

第五屆漢語作為第二語言研究國際研討會
5TH INTERNATIONAL CONFERENCE ON CHINESE AS A SECOND LANGUAGE RESEARCH



香港大學教育學院中文教育研究中心
Centre for Advancement of Chinese
Language Education and Research
(CACLER)
Faculty of Education,
The University of Hong Kong

主辦機構
ORGANIZERS



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會議詳情
MORE DETAILS



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5TH INTERNATIONAL CONFERENCE ON
CHINESE AS A SECOND LANGUAGE RESEARCH

14-16 JUNE 2018
THE UNIVERSITY OF HONG KONG

The Fifth International Conference on Chinese As a Second Language Research (CASLAR-5)

A Word from the CASLAR President and Conference Co-chair

The Centre for Advancement of Chinese Language Education and Research (CACLER), The University of Hong Kong and the Association of the Chinese as a Second Language Research (CASLAR) have joined forces to organize the 5th International Conference of CASLAR. The conference will give the chance for participating scholars not only to present and discuss their research with the international audience but also get acquainted with the work and projects of an outstanding, world-class research center in the field of Chinese Language Education, CACLER. We are convinced that the cooperation of the Center and the CASLAR Association will go beyond the conference. We have common goals: to promote the Chinese language and culture all over the world, and create a research-base and scholarship that will make teachers' and researchers' work better, more effective and efficient. Given the great and arduous efforts of the organizers in preparation of the conference we are sure that all participants will have a wonderful experience during this important event.

Istvan KECSKES
Distinguished Professor of the State University of New York
President of CASLAR

A Word from the Conference Co-chair

The 5th International Conference on Chinese as a Second Language Research (CASLAR-5) is jointly organized by the *Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools (PoCSL) Project*, the *Centre for Advance2ment of Chinese Language Education and Research (CACLER)*, Faculty of Education, The University of Hong Kong, and *Chinese as a Second Language Research (CASLAR) Association*, New York, USA. On behalf of the Conference Organizing Committee, we would like to extend a very warm welcome to our conference participants.

Incorporating the CASLAR Executive Board Meeting and PoCSL's Territory-wide Dissemination Seminars, we are glad and honoured to offer this glocal platform for knowledge transfer between Chinese as a Second Language (CSL) researchers and practitioners. We believe that the pre-conference visits to three of PoCSL's Partnership Schools and the distinguished keynote speeches (by Prof. J.-Y. Chen, Prof. C. Saillard, and Prof. J. Winston respectively) will inform the current trends and development in the field, and reinforce exchange and collaboration among scholars, teacher trainers, frontline educators and pre-service teachers.

In Hong Kong, the teaching and learning of CSL for students from non-native Chinese speaking (NCS) backgrounds has become a fast-developing field at all levels of education. Given the importance of the CSL for NCS students, as well as the learning difficulties encountered by them. There are a number of research and development projects being conducted by CACLER in the past decade addressing their learning needs in different stages of schooling, including pre-education, primary and secondary education sponsored by government and externally funding bodies (e.g. University Grant Council, Language Fund of Standing Committee on Language Education and Research [SCOLAR]) for conduct research in CSL students' learning characteristics. The results have been used to support the invention of school-based curriculum and pedagogies for more effective teaching and learning of CSL among the culturally diverse learners (e.g. Technology Start-up Support Scheme for Universities, Quality Education Fund, Hong Kong Jockey Club, Oxfam Hong Kong, Social Innovation and Entrepreneurship Development Fund, Crédit Suisse) (for the details, please visit the official website of CACLER, <http://www.cacler.hku.hk/hk/home/>).

Considering the NCS secondary students' academic and career development, the PoCSL Project, sponsored by the SCOLAR, has identified Reading to Learn (R2L), mLang Mobile App Assisted Language Learning (mLang), and Drama in Chinese as a Second Language Education (DiCSL) as three effective and innovative pedagogies for academically and culturally diverse CSL classrooms. We are pleased to witness the marked improvements among CSL teachers and students in our partnership schools as evidenced by their enhanced motivation, performance, as well as personal and/or professional growth through the course of university-school support and longitudinal research.

The focus of this conference has highlighted how the fields of education and linguistics work in synergy in multilingual and multicultural settings. We are delighted to see over 350 participants from more than 20 countries/regions, including 8 of our partnership schools, have stepped out to generously share their insights and experiences, which would be invaluable to their fellow academics and practitioners.

Last but not least, we would like to express our sincere gratitude to all of you for making this event possible.

Shek-kam TSE
Faculty of Education
The University of Hong Kong

Teaching Chinese Culture Through Language Use

Istvan Kecskes

Distinguished Professor of the State University of New York

President of CASLAR

The presentation argues that language learning means not only learning the code but also what makes the code function the way it does: culture. There is mutual dependency between language and culture. Culture is reflected through language and language is shaped by culture to some extent. From the perspective of language teaching the relationship of language and culture can be summarized as follows: Culture is encoded in the language, triggered by the language and presented through the language.

- 1) Encoded in the language
-nǐ chīle ma? 你吃了吗? (Have you eaten?)
- 2) Triggered by the language
-yīqǐ qù gòuwù ba 一起去购物吧! (Let's go shopping)
- 3) Presented through the language (information about cultural facts, beliefs, customs are given through language).

The presentation will discuss the first point: how culture is encoded in the Chinese language. Discussion will focus on the following categories:

- 1) A word: chī (吃, 'eat')
- 2) Gender
- 3) Popular culture-related expressions
- 4) Formulaic language use.

Centre for the Advancement of Chinese Language Education and Research (CACLER), the University of Hong Kong:

A hub to promote Chinese language education and research locally, regionally and globally

The Centre for the Advancement of Chinese Language Education and Research (CACLER) was established with long collaborative networks, research resources and acclaimed expertise accumulated during numerous innovative Chinese Language education projects. These included the CMI Project (which is publicized and known to the public as the "Support Centre for Teachers Using Chinese as the Medium of Instruction"), the Dragonwise Project and other related projects. These ventures helped CACLER quickly gain a revered reputation among academics, teachers and researchers worldwide for (a) offering to teachers targeted support and resources on effective pedagogy in language learning; (b) using the latest pioneering IT in the teaching and learning of Chinese; and (c) developing ground-breaking theoretical perspectives on the teaching and learning of Chinese both as first and cross-cultural languages.

The CACLER has been established in the University of Hong Kong by experts in the field of education who have extended theory and developed pedagogy that addresses pressing issues encountered by schools and educators in Hong Kong. Such has been its success that it has been invited by the Education Bureau of the Hong Kong SAR Government to provide advice and support for schools about:

- a) ways to teach the Chinese language more efficiently and effectively in all its forms, spoken and written;
- b) how best to teach the Chinese language to non-Chinese speaking students in Hong Kong schools;
- c) how to apply appropriate classroom pedagogy that meets the needs of ethnic minority students;
- d) how to involve frontline teachers in research and the development of classroom pedagogy, and how to nurture their role as curriculum leaders, agents of change and facilitators of learning;
- e) developing school-based Chinese curricula that meet the learning needs of Chinese and non-Chinese speaking students who face the dilemma of learning Chinese in forms that differ from the language encountered socially at home;
- f) providing support for non-Chinese students at secondary level who are being educated through Chinese as the medium of instruction.

In its relatively short history, the CACLER has enjoyed considerable success in attracting over 100 external funding and consultancy contracts, amounting to a total sum in excess of \$323 million since its inception, awarded for sustaining the numerous large-scale, cross-sectional and longitudinal research projects it has

conducted. Building upon accomplishments and successes in the first round of these projects, numerous other awards have followed: including external grants for conducting large-scale research studies such as CMI Projects (funded by the Language Fund and the Quality Education Fund from 1998 to 2003); Progress in International Reading Literacy Study (PIRLS 2006, 2011 & 2016); University-school Support Programmes (funded by the Education Bureau from 2008 to 2019); Student Support Programmes for non-native students and developing related body of knowledge on teaching and learning of Chinese for multi-cultural learners (since 2007 until now) et al.

The CACLER is playing a predominant role in excelling knowledge exchange in the field of advancing the teaching of Chinese for non-native learners in multi-cultural context. Its success in transferring theoretical knowledge into innovative pedagogical strategies and school-based curriculum in local school settings is evidenced by the continuous award of 44 external-funded research projects led by CACLER researchers in relation to teaching and learning of Chinese for non-native learners, with accumulated grant of approximately \$200 million, up to date. The stakeholders ranged from pre-primary to secondary students and their teachers. The wide range of research topics cover effective character learning, assessment for learning, curriculum and materials to cater for diversity, task-based communicative language learning, creative writing with picture books, reading and writing with systemic awareness of structure, experiential learning, student motivation and learning strategies as well as intercultural understanding and integration. The findings in these aspects have been conceptualized and shared in the seven international conferences hosted in our University and related papers. The project "A Meaningful Journey of Teaching and Learning of Chinese for Non-Chinese Speaking Students: towards Local, Regional and International Advancement" by Prof. Tse Shek Kam and team members comprising Dr Mark Shum, Dr Ki Wing Wah, Dr Cheung Wai Ming, Dr Joseph Lam and Dr Elizabeth Loh won the 2014 Faculty Knowledge Exchange Award.

To learn more about the CACLER's recent developments and contributions, readers may visit our resource website (www.cacler.hku.hk). It summarise and exhibit the outcomes and products of CACLER's research project reports over the past decade. It also make available to local schools and international educators alike informative, up-to-date teaching and learning resources.

One of the CACLER's most distinguished achievements has been its voluminous contribution of scholarly publications to high quality international and local academic journals, and the regular contributions of its staff to books and chapters in edited collections. In the past decade, over 85 scholarly books and book chapters and over 100 refereed international journal papers have been published by core members of CACLER. Some publications have won local, regional and international awards as follows:

- In 2007 a Centre research paper earned the inaugural *Richard M. Wolf Memorial Award*, an award granted by the International Association for the Evaluation of Educational Achievement (IEA) to the most significant academic contribution in the field of educational research.
- A learned journal article entitled: '*The Influence of the Language that Hong Kong Primary School Students Habitually Speak at Home on their Chinese Reading Ability in School*', was awarded the Research Output Prize 2008.
- The 3rd phase of the "Seed Project of Cantonese Opera - Integrateing Cantonese Opera in Education" was awarded bronze prize in the 2009 Arts Development Awards'.
- *The Cantonese Opera Education Research and Promotion Project* was awarded the Faculty Knowledge Exchange Award in 2011.
- The 'Biography of Leung Sing Boh' won the 'Distinguished Publishing Award – Biography' in the 22nd Hong Kong Print Awards in 2010.
- An iPhone app on Chinese learning (software entitled 'Chinese dimension, 中文次方') won bronze prize in the Best Practice Award in the e-Education 2011 competition, organised by the e-Education Alliance of Hong Kong.

With our strong research culture and record in the teaching and learning of Chinese Language, CACLER has become an automatic focal point for intellectual endeavours in Asia. It is now an acknowledged first port of call and reference for interaction with scholars from other regions in the teaching and learning of Chinese. Since 1999 we have organized and conducted several international conferences for local schools and international educators alike on mother-tongue education and on the teaching and learning of Chinese for non-Chinese learners. Conference titles include 'Annual Conferences on Teaching Chinese and Using Chinese as the Medium of Instruction in Secondary Schools (1999 and 2002)'; the 'Annual Conference on Advancing Mother-tongue Education: Local and International Experience (4/2002) 'The First and Second International Conferences on the Teaching and Learning of Han Characters (1/2011 and 10/2011); and 'The First and Second Conferences on Enhancing the Teaching and Learning of Chinese for non-Chinese Speaking Students (12/2009 and 3/2011)'. Through close collaboration between our researchers, partnership schools and regional institutions, CACLER has become a hub for respected academics and practitioners to report and discuss theory and practice, to exchange and propose research initiatives and findings, to discuss current pedagogic trends and to evaluate innovations in the field of Chinese Language education.

To learn more about CACLER's recent developments and contributions, readers may visit its four resource websites (www.cacler.hku.hk; www.chineseedu.hku.hk; www.cmi.hku.hk; www.dragonwise.hku.hk). These sites summarise and exhibit the outcomes and products of CACLER's research project reports over the past decade. They also make available to local schools and international educators alike informative, up-to-date teaching and learning resources.

About CASLAR-5

CASLAR-5 is co-organized by the CASLAR Association, the PoCSL Project, and CACLER, Faculty of Education, The University of Hong Kong.

PoCSL (Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools, 2016-2018) is funded by the Language Fund, Standing Committee on Language Education and Research (SCOLAR), Hong Kong. Involving 30 participating schools to date, the project's focus lies in the state-of-the-art development of and research on Chinese as a Second Language (CSL) pedagogies via close collaboration with frontline educational practitioners. PoCSL is currently administered by CACLER (Centre for Advancement of Chinese Language Education and Research), Faculty of Education, The University of Hong Kong, a research center dedicated to Chinese Language Education with a strong specialization in CSL.

Organizers

Supporting the Learning and Teaching of Chinese language for Non-Chinese Speaking Students in Secondary Schools (2016- 2018) (PoCSL), sponsored by Standing Committee on Language Education and Research (SCOLAR), Hong Kong SAR

Centre for Advancement of Chinese Language and Research (CACLER), The University of Hong Kong

Chinese as a Second Language Research (CASLAR) Association, New York, USA

Organizing Committee:

Professor Shek-kam Tse
Dr Joseph Wai-ip Lam
Dr Elizabeth Ka-ye Loh
Dr Mark Shiu-kee Shum
Dr Wing-wah Ki
Dr Vincent Man-kin Lau
Dr Che-ying Kwan

Coordinators:

Professor Shek-kam Tse
Dr Joseph Wai-ip Lam
Dr Elizabeth Ka-ye Loh
Dr Mark Shiu-kee Shum
Dr Wing-wah Ki

Conference Co-Chairs:

Professor Shek-kam Tse, Founder of Centre for Advancement of Chinese Language & Research, HKU

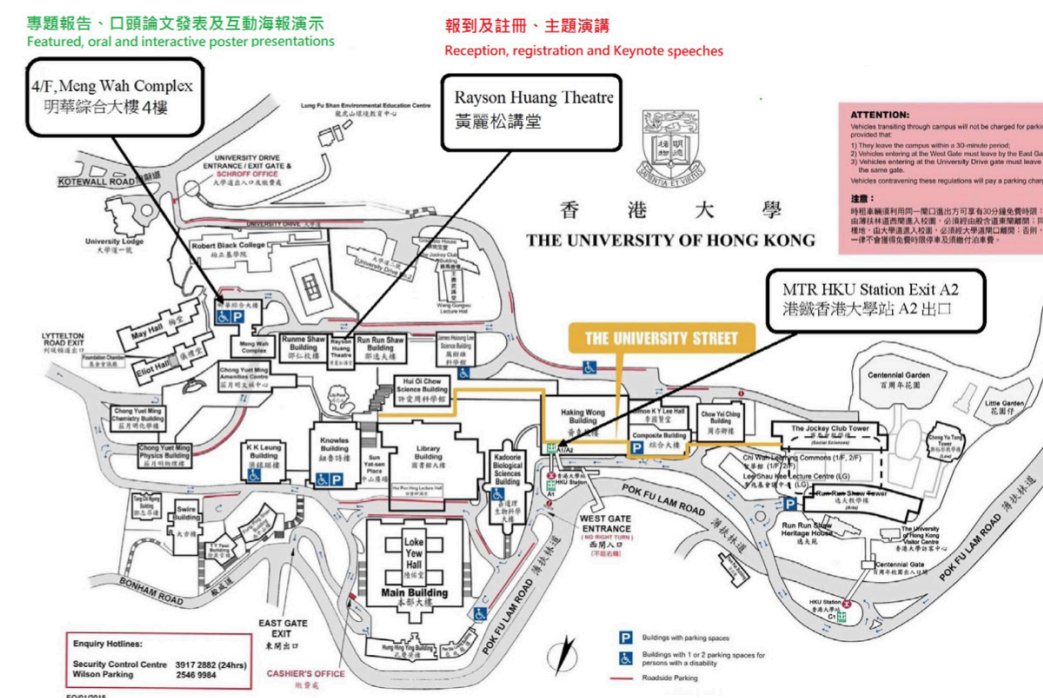
Distinguished Professor Istvan Kecskes, Chairman of CASLAR, Editor-in-Chief of Intercultural Pragmatics and the CASLAR journal, State University of New York, Albany, USA.

Please note the following:

- Please visit our conference official website for the latest information, as well as the finalized Conference Program, Schedule and other relevant details (<http://csl.cacler.hku.hk/caslar-5/>).
- The conference website offers information about suggested hotels with special room discounts for your consideration. Please download the room reservation form and submit it directly to the hotels. The hotel room bookings are solely the participants' decisions and are the agreements between them and the captioned hotels. The University of Hong Kong (including PoCSL, CACLER) is not responsible for handling hotel room reservation.
- In anticipation of hot weather with occasional rain showers in June in Hong Kong, please be reminded to take necessary measures to prevent heat stroke and sun burn when undertaking outdoor activities.

Conference Venue

The CASLAR-5 Conference will take place at the Rayson Huang Theatre (reception counter and keynote sessions) and Meng Wah Complex (for parallel sessions) in the University of Hong Kong (HKU), participants may access by HKU MTR station Exit A2.



1. Oral presenters will be allocated 20 minutes for their presentation.
2. All presentation handouts should be provided by the presenters.
3. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
4. Presenters should bring their PowerPoint and associated media files on a flash memory stick.

Conference Program

14th June, 2018

School Visit Tour	
•	Gathering venue: BEST WESTERN PLUS Hotel Hong Kong (No.308 Des Voeux Rd W, Sai Ying Pun, HK Island)
•	Gathering time: 9:00am
•	Route 1: YMCA of Hong Kong Christian College in Tung Chung, Lantau Island Pedagogy: Drama in Chinese as a Second Language Education (DiCSL)
•	Route 2: Delia Memorial School (Broadway) in Mei Foo, Kowloon Pedagogy: Reading to Learn (R2L)
•	Route 3: HKMA David Li Kwok Po College in Yau Ma Tei, Kowloon Pedagogy: mLang (mobile technology assisted language learning)
•	Dismissal time: ~12:00noon
Remarks: School visit tour is on a first-come-first-served basis and the choice of route will be subject to the Organizing Committee's final decision.	

