task can be sourced, categorized, prioritized and woven into teaching materials. After 30 NNSs (non-native speakers) and 30 NSs (native speakers) had completed the language task at issue in a oral proficiency test, all the speech acts employed were identified, categorized and compared. It was confirmed that NS data contains greater number and broader varieties of speech acts than NNSs. Among the acceptable/teachable speech acts found, some are quite basic, straightforward and simple, while some others are more sophisticated, culturally-specific or impressive. Yet many of the speech acts in the latter type are lexically and/or syntactically not very complex. A closer look at the teaching materials used by the NNSs showed that many of the useful speech acts were simply not taught, or taught but not in task-based mode. With better knowledge of Chinese speech acts in use, this study calls forth more lexical and task-based approaches in CSL, and might shed light on curriculum and syllabus design, teaching material development and pedagogy.

52 跨文化交际中文化传播意识的建构--基于美国留学生活的理解

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全球化语境下，跨文化交际已非常普遍。越来越多的国人走出国门，访问、留学和交流日益增多，但是中西文化的差异却往往给交际造成意想不到的问题与困难，误读、困惑也时有发生。笔者曾在美国访学，身为英语学习者，亲历了美国语言学校老师教授外国人英语的场景，同时也作为对外汉语教学的一员，在 UCLA 观摩学习了汉语老师教授美国大学生汉语的课程。本文旨在通过对比中西语言教师教授语言的价值取向的共同点和差异性以及常见的问题，阐述在跨文化交际中语言教授者文化传播意识的建构是避免误读、通向有效交往和相互理解的重要途径，语言只有在特定的文化背景下和语境中被正确使用，才能体现出它的交际价值，文化传播和交流是对外汉语教学的终极目标。

53 图式理论在汉语国际教学中的应用——以中高级阅读课为例

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本研究试图用实验的方法, 从图式理论出发, 探讨其在阅读教学中的应用, 并在此基础上讨论发挥学习者在阅读活动中的主动性的问题。阅读教学是对外汉语教学的重要组成部分。这一方面是因为, 对外汉语教学的目的是培养学生运用汉语进行交际的能力, 交际包括的主要是书面交际和口头交际。书面交际主要涉及的就是读和写的能力。另一方面, 对外汉语教学主要培养学生听、说、读、写四项语言技能, 从这个角度来看, 读也是非常重要的。在第二语言学习中, 阅读作为语言理解过程, 是被动的接收信息的过程。但这并不意味着语言教学中可以忽略阅读的训练。恰恰相反, 如何在被动性的接收信息的过程中发挥学习者的主动性是一个非常值得探讨的问题。我们拟从图式理论出发, 探讨如何在阅读教学中调动学习者的积极性和主动性的问题。

关键词: 第二语言学习者 图式理论 阅读教学

54 中文否定词“不”与“没”的成立条件

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本研究从一种全新的角度探讨现代汉语否定词“不”和“没”。给出严格的定义, 论述各自的否定域及成立条件。关于“不”和“没”的研究大致可以分为两类。一类是着重内涵方面的分析, 另一类是着重外延方面的考察。本研究对以往的相关研究加以概括, 指出存在的问题。人们对外界的认识源于对事物及其运动的观察。告诉摄影, CT 成像, 数学计算同样也是一种辅助观察。本研究以微分和积分的思维方法对“不”和“没”加以考察。通过设定“实像”和“虚象”给出“不”的定义, 在此基础上探讨其成立条件及其应用。通过设定“实像”和“虚象”给出“没”的定义, 在此基础上探讨其成立条件及其应用。“不”和“没”都是一种判断, “不”在概念上属于微分的, “没”在概念上属于积分的。

55 ‘Current Affairs in Mandarin’ A Student-led Talk Show in Learning Mandarin for Specific Purposes

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The paper introduces an on-going student-led video project, namely ‘Current Affairs in Mandarin’, at the Language Centre of LSE in promoting Mandarin Chinese learning for specific purposes. The project is to direct students of intermediate to advanced level to produce a weekly 10 -15 mins video. The video programme will be in the format of a talk show discussing the key news event happens during that week or any

current affairs in the field of Social Science. The students take initiative of choosing the topics, designing the questions, and teaching the audience how to say the key words related to that event in Mandarin Chinese. The videos are professionally recorded and broadcast weekly on the LSE Language Centre website. They are also used internally to develop additional learning resources via the moodle website. In this talk, the speaker will explain the rationale and procedure of making each video clip. Furthermore, the impact of this particular project on student motivation and transferable skills will be explored and discussed. The data of student perception will also be presented. Essentially, the paper aims to provide pedagogical implications of innovation and e-learning in the teaching of Mandarin and encourage individualised teaching and learning whenever possible.