14th June, 2018

14:30 - 15:00	RH Theatre	Registration
15:00 - 15:45	RH Theatre	Grand Opening
15:45 - 16:15	RH Theatre	Tea Reception
16:15 - 17:45	4/F, MW Complex	Featured Session / Parallel Session 1
17:50 - 18:35	RH Theatre	CASLAR Executive Board Meeting (All participants are welcome)

15th June, 2018

8:30 - 9:00	RH Theatre	Registration
9:00 - 9:15	RH Theatre	Dean's Remark
9:15 - 10:30	RH Theatre	Keynote Speech I Speaker: Professor Jenn-Yeu Chen, National Taiwan Normal University Theme: The many faces of language in language learning: Implications for SLA theories and pedagogy
10:30 - 11:00	RH Theatre	Tea Reception
11:00 - 12:30	4/F, MW Complex	Featured Session / Parallel Session 2
12:30 - 13:30	CYM canteen	Lunch Break
13:30 - 14:45	RH Theatre	Keynote Speech II Speaker: Professor Claire Saillard, Université Paris-Diderot Theme: Aspectual classes in Chinese and their operability for teaching

14:45 - 16:15	4/F, MW Complex	Featured Session / Parallel Session 3
16:15 - 16:30	4/F, MW Complex	Tea Break
16:30 - 18:00	4/F, MW Complex	Featured Session / Parallel Session 4
18:15 - 18:45	Library Extension	Transportation to banquet (Shuttle bus) Gathering time: 18:05
19:00 - 21:30	Jumbo Kingdom Floating Restaurant	Conference Banquet (optional) Shuttle bus dismissal place: HKU

16th June, 2018

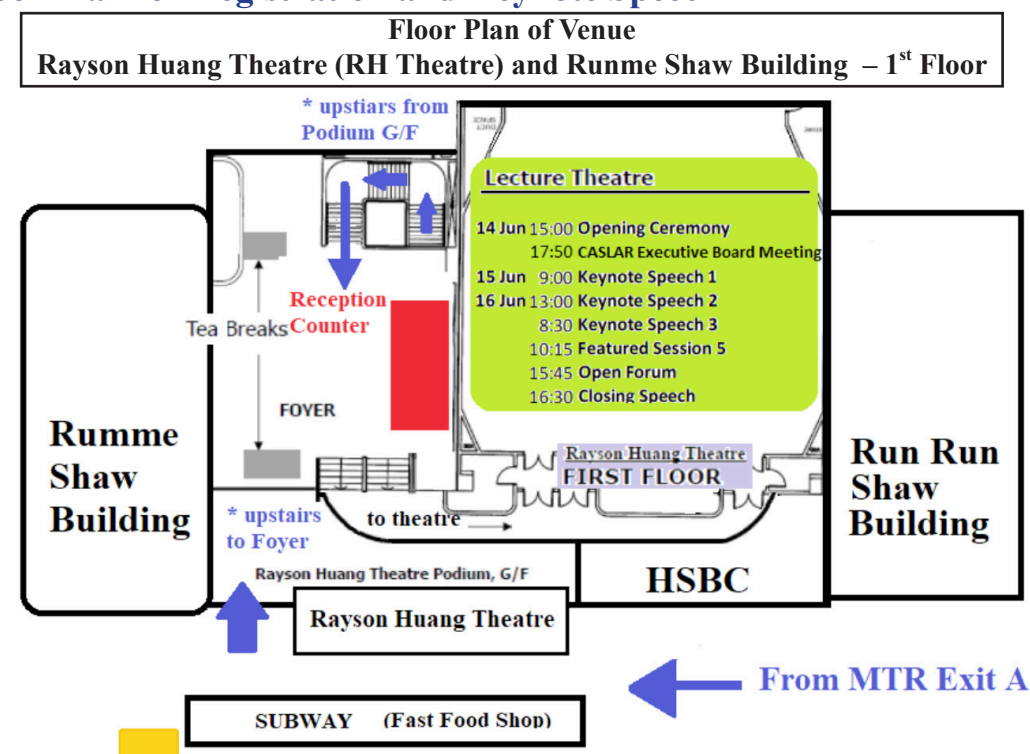
8:00 - 8:30	RH Theatre	Registration
8:30 - 8:45	RH Theatre	Organizing Committee's Remark
8:45 - 10:00	RH Theatre	Keynote Speech III Speaker: Professor Joe Winston, University of Warwick Theme: Participatory drama as a pedagogy for Chinese second language teachers: theory and practice, challenges and rewards
10:00 - 10:15	RH Theatre	Tea Reception
10:15 - 12:45	4/F, MW Complex	Featured Session (PoCSL Seminar) / Parallel Session 5
12:45 - 14:00	CYM canteen	Lunch Break
14:00 - 15:30	4/F, MW Complex	Featured Session / Parallel Session 6
15:30 - 15:45	5/F, CYM	Tea Break
15:45 - 16:30	RH Theatre	Open Forum
16:30 - 17:00	RH Theatre	Closing Speech

*RH Theatre: Rayson Huang Theatre

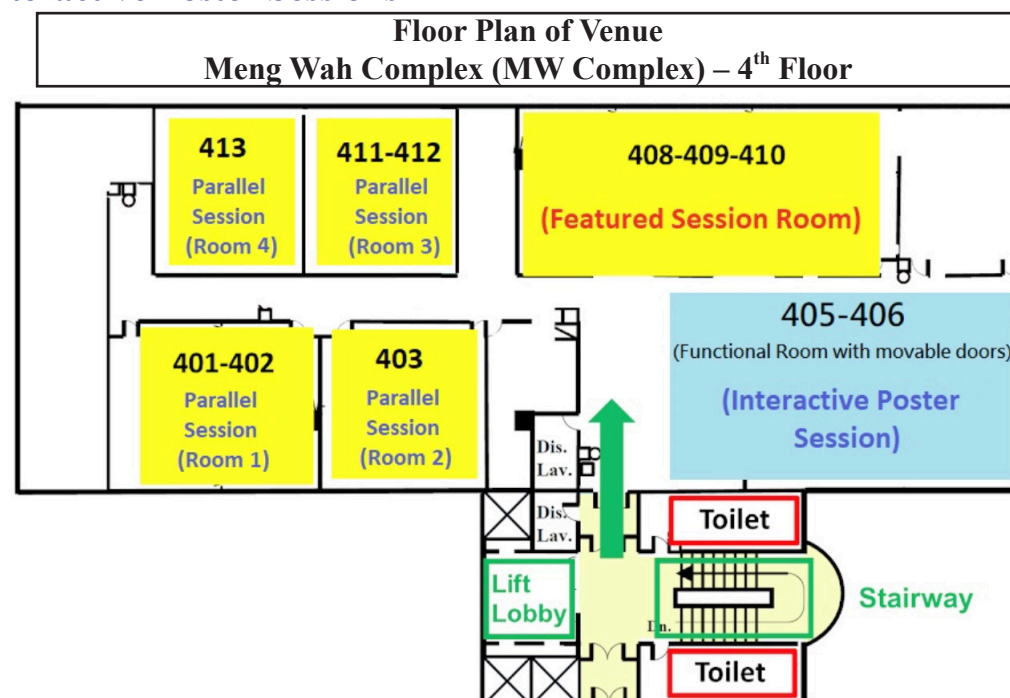
*MW Complex: Meng Wah Complex

*CYM: Chong Yuet Ming Amenities Centre

Floor Plan for Registration and Keynote Speech



Floor Plan for Featured Sessions / Parallel Sessions / Interactive Poster Sessions



Conference Sub-themes (For details, please refer to Appendix 1)

1. 漢語作為第二語言的教學法研究 Pedagogical Issues in CASLAR
2. 漢語作為第二語言詞彙習得與教學研究 Lexical Acquisition and Teaching in CASLAR
3. 漢語作為第二語言語法習得與教學研究 Grammar Acquisition and Teaching in CASLAR
4. 漢語作為第二語言語法問題研究 Grammar Issues in CASLAR
5. 漢語作為第二語言語音與語用問題研究 Phonetic and Pragmatic Issues in CASLAR
6. 漢字習得與漢語作為第二語言的認知研究 Character Acquisition and Cognitive Approach in CASLAR
7. 漢語作為第二語言的教育技術研究 Educational Technology in Teaching CSL
8. 漢語作為第二語言的文化與跨文化問題研究 Cultural and Cross-cultural Issues in CASLAR
9. 漢語作為第二語言能力評估研究 Assessment in CASLAR
10. “香港中學非華語學生中文教與學支援計劃”教學法發展及研究 Pedagogical Development and Research in PoCSL Hong Kong

Notes for presenters of Featured Sessions

1. Featured presenters will be allocated 30 minutes for their presentation, followed by 10 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. All presentation handouts should be provided by the presenters.
3. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
4. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
5. The session chairperson will be the time keeper and will give a signal to the oral presenters when they have 15 mins and 5 mins and 1 min left respectively.

Notes for presenters of Oral Presentations (Parallel Sessions)

1. Oral presenters will be allocated 15 minutes for their presentation, followed by 5 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. Presenters can choose to continue their presentation in the 5-minute Q&A session, given that no time compensation will be provided for Q&A.
3. Presentations under same sub-themes will be grouped in the same room in each session.
4. All presentation handouts should be provided by the presenters.
5. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
6. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
7. The session chairperson will be the time keeper and will give a signal to the oral presenters when they have 10 mins and 5 mins and 1 min left respectively.

Notes for presenters of Interactive Poster Presentations

1. Presenters should prepare a 5-minute oral presentation on their research in each of the “Interactive Poster Sessions”.
2. The 122 cm (W) x 183 cm (H) display boards will be ready at the 4/F, Meng Wah Complex on 14 June 2018 (after 3pm).
3. Presenters are recommended to set up their poster in the tea reception timeslots before the beginning of the assigned session: 15 June (10:30-11:00), and 16 June (10:00-10:15).
4. Please **bring your own poster** and push pins to fix the poster to one side of the display board. Limited backup supplies will be available at the Conference Support Counter 4/F, MW Complex.
5. Each Interactive Poster Session has an assigned chair. The Session Chair will guide the presenters and audience through the poster presentations. After all the presenters in the session have finished their presentations, the Session Chair will moderate a 40-minute Q&A section in which the presenters will go back to their own display board to receive questions from the audience.
6. The procedures will be the same for both 15/6 (11:00 - 12:30) and 16/6 (1400 - 1530) sessions. Thus, presenters will have opportunities to present twice in order to entertain different audience in the two sessions. Moreover, presenters are recommended to stay close to their own their own display board during the lunch breaks on 15/6 and 16/6.
7. The poster will be available for viewing for the duration of the assigned conference days (Both 15/6 and 16/6).
8. For the details of Design and Layout Specifications, Content and Display board, please refer to the guidelines uploaded in the conference website:
<http://www.cacler.hku.hk/en/research/project/pocsl/events/caslar-5/call-for-papers/interactive-poster-session/>

Timeslot Arrangement for Featured Sessions / Parallel Sessions*

Sessions	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
14/6/2018 16:15 - 17:45 90 mins	Featured session (A & B)	Sub-theme 1 (1.1-1.4)	Sub-theme 5 (5.1-5.4)	Sub-theme 6 (6.1-6.4)	Sub-theme 8 (8.1-8.4)
15/6/2018 11:00 - 12:30 90 mins	Featured session (C & D)	Sub-theme 1 (1.5-1.8)	Sub-theme 2 (2.1-2.4)	Sub-theme 3 (3.1-3.4)	Sub-theme 4 (4.1-4.4)
15/6/2018 14:45 - 16:15 90 mins	Featured session (E & F)	Sub-theme 1 (1.9-1.12)	Sub-theme 5 (5.5-5.8)	Sub-theme 6 (6.5-6.8)	Sub-theme 7 (7.1-7.4)
15/6/2018 16:30 - 18:00 90 mins	Featured session (G & H)	Sub-theme 1 (1.13-1.16)	Sub-theme 5 (5.9-5.12)	Sub-theme 8 (8.5-8.8)	Sub-theme 3 (3.5-3.8)
16/6/2018 10:15 - 12:45 150 mins	Sub-theme 10 (RH theatre) (10.1-10.9)	Sub-theme 5 (5.13-5.18)	Sub-theme 2 (2.5-2.10)	Sub-theme 4 (4.5-4.10)	Sub-theme 9 (9.1-9.4)
16/6/2018 14:00 - 15:30 90 mins	Featured session (I & J)	Sub-theme 1 (1.17-1.20)	Sub-theme 6 (6.9-6.12)	Sub-theme 7 (7.5-7.8)	Sub-theme 8 (8.9-8.12)

Time limit for each presentation:

(1) Featured Sessions: 40 mins (30 mins + 10 mins Q&A)

(2) Parallel Sessions: 20 mins (15 mins + 5 mins Q&A)

* **Please refer to Appendix 2 for the most updated Conference Programme**

Conference Receipt

All payment receipts for the participants will be distributed in the reception counter during the conference period.

Inquiries

Should you have any inquiry, please feel free to contact us via email (caslar5@hku.hk) or by phone (852) 3917 1519 or (852) 3917 5167.

特邀主題演講 (一) Keynote Speech 1

The Many Faces of Language in Language Learning: Implications for SLA Theories and Pedagogy

Jenn-Yeu Chen
National Taiwan Normal University

Abstract

A language is many things. To acquire a language is to acquire the multiple faces of it, which defines 'ultimate attainment.' In this talk, I will explain the many faces of a language and relate some of them to existing theories of second language acquisition. I will also explore new theories of SLA based on the often neglected faces of a language. New pedagogies follow naturally from the new theories. Finally, I will try to synthesize the different faces of a language and propose a sociocognitive approach (borrowing from Atkinson, 2011) to acquiring them. The approach postulates two engines that drive second language acquisition. The cognitive engine works on the mechanics of learning. The social engine provides the power for starting and keeping the cognitive engine running. Success of second language learning depends on the effective working of both engines. I will further suggest that second language pedagogy can focus more on jumpstarting the social engine and leave the cognitive engine to run on its own.

特邀主題演講 (二) Keynote Speech 2

Aspectual Classes in Chinese and Their Operability for Teaching

Claire Saillard
Université Paris Diderot-Paris 7

Abstract

There have been a variety of proposals for classifying verbs in Mandarin Chinese based on their semantic properties including aspectual properties of events denoted by the verbs. For instance, Teng (1975) proposes a tripartition of verbs into states, actions and processes. Tai posits three classes similar to Teng's: Activities, States and Results. On the other hand, Smith (1991/1997) extends Vendler's (1957) work to apply the same classification (with Vendler's four classes plus a fifth class of Semelfactives) to an array of languages including Mandarin Chinese. Despite Teng's and Tai's demonstration that only three classes are necessary to account for lexical and grammatical aspectual combinations in Chinese, Vendler-related proposals seem to be by far the most popular among linguists working on Chinese verbs and event types since the 1990s. However, there also have been novel proposals that have not received as much attention, such as Bittner's (2013) four aspectual types or J. Lin's (2004a, 2004b) compositional analysis of event types.

In this talk, we will try to compare positions that may be described as 'universalist' to 'languagespecific' proposals, in order to answer two possibly related questions: do they differ in explanatory power? Do they differ in operability for Chinese language teaching?

References

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特邀主題演講 (三) Keynote Speech 3

Participatory Drama as a Pedagogy for Chinese Second Language Teachers: Theory and Practice, Challenges and Rewards

Joe Winston
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Abstract

This paper begins with a rationale for using participatory drama to support second language learning. Participatory drama differs from drama for performance in its concentration on process rather than product, the inclusive nature of its pedagogy and the malleability of its structure. It also differs from role play in its concentration on a developing story, the strength of its contextual frameworks and the emotional depth it can offer to pupil engagement. Like all forms of drama, however, it is artful, playful and encourages learners to adopt different identities, all of which can add to what is commonly perceived to be the potential of drama to motivate students to learn and use language. Crucially, however, the teacher has an important part to play in this pedagogy, and also must be prepared to switch and play with identities in order to encourage types of talk and ranges of emotion that are usually absent from the second language classroom. After providing some theoretical grounding, I will concentrate on practical issues, in particular on the challenges Chinese second language teachers face in adopting drama, with particular reference to the work of the research project “*Supporting the Learning and Teaching of Chinese Language for Learners of Chinese as a Second Language in Secondary Schools (2016 - 2018)*”. We will look at examples of curriculum planning, lesson structure, teacher questioning and pupil engagement as illustrated in this work. Rather than simply describing these examples, however, I will examine them from a dramatic perspective in order better to appreciate them as artistic as well as learning experiences; and to discuss the potential rewards such an appreciation can bring to teaching and learning Chinese as a second language in Hong Kong.

專題演講 (一) Invited Featured Session 1

Chinese As a Second Language: a Site for the Creation of Powerful Knowledge

Jane Orton
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Abstract

In the past decade there has been renewed debate in educational discourse about the notion of power in the curriculum (Young, 2012; White, 2012, 2013; Roberts, 2014, Prescott, 2016). Drawing on the work of Vygotsky and others, Michael Young (2012) in the UK, for example, has proposed that the study of History and Literature and *acquiring the ability to speak and read a foreign language* should initiate learners into the ‘powerful knowledge’ of the disciplines which underpin subject domains, thereby ‘giving students the tools to think the unthinkable’. In response, Roberts (2014) argued that knowledge is only ‘potentially powerful’ and remains inert if students are not motivated to learn it and if they cannot make sense of it in some way for themselves. The key to achieving this, as Vygotsky himself proposed in 1931 (English trans. 1978), is ensuring that learning involves the student in constructive meaning making through action. Thus, as Dewey (1938) advocated, the central challenge for teachers is to create *fruitful experiences*, and organize them in progression to guide students’ learning. Most recently, Schoenfeld (2014) has established a generic framework of ‘powerful instruction’ which unites and extends all these views: a framework of what we might call “sites for students’ fruitful encounters with the unthinkable” (Orton, 2016). This paper will elaborate on what these might be in Chinese language and propose some directions for making the teaching and learning of Chinese as a Second Language a site for the creation of powerful knowledge.

Keywords: powerful classrooms, Chinese language teaching, language teacher education, rich language teaching resources

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多语者新媒体话语研究 ——以外国汉语学习者微信朋友圈话语为例

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摘要

本研究依据多语者微信朋友圈话语产生的特征，构建了多语者新媒体话语的生成模型，该模型由语境、信息发布者、内容、受众四个部分组成，其中信息发布者是核心。通过对两位多语者，也是汉语学习者微信朋友圈话语的个案研究及统计分析，从多个方面剖析了多语者新媒体话语的“语言”特点，研究发现：

(1) 多语者发布的话语信息以多模态为主，其数量远多于单模态信息，其中又以“文字 + 图片 / 表情符号”的形式为最多；(2) 多语者微信朋友圈的话语，尽管以不同语言的单一语码居多，但也有多语混合的情况，多语信息主要通过“汉语 +”的方式来表达，同时作为汉语学习者，在汉语语境下，多语者的单一语码更倾向于使用汉语，而多种语码则有四种组合关系：对等翻译、补充翻译、部分翻译、语码混合；(3) 多语者在微信朋友圈中实施的言语行为中有不同于面对面交际的特殊方式，如引用行为，信息发布多依靠图片、视频等来构建背景语境，言语行为多借用表情符号、颜文字、拟声词、标点等来传递情感。这些对于我们了解多语者（尤其是掌握多语的汉语学习者）在中国社会的语言使用状况，以及新媒体使用对汉语作为第二语言 / 外语习得所起的作用，都有一定的理论意义和参考价值。

关键词：新媒体话语 微信朋友圈 多语者 汉语学习者

專題演講 (二) Invited Featured Session 2

Metonymical and Metaphorical Meaning Extensions of Chinese Face in Its Collocating and Collocations

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Abstract

This paper studies how conventional meanings of Chinese FACE expressions are extended through metonymy and metaphor in its collocating and collocation. The data of five FACE expressions as samples are collected from the corpus of the Center for Chinese Linguistics of Peking University. The conventional meaning of these five FACE expressions is “the surface of the front of the head from the top of the forehead to the base of the chin and from ear to ear”. This meaning is metonymically extended to “facial expression, emotion, attitude, identity, person, health state, affection, sense of honor, etc.”, and metaphorically to “the front space or part of something, a part, a side or an aspect of something, the surface or the exposed layer of something, the geometric plane in math or scope/range of something, animal face, etc.” in its collocating with other collocates. When collocating, Chinese FACE meanings are also extended through metonymy-metonymy chains, metonymy-metaphor continuums, and metonymy-metaphor combinations. The meanings of Chinese FACE collocations (phrases) are mainly metonymically extended.

Keywords: FACE expressions, metonymy, metaphor, meaning extension, collocating and collocation

“逆向式課程設計”在漢語為二語 / 外語 (CSL/CFL) 師資培育課程發展的應用實例

曾金金 (Chin-Chin Tseng)
National Taiwan Normal University

摘要

本文要探討的議題為國際漢語教師培育的有效模式與永續性。有鑑於傳統的二語教師培育，多半採取結構主義的語言觀，也就是把漢語作為二語教學等同於教學生漢字(筆畫、部件、部首、字源及構字方式等)、發音、拼音、聲調，詞彙、句型、語用規則、文化等等，卻忽略了學習者學習語言文字是用來進行溝通的。因此，有效的課程設計及教學方法是培養國際漢語教師之重要目標，核心能力則是培養如何精進學習者運用漢語進行有效溝通。因此，本文將二語教學回歸到最原始的人際互動，利用視訊會議平台與二語學習者進行師生互動，作為訓練國際漢語教師瞭解缺乏華語環境學習者的學習模式，以及教師要如何與學生進行有效的教學互動。藉由蒐集二語學習者的背景資料、偵測學習者的起始漢語能力，結合二語學習者的專業需求，或是感興趣的話題，選定教學材料，以二語學習者所要學習的內容或所要達到的能力為教學目標，進行逆向式課程設計，給予可理解的輸入，並強化學習者語言輸出的質與量。本研究以美國和新加坡高等教育機構二語學習者為教學對象，透過專業漢語和普通漢語的線上教學體驗課程實例進行有效性國際漢語師資培育的過程描述與分析。分析項目包括：學習者背景、起始漢語能力、教師之教學媒介語、商務漢語、科教漢語、不同漢語水平(初中高)學習者的課程設計需求，教師自評及他評。透過以逆向設計為原則的課程設計及線上師生互動體驗學習，讓新手教師了解漢語作為二語學習者的多樣性，考慮課程設計應該包含哪些影響變項，讓新手教師了解國際漢語教學職場的多樣化，以及如何透過體驗學習的師培課程進行永續性的教師自我成長。二語教師除了要給學習者可理解的指令，還必須瞭解學習者所表達的中介語，掌握學習者使用漢語溝通的難點及偏誤，利用教學活動設計以及學習任務，幫助學生有效習得漢語。本研究經過四年的教學實驗結果顯示，透過視訊會議平台訓練國際漢語教師之模式值得持續推廣，其成效不只可以增進國際漢語教師的教學能力，還可以有效提升二語學習者的漢語溝通能力。

關鍵字 Keywords：第二語言師資培育 (Second Language Teacher Education)、逆向式設計 (Backward Design)、體驗學習 (Experiential Learning)、內容導向教學法 (Content-based Instruction)、線上互動 (Online Interaction)、課程發展 (Curriculum Development)

專題演講 (三) Invited Featured Session 3

Resorting to Discourse Structure and Argument Grid for Shifting from Helplessness to Hope

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Abstract

In this paper, I am addressing the topic learned helplessness (Maier and Seligman, 1976) among Chinese L2 learners. My aim is highlighting a possible strategy for facilitating the shift to a positive path of cognition. I will focus on the frustration, typically perceived by Chinese L2 learners, in identifying, and internalizing, some essential underlying principles of Chinese grammar. I will give the example of the failure in the accurate expression of locative and existential constructions and show that the most common mistakes are not only related to L1 transfer but are also due to a defect in the acquisition of the specific argument feature of the predicate instantiating the given form-meaning pair (Croft 2003). For instance, a typical reason of confusion, and hence, of L2 learners' frustration, occurs in the acquisition of structures that are different due to the specific argument grid of the main predicate, as (1) and (2), where the locative phrase is preverbal and postverbal, respectively.

1. 我们在教室里学习。
Wǒ zài jiàoshì xuéxí.
we in classroom study
'We study in the classroom.'
2. 他住在哪儿? *他在北京住。
Tā zhù zài nǎr? Tā zài Běijīng zhù.
He live be.located where. He at Beijing live.
Intended meaning: 'Where does he live? He lives in Beijing.' 他住在北京。

I will show that sentences like (2), can be considered as “smart errors”, due to the overextension of the structure that are typically presented in class and in most text books, that is the locative prepositional construction. Similarly, I will discuss the errors due to a defect in the internalisation of the essential discourse structure of Chinese. This is the case of the sentences with subject-predicate inversion, due to the indefiniteness restriction.

3. ? 一些留学生来了教室里。
Liúxuéshēng lái le yìxiē jiàoshì lǐ.
ome foreign student come ASP classroom in
Intended meaning: 'Some foreign students came to our classroom.' 教室里来了一些留学生。

Such “smart errors” are particularly frustrating for learners, because students are typically left with the idea that Chinese grammar structures are idiosyncratic and impossible to be rationally explained. In this way, I will contribute to showing that the reference to discourse structure and syntax-semantic interface is crucial in second language teaching, also when it comes to Chinese. In fact, it can help learners in soothing the anxiety of learning a language that, otherwise, would be perceived as grammatically inconsistent.

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Developing Literacy Skills in Chinese

Andrew Scrimgeour
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Abstract

One of the more challenging features of learning Chinese is learning to be literate: to be capable of understanding messages in, and communicating ideas through Chinese characters. This paper explores representations of the character system and the learning processes imposed on learners in Chinese second language textbooks for school-based learners. It questions whether these representations and processes of learning are adequate or appropriate, given the experiences of literacy learning in an alphabetic language that novice learners bring to the task. Ways in which the literature on literacy development in Chinese can inform classroom practice are examined, and addressing the task of characters learning via systematic development of orthographic awareness of the character system through explicit instruction is explored. Some proposals for curriculum structure and content are proposed, in order to make the learning and use of characters more effective and meaningful in school-based contexts.

礼貌驱动的汉语道义情态表达

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摘要

本文拟用语用学中的礼貌 (politeness) 来解释现代汉语道义情态 (deontic modality) 表达和语义演变的一些现象, 主要有 (一) 情态语义的演变过程中非道义情态发展出道义情态的现象; (二) 同一情态意义以多个语言成分来表示, 甚至出现表达同一种道义情态的两个情态动词连续见与不见的现象; (三) 用量级低的道义情态表示量级高的道义情态的现象。所有这些现象的存在, 都是因礼貌的驱动, 都可以从道义的直接和间接 (directness and indirectness) 加以解释, 也就是说, 道义情态内部, 也存在礼貌与不礼貌的问题。

道义情态的本质是指令 (directive), 直接的指令会被认为不礼貌并威胁对话双方的面子 (face), 因此, 说话人在表达道义情态时会设法使用间接 (indirectness) 手段, 以达到表达了道义情态而又不威胁面子的目的。这些间接的手段, 主要有 (一) 非道义的道义化; (二) 道义来源的客观化; (三) 道义等级的低量级化。

说话人为了间接表达道义情态, 常通过表达“能力”、“勇气”、“条件”等动力情态来表达道义情态, 即以非道义情态表达道义情态, 这也可以看作是情态语义演变的礼貌驱动, 主要的语言现象有: 从事件的实现条件到道义, 如“能”以“实现条件”义来表达“请求”; 从事件的实现的无条件到禁止, 如以“不能”、“不可”来告诉听话人“无能力”从而达到“禁止”, 以“不敢”来告诉听话人“无勇气”而达到“禁止”; 以“宜”与“不宜”、“好”与“不好”、“最好”、“不妨”与“无妨”来告诉听话人对事件的估价以达到“许可”、“义务”、“禁止”。

道义来源有来自说话人内部的, 也有来自说话人外部的。以说话内部来源的道义情态表达指令, 显得直接而可能威胁面子; 因为礼貌的驱动, 说话人会选择环境外部来源的道义情态, 这可以解释“必须”与“得 (děi)”、“必须”与“有必要”、“不能不”与“不得不”等的联系与区别。

礼貌驱动也体现在道义强度的控制上, 说话人为了照顾面子, 有意选择道义量级低的表达来达到对道义量级高的表达, 这可以解释: 在特定的语境下, 说话人说 [许可] (“可以”), 其实说的是 [必要] (“必须”), 说话人说 [免除] (“不必”), 其实要说的是 [禁止] (“必不”或“不可”)。

关键词: 情态 道义情态 礼貌 间接

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摘要

本文以实证的方法, 说明部分叙事抒情散文作品是适宜直接 (全文或节选) 进入作为第二语言的中文教材的。这些作品, 蕴含着天然地教学语料, 只要编者能够很好地理解原作并用心挖掘其中的语文知识点, 这些散文作品将是最有效的教学材料。

本文所涉及的散文, 主要指传统的叙事抒情散文, 即五四时期的散文及当代大多数散文 (未包括随笔及后现代主义散文, 罗兰巴特、本雅明、林耀德、钟鸣、南帆等人的散文)。

传统的叙事抒情散文, 篇幅短小, 内容比较单一, 即便有长文, 总分总或是总分的结构布局也都是了一目了然的, 学习者阅读时比较容易读懂。将散文作品引入作为第二语言的中文教学的原因有两个: 一是散文的语言比较规范, 大多是完全符合语法规则的; 二是叙事抒情散文的语言, 是“活”的语言, 它是作者的生命体验、人生智慧的结晶, 不像教材里某些语言是生编出来的; 三是散文的语言相对来说比较优美, 审美效果比较好, 这样的语料, 会自然地引起学生的阅读兴趣。

比如说冰心的《寄小读者》、《山中杂记》、丰子恺的《华瞻的日记》、老舍的《想北平》、孙犁的《亡人逸事》、萧乾的《北京城杂忆》、汪曾祺《胡同》、《多年父子成兄弟》等等, 表现北京民风民俗的或是内容比较轻松、有趣味的散文, 都可以“拿来”为我所用。

本文的研究结果是给作为第二语言的中文教学提供优质的教材线索; 以期对作为第二语言的中文教学有所裨益。

專題演講 (六) Invited Featured Session 6

多元語言觀之在地詮釋：台灣跨國銜轉孩子 與香港非華孩子之華語習得政策比較

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摘要

在多元語言觀 (multilingualism) 之下的語言習得語境，強調的是並存觀點：讓弱勢族群語言得以保存的同時，也讓強勢族群學習接納弱勢族群之語言。台灣國民教育體系所強調的語言政策涵蓋華(國)語、本土語及外語，香港則是兩文三語。因此，兩地所採取的語言規劃都是屬於多元語言觀。然而，若以移民孩子為研究焦點，則多元語言觀應用於台灣跨國銜轉孩子與香港非華孩子時，往往會出現多元語言觀轉換之在地詮釋現象。

此研究之目的在於比較台灣跨國銜轉孩子與香港非華孩子在多元語言觀下之華語習得政策異同。資料來源為政府官方文件、新聞與研究文獻，資料分析則是以 Ruiz(1984) 語言方針理論 (Language Orientations) 所定義之語言是一種問題、人權及資源等三項度為依歸。

研究發現，把語言視為一種問題之政策方針依然存在，其顯現於兩地忽略孩子原有母語能力之政策：台灣在教學上忽略應納入跨國銜轉孩子原有母語能力之考量，香港之課程規劃往往不納入非華孩子之母語保存。而對於語言人權之政策方針，台灣著重於建立跨國銜轉孩子的社會文化支持語境，香港則著重於非華孩子教學策略及校本政策之改善。最後，在語言資源政策方針上，台灣及香港均未建立對於孩子原有語言之保存與習得規劃具體政策。因此，研究者歸結，受華語主流語境之強勢語言權力影響，兩地均呈現出條件式的多元語言觀，而此觀點是一種以華語習得為強勢版本之在地多語政策詮釋。

關鍵字：多元語言觀 語言政策 語言規劃 跨國銜轉孩子 非華孩子 華語

在韓半島裏漢語和韓語的相互發展關係史研究

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摘要

一般說，大約公元3、4世紀漢字和漢文(文言文)傳入到韓半島一些國家。但實際上這個命題需要修改。當時韓半島的初期形態國家剛建立了國家體制，必需要建立多種政治思想和組織，就是需要外國先進文化。先進文化的進口一定帶其國家的語言。因此，當時韓半島收入是漢字和用其的書籍，應需要專門漢語翻譯家。漢語翻譯家的讀音是漢音，主要任務是把書籍翻譯成當時韓半島的語言；也承擔把翻譯文以支配階級對教育。音還是漢音；字形是原字形；文言是漢文及變格漢文(誓記體、鄉扎、吏讀等)；教育是用原文及翻譯。因此，大量詞匯也是用漢音。所以，要修改“公元3、4世紀漢字和漢音、漢語詞、漢文(文言文)傳入到韓半島一些國家。”

從此在韓半島使用漢字分為兩大類，以翻譯文內容為主研究及用漢文創作活動的一類；以漢語為主的官吏層，就是譯管的一類。當然15世紀自己創造訓民正音後，發生了用訓民正音及韓語的一類，但是，這一類不是主流。

會使用漢語不充足成為支配階級，已超過漢語使用能力，當時支配層需要的是政理論或者對政治幫助的思想理論而已。公元8世紀在韓半島裏設置了專門培養譯管機構。從此開始到至今韓半島裏使用漢字是分兩類，就是漢文科及中文課。在韓國把漢文科認為國學的一部分，把中文課認為外語科之一部分。

雖然現在韓國採用以諺文(舊訓民正音)為唯一官方文字；以韓語為唯一官方語言，這些認識沒有大的變化，漢字代替諺文；漢文代替韓語而已。

經過這些歷史變化來看，初期漢語的影響還繼續到現在韓國一些文化，韓國漢字音是還保存中國古音系統；韓國詞匯中相當部分還是漢源詞；一些句子是把漢語翻譯成為的；傳統文化命名中還保存中國古代文化。本研究是通時角度來看在韓半島使用和教育漢語的歷史。

論文發表子題 (一) Sub-theme 1

漢語作為第二語言的教學法研究 Pedagogical Issues in CASLAR

Motivating Non-Chinese Speaking Students (NCSS) to Learn Chinese through Co-Teaching Models in Vocational and Professional and Education and Training (VPET)

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Abstract

This study aims to discuss the prospect of applying Co-Teaching Models to motivate Non-Chinese Speaking Students (NCSS) to learn Chinese in a diverse classroom. Learning Chinese is the most direct way for NCSS to integrate into the mainstream society and to develop their careers. NCSS often lose interest in speaking and writing Chinese in a diverse classroom as they usually joined their own small groups and spoke in their mother languages. It is difficult for them to communicate with local students in the traditional classroom. Knowledge transfer and work safety are important in Vocational and Professional and Education and Training (VPET) because students have learned in a practical class and should able to work in a workplace. It means that motivating NCSS to learn Chinese is a realistic way for them to learn better in a learning environment and to work better in an authentic workplace. In view of this, various Co-Teaching Models, which can be applied in diverse classrooms, can enhance Non-Chinese Speaking Students' learning motivation to learn Chinese in vocational education setting.

This is a case study of two VPET teachers teaching six NCSS in a diverse classroom over four months 2017. Teachers applied Co-Teaching Models into their classes in order to study the level of NCSSs' learning motivation of using Chinese during in-class activities. After the class activities, comments from VPET teachers and NCSS were collected to examine the implementation of co-teaching strategies and to study the level of learning motivation on learning Chinese. The study adopts an interpretive approach. Two VET teachers were selected from two different subject areas. All two had taught for at least two years, both in the traditional classroom and the diverse classroom in vocational education. Data was collected through face-to-face semi-structured interviews and class observations. Multiple forms of data were collected (audio recordings, photographs). Data analysis was used to compare teachers' conceptualization of the implementation of co-teaching models and NCS

students' learning Chinese motivation, in the context of VPET. The findings revealed on-going development of Co-Teaching Models for NCSS in the context of VPET.

Keywords: Motivation and Learning, Non-Chinese Speaking Student (NCSS), Diverse Classroom, Co-teaching, Chinese as a Second Language (CSL)

Needs and Trends: A Look at Business Chinese Teaching

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Abstract

In the past decades, especially after China became one of the members of the WTO, China has been playing an increasingly significant role in international business and trade. Meanwhile, with rising enrollment of students with more diverse educational backgrounds, learning needs, and higher levels of Chinese language proficiency, new concepts, materials, and pedagogical approaches must be developed to cater to the new situation.

However, there are some fundamental issues that need to be clarified. In this research project, three main issues will be examined: 1) the definition of Business Chinese; 2) what should be included in the curriculum; 3) what pedagogy should be adopted in Business Chinese teaching.

To address the aforementioned three issues, this research project will revisit Business Chinese teaching in three aspects. Currently Chinese for Special Purpose (CSP) also follows the framework of English for Special Purpose (ESP). Because of the variety within each language, perhaps there is no “one size fits all” approach that will satisfy the needs of the students. In addition, there are scholars who argue that Business Chinese should also follow the approaches of general Chinese teaching. So, **the first part** of this project will focus on investigating if ESP or other approaches would be the most suitable for Business Chinese teaching. In **the second part** of the project, both a synchronic and a diachronic survey on Business Chinese textbooks will be conducted to trace the development of Business Chinese teaching, from which we could also see the future trends in Business Chinese teaching. **The third part** will focus on pedagogical methods which efficiently involve diverse students in active use of Business Chinese. The researcher will interview experienced instructors and students of Business Chinese, observe classroom teaching, review sample teaching plans, assignments, and projects from various institutions, including Brown University, Columbia University, Harvard University, Mount Holyoke College, Northwestern University, and University of Pennsylvania. Based on first-hand and second-hand materials, the researcher will discuss what pedagogies can be adopted to engage students with various backgrounds and needs in active use of what they gain from Business Chinese class.

Key words: CSL, CSP, Business Chinese, designing materials, instruction

語料庫語言學在語文教學上的應用探究

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摘要

語文教育的發展，這十多年間隨着科技發展的進度，有長足的發展，從以前憑學者不斷的研究一發展理論，教師利用各式各樣方法與累積經驗，作階段性的修正，是以，應付資訊發達與大數據的整合。

研究者觀看香港的語文發展，從教育改革中不斷的增新，教育工作者在改革的巨浪裏要應付種種的挑戰與課擔，故希望借助資訊科技的幫助，讓教師可以簡馭繁，利用較短的時間，獲得更大的方便，是以，學習語料庫與評估語料庫便應運而生，希望能解決學習與評估兩大範疇的教學需要。從前人經驗累積，制定《九層分級字表》，用以分析小學至初中階段篇章的難易度。再者利用字表，去衡量篇章是否適合該級別學生閱讀。

研究者藉此字表，讓前線教師有較科學的依據，去挑選合適的篇章教導學生，達到因材施教的效果。

關鍵字：語料庫、語文教學、層級分析、分級字表

通过任务型教学提升学生口语互动能力

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摘要

本团队以报章的真实语料进行任务型教学设计，目的在于提升学生的口语互动能力。我们希望学生在参与讨论时，能就讨论的课题，流利、清楚、有条理地表达感受与看法，并辅以论据，说明自己的观点，同时回应他人的言论。教师利用报章语料，创设情境，让学生进行交际、互动。在语文程度较好的高级华文班，采用的任务形式是辩论会，让学生针对新闻的内容表达自己的看法与观点，并能通过辩论达到交流意见的效果。针对程度中等的普通华文的学生，任务的形式是座谈会，让学生针对新闻的内容，从某个角色的角度发表个人的意见。

团队根据 Willis (1996) 提出的任务型教学模式进行教学设计。第一个阶段：任务前阶段 (pre-task)，激活学生的先备知识，强调完成任务所需要的语言知识，教导学生论说与演讲的论证法以及如何表达观点。第二个阶段：任务中阶段 (taskcycle) 设计了数个完成思维导图的小型任务，学生以小组形式完成这些小任务。在完成小任务后，进行课堂辩论与座谈会，在这过程中学生也参与互评的活动。第三个阶段：任务后阶段 (post-task)：学生进行自评与反思，教师总评，巩固学习。经过两年的教学实践，我们看到了学生积极参与有意义的互动交际，展现了“用中学” (Learning by doing) 的语言实践，以及“以学生为中心”的课堂学习氛围。通过任务型教学，学生的语言互动能力获得提升，教师的教学目标明确，教学步骤更为清晰。本团队将以课堂实例，学生反馈与成品分享教学成果。

关键词：口语互动、任务型教学、真实语料

小玩意 大意義

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摘要

小時候就算不懂折紙，都一定有玩過紙飛機、紙船、東南西北這些小玩意，用上一張簡簡單單普通的紙就可以變成千變萬化的小玩具。

研究者在澳大利亞公立學校的漢語課堂其中一節課，用上了折紙船活動的啓發及應學生的要求，就不斷去鑽研加入折紙元素在課程中。在多年的實踐，發現這個小小的玩意，就像食物中的調味料，缺少了，就淡而無味。

2007 年研究者加入香港大學中文教育研究中心，支援非華語學生學習中文計劃至今，舉辦教師工作坊及到校與教師協作不同的主題折紙，這亦是老師和學生最期待及最感興趣的環節。

教學將折紙與節日文化完美地結合，例如：新年、復活節、母親節、父親節、端午節、中秋節、萬聖節和聖誕節等，學生們喜氣洋洋地學習折各式各樣美麗的折紙作品，完成的作品用來點綴課堂、撰寫賀卡送給親友。設計活動方面，學生透過動手做，讓課程變得活潑生動，學生除了在折紙過程中感受到節日的氣氛外，亦加深了對節日文化的認識。製作手指偶、小書、過三關遊戲的“交差及圓圈”，更有助他們認識更多與主題相關的詞彙，並掌握字詞的具體寫法，減低寫錯別字的機會。

因此在配合教學的主題加入這個折紙小玩意的環節，營造輕鬆的環境，使學生有機會進行訓練手、眼、腦的協調，令寫字能力得到提升；而且可以培養專注力、忍耐力和創作力，此外，更大意義是增加了學生參與課堂的投入程度，並提高他們在「聽、說、讀、寫」四方面的能力。

關鍵詞：小玩意 主題折紙 節日文化 主題相關的詞彙 大意義

旅館華語教學實踐與教材編寫 —以韓國漢陽女子大學華語文與文化學習團

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摘要

旅館華語屬於專業華語 (Chinese for Specific Purposes, 簡稱 CSP) 之範疇, 教學目標以培養學習者具有特定專業領域的溝通技能為主 (陳麗宇、李欣欣, 2012)。而本文主要探究如何於短時間發展學習者專業華語之聽說能力。因學習者程度與教授內容的需求, 筆者採用溝通式教學法、任務式教學法、內容本位語言教學法 (CLIL), 在課室語言方面規劃採用中、英文語碼轉換, 教材語言呈現以英文為媒介語言。以「行動研究」方式研究韓國漢陽女子大學華語文與文化學習團課堂中華語學習之情況。本研究從課堂觀察、活動成果、教學日誌和開放式問卷取得質性資料, 另一方面以封閉式問卷取得教學反饋、學生學習成效兩方面的量化資料。研究顯示, 利用內容本位的導向教學有助於學生語言與專業知識同時獲取並且提升其領域之溝通能力, 但就中文本身的結構上與語言知識的層面還不夠扎實, 總而言之學生華語能力偏重功能、文化與結構的部分比重較少。同時本研究亦希望能為剛開始起手專業教學的教師, 提出一些準備的方向參考。

口语能力的培养与评价活动

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摘要

为了培养华文作为第二语言学习者的口语表达能力, 激发他们学习华语的兴趣和讲华语的自信心, 让学生能自信、有条理、流畅地用华语表情达意, 新加坡维多利亚学校华文部结合中学一年级高级华文教材的口语技能要点, 设计口语能力培养的活动, 让学生以个人或群体的方式讲述故事, 要求学生运用故事的六要素, 能够自信地、流畅地、有条理地讲述故事, 并配合故事情节, 语调、语速有相应的变化。与此同时, 也能在讲述故事时表达自己的感受。

团队教师遵循促进学习的评价原则, 设计评价活动, 让学生进行同侪互评, 过后教师提供点评和反馈。讲故事的活动共分三轮: (1) 进行口语表达技能输入, 让学生了解语速、语调对口语表达的作用; 学生分成小组, 根据教师提供的故事题目, 在全班前编演一段故事, 由其他小组同学进行同侪互评, 教师给予反馈。(2) 在互评与教师的点评后, 学生对语速、语调就有比较深入的认识。接着, 学生每人单独录一段讲故事的录音, 上载到线上平台, 由其他同学和教师分别给予评价。(3) 学生再以小组的形式, 在全班前编演一段与第一次讲的故事不同的故事, 并说出自己的感受, 再由同学互评和教师点评。在这三轮讲故事训练的过程中, 教师也根据学生的反应, 及时调整评量表, 以更切合学生的需要, 更有针对性。