Key words: video, specific purposes, student-led, learning technology and resources

56 土耳其学生学习汉语语音面临的问题及解决方法

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普通话是声调语言，作为普通话语音结构中必不可少的声调，是其重要的本体特征之一。土耳其语是非声调的语言，因而，土耳其学生对汉语声调没有概念，掌握起来非常困难，早期的汉语表达中“洋腔洋调”的特点尤为明显。在教授土耳其学生的几年时间里，本人在传统语音教学的基础上，结合土耳其语言的语音特点，在普通话声调教学方面，取得了比较好的教学效果。在初期的语音教学中，笔者运用“妈、麻、马、骂”四个声调为标杆，让学生对普通话声调有一个基本的感觉，同时利用五度标调法直观的声调起止音高图表和手势，使学生能够比较容易地分辨普通话语调，理解普通话声调的发音特征；其次，将土耳其语中的一些发音特点运用到汉语声调的教学当中，使学生可以更加熟练地掌握普通话声调的特点，有效地培养学生的普通话语感。

关键词: 对外汉语声调教学 五度标调法 结合土耳其语语音特点 培养普通话语感

57 基于教学输入的高级阶段外国留学生汉语比喻用例试析

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在众多的对外汉语教材中，修辞教学几近阙如。笔者尝试在高级汉语教材编写中结合课文系统地安排常用修辞手法的教学。该教材在使用过程中收到了较明显的效果，学生作文中使用的各种修辞手法大为增加。本文拟就其中的比喻手法的使用情况作一些分析。汉语的比喻最常见的有明喻、暗喻和借喻。这三者的结构和频率都有所不同。明喻与暗喻的不同在于喻词不同而且前者

常常出现相似点，而借喻则仅出现喻体不出现本体和喻词；在实际使用中，明喻的使用频率最高，暗喻次之，借喻最低。本文所统计到的留学生的用例中这三种比喻都有，同时也呈现与汉语本族人使用频率相似的差异。而且还出现了一个本体多个喻体（多角度设喻），及明喻和暗喻、借喻连用的表述现象。这两种现象都说明留学生语言表达的创造性和丰富性，也说明丰富的语言表达形式的教学输入的的必要性和有效性。

58 对外汉语教学视野中的量词搭配个案研究 ——以“条”“根”为例

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量词长期以来都是对外汉语教学的难点，也是留学生出现偏误较多的词类。如“条”与“根”这对近义量词就给不少留学生造成了困惑。为了能够找到较为有效的量词教学方法，提高留学生汉语教学的效果，本文以“条”与“根”为案例展开对“+量”搭配规律的研究。通过对留学生“条”与“根”使用情况的量化考察，总结出留学生使用“条”“根”时最易出现的偏误类型。二、借助北大的 CCL 语料，考察了“条”与“根”运用的大量语料，通过对其搭配关系的异同比较，从正反两方面深入探究了它们的组合机制，并从语法、语义、语用三个角度总结出其“量+”搭配的内部特点及其规律。三、从“教”与“学”的角度分析、归纳了留学生使用偏误的主要原因，并在此基础上提出了相对应的“分阶段教学法”“示形感知法”“语境介入法”及“语感培养法”等教学策略。本文认为，如果能将每一类“+量”组合的内部搭配规律摸排清楚，在此基础上设计出个性化的教学方案和具有针对性的纠偏策略，必将有效地破解留学生量词教学的难点，从而切实提高对外汉语教学的效果。

59 母语为拼音文字的初学者汉字教学研究

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通过个别访谈并结合教学实践，本论文总结出了母语为拼音文字的汉语初学者在习得汉字时遇到的主要困难，即认读难、记形难、构词难、书写难等“四难”现状，并从汉字和学习者等角度分析了困难产生原因。结合汉语初学者学习汉字面临的主要困难和产生原因，根据符合汉语规律的“字本位”教学思路，提出了汉字教学“三先三后”的总体教学策略，即先学语音，后学汉字；先学汉字，后学词语；先学结构，后学书写等策略。在总体教学策略的指导下，提出了“读→释→析→写→用”五步汉字教学法。