在三轮的故事讲述与评价活动中, 语言技能点不断地得到强化, 内化为学生们们的能力, 教师也意识到, 多元的评价方式, 能促进学生的有效学习。

关键词: 口语能力、促进学习的评价、语言技能

以中文繪本提升非華語兒童學習中文之閱讀成效 與學習動機～以越南籍小學生為個案研究

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摘要

本研究旨在探討用中文繪本來教授母語為非華語兒童能否提升其中文閱讀能力及學習動機。藉由繪本主題活潑教學內容，結合學生生活和學習經驗，提高學生學習中文的動機。並且透過多元教學法和閱讀策略方式引導繪本閱讀，提升學生閱讀理解能力。參與本研究對象是高雄師範大學華語所所輔導的跨國銜轉國小三年級學生，採個案研究進行 12 週、每週 5 節、每節 40 分鐘的中文繪本教學課。研究工具包括質性資料和量化分析，質性資料有對學生班級導師和國語文課教師訪談結果及研究者的教學日誌等。量化資料有個案在教學前後的口語敘事能力分析（字彙量，平均句長，故事完整性），以及對繪本內出現的常用詞彙的學習狀況（立即成效與保留成效）。最後根據分析結果提出建議，作為研究者自身反省及改善教學方式及提供未來後進研究者進行後續研究之參考。

綜合本研究後發現結論如下：

- 一、教師進行規劃使用中文繪本進行中文讀寫教學時，結合學校中文科主題與學生生活經驗。教學目標與流程適當安排，有效進行繪本中文教學。
 - 二、教師進行中文繪本教學時，設計相關延伸活動，營造輕鬆無壓力的中文學習環境，有助於學生學習。
 - 三、使用中文繪本教學設計所面臨的困難與因應策略為：繪本挑選、上課時數受限於學制學期、學生程度低導致活動設計難度高，及學生習慣傳統講述教學法則，易導致師生需有較長磨合期及須採漸進鷹架式教學。
 - 四、透過中文繪本教學，能提升學生學習動機及提升閱讀理解能力，進而提升寫作能力。
 - 五、與其他教授跨銜教師共同分享經驗及分享省思，找出解決問題的方式，將「教」與「學」的效益發揮到最大。
- 最後，根據研究分析結果提出建議，以供教育行政單位、學校、教師及未來之研究參考。

朗誦對初中智障非華語學生說話能力的影響 ——一所中度智障學校中文教學模式個案研究

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摘要

近年來，越來越多主流學校收錄少數族裔學生，而在特殊學校裏，近年收錄非華語學童的數目也不斷增加。有一些特殊學習需要的學童，如自閉症、聾啞、讀寫困難等，在語言學習和發展上明顯受到障礙。而情感因素、個體差異、語言遷移及文化差異會影響非華語學童學習中文（岑紹基等，2012）。在特殊學校就讀的非華語學童則同時面對以上兩種困難和挑戰。他們在學習中文時所遇到的問題，比起就讀主流學校的非華語學童更多、更複雜，也對前線教師帶來教學上的挑戰。

儘管教育局及相關大專教學機構提供不同形式的專業支援，如講座、分享會、碩士學位課程等，但對於任教特殊學校的老師來說，由於各自收錄不同類別的非華語學生，故在照顧不同學習需要的學童方面，大家所採用的教學方法和策略未必適用所有類別的特殊學校之中，教師們仍須各自試行不同的教學方法和策略，協助校內非華語學童學習中文。對於這一批中文老師而言，應該如何運用適切的教學方法和策略來照顧在智力發展上受到阻礙，且同時需要學習中文第二語言的非華語學生？這正是需要深思的課題。

在本文中，研究者以一所中度智障學校教師運用的教學模式和方法作個案研究，研究對象包括三位就讀初中的非華語學生和四位任教教師，透過文獻搜集和歸納、訪談和觀課，以及收集學生表現紀錄文件等，探究朗誦對初中非華語學生說話能力的影響，以及學生和教師在學與教過程當中，所面對的限制與挑戰。

關鍵字：朗誦 智障 非華語學生 說話能力 個案研究

Supporting Young Children to Learn Chinese As a Second Language in CLIL classrooms: Dynamic Enrichment Learning Mode (DELM)

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Abstract

There are about 17,000 kindergarteners (for 3 to 6 years old) learning Chinese as a second language (CSL) in Hong Kong (HK). Research shows that these children's Chinese language (CL) ability is at least 3 years behind their native Chinese counterparts while encountering difficulties in learning (Tse & Loh, 2014). It is also a challenge for the teachers to cater for such huge learning diversity, as HK kindergartens mainly use the theme-based approach without deliberate consideration of CL curriculum (HK Education Bureau, 2006). Without professional training in CSL teaching, teachers have little knowledge of how to provide these students with adequate support.

The present study aims to examine the possibility and effectiveness of implementing a CSL curriculum for CSL students in "content and language integrated learning" (CLIL) classrooms where Chinese is used as the medium of instruction (Lin, 2013; Lin & Wu, 2015; Lin & He, 2017), and how well it works with the existing theme-based curriculum. "Dynamic Enrichment Learning Mode" (DELM) was developed and implemented in six kindergartens with 131 CSL learners. This CSL-focused DELM was designed based on the Second Language Acquisition (Krashen, 1982) and CL orthographic (Leong et al., 2011) theories and comprises the following: (1) tailor-made individual (one 30-minute session every fortnight) and group (two 30-minute sessions every week) enrichment learning activities; (2) using both CSL and mainstream theme-based curricula; (3) authentic learning materials (e.g. picture books and specially written children's songs based on the learning objectives of each unit); (4) diversified learning activities (e.g. interactive language games, matching games, free writing games etc.). CSL students learn together during the enrichment activities, and then return to their ordinary classes to learn with their native Chinese classmates to benefit from both the CSL and theme-based curricula. This enables them to immerse in a safe, comfortable environment with rich target language input while not having to separate from their Chinese counterparts.

Quasi-experiments, classroom observations, teacher and parent focus group interviews were conducted in this study. Compared with the control group, the results show that students who adopted the DELM for one year made significant improvements in CSL performance (effect sizes ranging from 1.47 to 1.98), motivation, and self-confidence, as evidenced by their willingness to participate in CL learning activities and use Chinese for communicating with their native Chinese counterparts.

任务型教学提高学生口语表达能力

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摘要

为了提高学生的口语表达能力,我校教师在参考了吴中伟教授的《对外汉语教学》一书中提到的“用中学”,我们教师团队计划以任务型教学,结合教材的学习重点,培养学生的口语表达能力。教学对象是中二快捷华文课程的学生。学习任务是“食在好吃的美食采访”学生需要制作一个美食采访的录像,把过去所学的知识与技能,应用在完成学习任务中,从“用中学”,提高口语表达的能力。

学习过程分三个阶段:第一个阶段:任务前除了需要教导学生新的学习重点外,还需要调动学生的先备知识,让学生在完成任务时,具备所需的语文知识和语言技能,在采访中有足够的相关词汇,以及知道如何提问有关美食的问题。在学习过程中,通过形成性评价促进学习,提升学习效果。第二个阶段:应用所学的知识与技能,学生分组进行美食采访。例如:应用修辞的比喻介绍美食,用五官感知说明美食的特点,用行动描写描述烹煮的过程,以及应用六合法在采访中提问。学生分组采访的过程拍摄成录像,提交学习成果。第三个阶段:聚焦学习,从各组的采访录像中,了解学生对语言知识与技能的掌握程度。教师应用评量表评分,评定学生的口语表达能力后给予讲评。

这次的教学实践,学生在日常生活的情境中应用华文华语,激发了学习的积极性;在学习过程中应用形成性评价,改进学习成果,提高口语表达能力,加强学生的自信心。本次分享的要点包括:任务型教学设计、学习成果的呈现、以及学生的访谈反馈,从中看出教学实践的成效。

关键词:任务型教学、口语表达、用中学

從「一語」到「二語」： 探究香港前線教師在中文第二語言教學的專業成長歷程

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張華民、容運珊、姜芷晴、黎偉杰
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摘要

香港教育局於 2004 年修訂小一入學機制，讓非華語學生與本地華語學生一同選擇入讀本地主流學校，以便非華語學生融入本地主流教育體系。故此，在港升學的非華語學生無需入讀招收大量非華語學生的「指定學校」，而可入讀主流學校。在這一教育政策的影響之下，入讀本地主流學校的非華語學生人數逐漸增加，對主流學校教師的教學模式帶來前所未有的教學挑戰。一方面，學校教學資源匱乏，習慣以傳統中文教學模式來上課的教師缺乏教授非華語學生的經驗；另一方面，華語教師與非華語學生之間的文化隔閡也對課堂教學帶來衝擊與不安。

為了促進非華語學生更快融入本地主流社會，非華語學生的中文學習與教學顯得尤為重要。有見及此，不少過往主要從事主流中文教學的華語教師自願、或因教育政策推動，而轉型成為教授非華語學生的中文第二語言教師，但這些教師所受的師資培訓主要為中文母語教學，而對中文作為第二語言的教學經驗則相對匱乏，故不免在教學上衍生各種難題。

本研究旨在探討香港前線中文教師轉型為教授非華語學生的中文第二語言教師的專業成長歷程，透過與二十位來自不同學校的前線教師進行深入訪談，並抽樣作課堂觀察，探討這些教師在中文第二語言教學中進行轉型前的初衷、轉型時面對的挑戰，以及轉型後在教學上的觀感與困難以及解決辦法。本研究會就訪談和課堂觀察所呈現的結果提出有效的中文第二語言教學建議。

關鍵詞：前線教師 中文第二語言教學 專業成長 非華語學生 師資培訓支援

Developing and Assessing the Intercultural Communicative Competence of Learners: A Community-based Curriculum

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Abstract

This action research designed a community-based Chinese L2 listening & speaking curriculum model which aimed at cultivating learners' intercultural communicative competence (ICC) in a study abroad context, and then applied it to a Chinese L2 program in Hangzhou, finally explored the development of ICC among 12 Danish learners of Chinese who spent a semester participating that program.

This curriculum model consisted of 4 interactive stages, that is, instruction of teacher, rehearsal in classroom, community-based task and feedback & analysis. In every unit, the teacher firstly gave instructions on Chinese language and culture, then led learners rehearse the community-based task inside the classroom. Next, learners did tasks outside the classroom. When tasks done, learners reflected on the previous procedures and the teacher offered feedback.

Data were collected through pre-survey and post-survey which were based on the 2012 draft of the Interagency Language Roundtable (ILR) descriptions for ICC. The 5point Likert scale pre-survey contained 37 "Can-Do" items to enable participants to assess their ICC from skill, knowledge and attitude dimensions by themselves. Beside these "Can-Do" items, post-survey also investigated which stages of the curriculum fostered the ICC development of participants effectively.

Data showed that ICC of participants got advanced during this curriculum in general, and the skill dimension developed most. Data also indicated that all 4 stages in this curriculum model could effectively promote participants' ICC, especially the community-based task stage. And the higher participant's Chinese proficiency was, the more important role the community-based task stage played.

According to data analysis, teachers need to provide opportunities for learners to experience language using in authentic contexts as many as possible. And since not all community-based task foster ICC effectively, teachers should design meaning-focused and authentic tasks that engage learners to communicate with locals. Moreover, it's vital for teachers to give adequate instructions before implementing activities to ensure their understandings of what and how to do, and keep them reflecting on the whole process of curriculum.

Keywords: curriculum model; community-based tasks; intercultural communicative competence; knowledge, skills and attitude

The Effectiveness of Using Functional Grammar to Develop Chinese Practical Writing Teaching Materials for Non-Chinese Speaking Students

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Abstract

In Hong Kong, the Chinese language is playing an increasingly important role in the non-Chinese speaking (NCS) students' daily lives and their future success. Both the local government and the frontline teachers attach importance to the practical use of the language. The present study aims to investigate the effectiveness of using Functional grammar (also known as Systemic Functional Linguistics) to develop Chinese practical writing teaching materials to enhance the NCS students' Chinese literacy. Applying the theory of Functional Grammar, a series of Chinese practical writing teaching packages were developed, including Personal Letter Writing, Letter of Complaint, Job Application Letter, Reading Report, Working Report, Investigative Report, News Release, and Minutes. Tryout sessions were conducted by experienced Chinese teachers who received appropriate training. NCS students, who had no prior knowledge of the respective practical writing, from five local secondary schools in Hong Kong attended the tryout sessions. Their ability in the language was evaluated using Pre-test, where the results were compared with that of Post-test, which was designed with a similar level of difficulty as the Pre-test, to quantitatively assess the effectiveness of the teaching treatment. Besides, text analysis and interviews with teachers and students were conducted for qualitative assessment. The findings show that, there is a significant increase in the average score of the participants in the Post-test. Furthermore, improvement was found on three levels, namely word level, sentence level and whole text level. Positive feedback was received from both the participating teachers and students. These imply the practical writing package is effective in enhancing students' language ability. This provides solid evidence that, ample reading input has a positive effect on one's writing performance.

Keywords: Functional Grammar Non-Chinese speaking students practical writing teaching materials

丰富看图作文内容的提问引导策略初探 ——新加坡华文作为二语教学环境的经验

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摘要

华文写作对以华文作为二语的新加坡学生而言是一项有相当难度的学习任务。从小学三、四年级开始，学生正式学习看图作文。他们的作文一般存在内容贫乏，缺乏条理的问题。为探索一套合适的教学策略，帮助小学生丰富作文内容，提高作文的条理性，新加坡华文教研中心展开一项校本干预性研究。研究通过与学校教师合作的方法，摸索出一套从“看到的”联想到“想到的”引导方法，帮助学生围绕图片内容拓展思维，产生联想。实验期间，研究组与学校老师共同设计完成了教学配套，并在课堂上实施，取得了良好的教学效果。教学配套的教学对象为小三和小四学生，共有八个教学单元。本文以其中一课的教案和电子简报为例，重点说明本教学配套中最核心的教学策略“从‘看到的’联想到‘想到的’”提问引导策略，希望能够对一线教师的教学有启发与借鉴的作用。

关键词：小学华文、华文作为二语教学、看图作文教学、提问引导策略、教学配套

续写任务促学医学汉语词汇的效应

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摘要

本研究基于互动协同理论,实证考察续写任务在医学汉语二语词汇习得中的促学效应。医学汉语作为西医专业留学生的必修课程,具有术语多、专业性强、学习难度大的特点。本研究重点考察与常规课后练习相比,续写任务能否有效促进医学汉语二语词汇的理解和产出;若续写任务有效,其促学效果能否得到长期保持。为此,本研究开展了为期一个学期的教学实验。先将关于冠心病诊疗的课文稍作改编,处理成一段内含 24 个目标词,长短适中的医生与病人的初诊对话材料。围绕生词和诊疗内容,在同年级两个自然班实施相同内容、步骤的课堂教学。之后做不同的课堂教学处理,一个班开展续写训练(实验班),要求学生根据初诊对话内容,设计日后复诊时医生与病人的对话;另一个班在教师引导下完成课后习题操练(对照班)。然后分阶段对两个班分别进行词语理解和产出测试,收集数据并做分析。实验结果发现,除了在词语理解的即时测试中,实验班和对照班因为得分较高,未体现出显著差异外,在各次延时后测中,实验班在词语理解和产出上的得分都明显好于对照班。依照这一结果我们推断:续写任务在词语理解和产出方面,具有比医学汉语常规课后练习更好的促学效果;续写促学医学汉语词汇的效应能得到长久保持。此研究给对外专门用途汉语教学的启示是,若将常规课后练习与续写任务相结合,设计精读课文的续写训练,能有效提高二语词汇学习效率。因此续写在对外专门汉语教学中具有推广应用价值。

关键词: 续写任务 医学汉语 词汇习得 促学效应

Bringing Comprehensible Input to Chinese Classes

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Abstract

This study discusses ways to provide comprehensible input through contact with non-modified literary texts to a mixed class attended by both heritage and nonheritage students learning Chinese in their third year. As we know language learning is a long and laborious process in which reading plays an essential role. However, due to the time and efforts required to decipher and to retain the knowledge of Chinese characters, college students in this study, like the students of Chinese elsewhere in the US, are only exposed to textbook texts with no or very little exposure to authentic literary texts in their first two years of language study. This type of exposure is necessary but certainly not sufficient for increasing students' proficiency. When students enter their third year, strategies must be purposefully developed to widen students' scope of target language exposure from textbook texts written for language learners to non-modified authentic texts intended for native speakers of the language. This study proposes to share such strategies as: 1) how to provide students with comprehensible input through contact with authentic literary texts while still taking into consideration of students' not only limited but also varied knowledge of Chinese vocabulary, and 2) how to conduct comprehension checks to ensure understanding of the literary texts by all students.

以相互教學法提升中學生文言文閱讀能力的成效及對二語教學的啟示

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摘要

本研究主要目的是探究相互教學法閱讀課程對提升中一學生文言文基本閱讀能力及高階閱讀能力的成效。此外，本研究亦盼能對以中文作為第二語言的非華語學生在文言文的學習上有所啟迪。香港初中學生因文化及文言知識積澱不足，且缺乏閱讀策略的訓練，學習文言文有感困難，從表層字詞至深層含意均難以理解。本相互教學法閱讀課程強調師生及生生的互動；課程採用螺旋式設計，層層遞進，逐步深化；小組討論著重四項閱讀策略的訓練；教材方面選用有趣的文言文短篇以提升學生的閱讀動機。本研究比較「相互教學法班」和「非相互教學法班」學生的閱讀測驗分數，並透過放聲思考測卷檢視高、中、低能力學生在閱讀過程中，文言文基本及高階閱讀能力的表現，以評估本相互教學法閱讀課程的成效。參與本研究的學生共 124 人，平均年齡 12.5 歲。「相互教學法班」(69 人) 對照「非相互教學法班」(55 人)。評估工具包括閱讀理解測卷及放聲思考測卷。研究結果顯示，「相互教學法班」在文言文基本及高階閱讀能力上，顯著高於「非相互教學法班」；「相互教學法班」的高、中、低能力組在文言文基本及高階閱讀能力上也優於「非相互教學法班」相對應的組別。此外，本課程對以中文作為第二語言的非華語學生在學習文言文上亦有增益，如能提升他們對中國傳統文化的認識、常見字詞的解碼能力、語言表達能力及透過故事推論篇章寓意等。

關鍵詞：閱讀教學、相互教學法、基本閱讀能力、高階閱讀能力

以戲劇元素活動幫助學習中文作為第二語言的高中生習得詞彙

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Li Po Chun United World College of Hong Kong

摘要

對於學習漢語作為外語的學生來說，詞彙學習都是至關重要的一部分，學生只有掌握足夠的詞彙量，才能提升至較高的中文水平。因此，不少國際課程，例如論是國際文憑大學預科課程 (International Baccalaureate, IB) 還是英國的普通教育高級程度證書課程 (The General Certificate of Education Advanced Level, GCE A-Level)，皆提供指定詞彙要求學生能掌握和運用。然而，傳統詞彙教學大多強調背誦，脫離學習者的生活經驗，以致學生到了高中，勉強記憶了一堆詞彙，仍常見用詞不當、詞不達意等毛病。故協助學生從意義中學習，從而準確掌握和運用詞彙乃當務之急。

本研究採用行動研究法，在兩所分別提供 IB 和 GCE 對外漢語課程的高中班別，運用戲劇教學法、讀者反應理論 (Reader Response Theory)、讀者處境模型 (Situational model) 等設計戲劇教學活動。期望戲劇教學活動能幫助兩組學生激活與文本內容相關的生活經驗，從而更深刻和透徹地理解指定詞彙的意義，及提更多相關的心理詞彙，達至建構知識，並能於寫作時有效運用。是次匯報將報告相關研究成果。

關鍵詞：戲劇教學法、詞彙習得、中文作為第二語言

利用流動資訊科技增強 「閱讀促進學習」教學法的教學成效

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摘要

「動中文」智能詞彙卡手機 (mLang) 根據第二語言習得 (Krashen, 2012; 謝錫金等, 2012)、手機輔助語言學習 (Chinnery, 2006) 等理論而設計。(羅嘉怡、祁永華、劉文建, 2013)。而「閱讀促進學習」教學法建基於系統功能語言的文類教學法, 最先由澳洲學者 David Rose 等人研發出來, 藉以幫助澳洲的原住民學習和應用英文作為第二語言, 提升閱讀和寫作能力 (Rose 等人, 2000; 岑紹基, 2016)。本文會介紹如何利用流動資訊科技, 配合「閱讀促進學習」教學法, 以「動中文」詞彙卡輔助詳細閱讀 (detailed reading) 並作延伸學習, 並進行小組共同創作 (joint construction) 和個人寫作 (individual construction)。研究對象為 14 名本港中文作為第二語言學生。研究發現學生的識字及寫作能力有所提升並改善學習中文的態度及解難能力。學生表示 mLang 提供練習說話的機會, 增強用中文與人溝通的信心, 擴闊社交圈子; 而分享功能及小組共同創作讓他們欣賞到朋友的佳作並從中學習, 建構學習社群; 老師發現結合上述兩種教學法, 學生在詳細閱讀部分對詞彙卡有很強的擁有感, 提供大量可理解輸入, 增強對漢字形音義的掌握, 減低恐懼; 同時學到大量課文以外的詞語, 消除封頂效應, 擴闊詞彙網絡; 而利用流動資訊科技配合所學文步進行個人創作更能解決寫作時的基本難題, 提升學生的自學能力。