关键词：母语为拼音文字者 汉语初学者 汉字教学策略 汉字教学法

60 美国文理学院汉语课程设置——以 Bates College 等东部三所学院为例

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本文以美国东部三所文理学院——Bates College, Colby College 和 New College of Florida 为例,介绍了汉语课程在美国文理学院中的课程设置与教学情况。文章概括介绍了三所学院分别为汉语专业、汉语副专业、大学通识教育提供的课程设置和教学要求;具体比较了三所学院汉语言课的课程设置、教学大纲、教材使用情况和考试评价标准,并介绍了他们的语言课程助教招聘及使用情况。文章还以 Bates College 为例,通过分析学校列出的教师评价标准以及学生对教师的评价情况,讨论了美国文理学院及其学生对汉语言课程教师的要求和期待。最后讨论了目前美国文理学院汉语课程教学的优势与不足。

61 篇章语言学视野下的张爱玲《金锁记》风格探析

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现代篇章的很多研究方法还处于起步阶段,需要不断地完善。而篇章的风格意义研究分析就更加难。本文尝试运用意象、意象群、典型意象和非典型意象等美学因子分析方法,对张爱玲的《金锁记》的风格进行分析,希望透过实验方法找到一条分析小说风格的形式性方法。典型意象、典型场所组成的意象群、意象的颜色、意象的声音对小说《金锁记》苍凉的风格刻画起着非常重要的作用,同时在分析的同时还要将意象结合在小说中构成原素如背景、情节、角色、旋律等方面的因素来进行分析。

62 漢語測試中聆聽語料的選擇取向與調整

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用語言測量語言能力是語言測試的主要手段,對聆聽能力的考察也多采用這種間接的方法。聽理解題是語言測試中常見的題型,其中包括定向選擇題和非定向的短答題。在香港地區,這兩種題型被廣泛應用於對外漢語和普通話的聽力測試。這類試題具有接收性和不可逆性的顯著特點,受試者要在沒有文字憑藉的情況下,通過聽覺器官接收言語信息流,並在瞬間和大腦的意義網絡系統相聯結,再結合已有的各種經驗和百科知識進行解碼。因此,聽力測試對輸入的言語信號即聆聽語料有著較嚴格的要求,無論在質量、數量、信息密度上,還是在語體色彩、干擾因素、微能力考點分布等方面,都有著一些特定的選擇性,而不加雕琢的原始語料或其他現成的語料,却往往難以符合這些要求。本文謹對專家學者關於“語料的選取……嚴格保持交際中自然語言的本來面目。(劉廉力、李明、宋紹周, 1995)”的觀點作出一點補充,並采用實例分析的方法,集中討論選取聆聽語料應遵循的真實性、體現口語語體和公平諸原則,再從操作層面,探討對自然語料或現成語料進行改造和調整的必要性,並用比較的方法進行具體的描寫和分析,結合語言學和語言測量理論,從添加干擾、挪動考點、平衡語體、校正用語等幾個方面,探討調整、整合聽力語料的途徑和策略。[關鍵詞] 語言測試; 聆聽語料; 取向; 調整。

63 非目的语环境下沉浸式汉语写作课的教学设计

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在国际汉语教学的中、高级阶段, 汉语写作是重要的技能课之一, 也是汉语学习的难点之一。长期以来, 因其习得难度较大, 又无法摆脱传统纸笔训练的低效、无吸引力, 而使之成为学术界亟待解决的教学难题之一。在非目的语环境下, 利用汉语课堂教学的有限时间和空间来培养学生的汉语写作能力, 是中、高级汉语教学的重要任务。在西欧这样的本土文化环境中, 学习者的民主自由意识很强, 思维活跃丰富, 这时训练活动的趣味性、挑战性和沉浸感, 对学生更具有吸引力。沉浸式汉语写作课的教学设计就是这样一种活泼、有趣、互动性强的新型设计。本文讨论非目的语环境下沉浸式汉语写作课的教学设计方法和特点, 分析它的设计依据和练习原理, 并对此类设计的应用提出一些建议。

64 汉语口译教程新探-----电影翻译教学初探

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对外汉语翻译课是针对中高级汉语水平学生开设的一门技能课, 目的是为了提高学生的汉语翻译能力。在老师的指导下, 将自己所学的汉语知识进一步活化, 达到灵活运用目的。目前很多高校开设的翻译课普遍存在方法简单枯燥, 学生畏惧心理较大等问题。针对这样的问题, 本人尝试使用电影翻译的教学形式, 挑选具有喜剧效果、生活气息浓厚的电影进行翻译。取得了良好的教学效果, 学生反映课堂生动活泼颇具趣味且学到的知识非常容易记住。本文就这一教学形式进行深入的探讨和总结, 希冀能为更多的一线教师提供思路和启发。

65 个案分析: 任务型口语教材单元设计

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任务型教学法现在已经越来越广泛地被应用在对外汉语教学中。任务型教材应该将知识、语用功能、交际任务有机地结合在一起, 选择合适的任务, 使学生学会表达思想, 发展交际能力。本文试图在这方面进行一些探索。教材编写所遵循的原则: 1. 语言背景材料的真实性。教材的每一单元都围绕着一个真实的新闻事件, 从中引出一个热门话题。2. 形式与功能相结合 3. 任务相依性原则: 4. “在做中学”原则。5. 图文并茂、纸质书与网络媒体、视频相结合的原则。教材用三条线贯串起来。1. 话题线: 用任务将教材中所有单元的话题串联在一起。前一单元的课堂外任务是后一单元的课堂前任务。2. 单元线: 用新闻背景故事将整单元串联起来。就新闻话题进行叙述体、对话体、议论体的练习。3. 语言点线: 用导向性的提问将不同的语言点融入到一起。

66 沉浸式环境下学习者课外语言接触对汉语作为第二语言习得的影响研究

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学习环境是二语习得研究中社会文化模式的重要组成部分。本文首先对二语习得研究中社会文化环境的相关理论和研究进行简述，讨论了环境在第二语言习得中的作用及其方式。然后选择了一个汉语沉浸式项目为研究对象，对学习者的课外语言接触情况和对第二语言习得的影响进行了测试和问卷调查研究。经过数据统计分析得出：环境主要改变学习者的程序性知识和情感、动机因素；外部因素（环境）通过内部因素（学习机制、个体差异）影响第二语言的习得效果。并以此为基础，提出了对教学模式设计的建议。

67 教師協作式與專題組合式的對外漢語文化課型探究 ——以暑期對留學生的中國文化課程為例

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要學好漢語就必須瞭解漢語所承載的中國文化。為促進留學生的漢語學習和文化交流，香港理工大學中文及雙語系每年暑假開設中國文化課，以三組教師協作教學的方式，對中國文化的語言文字符號、哲學宗教意識形態和文學藝術媒介三個文化專題進行共同授課。各組教師發揮各自的文化專長，精心選材，講授本層面的文化專題，通過統籌和交換意見，又注重各文化專題之間的連貫呼應和互相滲透。本文探究此類教師協作式與專題組合式的對外漢語文化課型的可行性。該課程以分層、適度、趣味為原則，從細節入手，深入淺出，引發學生的學習動機；用比較的方法，求同存異，組織討論，引發學生對中外文化碰撞交流的思考；組織學生進行文化實踐活動，讓學生體驗中華文化的魅力，培養學生善於汲取漢語文化因素的能力。

關鍵詞: 對外漢語文化教學 教師協作式 專題組合式

68 “看图说话”环境下汉语学习者口语流利性的发展探究

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从事汉语教学的教师通常认为, 初级水平的汉语学习者, 其语言知识的积累和口语能力的提高进步显著, 并且呈一种平行推进的态势。然而, 这种直觉的认识尚未得到充分的实验证实。在外语和第二语言教学中, 流利性无疑是一个大家比较公认的、最重要的评判学习者口语能力的标准。借助“看图说话”的话语诱导方式, 本文考察了 12 名初级水平汉语学习者、在间隔两个月的时间内、口语产出流利性的发展情况。研究采用前测和后测对照形式, 就学生口语产出进行录音转写。按照流利性研究的通行做法, 选择了流利性指标 3 项, 表达性指标 2 项, 准确性指标 2 项共 7 项指标进行统计分析。前测和后测数据分析显示, 学习者的口语流利性发展呈现不同的步调, 在时间性的多数指标上取得明显进步, 在表达性和准确性多数指标上则没有显著变化。结合文本分析发现, 在第二次的表达中, 学习者的口语产出更连贯, 内容更丰富, 语言形式的运用更为复杂。由于是小样本的研究, 本文希望借助个案研究的深入来对学习者的口语能力的变化做一说明。