關鍵詞: 資訊科技輔助語言教學; mLang 教學法; R2L; 閱讀促進學習; 中文作為第二語言教學

論文發表子題 (二) Sub-theme 2

漢語作為第二語言詞彙習得與教學研究 Lexical Acquisition and Teaching in CASLAR

英汉学术书评中投射结构的跨文化评价研究

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摘要

作为学术论文的一种重要语类, 书评对学术建设的成功开展与学术社团交流的顺利进行起着至关重要的作用, 因此引起研究者的广泛关注。其研究主要集中在跨学科、跨文化与语类特征研究等方面, 研究视角有语用、力量动态理论、功能语法的语类理论与评价理论等, 聚焦于书评语篇的评价意义, 呈现出书评研究的新趋势。但是迄今为止, 考察英汉书评评价意义的跨文化研究为数不多。本研究旨在通过基于语料库的英汉书评投射结构评价意义分析, 探究学术书评的跨文化差异。本文以应用语言学类英汉学术书评中投射结构的使用为切入点, 通过自建两个对比语料库: 汉语学术书评语料库与英语学术书评语料库, 考察投射结构表达的评价意义的跨文化差异。文章对所收集的语料进行量化统计与语篇分析 (包括投射结构总体分布、著者行为的立场建构与作者立场的评价分析), 结果发现: (1) 与英语书评相比, 汉语书评投射结构的使用相对较少, 尤其在著者行为和作者立场上存在显著性差异; (2) 投射结构使用的差异体现出汉语书评评价潜势与英语书评相比更倾向于经验意义, 而非评价意义。这些差异可能源于不同学术文化、学科社团内人际关系和写作者声音的影响。本研究为进一步了解英汉语篇语义层面的跨文化差异并提升英汉学术书评撰写提供一些启示。

关键词: 英汉学术书评, 投射结构, 评价意义, 跨文化比较研究

Relationship between Experience and Literacy Instructional Practices in Hong Kong's CSL Teachers

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Abstract

This study examined the influence of experience on the literacy instructional practices of the Chinese-as-a-second-language (CSL) teachers for primary ethnic minority students in Hong Kong. All of these teachers are mainstream Chinese language teachers without formal CSL instruction training who have to adapt their teaching to the needs of ethnic minority students as necessary; experiences, hence, play an important role in shaping their subject-matter cognition and instructional practices. Participants of this study included the target group of 41 CSL teachers, in which 14 experienced ones were identified as with nine or more years of CSL teaching experience, and 20 teachers of Chinese-as-native-language (CNL) for local students as a comparison group. Both quantitative survey and qualitative interview methods were employed. All 61 teachers responded to a questionnaire assessing their propensity of teaching linguistic form in literacy instruction. Results showed that the frequency of linguistic form instruction was significantly related to years of CSL teaching ($r=.318$, $p<.05$) but not to CNL teaching ($r=.084$, $p=.52$). The participating teachers were then categorized into three groups as stated above: the experienced CSL teachers, the less-experienced CSL teachers, and the CNL teachers. Significant group differences were found as with an one-way ANOVA analysis result of $F(2, 58)=6.27$, $p<.05$. The post hoc group comparison showed that the experienced CSL teachers taught linguistic form most frequently but no significant difference was found between that of less-experienced CSL and CNL teachers. From interviews with ten of the experienced CSL teachers, it was found that they perceived the linguistic form instruction as a way to address the students' learning needs for which they gave priority in pedagogical deliberations. They also emphasized the differences between CSL and CNL teaching and the importance of instructional adaption to the CSL students' Chinese competence level. Overall, the results suggested that the raise in the teachers' awareness of the students' need for linguistic form instruction was related to CSL teaching experiences. Moreover, this kind of awareness and the competence of classroom delivery took years to develop. Implications for Hong Kong's CSL teacher training would be discussed.

Keywords: Chinese as a second language (CSL) literacy instruction, Hong Kong's CSL teachers, Hong Kong's ethnic minority students

新加坡小学华文教材《欢乐伙伴》字词的编排与教学

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摘要

新加坡的华文教学因其独特的语言和社会文化环境而采用其教育部统一编写的教材,从1979年至今,小学华文教材经过五次华文课程与教学的改革,其课程理念、教学模式、教材开发、学习目标等,都各有其特点与偏重。《欢乐伙伴》依据《小学语文课程标准2015》编写,为配合国家的双语政策、顺应语言环境的改变、参照全球语言学习和资讯科技的发展趋势,在原有的单元模式下进一步安排“听说剧场”、“读写乐园”和“生活运用”的板块,目的在于引导学生以听说带动读写、以读写促进听说,在日常生活中更加主动学习和使用华文华语。本汇报主要考察《欢乐伙伴》一年级至三年级核心单元中“听说剧场”和“读写乐园”重点教学的字词。除了说明这些字词在教材中的统整安排、筛选原则、编排方式及教学处理,也初步应用微软系统中“宏”(Macros)的应用功能,研究这些重点教学字词在听说和读写分流并进、有机关联这种新模式下,在编排方面的合理性与成效,并对学生对字词的习得与应用,提出修订与改进建议。

关键词: 小学华文、欢乐伙伴、听说读写、字词教学

Predictors of Chinese Character Acquisition As a Second Language among Kindergarteners: a Three-wave Longitudinal Study

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Abstract

The present study focused on the development of Chinese character acquisition among 56 ethnic minority kindergarten students learning Chinese as a second language using a 3-year longitudinal study design. Based on the “learner framework for processing Chinese as a second language” (Liu, Wang, & Perfetti, 2007), the present study examined the contribution of orthographic knowledge and character naming, in Chinese character acquisition development among these young nonnative children. A battery of tasks, including character naming, orthographic knowledge task, character-meaning matching picture task, mental lexicon task, was assessed at the end of K1, K2, and K3. Hierarchical regression analysis results showed that character naming at K1 and orthographic knowledge at K2 were significant longitudinal predictors to character meaning identification at K3, even after controlling for age and vocabulary. Both character naming and orthographic knowledge were concurrently significant predictors to character meaning identification at K3. The results illustrated that acquisition of character meaning began from learning to map orthographic form on pronunciation, then awareness of orthographic composition structures of characters. The findings also illustrated the difference in the acquisition of Chinese among young nonnative children learning Chinese as a second language from that among the adult learners suggested in the “learner framework”.

“滚雪球”相关参数探析 (提纲)

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摘要

对外汉语中最不受重视的词汇教学与研究面临着深刻的改革。如何克服词汇教学的零散性而体现词汇的系统性,解决学习者词汇量严重不足的问题,减少词汇偏误,成了当务之急。本文针对近年来比较流行的“滚雪球”词汇教学法,考察了法国出版的六本汉语通用教材词汇层面的“滚雪球”现状,分析其使用过程中存在的种种问题,重点从语素构词法的角度,细化“滚雪球”的程序,建立“滚雪球”的十四个基本参数。目的首先是把“滚雪球”词汇教学法科学化与系统化,其次是引起广大同行对词汇教学中构词法知识作用的高度重视,开展语素构词规律及其在教学中应用的全面研究,最终实现提高词汇教学效果的目的。

关键词: 对外汉语, 词汇教学法, “滚雪球”, 构词法

What can language do with it ? : A Case Study of Chinese Immersion Teachers' Academic Vocabulary Instruction in Teaching Math in U.S

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Abstract

Despite the critical connection between academic vocabulary acquisition and content knowledge understanding (e.g., Haag et al, 2013; Snow, 2010), the literature on academic vocabulary has focused largely on its categories and functions in English language art classes for English language learners (ELLs), with little attention to the relationship between teachers' instruction of academic vocabulary and students' development of target language and content knowledge in Chinese immersion programs, where academic vocabulary plays a specific important role. To explore Chinese immersion teachers' discursive behavior of teaching academic vocabulary in content courses, this study used a third- year 50/50 Chinese immersion teacher and her class as an example, and presented a case study of academic vocabulary instruction in math classes in the U.S. Framed by sociocultural theory (SCT) (Lantolf & Poehner, 2014; Vygotsky, 1978), the author conducted two interviews and two-week classroom observations to explore the teacher's beliefs, practices and discourse related to academic vocabulary instruction in math classes. The findings suggested a gap of immersion teachers' efforts of balancing language and content teaching in subject matter courses. For example, the teacher focused more on students' repetition of content specific vocabulary (e.g., multiplication 乘法) but ignored the linguistic resources needed to express those concepts (e.g., vocabulary across disciplines). The article also discussed various factors that influenced the teacher's decision making of teaching academic vocabulary. For instance, the teacher's instruction was influenced, or even controlled by the accountability policies. The study discussed the importance of understanding Chinese immersion teachers' beliefs and practice related to academic language instruction, as well as raising Chinese immersion teachers' knowledge base on content- based language instruction (CBLI). Therefore, the study was expected to shed lights on academic vocabulary instruction in Chinese immersion programs in the U.S., as well as Chinese immersion teachers' professional development on integrating language and content instruction in subject areas.

Keywords: Chinese immersion, academic vocabulary, across-disciplines

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A Study on the Acquisition of Syntactic Framework Knowledge of Chinese

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Abstract

The acquisition of language knowledge for L2 learners is a complex process of development. In our opinion, the final goal of L2 vocabulary learning is to establish a L2 vocabulary knowledge representation system close to the target language, in which the usage-based word knowledge is the most critical factor in vocabulary knowledge acquisition process. The meaning of knowledge is the core of vocabulary knowledge, and the relationship between words is an important part of L2 vocabulary knowledge, and the collocation is the core of the word relationship (Xing 2009,2016). Zhao (2013) founded that each verb used different structures in different frequencies, but how do that affect the word processing in the mind?

This study provides a connectionist analysis of the acquisition of syntactic framework for Chinese verb, focusing on the differences in the acquisition of the syntactic framework of lexical between different levels of CSL learner. The experimental materials mainly based on the statistical results in Zhao (2013), Wang (2015) and Li (2017). This study consists of two experiments, one is to investigate the differences between lexical process of the dominant and nondominant frameworks of verbs and the development of lexical syntactic frameworks for learners at different levels. In the second experiment, Taking the patterns of “bǎ” structure as an example, mainly investigating the differences of syntactic frameworks on the verb tenses and the lexical processing of L2 learners, as well as the process of lexical selection knowledge. We think the syntactic framework knowledge of a word is attached to the core verb, and the establishment of the relationship between the syntactic framework and the verb is a continuous process of development.

Keywords: Syntactic Framework; Vocabulary Acquisition; Word Knowledge

Studies of Motivating Factors and Motivated Learning Behaviors in the Intermediate-level Chinese Classroom

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Abstract

In the field of second language acquisition, students' learning motivation has been a favored research topic. Researchers have come to an agreement that discussing L2 learner motivation without a specific context is not very helpful to understand learner's behaviors and learning outcomes. Gardner (2006) introduced two types of motivation which significantly influenced later studies: language learning motivation and classroom learning motivation, but it remains unclear how these two types of motivation affect learner behaviors and how to enrich learning experiences by bridging these two types of motivation through curriculum design. This study is initiated to address this gap by exploring what learning experiences can be pedagogically designed to sustainably motivate intermediate-level Chinese language learners in the classroom setting and even beyond. The classroom data in this study is collected at a Midwestern state university in the United States. Over forty classes of different levels given at the university were observed for the purposes of data construction. The research questions included: 1) In which micro-level activities do students display a high degree of participation? 2) How do students react to their classmates' performance? 3) Is there a potential correlation between localized learning materials and learner motivation? Using a line-by-line discourse analysis and retrospective video-enhanced analysis, the findings suggest that students at this level constantly expand their foreign language knowledge based on what they have already learned through the process of hypothesis verification or refutation. Compared to students at the beginning level, they not only rely on their prior knowledge to learn more Chinese but also expand their learning strategies to acquire knowledge better. When this knowledge expansion occurs, students display a high level of participation and a strong willingness to interact with peers and the teacher. In addition, students act and react to each other to co-construct knowledge and motivation. They showed a much higher level of participation when a question is raised by their classmates instead of the instructor. Last but not least, students also showed a high level of interest to learn and perform localized fact knowledge and behavior cultures.

Keywords: learner motivation, discourse analysis, intermediate-level, classroom behaviors

汉语字谜对 CFL 学习者掌握汉字的促进作用 ——从韩国留学生的汉语字谜解谜心理加工过程探讨

王小璐、王艺臻
浙江大学

摘要

汉语字谜是以汉字为谜底的谜语。众所周知,汉字教学目前是对外汉语教学中最薄弱的环节。研究者曾从不同的角度探讨有效的对外汉语汉字教学法,但鲜有学者关注字谜在留学生汉字学习中的作用及其心理加工过程。本文运用问卷调查法,从留学中国的 25 名韩国汉语学习者的解谜过程与输出结果进行分析和讨论,所调查字谜分为字形字谜和意会字谜。问卷结果显示:1) 解答字形字谜的正确率显著高于意会字谜的正确率,尽管汉语学习年数与字形字谜的解谜正确率无关,但与意会字谜的解谜正确率呈显著性相关,学习汉语时间越久的留学生解答意会字谜的正确率越高,说明字形字谜更适用于低水平 CFL 学习者,而意会字谜可用于较高水平的 CFL 学习者;2) 就解谜过程与策略而言,总正确率高的被试通常能综合运用字形结构拆合、形象联想、汉语知识、百科知识等方法,反之则更多使用字形结构拆合这一方式,并经常随意猜测;3) 受试者认为字谜识字法在大多数情况下可以帮助自己掌握汉字,尤其字形字谜较意会字谜来说对掌握汉字结构的作用更大,验证了汉字部件在汉字识记中的重要作用。

关键词: 汉语字谜;韩国留学生;字形字谜;意会字谜;掌握汉字

留学生的汉语词汇搭配知识习得的发展研究

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摘要

搭配, 是语言中的重要组织原则。在二语学习过程中, 搭配知识的习得是目的语词汇知识习得的关键因素, 是目的语词汇教学与研究的重点。对于留学生的汉语词汇知识中的搭配知识习得, 虽然已有学者进行了相关研究, 但对汉语词汇搭配知识习得的发展关注度仍有待加强。

基于此, 本文以收集到的不同汉语水平的 134 篇期末作文作为语料, 进行分词、标注、统计。通过考察相同话题下, 不同水平的留学生对于 6 个高频词的产出情况为例, 从错误率、搭配率、丰富度、匹配度等方面, 来探讨留学生汉语词汇搭配知识习得的发展过程。研究表明, 搭配知识的习得过程并非是一个单一的、线性过程, 它呈现出一定的阶段性, 不同阶段搭配知识的发展是复杂的、不平衡的。影响搭配知识习得的因素也是复杂的, 包括目的语词汇知识中搭配规则的泛化, 也包括母语词汇知识体系中搭配知识的迁移等因素。

关键词: 留学生 搭配知识 习得 发展

論文發表子題 (三) Sub-theme 3

漢語作為第二語言語法習得與教學研究 Grammar Acquisition and Teaching in CASLAR

Expressing Necessity: Use of Modals in Four Series of Chinese Textbooks

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Abstract

The purpose of the study is to examine the use of modals expressing necessity modal usage in four popular series of Chinese textbooks of elementary and intermediate levels and contrast the frequency of necessity modal use with real-world usage in the corpus databases from the Academia Sinica Balanced Corpus of Modern Chinese from Taiwan (SC) and from Beijing Language and Culture University (BCC). The study attempts to reveal how necessity modals are introduced and used in the textbooks, and whether the usage is close to the real life, in hopes of providing current Chinese language educators with empirical results. A total of 16 Chinese textbooks of elementary and intermediate levels published in the United States, China, and Taiwan were reviewed. Findings show that 要 *yào* 'must' appears to be the most common modal to express necessity in the textbooks and the corpus databases but the use of other modals differs afterwards. Other most used modals in the textbooks are 一定 *yídìng* 'must', 得 *děi* 'must', 应该 *yīnggāi* 'should; ought to', 当然 *dāngrán* 'of course; certainly', and 除了 *chúle* 'except; besides'. 一定 *yídìng*, 得 *děi*, and 除了 *chúle* are individually explained while 应该 *yīnggāi* and 当然 *dāngrán* receive no attention. However, 应 *yīng* 'should; ought to', 该 *gāi* 'should, ought to', and 必须 *bìxū* 'have to' show the high frequency of usage in the corpus databases but are not often used in the textbooks. The findings indicate that the use and practice of Chinese necessity modals in the textbooks does not genuinely reflect real-world usage. Chinese language educators need to be aware of the gap and provide learners of Chinese as a foreign language with authentic materials in order to prepare them for real-life situations.

Keywords: Chinese as a foreign language, foreign language acquisition, necessity, modality, textbook, corpus

The Reconceptualization of Word Order in Mandarin As Acquired by Native English Speakers

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Abstract

The goal of this study is to investigate how the differences in word order features between English and Mandarin affect the acquisition of new word order phenomena in Mandarin and the loss of L1 word order patterns. I intend to set up a hierarchy of word order features for further studies which will examine in depth how these word order features are acquired in Chinese as a second language. Accurate word order acquisition is crucial to fluency in Chinese because of the lack of morphological inflection which causes meaning to depend heavily on syntax. The syntactic structure of Mandarin Chinese is quite rigid, and it must be mastered early on in order to create semantically sound sentences. Through a cross-sectional approach I will track the development of Mandarin word order features in different groups of students at the beginner and intermediate levels. The data is being collected through a grammaticality judgment task and a translation task. The analysis will look for correlation between L1 word order feature similarity to L2 word order features in relation to how readily L2 word order features are acquired.

Keywords: CSL, Chinese grammar, language acquisition, Chinese character acquisition and recognition, SLA

語氣副詞“最好”的語法意義及教學應用

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摘要

本文從語料庫及辭典出發，嘗試對語氣副詞“最好”的句法、語義、語用進行考察。同時從對外漢語教學的角度出發，列舉實例說明“最好”在語法、詞彙教學中的作用，進而提出教學建議。企望結合語言學與語言教學，建立一個有利於語言學研究與對外漢語教學的溝通平台。

句法分佈上，“最好”在通常情況下多位於句子中間，出現在主語和謂語之間，充當句中狀語，構成“主語 + 最好 + 謂語”的格式。

- (1) 學校最好管理每一位學生。
- (2) 你最好每隔 90 分鐘或二個小時量一次血壓。

“最好”可以出現在句子開頭，充當句首狀語，構成“最好 + 主語 + 謂語”的格式。例如：

- (3) 雪很大，天氣又冷。最好你哪兒也別去。
提出建議的說話者往往沒有出現在句中。例如：
- (4) 睡覺最好以右側臥位，避免俯臥或仰臥。
語義特徵上，“最好”表示“建議”與“意願”。“建議”義如下：
- (5) 我們認為最好讓小孩子盡早學外語，以便增長其口說能力。
“意願”義如下：
- (6) 希望她每天生意都好，最好有很多人來買她煮的麵。

語氣副詞“最好”通常表達的是說話者的主觀情感和認識，因此具有明顯的說話者指向 (speaker-oriented)。無論“最好”表達的是“建議”還是“意願”，都表示說話者所表現的一種主觀態度，因此具有主觀性 (subjectivity)。

語用方面主要表現在以下三種功能：指明預設、凸顯新信息、銜接作用。“最好”具有指明預設的功能，是指某一個句子或話語 (discourse) 本身已經蘊含著某種預設，但如果句子或話語中有“最好”的出現，則會使得整個句子的預設更加清楚。說話者使用“最好”引導聽話者對表達內容進行更明確的理解。例如：

- (7) 喝酒同時服用高血壓藥，可能會引發低血壓。因此在服用這些藥時，最好不要喝含有酒精的飲料，以免影響藥效。

凸顯新信息指的是“最好”經常導引新信息，使得整個語句內容的重點顯得明確而突出。例如：

- (8) 結婚當天，新郎需先祭祖，將婚事敬告祖先後才會前往迎娶。新郎最好還要找一些伴郎陪同。

在上例中，“新郎”為句子的舊信息。“最好”位於“新郎”之後，帶出了說話者對“新郎”的建議，這是句子的新信息。

“最好”具有銜接作用。例如：

(9) 那茶葉直接以熱開水燜泡為佳，冷泡次之，最好燜個 10 分鐘以上，味道才能出來，並可重複沖泡飲用。

“最好”不僅表達了說話人“建議”和“意願”性的主觀態度，還同時具有關聯作用，連接兩個句子或者兩個分句，使上下文的關聯更加緊密，過渡更自然。

從對外漢語教學的角度出發，語氣副詞“最好”的教學建議如下：

1. 教師在教學及編寫教材時，可以針對“最好”的句法、語義、語用特徵逐一舉例說明、解釋。華語教師除了翻譯式教學以及機械性的語句練習，應製造仿真的情境，在此情境中解說並訓練外籍學生完成交際任務，力求做到句法、語義、語用等面向的內化。
2. 一旦學生了解、熟悉了語氣副詞“最好”的用法，教師可以將以上的知識運用到話語層級 (discourse) 上，進行長篇語句的練習。在語氣副詞“最好”的教學中，引導學生注意同類或同義副詞間的區別也很重要。將這些細微的差別教導給學生，也有利於他們理解與學習。與“最好”同類的副詞如“何必”“不妨”就是很好的例子。
3. 在學習漢語的過程中，外籍人士常因用錯對應詞而產生偏誤。
 - (10) You'd better go home.
 - (11) 你最好回家。
 - (12) 你應該回家。

外籍學生往往將例 (10) had better 翻譯成例 (11)“最好”而不是例 (12)“應該”。事實上，you'd better 並不禮貌。它帶有命令口吻，表示“你應該做某事”，通常是上司對下屬或年長者對年輕人使用。因此，教師可以透過對比分析 (contrastive analysis) 的方式，說明學習者的母語與目的語之間的差異。

4. 教師亦可注意與語氣副詞“最好”有關的常用詞彙搭配。漢語語法教學往往就是詞語的用法和詞語之間搭配關係的教學 (陸儉明 2005)。教師可以告訴學生某些詞語經常搭配在一起使用，共同構成一個格式。例如：最好是、最好還是。例如：
 - (13) 你最好是找個人陪你去。身為你最好的朋友，我必須告訴你，那丫頭並不像表面上這麼好欺負。
 - (14) 如今生在這地方，最好還是念理工科系吧，要不然找不到工作。

關鍵詞：漢語作為第二語言研究、語氣副詞“最好”、教學建議

一种改进课堂中文词汇教学的分析方法

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摘要

词汇是语言重要的组成部分，词汇教学是中文教学中不可或缺的重要环节。新加坡推行双语政策，具有独特的双语学习环境，既有以中文为母语的教学，也有以中文为外语和第二语的教学。新加坡课堂中文词汇教学内容和重点，以及教学形式，可以通过分析词汇教学的课堂教学语言，了解其特征，从中检视教学过程，以促进教学。课堂教学语言也是一种语篇，本文旨在提出一种方法，通过对课堂教学语言进行系统功能语言学分析，改进词汇教学的有效性。

词汇教学的课堂教学语言基本符合解释说明文类结构，本文针对中学二年级两班词汇教学的课堂语言的语音转录片段，对其进行系统功能语言学的图式结构、及物系统和句内衔接分析。教师在讲解 27 个目标词汇时，使用了 206 句教学话语。通过两堂词汇教学的课堂教学语言结构、及物性和句内衔接，探讨两个文段的特点，并与课堂教学中学生的投入度相比较，探讨词汇教学的有效性，以供教学时参考。

通过系统功能语言学的这些分析，获得的启示是词汇教学的课堂教学语言应简单扼要，教师需按学生对词汇的实际理解情况，找到教学核心，以促进教学。最后，还建议教师讲解词汇时，在句式选用上增加一些增强衔接。另外，还建议可以将词汇按主题进行分类和讲解，让学生掌握更多中文词汇。

关键词：词汇教学，课堂教学语言，图式结构，及物系统，句内衔接

Topic and Subject in Mandarin and in the Languages of Europe: Comparative Remarks and Implications for CSL/CFL Teaching

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Abstract

While the grammatical subject is generally regarded as easily identifiable in the Indo-European languages of Europe, as e.g. English, French or Italian, and is a key element in determining word order (especially the so-called ‘canonical’ word order, dominantly SVO in Europe), the application of this notion to Mandarin has given rise to endless controversies (e.g. Li and Thompson 1976, Tsao 1990, Li 1990, LaPolla 1990, 1993, Bisang 2006). On the other hand, pragmatic-discourse considerations such as topichood, world knowledge, and context, as well as semantic factors such as agency, causation, and verbs’ selectional restrictions, appear to be more significant in Mandarin as factors determining word order and interpretation of utterances (e.g. Chafe 1976, Li and Thompson 1981, Xu and Langendoen 1985, Chu 1999, Huang 1994, LaPolla and Poa 2006). See, for instance, ambiguous sentences of the type NP-V, such as 鸡吃完了 *jī chī-wán le* ‘chicken eat-finish PFV’: the NP is semantically compatible with both arguments of the verb. Depending on the context, it can either be interpreted as ‘the chicken finished eating (something)’, or as ‘the chicken was eaten up’.

In this talk, we will first provide an overview of the role of the different factors (semantic, syntactic, discourse-pragmatic) which shape sentence structure in Chinese, focussing on the notions of topic, agent/actor and subject; we will then propose a comparison with English and Italian, highlighting the difficulties which (may) arise when speakers of the latter languages learn Mandarin syntax. We will then discuss the implications of this theoretical issue for CSLA: to this end, we will propose a critical overview of how the issue of topichood and subjecthood are treated in a sample of recent Chinese-language, English-language and Italian-language coursebooks and reference materials (descriptive grammars, etc.) for language learners. We will discuss the merits and limits of different approaches to these fundamental issues in CSL/CFL teaching and propose some recommendations.

Keywords: grammatical relations, information structure, semantic roles

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语言特征共现模式的探索及其教学应用

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摘要

本研究借鉴西方语体研究方法学派的语言特征多维度分析 (Multi-Dimensional Analysis) 的探索途径, 自建了大型的汉语书面语学术性 / 文娱性程度的语料库。该语料库具体包括: 研究学位论文、期刊论文、流行中短篇小说、流行杂志文章。前两者构成学术语篇语言特征研究的语料, 后两者组成以前者比照的文娱语篇语言特征研究资料。本研究对这些文本逐篇进行了语言特征的标注与统计。这些语言特征项目来自 Biber 以及汉语语体 / 语言特征研究的相关论著。多维度分析发现了体现汉语学术文娱性书面语篇功能的语言特征群组, 并发现了学术与文娱两大类语体、学位论文、期刊关键词: 语体, 语言特征, 多维度分析, 写作教学论文、流行小说、杂志文章四大文类、以及具体每个语篇语言特征共现模式的异同。

该研究的理论价值在于: (1) 提供描述汉语各语体 (包括分语体) 的语言特征共现模式的量化途径; (2) 加深对语言功能与语言选择之对应关系的理解。该研究的应用价值包括: (1) 提供写作作品语言特征比较的量化途径; (2) 可据比较结果, 有针对性地提出学习者写作语言教学内容方面的建议。

关键词: 语体, 语言特征, 多维度分析, 写作教学

Linguistic Universal Again? Evidence from Garden Path Sentences in L2 Chinese

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Abstract

The purpose of the present research is to conduct a project to systemically investigate the L2 acquisition of garden path sentences in Chinese by English- and Korean-speaking learners of Chinese. The participants were 68 intermediate-level subjects, equally divided into two groups according to their mother tongue. A group of 23 Chinese native controls were also recruited to serve as a baseline. Three types of garden path sentences were investigated in two tasks (i.e., the Question Answering Task and the Truth Value Judgment Task). The findings are as follows: First, our L2 participants and the Chinese native controls favored the relative clause (RC) reading over the main verb (MV) reading, demonstrating linguistic universals (Juff 1998, Jin 2006). Second, L1 influence was found but not significant in that the English group tended to choose the MV reading slightly more frequently than the Korean participants. In addition, it was found the Markedness Hypothesis (Eckman 1977) was not supported in that the L2 participants were not significantly affected by the patterns in garden path sentences regardless of whether the type of garden path sentences is marked or unmarked. Finally, there was found an interaction effect among contexts, groups and readings, and among tasks, groups and readings. But the contextual effect alone on readings was not significant (cf. Asadollahfam & Lotfi 2010). The expectation condition helped the L2 groups enhance the target readings, which were similar to the readings obtained from the neutral condition. The task effect alone on the readings was not significant.

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基于动态作文语料库的留学生汉语语块习得研究

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摘要

本文**研究目的**是在已有语块理论的基础上,对汉语语块进行界定和分类,将汉语语块暂分为凝固结构、半凝固结构和自由结构三大类。**研究方法**是选取北京语言大学 HSK 动态作文语料库的作文语料作为研究对象,希望从实证的角度验证不同汉语水平的和不同语言文化背景的语言学习者对语块的使用具有差异性这一假设并尝试描述留学生汉语语块使用的总体特征,试分析不同汉语水平、不同母语背景的留学生在语块使用上的差异,具体调查统计分析韩美留学生(汉字文化圈 VS 非汉字文化圈)在语块使用总体情况、各类语块的使用分布、语块使用的错误率上的差异,并尝试推断背后动因,期望为汉语词汇教学提供教学助力。

关键词: 汉语语块; HSK 动态作文语料库; 差异性; 统计分析

論文發表子題 (四) Sub-theme 4 漢語作為第二語言語法問題研究 Grammar Issues in CASLAR

非华裔生汉语语篇有序性的 主位结构的偏误分析

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摘要

所谓的“有序性”对应的是语篇的语言结构特征,即语义连贯、语言衔接和信息结构之间的关系合理性。有序性是元功能与语篇关系的重要特征,主要体现为主位结构、语法衔接和词汇衔接等语篇的功能。本文主要研究就读马来西亚高等学府非华裔生的汉语语篇写作有序性的主位结构的偏误分析。本文欲研究发现如下:一、本文的研究发现得出非华裔生难于使用旧有的知识以处理和提取语篇写作当中的主位结构的信息。由于被试者不善于处理词汇信息的提取,导致他们在处理主位结构的语言成分时,往往采取回避的方式或使用信息不完整的语言编码去建构主位(theme)的语义信息,这间接导致述位(rheme)所要传达的语音信息或语义受阻。二、本文关注非华裔生采取了哪些词汇和语法策略来突显语篇中主位结构所反映的语言信息,本文的研究发现得出被试者所采用的词汇和语法策略难于协助他们凸显语篇中主位结构反映的语言信息。三、本文将采用量化的研究方法去进一步分析哪些因素是导致被试者无法使用语义连贯的语言信息去衔接和建构语篇当中的主位结构,分析他们在建构主位结构的语言信息时所出现的偏误,以及这些偏误对他们建构语篇主位、人际主位和概念主位所产生的语义混淆和折损的情况。本文也发现被试者对时间词语和事件发生的空间缺乏认识,导致他们在建构语篇主位时缺少时态的语义信息;在处理人际主位时缺少对语篇中说话人的态度、观点和行为的陈述,尤其是不能对说话人的身份建构有具体明确的描述,经常使用人称代词来概括说话者的身份;而对于概念主位的描写更是缺少对其动作行为的描写,这些语义信息的折损都是导致非华裔生的书面语的表达难于达到与母语为汉语的学习者的汉语写作的水平。本文期冀此项研究工作可以作为拉近非华裔生和华裔生对汉语写作水平程度的距离。

关键词: 汉语语篇、写作、有序性、主位结构、语义信息、语言编码

Xiēhòuyǔ par excellence and Their Differences with Truncated Proverbs

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Abstract

The dichotomy between *yǎ* 雅 ‘decorous, elegant’ and *sú* 俗 ‘plain, popular, vulgar’, evolved already in the course of pre-modern Chinese history (Harbsmeier 2001: 377), was one of the main criteria for delimitation of *chéngyǔ* 成語 ‘set phrases’ from other types of idiomatic units in the late 1950s – mid 1960s (Bogushevskaya 2017a: 334).

Guànyòngyǔ 慣用語 ‘common sayings’, *yànyǔ* 諺語 ‘proverbs’, and *xiēhòuyǔ* 歇後語 ‘tail-less puns’ (the term suggested by Baker 1992: 199), or ‘truncated witticisms’ (the term used by Rohsenow 2017: 621), all being of a colloquial nature, were therefore regarded as the *sú*-type phraseologisms.

I will argue that, unlike the classical two-part allegorical “enigma and solution” (*piyù jiědá shì* 譬喻解答式) form, which is the true *sú*-type idiomatic expression, with the communicative value deriving from word play (based on phonetic conundrums or metaphorical meaning) in the second part (Prjadoxin and Prjadoxina 2007: 11), the other, albeit rare form, the so-called *zhèngguīde xiēhòuyǔ* 正規的歇後語 (the term coined by Máo Dùn 茅盾), which can be translated as ‘*xiēhòuyǔ par excellence*’, belongs to the elegant *yǎ*-type.

These *xiēhòuyǔ* began to emerge among the literati in the Táng 唐 - Sòng 宋 era and were widely divergent from the modern *xiēhòuyǔ*, with regard to its formation and meaning (Jin 1989: 67). They often derive from the idiomatic expressions in the ancient historical texts (e.g., *yǒuyú* 友于 ‘brothers’ or *yǐjué* 貽厥 ‘descendants’ from the *Shūjīng* 書經) or from the civil servants’ reality (e.g., *dúzhàn’áo* 獨占鰲 ‘come out first; be the champion’ or *yuánlì* 爰立 ‘be appointed as a minister’) and are not widely known.

What is also important is to make a clear difference between *xiēhòuyǔ* and truncated *yànyǔ* 諺語 ‘proverbs’, such as *Mǎn píng bù xiǎng* 滿瓶不響 ‘Full bottles do not sound’ or *Jìn shuǐ lóutái* 近水樓台 ‘A waterfront pavilion’. Proverbs do not contain “puzzle-resolving” part, either spoken or unspoken, they are widely known, and native speakers refer to them as the *sú*-type folk sayings without relating them to any literary source (Bogushevskaya 2017b: 645-646).

Keywords: *xiēhòuyǔ*, *yànyǔ*, tail-less puns, proverbs

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基于中介语语料库的留学生语篇偏误研究

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摘要

随着汉语作为第二语言教学的迅速发展,针对汉语语音、词汇、语法、汉字等语言要素的研究成果众多,相比之下,作为比句子更上位的语篇研究,并未受到学界的充分重视,语篇的本土研究虽取得一定成果,但仍有进一步深入探讨的空间。在汉语作为第二语言教学中,只有让学生充分地掌握汉语的语篇知识,才能进行流利的成段表达,并与汉语母语者进行顺畅的交际。

鉴于语篇研究的重要性,本文基于华东师范大学留学生汉语中介语语料库,采用定性分析和定量分析相结合的研究方法,对中高级汉语水平留学生的语篇偏误进行分类描述与定量统计,主要包括逻辑联系语偏误、照应偏误、以及话题链断裂这三类语篇偏误。我们发现,逻辑联系语误用是最主要的语篇偏误类型,占语篇偏误总数的 34.0%,缺乏照应的偏误次之,占比为 21.2%。与逻辑联系语偏误和照应偏误相比,话题链断裂方面的偏误不易发生,仅占 7.0%,一篇作文中的发生概率不到 4.0%。究其偏误产生的原因,主要有:汉语学习者对相关语篇知识掌握不够,汉语中近义词、近义句式或近义表达比较多,学习者母语的负迁移,以及学生的心理因素导致其回避使用某些语篇知识。根据偏误原因,本文提出合理的具有实践性的教学建议,并根据教学建议给出一份针对逻辑联系语“而且”的完整的教学设计,旨在为对外汉语教师提供具体直观的语篇教学案例。

Second Language Learners' Usage of Chinese Numeral Classifiers

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Abstract

This presentation reports on the profiles of Mandarin Chinese numeral classifier usage by three learners of Chinese as a second language (CSL). Being a notoriously difficult language to learn (Hansell 1989; Gao and Malt 2009; Liang 2009; Zhang and Lu 2013), Mandarin has presented many challenges, one of which is its classifier system, for the learners. The seemingly rule-guided, yet sometimes arbitrary, assignment of classifiers to head nouns is particularly challenging for learners as it is not only semantically motivated but is also sometimes conventional.

This study addresses this concern by profiling the usage of Mandarin numeral classifiers by three CSL learners. The data were collected from the essays they wrote in one academic semester during which they were preparing for a Chinese proficiency test. A total of 42 essays were collected from the three participants; the corpus size amounted to 23,125 Chinese characters. Native speakers' data were also included in this study for comparison purposes (natives' corpus size was 8163 Chinese characters). The findings suggested that the three learners used the general classifier 个 *ge* to a relatively higher proportion than the native speakers did. Apart from the general classifier 个 *ge*, the three CSL learners also used a variety of specific classifiers which were profiled, explored, and reported in details in this study. This study also found that the learners with higher proficiency used more types of classifiers than the learner with lower proficiency although the learner with lower proficiency used more tokens than one of the learners with higher proficiency. Interestingly, the accuracy rate in the usage of specific classifiers in all the three learners' essays was quite high.

This study offers detailed profiles of the non-native usage of Mandarin numeral classifiers by the three participants. The findings from this study enrich the description of learners' usage profile and provide insights into how second language learners use Mandarin numeral classifiers in the writing. The results add to the scholarship on the acquisition of Chinese as an L2 and contribute towards better understanding of the non-native usage of Mandarin numeral classifiers.

Keywords: Mandarin Chinese as a second language, numeral classifiers, usage profiles

A Learner Corpus Investigation of CSL Learners' Lexico-grammatical Development of Result-state Resultative Verb Compounds

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Abstract

Resultative verb compounds (RVCs) are an important class of compounds in Chinese that serve important grammatical functions in Chinese discourse. As a morphological construction, RVCs are a condensed form of verb compounding, with the first component indicating an action and the second component signaling the result of the action (Chao, 1968; Li and Thompson, 1981; Packard, 2000). As a grammatical construction, RVCs are one of the primary resultative constructions that represent argument structure and change of state. However, CSL learners' acquisition and production of result-state RVCs has not been given due attention. This study focuses on result-state resultative verb compounds (result-state RVCs), the most intensively researched resultatives in Chinese linguistics, and examines CSL learners' lexico-grammatical development of result-state RVCs. It drew data from a written learner corpus of 728 essays and compared learners to Chinese native speakers. The lexical development of result-state RVCs was investigated based on frequency of use, compositionality and lexical range, and lexical appropriateness. The grammatical development was examined by analyzing the interaction of result-state RVCs and the perfective aspect marker *le*. Findings showed that while the frequency of use, compositionality, and lexical range of result-state RVCs grew with learners' overall language proficiency, the accuracy of result-state RVCs showed a certain degree of regression in the high intermediate and advanced learners. The study revealed two major challenges associated with acquiring result-state RVCs: mastering the change-of-state event structure encoded by the result-state RVCs, and the highly lexical nature of RVCs and the incremental development of compound knowledge. Pedagogical suggestions were provided as how to teach result-state RVCs.

Keywords: result-state resultative verb compounds, lexical development, grammatical development, productive knowledge, Chinese as a Second Language

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介词框架“在 X 上”英汉对译及其认知研究

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摘要

随着认知语言学的兴起与发展,国内外不少学者对其从不同角度进行历时和共时的研究。而“意象图式”是认知语言学最重要的概念之一,它是人类通过自己的感官认知周围的世界而形成的用来组织较为抽象的思维从而形成语义概念的一种方式。在认知语言学理论框架下,有不少学者曾对介词框架进行语义研究,但少有人从英汉认知对比的角度结合意象图式等多种研究方法对“在 X 上”框架进行研究。本文结合 Babel (英汉平行语料库),对“在 X 上”框架在英语中的对应形式进行分类和统计,找出“在 X 上”的 502 例英汉对应语料,并将其分成:词缀、介词、其他词类以及从句这四大类别。首先结合语料得出“在 X 上”的对应为英语 ON/IN/ 中相同的义项,然后借助意象图式的展现进一步证明用认知图式来理解这种语言现象的合理性。最后从句法、语义和认知这三个角度,分别分析不同种类的对应情况。

本文认为“在 X 上”框架本身的意象图式、和句中动词的位置关系、X 的性质、动词的语义共同影响了“在 X 上”框架在英语中的对应形式。此外,本文还得出“在 X 上”框架在对外汉语中的教学启示。第一,把“介词‘在’+‘X’+‘上’”的结构作为框架“在 X 上”来教。第二,有阶段性地教授义项。“在 X 上”框架内部各义项都存在着一一定的习得顺序,有的义项比较容易掌握,学起来也快,有的义项比较难掌握,学起来也慢,这就要求教师一方面注意客观习得规律,不能只重知识的全面讲授不重学习者接受起来的客观难度。第三,在教学过程中,还要将认知语言学的研究成果与传统语法教学相结合。

关键词: 在 X 上 介词框架 英汉对译 认知研究 意象图式

Re-understanding the Categorical Attribute of *Zai*

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Abstract

This paper discusses the meaning evolution and the categorical attribute issues of the Chinese character *Zai* (在) from the perspective of the spatiality of the Chinese language. It also analyzes the co-occurrence of *Zai* in modern Chinese with the corpus method, aiming to explore the essence of Chinese language. The study finds that: 1) Regardless of the position in the sentence, *Zai* can be considered to be a verb; 2) Most Vs in the “*Zai* + V” structure are action verbs and possess the peculiarity of spatiality as well; 3) The usage evolution of *Zai* reflects the spatiality of the Chinese thinking and further proves its spatial trait. It may help learners of Chinese as a second language better understand the characteristics of the language and consequently improve their learning.