69 汉语中介语语料库建设的新突破

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目前, 汉语中介语语料库建设正在迎来一个蓬勃发展的重要时期。然而, 语料库建设中还存在着诸如整体设计水平不高、语料库的建设与发展不平衡、语料库建设的本体研究缺乏、大多数语料库建成后不对外开放等问题, 尚不能满足教学与研究的多方面需求。面对如此形势, 我们提出了“全球汉语中介语语料库建设和研究”课题, 力图通过该课题的实施, 进一步推进语料库的建设与发展。该课题的主要创新点是: (1) 理念创新: 建设最好最大的语料库, 实现最充分的资源共享, 全心全意地为全世界的汉语教学与研究服务; (2) 内容创新: 在建设语料库的过程中, 进行汉语中介语语料库建设的本体研究, 提高语料库建设水平; (3) 方式创新: 全球汉语学界携手共建, 基于 web 的语料协同标注平台, 以及“搭积木式”的动态建设策略等。

关键词: 汉语中介语语料库建设, 本体研究, 全球共建, 资源共享

70 An Action Research on Collaborative Learning in CALL

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Does technology itself directly influence learning? The answer, in CALL (computer-assisted language learning), is widely acknowledged that the question now is not access to computers and effectiveness of computers, but the way computer technology used in promoting better learning outcomes (Warschauer M. & Healey D, 1998; Maddux, 2004; Beatty, 2005; Hannum 2007). Thus, the action research (AR) tends to be conducted in the field of CALL since “action research asks the question ‘Is there a better way?’ and usually includes three steps of ‘planning, acting and reflecting’” (Beatty 2005:191). This paper reports an AR project conducted at Confucius Institute at the University of Botswana. Relevant literature was reviewed, a puzzle area was identified, baseline data were collated and interpreted, a hypothesis was formulated and some form of intervention took place. Finally, the experiment was evaluated. The intervention of a collaborative project model that incorporated the principles of collaborative learning, the content of syllabus and CALL was introduced and evaluated in this research. More specifically, this research investigates whether a theme-based collaborative project model in CALL enhances student’s learning Chinese. The findings of the AR indicate that (1) overall students’ affective reactions to the collaborative learning process in CALL were more positive than that without collaboration and (2) an AR affected the teachers’ performance—a form of self-reflective enquiry was taken, and the teaching practice was enhanced. Further evaluation of the collaborative learning model in CALL is still in great demand.

Key words: collaboration, CALL, action research

71 An Exploration on the Establishment of English-Chinese Translation Textbook System for Undergraduate Translation Major in Mainland China

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As an emerging undergraduate major in mainland China, English-Chinese translation has been emphasizing the establishment of its textbook system. Based on her teaching practice, the author analyses the existing English-Chinese translation textbooks and points out some drawbacks of the textbook system, such as the duplicate structures, the disconnection of translation examples and reality, and the lack of systematism between chapters within one book and books for different grades. In light of the teaching objectives of undergraduate translation major and the actual requirements of classroom teaching, the author proposes some suggestions on the improvement of the system of English-Chinese textbooks. Universities should compile and select translation textbooks which meet the teaching requirements of their own and the market demand of the cities they belong to by integrating the advantages of the existing textbooks and the unique teaching characteristics and advantages of each university. Textbooks should both highlight the training of basic translation skills and demonstrate the local characteristics to meet students’ job requirements. The establishment of the textbook system for the undergraduate translation major will play

a significant role in stimulating and maintaining students' learning motivation, progressing the development of the major and cultivating professional translators who can combine theory with practice perfectly.

Key words: translation major, textbook systems, teaching characteristics, market requirements

72 中级学生结果补语习得情况考察

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系统的汉语语法教学一般在初级阶段集中进行，而受学生的词汇量和表达能力所限，这一阶段很多语法现象并不能充分展示。以结果补语为例，北京大学博雅汉语系列教材《起步篇》。在起步阶段，对结果补语的展示似乎也就只能到这种程度。事实上这一语法现象相当复杂。有研究者考察了由形容词充任的结果补语，从语义指向来分析，就可以有指向述语动词所表示的动作本身、指向述语动词所表示的行为动作的施事、指向当事人的人体器官或人体某部分、指向述语动词所表示的行为动作的受事、指向述语动词所表示的行为动作的主事、指向述语动词所表示的行为动作所凭借的工具、指向述语动词所表示的行为动作的产物、指向述语动词所表示的行为动作的施事或受事所在的处所、指向述语动词所表示的行为动作的施事或受事的距离、指向述语动词的同源成分等十种情况。汉语注重意念关系，学生运用教材中总结的语法规则往往造出接受度很低的句子。我们考察了中级学生的作文，发现学生对结果补语的掌握并不理想，存在着回避、泛化等各类语法偏误。究其原因，与初级阶段语法教学中对语法项目的展示过于简化，而中级阶段又不再进行系统的语法教学有关。中级阶段要进行系统的汉语语法教学，在复杂的表达层面上进一步有系统地展示汉语语法项目，而中级语法项目的选择和编排必须要以中介语理论为指导，建立在偏误分析的基础上。本文希望以结果补语为例，在构建中级汉语语法体系方面做一些尝试。

关键词 中级汉语 语法 结果补语 习得

73 对外汉语教学中报刊阅读文本的选择与编排

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阅读中文报刊是汉语非母语的学习者学习汉语，认识中国社会的重要途径，在对外汉语教学中有意识地安排报刊文本的阅读十分必要。目前的报刊阅读教材普遍存在着材料偏旧且覆盖面窄、语言知识编排结构不科学、文化分布不广泛等方面的问题，限制了报刊阅读课的教学效果。我们认为报刊阅读文本的选择，首先要考虑入选报刊的流通度特征和地域分布特征，然后要考虑入选文本的时效性和文化代表性，以及语言知识分布的广泛性，接下来在文本的编排中要综合语音、词汇、语法等各方面全局性地考虑知识的层次性和系统性。基于这样的思考，我们提出了报刊阅读文本的五条选择原则和三大编排环节的具体要求，希望能够为教师选择文本提供借鉴。

74 Developing a pedagogical framework for teaching the Chinese aspect marking system – a comparative study of grammar-translation and communicative approaches

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The L2 acquisition of Chinese aspect has been investigated by many researchers (Sun, 1993; Zhao, 1996; Wen, 1997; Teng, 1999; Duff and Li, 1998, 2002; Jin and Hendriks, 2005; Ma, 2006). Their studies show two main findings, one is the acquisition order of the aspect markers (e.g. *zai*, *zhe*, *le*, *guo*), and the other is the accuracy in using the aspect markers. Among those, only Duff and Li (2002) mentioned the effect of teaching on the accuracy of using Chinese aspect. However, it is unknown what impacts teaching methods/approaches could have on learners' use of the aspect markers. This paper aims to contribute to filling that gap. It explores whether a specific teaching framework assists the learning of Chinese aspect markers by L2 learners. We design a session of Chinese aspect following the acquisition order of the Chinese aspect markers in the research findings. The session is then delivered to two groups of beginner level learners in a UK university using different teaching approaches. One is the grammar-translation approach, which focuses on learning of aspectual forms, and the other is the communicative approach, which focuses on meaning. The learners take a pre-test assessing their general knowledge of Chinese, an immediate test after the teaching session on aspect to compare the immediate impact of teaching approaches, and a post-test after two months to trace the lasting effect of the teaching approaches. The investigation aims to find out whether the grammar-translation approach leads to learners' higher accuracy levels than communicative approach in using aspects in grammatical tasks, and whether the communicative approach leads to learners' better use of aspect than the grammar-translation approach in comprehension tasks.