Keywords: *Zai*; verb; spatiality

Analysis of New Semantic Roles of Lexical Items in a Corpus in Chinese Language

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Abstract

While teaching students of Chinese language, teachers must keep in mind that pure verbal proficiency is not enough to ensure a successful communication. In order to put in practice an effective exchange of ideas, one must keep in mind what could be the purpose of the interlocutors in the target culture. Knowing why Chinese people adopt a certain behavior in communication is very important, in order to convince an interlocutor of the righteousness of his point of view, for this purpose one must know what are the common practices behind a certain behavior.

Observation on spoken language gives the possibility to identify semantic variations and marked use of the lexicon in a communication context. I will report the results of an analysis on a corpus collected in Taiwan of conversations among students and between students and experts on a specific subject chosen by students. Using the method of discourse analysis, I will take into consideration discourse markers such as 吧 *ba*, 那 *na*, 这 *zhe*, oltre alla frase 对不对 *dui bu dui* , observing through the pragmatic method what values they have considered. The purpose is that of discovering new semantic roles covered by lexical items and frequently used in discourse practice.

漢俄祈使言語行為之語義句法對比探究 ——兼論施為與取效

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摘要

自 20 世紀 50 年代開始，對比語言學形成一門學科，成為語言學的一個重要的獨立分支，雖然在語言共時層面的對比研究逐漸受到重視，但在語言對比研究的領域內仍有待深度的開拓探究，特別是句型構式部分，著實需從語義認知學和語用類型學二方面展開進一步分析。

任何一種語言皆具備「書面文法的靜態層面」和「口說行為的動態層面」，二者相合成就完整的言語行為模式，藉由語言的對比方式，除了可以探究內在詞性分類及句法構式外，外在異語言間的詞性句法對比，不僅能分析箇中差異，更能從此差異中歸納出彼此同異點，相同部分以「鞏固沉浸式」教學，讓學生嘗試捨棄母語，以全中文方式練習；針對相異部分以「激活語言」教學，以間接引導取代直接意義說明，讓學生自主發現錯誤並漸進修正，減少第二語言學習者在學習過程產生語言化石化之中介偏誤現象。

在華語教學的過程中發現，以口說動態言語行為理論（即發話者對受話者設定的言語立場）為主、交際語用語境（社經背景關係）為輔之指導原則的祈使及施為取效句型，在漢俄語言的句型構式內，皆具備多項層次的語義系統特徵，細究漢俄語祈使言語行為及其施為取效句型，在詞類部分不僅具有特殊的語義句法要求外，從實用原則的使用目的上加以區辨，其語義類別可析出——請求、勸告、命令和指導四大類，各類又可再細分出相應語義素及語義場域；句法類別則可總結出——肯 / 否定祈使句、直 / 間接祈使句、疑問祈使句及強調祈使句等六類，內容包含言語行為發出者之目的、獲得效果及言說與意動行為，然而此種相類現象，卻始終侷限在各自的本體研究上，對比研究卻相對薄弱而受到忽略甚為可惜。

當前華語熱潮方興未艾，近期俄羅斯官方亦將華語列為核心學習項目，漢俄語對比研究將有助於教學與學習。因此，本文將以漢俄語祈使言語行為及其施為取效句為研究材料，首先第一步是定義溯源：確立祈使、施為與取效句型名稱語義釋義概念，第二步：由祈使言語行為動詞及實用原則上加以區辨，其語義類別可析出——請求、勸告、命令和指導四大類，各類又可再細分出相應語義素及語義場域，第三步：立足於配價理論，分析祈使、施為與取效句型價數類型及其句式基模架構，將漢俄祈使言語行為之相關動詞語義句法加以對比分析，梳理其語義語用和句法構式規律，確立得體的言語表達行為，藉以輔助第二語言教學者和學習者，於課室內的教學與習得皆能得到助益。

關鍵字：祈使句、施為與取效行為、言語行為理論、語義語用、句法構式

从流水句的主语指认问题 看汉语结构的离散性和语义的勾连性 On Discreteness of Structure and Connectivity of Meaning of Chinese from the Perspective of Subject Identification of "Run-On" Sentences

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摘要

流水句是汉语最有特点的句式之一。汉语流水句中各句段并置，句段之间的语义联系依靠单纯的空间聚合以及语义的逻辑推理即可完成，并不依赖句法。流水句的核心问题之一是主语指认 (subject identification) 问题，即在一个流水句中，各句段的主语在形态上可以是不一致或不指明的，但在意义层面却是清晰、明确的。汉语流水句中各句段的主语并不是简单的“承前省略”或“蒙后省略”，其指认问题牵涉到语境中的语义构建。传统的印欧语语法思维和现有的西方语言学理论并不能很好地解释汉语流水句的主语指认问题。本文从新文化运动以前的章回体小说中采集真实的流水句语料，探讨其主语的推导和指认过程。流水句的结构松散，上下文衔接一般不用关联词语，小句之间可以频繁变换主语，体现出明显的离散性，而在语义层面，流水句的各个句段之间则联系紧密，弥补了其结构上缺失的勾连性。本文的结论进一步解释了汉语意合、物性的空间性特质，厘清了汉语显性的结构层面的离散性和隐性的语义层面的勾连性，进一步挖掘并探讨了汉语流水句的空间性特质，有助于我们认清以汉语为母语的中华民族的思维特质。汉语流水句的主语指认问题牵涉到语言使用者的诸多素养，包括关键信息的识别能力、语句搭配能力、逻辑判断能力以及文化背景知识等，在语言习得的过程中应当加以注意。

关键词：流水句；主语指认；汉语；语义；空间性

論文發表子題 (五) Sub-theme 5

漢語作為第二語言語音與語用問題研究 Phonetic and Pragmatic Issues in CASLAR

朗讀中二語學習者漢語發音體系的 母語背景差異研究

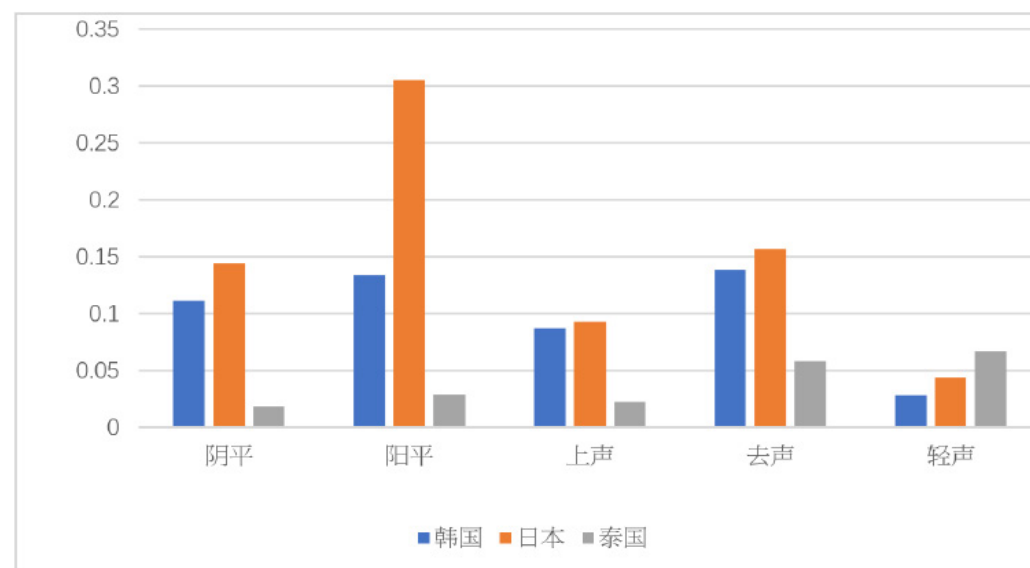
吳丁香
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摘要

本文基於聯結主義理論和口語產出的言語特徵，考察在語流中不同母語背景的学习者朗讀中語音問題的共性和差異。

筆者自 HSK 中級口語考試的錄音中，窮盡式提取朗讀環節的音頻作為研究語料。按母語背景分類，隨機各抽取 30 個音頻（由於時間原因，暫時完成了三種母語背景的標註和統計），從聲韻調三大類考察音節朗讀的準確度。根據抽樣提取的部分口語語料（221 個音節、78 個詞的文本朗讀）的標註、統計，我們發現不同母語背景的二語學習者各音節的準確度是不一致的，存在明顯的差異；聲韻調的錯誤率最高的仍然是聲調，其差異與聲調類型有關。根據考察，可以看出不同聲調類型的音節，在口語產出中對不同背景的二語學習者的難度是不同的。具體來說，韓國二語學習者各音節錯誤率差異不大，但去聲音節的錯誤率最高；日本學習者陽平音節的錯誤率高於其他音節，且遠遠高於其他母語背景的学习者；泰國學習者各音節的錯誤率都低於其他母語背景的学习者，其錯誤率最高的輕聲音節。

表 1. 各母語背景二語者口語產出中音節錯位率統計表



漢語聲調習得中的兩個逆向效應現象

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摘要

相鄰音素的互相影響通常分兩種：一為延滯效應 (carry-over effects, 前音素影響後音素)；二為逆向效應 (anticipatory effects, 後音素影響前音素)。一般來說自然語言中元輔音和聲調協同發音中的延滯效應都比逆向效應明顯。然而，在第二語言漢語聲調的習得中卻出現了兩個相反現象：在聲調協同發音和語調焦點標註中，逆向效應都比延滯效應更明顯。

第一，在雙音節詞聲調的協同發音中，當曲折調（二聲或四聲）位於高起點聲調（即一聲和四聲）之前時，這個曲折調（尤其是二聲）的準確率會嚴重下降。本研究通過比較準確率、測量被影響曲折調的基頻數據以及錯誤類型的比較，確定詞首的曲折調確實受到更多的逆向異化 (anticipatory dissimilation) 效應的影響。

第二，當漢語語流中有某個焦點詞需要在語調上特意強調時，一般會同時出現三個語音特徵：(1) 焦點詞的調域增大（即高音更高，低音更低，但關鍵調形保持不變）；(2) 為突出焦點詞調域變化，焦點詞後成分的調域會急劇縮小，這屬於延滯效應；(3) 句中其他成分語調保持不變。然而，在二語習得漢語聲調的研究中發現，焦點詞後成分的聲調表現比較好，反而是焦點詞前的成分聲調準確率嚴重下降，這也屬於一種逆向效應。

本文通過對這兩個逆向效應現象的回顧表明 (1) 二語聲調習得不僅有母語遷移的影響，也受到普遍語音規律的約束；(2) 同是聲調協同發音機制，在自然聲調語言和在第二語言聲調習得中會有不同表現。

關鍵詞：漢語，聲調，習得，逆向，異化

Chinese Prosodic Transcription – a Proposal

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Abstract

In phonetic scripts, written texts record the segments (vowels and consonants) in one way or another. **Suprasegmental (prosodic) features** such as stress, grouping, or sentence intonation are reflected to a very limited degree (e.g. by sentence punctuation). In **L2 teaching**, labelling such features could greatly improve the students' fluency and naturalness of their speech (note that prosodic labelling is more commonly used in research related to speech technologies). Attempts to design a system of **prosodic transcription for Mandarin for pedagogical purposes** are scarce. To my knowledge, the most elaborate one (based on Hanyu Pinyin) was created by the Czech sinologist and phonetician, Prof. Oldřich Švarný (1920-2011). He labels two features: grouping of the lexical words into prosodic words and intonational units, and degree of stress in syllables. His scale of stress has 6 degrees. It is an outcome of two successively applied parameters: 1. tone fulness: neutral tone – weak tone – full tone – emphasized tone; 2. [± stressed]. Present paper challenges both the number of stress degrees (proposing only four) and Švarný's underlying phonological analysis. Principal points: 1) All tonal morphemes are inherently full, “stressed” by default. Their full, unreduced pronunciation is unmarked. 2) Some tonal morphemes are structurally prone to prosodic weakening, e.g. monosyllabic tonal function words (“the cliticoids”), such as prepositions, classifiers, personal pronouns, the verb 是 etc. 3) Prosodic weakening is related to semantic weakening, it is marked and has specific functions. It can occur at any of the structural levels (morpheme / word / phrase / discourse).

mā stressed syllable carrying logical stress

mā “normal” tonal syllable (cf. Chao's “normal stress”)

mā inherently weak tonal syllable (the cliticoids, 不 in Yes-No questions etc.)

ma toneless syllables (the clitics such as 的, 吗, lexical suffix 子 etc.)

Example of transcription:

这是我的屋子。

Zhè-shì wǒde wūzi.

“This is my room.” (neutral statement)

这是我的屋子，不是他的屋子！

Zhè-shì wǒ de wūzi, bú-shì tāde wūzi!

“This is **my** room, it is not **his** room!” (contrastive stress)

Keywords: phonetics – Mandarin prosody – prosodic transcription – L2 teaching

Knocking Tones Off Their Perch: Investigating the Intelligibility of Anglophone Young Beginner Learners of Mandarin Chinese

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Abstract

Tone, or the use of pitch differences ‘to distinguish the dictionary meaning of words’ (Collins & Mees, 2008: 133), is generally considered to be particularly problematic for Anglophone learners and has consequently been the focus of the majority of research into Chinese as a Foreign Language (CFL) pronunciation studies (Xing, 2006; Ke, 2012). Set within the context of teaching Chinese to young beginner learners at two schools in the North of England, the aim of this research paper is not to question the common sense assumption that producing and perceiving Chinese tones can be problematic for many beginner CFL learners, but to investigate whether intended meanings can still be understood despite heavily accented tones. Such a change in emphasis is important in terms of setting more realistic pronunciation goals by focussing on those areas of a learner’s pronunciation most likely to hinder intelligibility, as well as challenging commonly held views which tend to regard any form of L2 pronunciation as a deficit model (Cook, 1999; Pavlenko, 2003; Murphy, 2014). Data collection activities included recording the spoken Chinese of twenty students during a variety of speaking tasks – from reading aloud single words and sentences to speaking extemporaneously in role plays. Forty postgraduate students from China were subsequently interviewed as they tried to comprehend the learners’ randomised speech samples. Intelligibility breakdowns, defined in general terms as any instance when a rater incorrectly transcribed what a learner was intending to say, proved to be, at the sentence level at least, as much a result of non-standard pronunciation of certain initials and finals as problems with tones. Interference from English intonation patterns rarely caused intelligibility breakdowns although did contribute to a perception of a foreign accent. There were also occasional glaring discrepancies amongst the different listeners’ transcriptions of the same student’s recorded speech, suggesting that rather than placing all the responsibility for intelligibility on the speaker, it would also be helpful to have more emphasis on listener awareness and listener training.

Keywords: Intelligibility, Pronunciation, Speech perception

The Effect of Animacy on the Interpretation of Novel Noun-Noun Compounds in L2 Chinese

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Abstract

The Interface Hypothesis (IH), proposed by Sorace & Filiaci (2006), states that narrow syntactic properties can be acquired, but the interfaces between syntax and other components cannot. Some supporting evidence for the IH had long been received from researchers like Sorace (2004); however, counterevidence was also found in the findings of Tsimplici & Sorace (2006) and White (2009). The IH was later revised and the current version states that internal interfaces (including lexicon/syntax, semantics/syntax) are acquirable, but that external interfaces (such as syntax/discourse, syntax/pragmatics) are not. The purpose of the present study is to focus on the Head Parameter of different languages and systemically compare the interpretation of internal interface like novel noun-noun (NN) compounds by learners of L2 Chinese from three language groups (i.e., Japanese, Indonesian, and English), each of which consisted of 28 intermediate foreign students of National Taiwan Normal University. These language groups were selected according to Polinsky’s (2012) classification with respect to the Head Parameter of each language. The native controls were 28 adults whose native language is Chinese. Test items containing novel NN compounds with animacy features on the modifier and head were investigated.

The results are as follows: First, animacy was found to play an influential role in affecting the subjects’ interpretation of novel NN compounds (Lowder & Gordon 2014). They performed better on the inanimate head noun; however, they scored higher when the modifier noun is animate. Second, among the four types of novel NN compounds, T2 (animate modifier AM + inanimate head AH) scored the highest and T3 (inanimate modifier IM + animate head AH) the lowest, indicating that when a novel compound with two distinctive animate features, it received a peripheral score, which is determined by the subjects’ sensitivity to the Head Parameter. Finally, our Indonesian group performed differently from the English group, thus supporting Polinsky’s (2012) classification that Indonesian and English are of different SVO languages: the former is head-initial and the latter is sundry. That is why the English subjects and the Japanese group whose L1 is rigid head-final performed alike on certain types.

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韩国留学生将汉语作为第二语言之语音偏误初探

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摘要

文字记录语言，语言传递思想。语言作为人类最重要的交际工具之一，声音与意义分别作为语言存在的形式与内容，二者缺一不可。换言之，语言不可能与语音割裂开来，两者之间密切相关。

近年来，随着中国的崛起，全球掀起了一股“汉语热”。据中华人民共和国教育部的“2016年全国来华留学生数据发布”中的数据显示，每年来中国大陆、港澳台地区学习中文的留学生数量不断增长，其中，韩国留学生人数占来华留学生总人数的百分比最高。同属于汉字文化圈，韩国留学生的表现比起其他国籍的留学生优异许多，但仍存在着语音偏误的问题。

基于汉语语音是对外汉语教学的重要的一个部分，本研究以中介语理论、二语习得相关理论及语言迁移现象作为理论根基，借鉴以往对韩汉语教学所取得的研究成果，运用个案分析的研究方法与前人取得的研究成果相对照。文献探讨总结出韩国留学生在学汉语时出现语音偏误的规律，接着比对韩国留学生实际口语输出之语音偏误，分析范围包括汉语声母、韵母上的发音偏误，还有声调与变调上的偏误等。透过研究发现，整理分析韩国留学生可能产生之语音偏误，以及针对其偏误，对汉语教学提出教学上具体之建议。

关键字：汉语语音、对韩汉语教学、二语习得、发音偏误、教学对策

哈萨克斯坦留学生对汉语声调产出和感知的实验研究

纪晓丽、张辉、龚箭
江苏科技大学、南京师范大学

摘要

汉语是声调语言，不同的声调有不同的意义。可以说声调比声母、韵母重要，对意义识别的影响比声母、韵母更大，有研究表明，汉语二语语言的洋腔洋调主要体现在汉语声调上。现有汉语作为第二语言语音习得的研究主要将研究对象集中在母语为英、韩、日等国家的汉语学习者，对其他语系汉语学习者的声调习得研究甚少。本文采用实验语音学的方法，对母语为哈萨克语的汉语学习者单音字声调的习得偏误进行详细的考察，研究分为产出和感知两部分。首先邀请 15 名哈萨克斯坦留学生和 15 名中国发音人进行录音，借助 praat 语音分析软件对录音进行音段和声调的标注，从调域、调型和时长三个方面与中国发音人进行对比，分析哈留学生声调产出的偏误。结果显示：(1) 从调型上来看，中国发音人阴平为 44，阳平为 24，上声为 212，去声为 41。哈留学生阴平为 33，阳平为 23，上声为 213，去声为 41。(2) 从调域来看，哈留学生的调域较窄，独立样本 T 检验结果显示有显著性差异。(3) 从时长来看，哈留学生和中国发音人时长分布模式比较类似，均是上声最长，阳平次之，阴平为中，去声最短的模式。为了使用统计学的方法将哈留学生的声调产出数据与中国人进行比较，找出哈留学生声调产出偏误所在，用欧式距离计算声调音高和时长的相似度，结果表明哈留学生阳平和上声距离最小，相似度高，与中国人有较大差异，哈留学生在产出阳平和上声时容易混淆，具体表现在哈留学生阳平和上声一样先下降，后上升，类似降升调，并且终点音高值不够高。基于产出结果，感知实验借助 Matlab 软件，使用降升调连续统，考察哈留学生对阳平和上声的辨别，实验运用 PSOLA 算法合成实验刺激，改变降升调拐点位置和终点音高值，安排哈留学生和中国人进行听辨实验，结果显示中国人对拐点位置和终点音高值的变化均敏感，对阳平和上声感知呈现范畴化，而哈留学生结果则未呈现范畴化。哈萨克语为突厥语系，与英、韩、日属于不同的语系，哈留学生声调偏误与英、韩、日汉语学习者类似，均集中在阳平和上声调，证明汉语学习者对声调的习得受母语的影响不大。本文对哈留学生汉语声调习得的研究，首次采用统计学方法计算二语者和母语者声调相似度，分析哈留学生声调习得偏误，为汉语学习者声调习得偏误提供了更为客观具体的证据。

The Perceived Similarity of Distinct Mandarin Phones by Danish L2 Learners

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Abstract

The consonantal inventory of Mandarin Chinese consists of obstruent contrasts that are quite rare among the world's languages. Discriminating and producing nonnative contrasts has been the topic of many studies (e.g. Best et al. 2001, Flege 2003), and current speech learning models highlight the importance of the perceptual mapping of nonnative phones to native categories. This mapping has been shown to be affected by the phonetic context in which these phones occur (e.g. Cole et al. 2001, Mei 2013).