75 A glimpse at the outlook of Chinese Language Teaching & Learning within Chinese Studies--- Edinburgh Way

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Chinese language teaching and learning within Chinese Studies will continue to be on for academic purposes, as more and more students tend to do a research degree in a Chinese university after graduation. The all-dimensional openness of China against the backdrop of irreversible globalization makes language teaching in China more practical and useful. This gradually makes language teaching and learning a “created classroom environment” (as we were trained in the traditional English teaching way) seems discoloured, and not effective within Chinese Studies. Chinese universities have developed considerably in their resources (teaching & learning + research) for teaching Chinese for academic purposes to English-speaking students, and tactically combined traditional Chinese linguistics and western linguistic studies (General Linguistics, universal grammar & Applied Linguistics, methodology etc.) in theory and practice. The curriculum of Chinese Studies in British universities normally has

one year intensive Chinese language training in a Chinese university within the Honours Degree. As for Edinburgh University this intensive language training year is arranged in the third year. Students have a choice of universities where they are to spend the year. Under the guidance of Edinburgh U. supervisors, students make a study plan of step by step language learning and the level they target and achieve in China to meet their fourth year of study. Students' attitude towards Chinese Studies changes from an elite taste for Chinese culture to pragmatic use in daily life. Young students' interests & enthusiasm in Chinese language, culture, tradition, society, politics and economics and in almost all aspects of China, didn't exist 15 years ago. The Internet & other technologies work effectively in conjunction with the traditional large class (more than 30 students) delivery. Students tend to use their own study time to practise and digest class content, while they require that their contact hours full of solid language points, with the addition of the teacher's sound academic view. Edinburgh U. students have strong independent learning capacity. They can build up knowledge and skills in their contact hours and through the coursework. They tend to make the utmost of their study time with classroom teaching in the university's Intending Honours System. In Chinese Studies, students' first and second years are pre-honours, and during this period students can choose and change their courses of study before they settle on their final Honour's degree course. Language skills are acquired chiefly by students' strong motivation, tremendous efforts integrated with high-quality classroom teaching.

76 Politeness Strategies in Refusal

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The theory of politeness and face-saving proposed by Brown and Levinson (1978, 1987) has been up to now the most influential politeness model. B & L's politeness theory contains three basic notions: face, face threatening acts (FTAs) and politeness strategies. According to the authors, 'face' refers to the public self-image of a person. B & L argue that everyone in the society has two kinds of face wants: negative face and positive face. Negative face shows the need to be independent, to have freedom of action, and not to be imposed on by others. Positive face shows the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others. It plays a leading role in the study of speech acts (Ji, 2000; Hobbs, 2003). B & L introduce five super strategies for politeness in relation to FTAs: bald on-record, positive politeness, negative politeness, off-record and don't do the FTAs. The theoretical framework of this essay is based on B & L's politeness theory and strategies.

77 Teaching translation between English and Chinese to students learning Chinese as a foreign language

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Translation between English and Chinese has received increasing attention in British academia. Proof can be found in the increasing number of universities across the UK offering translation between English and Chinese courses to students who study Chinese as a foreign language at both undergraduate and postgraduate level. Unlike degree courses of translation studies that emphasize discussion about historical trends and theories in translation, translation between English and Chinese course provided to student studying Chinese as a foreign language has its own unique features, which are also differentiated from those market-oriented translation courses for some specific purposes that provide professional training sessions on certain subject areas. Challenges in teaching and learning English and Chinese translation include the insufficient language abilities of students, lack of teaching and learning material, course design, teaching methods and assessment of translation works. This study identifies critical issues related to existing challenges in teaching and learning translation between English and Chinese. Then, possible solutions to these challenges are proposed in terms of providing some pedagogical implications to tutors who are teaching similar modules at the moment and to colleagues who are considering designing a translation module for students who study Chinese as a foreign language.

78 案例式商务汉语教学相关问题探讨

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案例教学法运用于商务汉语教学，是商务汉语教学改革的一个新的突破点。商务汉语案例包含标题、背景材料、案例情节、问题或危机处理、案例辅助材料、思考与讨论题、评析与总结、教学说明等要素。案例要具有真实性、典型性、事例性、可读性、针对性、可讨论性、时效性等特征，可分为描述性案例和分析型案例、成功案例和失败案例等类别。案例教学法可用于商务汉语综合、视听说、写作、中华商务文化等课程；案例式商务汉语教材编写将围绕课前热身、案例学习、案例讨论、案例总结、复习巩固等五个教学环节展开，围绕案例所反映的问题或危机展开，通过案例分析与讨论，提高汉语表达能力与中外商务跨文化交际能力。

关键词：案例教学法；商务汉语教学；案例设计；课程设置；教材编写

注：本文是“上海财经大学国际商务汉语教学与资源开发基地（南方）”项目“案例式商务汉语教学模式研究”的研究成果之一。

79 An interview-based study on MA students' translation learning activities

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The conceptual framework of this paper focuses on the experience of learning from the student's perspective and is based upon a phenomenological approach to research, which has been widely applied by educational researchers during the last thirty-five years, investigating the relationships between the learners' approaches to studying, their conceptions of learning, learning context and learning outcomes. In this research, Students' interview protocols are analysed to discover the complex relationships between different factors in the nested model of student learning (Meyer 2011). My research reveals that, first of all, the students' learning processes have close relationships and connections with their intention, motivation, and conception of learning. Moreover, the context of learning also plays an important role in the complex learning system. Secondly, students' prior knowledge or background serves as an important role in their learning process. For example, blank knowledge or troublesome knowledge of translation theories would impede a student from taking deep approaches toward learning, prevent him/her from carrying out in-depth understanding and creative thinking towards reading materials. The findings of this research could effectively be applied into teaching of this module. 1) It is vital to provide students with clear task requirements (e.g. learning aims and presentation standard) at the beginning of the teaching activity. 2) Threshold concepts and troublesome knowledge in MA translation teaching should be taken into account. A focus on threshold concepts enables teachers to make refined decisions about what is fundamental to a grasp of the subject they are teaching. It is a 'less is more' approach to curriculum design (Cousin 2006:4).

Keywords: learning intention, learning motivation, conception of learning, threshold concepts

80 任务型商务汉语课外活动设计探讨

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随着全球经济一体化趋势的发展和汉语热的兴起,商务汉语越来越成为汉语学习者的热门选择,商务汉语的研究也方兴未艾。然而,目前关于如何设计有效的商务汉语课外活动的文章尚不多见。任务教学法强调以学习者为主体,在运用之中学习语言,为本文提供了课外活动设计的理论依据和基础。本文将在任务教学法的理论基础上,以高级商务汉语班为例,通过设计与课堂知识密切相关、与实际生活紧密相连的课外活动,探讨任务型的商务汉语课外活动设计模式。本文发现学习者在任务活动中可以极大地发挥学习自主性,提高运用汉语进行商务交流的能力,同时增强学习商务汉语的自信心和主动性。

关键词: 任务 商务汉语 课外活动

81 来华汉语预科生学习焦虑考察

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语言预科生的二语习得动机单纯、目的明确，同时学习强度也较大，焦虑值普遍偏高。本文考察来华汉语预科生的课堂焦虑、考试焦虑与新汉语水平考试成绩间的相关度，以及不同性别、不同地区的学生在课堂焦虑、考试焦虑与考试成绩上的交互作用，并进而考察学生性别、课堂焦虑、考试焦虑对考试成绩的预测力。结果发现，课堂焦虑和考试焦虑之间存在显著的正相关，而它们都与考试成绩存在显著的负相关；不同性别、不同地区的学生在课堂焦虑和考试焦虑上不存在显著的交互作用；只有课堂焦虑对考试成绩具有显著的预测力，其决定系数是.526。研究表明学生的焦虑不因性别和地区而有差异，也来自高强度的学习，而是源自学生在学习过程中不断积累的挫败、负面评价等因素。

82 浅析心态文化对跨文化传播的重要性

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从文化结构角度来看，人类的文化可以分为物态文化层，制度文化层，行为文化层，心态文化层，其中心态文化层是文化的核心，即价值观、审美观、思维方式等。在以往的跨文化交流中，中国往往只关注到自己的文化产品如汉字、古代科技等，但是中国人的价值观却备受忽略，这导致了很多留学生在在中国多年不能理解中国的文化的核心，听不懂中国人的幽默，以及中国话里面的深层含义，和中国人的做事价值观，致使文化隔膜一直存在，不能对中国产生认同感，本文主要探讨心态文化在跨文化传播中的重要性。