In an AX experiment, we examined the discrimination of Mandarin obstruent contrasts by three groups of native Danish speakers differing in Mandarin language experience. Based on a perceptual assimilation study (Rasmussen and Bohn 2017) we hypothesized that discrimination would be difficult for certain pairs of initials differing in different ways. Specifically, these contrasts differed in (1) aspiration (i.e. pairs of dental obstruents), and (2) place of articulation (i.e. palatal-retroflex pairs). For the latter contrast, which according to the traditional Chinese phonological analysis does not yield minimal pairs, we tested the saliency of the medial glide to investigate how its degree of saliency contributes to the degree of discriminability. In addition, we propose that phonetic context affects the discriminability of (3) dental stops and palatal affricates. That is, the articulatory gestures of these distinct phones could be interpreted as identical when followed by the unrounded medial glide /j/ which may be perceptually interpreted as palatalization of the onset.

Results do not only point out which consonants may contribute to lasting difficulties for Danish L2 Mandarin learners, but also identify certain conditions in which the similarity of rhymes plays a role in correct syllable identification.

Keywords: Acquisition and development of CSL; Application of linguistic theories to Chinese L2 data

Production and Perception of Cantonese Tones by Second Language Learners in Hong Kong

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Abstract

Cantonese, the primary spoken language in Hong Kong, is a complex tonal language with arguably six lexical tones. Over the past few decades, more attention has focused on the acquisition of Cantonese tonal system by native-speaking children, but very few have examined how second language learners acquire and discriminate the six tones. This issue is particularly important in Hong Kong second language education because for there is a rapid growth of minorities whose first language is not tonal, and it is highly likely that the complexness of the tonal system constitutes learning problems. Therefore, this ongoing study aims to fill the gap and closely examine second language learners' perception and production of Cantonese tones. It seeks to answer the following questions: (a) To what extent is the developmental order of Cantonese tones in second language learners different from those in native-speaking children? (b) What are the features of the tonal errors in the learners' perception and production of the tones? (c) Is there a significant difference between the learners' acquisition of tones in Standard Chinese and that in colloquial words?

The participant group consists of 48 second language learners from junior secondary grades, who have learned Cantonese for four to five years. Only second language learners whose native language is Urdu are tested. Other than English, no learners are proficient in any other foreign language to minimize potential language influence. In the production task, the participants are asked to produce a list of vocabulary, sentences, and paragraphs in which they have to produce the six tones, while in the perception task, they are required to identify words in a recording. The stimuli are carefully designed and normed with native Cantonese speakers. To answer the first research question, there is a control group of native-speaking students. The data is processed by acoustic measures such as Praat. This study provides an exciting opportunity to advance our understanding of the acquisition of Cantonese and offers some important insights into developing more effective teaching strategies and materials for second language learners in Hong Kong.

Keywords: Cantonese, tone, second language, perception, production

華語散文的節奏分析及教學應用 An Analysis of the Rhythmic Patterns of the Proses in Mandarin Chinese

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摘要

本文試圖從韻律音韻學架構來分析華語散文中的節奏及教學上之應用。語言實際使用時都有節奏性，華語之「節奏」透過類似聲韻調的聲響有規律性反覆出現。口語語流或詩歌、散文中，有停頓、重音、句調等，存在於音節、音步、韻律詞組、句法段落和篇章等不同層次，以表現出言語深層的思想情感。本文將從韻律音韻學的韻律單位——音步 (foot) 去分析。以徐志摩〈我所知道的康橋〉為例，見 (a-d)。

- (a) 任你選一個方向，任你上一條通道。順著這帶草味的和風，放輪遠去，保管你這半天的逍遙是你性靈的補劑。這道上有的是清蔭與美草，隨地都可以供你休憩。
(b) 你到處可以掛單借宿，有酪漿與嫩薯供你飽餐，有奪目的鮮果恣你嘗新。

(a) 段落，多句末字以去聲收結，如「向、道、去、劑」等。前後句對仗工整，如 (a)「任你選一個方向，任你上一條通道」，如 (b)「有酪漿與嫩薯供你飽餐，有奪目的鮮果恣你嘗新」，首尾字詞的聲調相同；前後句法結構相同，句末雙音節詞都是動賓結構。而 (b) 三個分句，音節數幾近相同，按句法結構停頓也幾近相同，「你／到處可以／掛單借宿，有／酪漿與嫩薯／供你飽餐，有／奪目的鮮果／恣你嘗新」。「酪漿與嫩薯，奪目的鮮果」中間是虛詞，是輕讀音節，是兩個音步組成的韻律詞組。前述分析是從節奏分析白話散文之韻律結構，將其應用至語言教學上，引導學習者在誦讀散文時認知韻律節奏，有助提升閱讀理解能力，掌握語義思維的轉折和情感的抑揚頓挫，增進外言教與學之果效。

關鍵詞：散文 (prose)、節奏 (rhythm)、音步 (foot)、韻律音韻學 (prosodic phonology)

Study Abroad and Tonal Training on the Prosodic Production of Second Language Learners of Mandarin Chinese

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Abstract

This study investigates how studying in a target language community with classroom tonal training affects the prosodic production of second language learners of Mandarin Chinese. Previous research has shown that linguistic experience can change the way listeners attend to the acoustic patterns of speech (Francis and Nusbaum 2002; Guion and Pederson 2007). The two factors that have received more attention in studies of degree of perceived foreign accent are AOA and self-reported percentage use of the second language (L2) and the native language (L1). Not much has been explored about how study abroad experience with classroom tonal training affects the prosodic acquisition of second language learners of Chinese.

Three experiments were conducted in Taiwan, USA, and Thailand to examine the effects of study abroad experience and tonal training on the tonal production and prosodic patterns in the speech of the second learners. Thirty second language learners of Chinese from USA and Thailand, and thirty foreign language learners of Mandarin Chinese in USA and Thailand participated in the pre-tests, tonal training, post-tests, and personal interviews. The results have shown that L2 learners' study abroad experience enhanced their L2 prosodic familiarity and appropriate application of tonal changes in their L2 Mandarin speech, regardless of their L2 proficiency. Both English-speaking and Thai-speaking learners of Mandarin Chinese with study abroad experience produced Mandarin level tone (Tone 1) and falling tone (Tone 4) more accurately. Target language community facilitated tonal acquisition of the second language learners of Mandarin Chinese. The integration of phonetic evidence in L2 learners' speech further linked to the learning process with specific reference to second language learners' oral communicative competence.

Keywords: acquisition and development of CSL, acquisition of prosody in CSL

聲符的識別及類型

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摘要

與拼音文字比較，漢字的視覺特徵和形義透明度比較強，但是讀音透明度明顯為低。形聲字中的聲符可以提高漢字的形聲對應程度。然而如何識別一個字是否形聲字、形聲字中哪一個部件是聲符、以及聲符的可靠程度都是讀者需要面對的問題。我們訂立符合聲符資格的標準，並以中文字母分析器對 35,000 漢字進行分析，對從而得到符合標準的一千六百三百個聲符分析可見大多數聲符是單聲、雙聲、三聲、或單韻的。很少漢字在和另外漢字合組成字時完全不能負起表聲作用。但並非所有字都可以成為可靠的聲符。有些字是偏向表聲能力差的。橫向形聲字的識別比較容易，而垂向結構的形聲字則需要清楚漢字的結構類型。鑲嵌型的聲符位置尤其需要指示才可以識別。我們將由此初步建議識別形聲字的客觀標準。在實際操作方面，對初學者的讀本的分析顯示其中出現的漢字往往不是形聲字，可靠程度也較低的聲符也比較出現得多，因此，需要教師的直接輔助。

關鍵詞：中文字母、聲符、形聲字、漢字教學

The Effectiveness of Situation-bound Utterances Identification in Chinese As a Foreign Language: A Preliminary Analysis

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Abstract

Situation-bound utterances (SBUs) are a particular type of formulaic sequence, defined as highly conventionalized, prefabricated pragmatic units whose occurrence is tied to standardized communicative situations (Kecskes 2000). Recently, some contributions on Chinese SBUs have appeared (e.g., see Zhou 2012; Kecskes 2016; Yang 2016), but only a small number of studies have addressed the issue from the CFL perspective. Yeh 2016, for instance, categorized 178 Chinese SBUs retrieved from five CFL textbooks into ten speech act categories. Taguchi, Li & Xiao 2013 investigated the development of formulaic competence in CFL learners in a study abroad context, concluding that it can be promoted through classroom activities. Yang 2016 carried out a study on 59 CFL learners, finding that the recognition but not the production of pragmatic routine formulae was affected by the length of stay in the target language country.

This study aims at investigating the effectiveness of an identification task for the retention of Chinese SBUs. The participants are Italian intermediate level learners, all enrolled at Roma Tre University. First, a discourse completion questionnaire based on Taguchi, Li & Xiao 2013 has been submitted to three groups of informants, Italian native speakers, Chinese native speakers and Italian CFL learners. After comparing the results, we selected six Chinese SBUs among those less familiar to the learners and with various degrees of linguistic specificity. After this, the learners were asked to identify the target units from some short texts, created ad hoc and reviewed by a Chinese native speaker. Finally, an immediate and delayed posttest consisting in the same discourse completion questionnaire was submitted to the participants. The analysis of the collected data suggests a weaker retention of specific SBUs in both tests. Acquisitional and pedagogical implications are thus discussed.

Keywords: Situation-bound Utterances, SBUs, formulaic expressions, pragmatic routine formulae, CFL

Developing Formulaic Competence for Study Abroad: an Instructional Intervention for L2 Chinese

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Abstract

Production and comprehension of formulaic language is seen as a fundamental part of successful communication, but formulaic competency appears to be a particular stumbling block for target language speakers, even for those at the advanced stages of language learning. One reported source of the difficulties language learners face achieving appropriate formulaic competency include tendencies to process formulaic language at the literal level rather than the expected conventional level (Kecskes 2000). For example, a L2 Chinese user may take the Chinese greeting, ‘你吃了吗?’ (Have you eaten?) as an invitation to a meal, rather than processing the sequence as a highly conventionalised greeting.

Despite a growing number of students embarking on study abroad (SA) in China, the research publications on Chinese SA are still few and initial. While scholars have begun to investigate L2 Chinese pragmatic development during SA recently (e.g. Taguchi, Li and Xiao 2013), pre-departure pragmatic instruction has not been explored in previous research. The aim of this study is to fill this gap. Employing an underexplored group, i.e. British university students (n=18) studying Chinese as a second language, it evaluates the effects of explicit pre-SA pragmatic instruction on the production of Chinese formulaic language, both qualitatively and quantitatively.

Specifically, the study employed an experimental design over a two-week period with British students assigned to either an explicitly instructed group or a control group receiving no instruction prior to SA. Performance was measured based on a pre and immediate post test structure using computerised Oral Discourse Completion Tasks. We also collected qualitative data of the learners’ own perceptions of the instructional period. The findings revealed the effects of pre-departure training on the oral production of L2 Chinese formulaic sequences across a range of social and transactional interactions. This study contributes to the understanding of (a) the role of instruction in L2 Chinese pragmatic development and (b) the benefits of a formulaic-based approach to pragmatic instruction.

Keywords: L2 Chinese pragmatics; formulaic language; study abroad

CSL for French Learners: a Contrastive Analysis of Expletive Negation in Chinese and in French

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Abstract

Romance languages are well known for including what is traditionally called expletive negation: a negator occurs despite contributing nothing to the polarity of the proposition denoted by the clause it occurs in. The presence or the absence of the negator does not alter the truth condition of the sentence. Examples in French are: (i) Je suis parti avant qu'il (ne) pleuve (I already left before it rained); (ii) Il s'en est fallu de peu qu'il (ne) gagne le prix (He almost won the prize).

This phenomenon is also attested in other languages that are typologically very different from Romance such as Mandarin Chinese. Examples for (i) and (ii) are: (iii) (méi) xià yǔ zhiqián wǒ yǐjīng zǒu le; (iv) tā chàyidiǎnr (méi) déjiǎng.

The paper will show that the syntactic and semantic contexts in which the expletive negation appears in both languages are often the same. The complement clause of 'avant'/'zhiqián' must denote a situation that exhibits a potential change of state from a prior non-existent state to a resultant post-state (see Lin Jo-wang 2016).

As for the counterfactual uses of 'il s'en est fallu de peu'/'chàyidiǎnr', these proximatives appear with complement referring to undesirable events, some even hyperbolic in nature. The presence of intersubjectivity also contributed significantly to the development of counterfactual meanings in both languages. (see Ziegeler 2016).

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藉由分析閩南語方言影響下之華語舌尖邊音與前後音韻特點推論漢語語音習得之偏

林可涵
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摘要

由於臺灣兩百年來歷史地理的因素，造就今日彰化鹿港的人們盛行講偏泉腔的閩南語。研究發現，偏泉腔的音韻特色主要表現在其濃重的鼻音、上揚的尾音，及起伏較大的音調。故本研究藉由分析此發音特色是否會影響說話者之普通話語音表現，推論相似語言特色的學習者之漢語語音表現，以對漢語教學提出具體之建議。研究方法以「線上問卷調查法」及「訪談導引法」採集個案受試者之背景與其語音表現，以分析說話者之語音表現，了解其可能產生之偏誤。

本研究初步發現：來自鹿港的語音受試者中，在放鬆的狀態下，容易將華語的舌尖後擦音 (/ʒ/) 發成了帶有鼻音的舌尖邊音 (/l/)；而且會把舌尖後音錯發為舌尖前音，使語流中缺失了翹舌音。此結果對應了駱嘉鵬 (2006) 指出「任何第二語言的習得，都無可避免會受到第一語言的干擾。」而這種干擾在在習得華語的過程中產生了「區域特徵」。此外，由二語習得的角度，探析偏泉腔閩南語者說華語舌尖邊音與前後音韻的偏誤表現，推論語言教學可執行之方向。

關鍵詞：漢語語音偏誤、二語習得、華語音韻、語音教學

Using Speech Analysis Software and Visualisation Techniques for Teaching and Improving Chinese L2 Pronunciation

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Russian Presidential Academy of National Economy and Public

Abstract

In this talk we address the topic of teaching pronunciation and intonation to Chinese second language learners using free software for speech analysis *Praat* and audio editor *Audacity*. Correct pronunciation is a key to effective spoken interaction, and its teaching is essential for students' language development. At the same time, teaching pronunciation is complicated and quite challenging for many language teachers. In our talk we will demonstrate how the use of speech visualisation technology can greatly help teachers and students alike in this task.

The *Praat* program is useful for examining the segmental and suprasegmental structures of modern spoken Chinese. The software allows recording and visualising voice statements of students and can be used 1) to develop better perception of Chinese sounds; 2) to create an awareness of phonological features which occur in native speaker pronunciation; 3) to train students to hear the difference between phonological contrasts that are not found in their language; 4) to raise awareness of the differences between L1 and L2 phonological systems. This software package is designed for researchers and linguists, so its application and interpretation of data can cause some difficulties. We will consider the most straightforward ways of using spectrograms (to identify and practise difficult consonant features and contrasts) and pitch tracking (to provide phonological and phonetic feedback on the contrast between the 4 Mandarin tones).

Audio software *Audacity* helps to link pronunciation to other aspects of communication. It can be used to build skills from easier to more challenging exercises and to provide multiple speech models. We will show several ways to use this program to prepare audio materials, record voice, compare intonation, and use different learning methods such as shadowing, dialogue completion, and work with the news.

The main benefit of these programs is that they provide instant feedback for students and allow them to compare their speech utterances with authentic samples. Besides offering additional options for teaching activities, these techniques can also meet individual learner needs and promote self-training and learner autonomy.

Keywords: Technology and CSL, CALL, Acquisition of prosody in CSL

論文發表子題 (六) Sub-theme 6

漢字習得與漢語作為第二語言的認知研究 Character Acquisition and Cognitive Approach in CASLAR

Learning Written Chinese As a Foreign Language: Problems and Solutions

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Abstract

Based on results of the latest scientific research and learner's experience, we want to address the problems which non-native Chinese speakers face while studying written Chinese. The aim of the study is to help students who are used to alphabetic writing systems to get used to the logographic system and make this process easy and interesting. In 2015 we started to investigate the methods native Russian speakers use to learn how to read and write Chinese, what problems they face and their results. The main methods were experiment, inquiry, questionnaire, and analysis. We compared the results of groups of students that used different methods of study and different learning materials. Students were of the same grade but based their study on different learning strategies. For example, group one included 15 students studying together, group two were students studying together in another University, but all were the same grade. Based on their results (questionnaire), and their feedback and opinion (inquiry), we analyzed the methods students used to learn written Chinese (including teacher's methods, methods that student found by themselves during self education and preparation, and learning materials), and results. From examination of these materials we can see the correlation between teaching methods and results, see which of them are useful, and find the explanation for their efficacy. This research is still in progress and will be completed in 2018. Results already show that many methods must be improved, and many methods teachers use, as well as many teaching materials, could be improved based on students' feedback and recent scientific studies. In this paper we provide suggestions as to how to improve them and how to improve learning strategies in general.

Keywords: written Chinese, learning written Chinese, teaching methods.

The Development of a Teaching Method for Chinese As a Foreign Language Based on a One-year Study

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Abstract

The following paper demonstrates steps towards the development of a teaching method for Chinese as a foreign language (henceforth CFL) using evaluation results of beginner learners. Four groups of beginner learners aged 14-16 were learning CFL for one academic year at two one-hour classes per week in an Irish secondary school. Three groups were assigned a different teaching method of rote memorisation, delayed character introduction or character colour-coding, while the fourth group was taught via the Control method. This control method was based on the current model of teaching CFL in Irish third-level institutions as CFL is not yet an examined subject in Irish secondary schools. Each of the two separate evaluations conducted after 14 and 28 weeks of teaching respectively was identical for the four groups. They tested the participants' skills of listening, recalling and recognition of characters, using characters in sentences, reordering sentences and producing Chinese text. Upon completion of the course, participants provided feedback in the form of a questionnaire. As a whole, participants felt that their experience of learning CFL was challenging. They also stated that the Chinese characters made learning CFL quite difficult, and that conducting more independent study would have allowed for more favourable outcomes in the evaluations. The participants also offered their opinions on how future curricula might be planned for CFL as a subject in schools. The literature review will draw on the differences and similarities between the concepts of 'teaching method' and 'curriculum', while the discussion will demonstrate the link between the participants' evaluation results and their valuable feedback in contributing towards the development of a teaching method for CFL.

Keywords: character colour-coding; Chinese as a foreign language; delayed character introduction; rote memorization; teaching method

《商用华文》的翻转教学策略研究 ——以新加坡国立大学为例

A Study on the use of Flipped Classroom Teaching Pedagogy in the "Chinese for Business" module – A Case Study of National University of Singapore

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新加坡国立大学 (National University of Singapore)

摘要

翻转教学是目前新加坡国立大学普遍运用的一种教学模式。大学提供了方便快捷的电子荧屏录像平台，任课教师根据课程的需要设计课程内容，让学生在上课前预先观看声像制作，作好话题讨论的准备，在课堂上发挥创造思维，对话题进行评价分析，最后达到识记商业运用词汇的目的。在线混合学习模式的变革促使布鲁姆教学目标分类出现了翻转应用的需求。本文通过对《商用华文》翻转教学的剖析，针对布鲁姆教学目标分类 (Bloom21--3.0 版本) 的倒金字塔形式，从高阶思维到低阶思维的过度，重新创造了一个学习过程，使在线混合学习模式的变革达到布鲁姆教学目标分类需求的应用。本文对于《商用华文》运用翻转学习的模式提出了有效的应用策略，这个策略符合了《商用华文》作为一个语文课程的学习目标，即提升学生对商业与金融词汇的记忆与运用，最终达到强化语文运用的目标。

关键词: 翻转教学策略、商用华文、布鲁姆教学目标、学习成效

Abstract

Flipped classroom is a teaching pedagogy that is currently widely used by the National University of Singapore (NUS). NUS provides a convenient and efficient electronic audio and video recording platform to help teachers in developing online teaching materials according to the needs of the curriculum design. In the teaching and learning process, students are encouraged to pre-view the audio and video production before the lesson, so as to prepare them for creative discourses and in-depth topic discussions in the classroom. The discussion, evaluation and analysis done in the classroom will in turn help students to eventually internalise vocabulary related to the module. In the 21st century, we adopt the flipped Bloom's taxonomy - rather than starting with knowledge, we start with creating, and eventually discerning the knowledge that we need from it. This paper recreates a learning process for the inverted pyramid form of Bloom's learning taxonomy classification (Bloom21-3.0 version), from the most complex to the least. This study showed that a language module can be designed in such a way to enhance students' proficiency in vocabulary

usage, and achieve the ultimate goal of strengthening students' competence in Chinese language.

Keywords: flipped classroom teaching pedagogy, Chinese for Business, Bloom learning taxonomy classification, learning outcomes

Chinese Writing Composition among CFL Learners: a Comparison between Using Pen and Paper and Chinese Pinyin Input Software

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Abstract

With the advancements in language processing technology, writing on digital devices is an essential part of everyday life in the digital era. Due to the logographic nature of the Chinese language, writers need to pay more attention when composing characters by hand than they do when using input software. Chinese handwriting can pair movement patterns, usually stroke sequencing through well-practised writing (Parkinson et al., 2010), with the language stimuli, namely characters. This pairing-up can help establish long-lasting motor memories of Chinese characters which are exploited in the orthographic recognition process. As a result, the write-to-read effect in Chinese makes handwriting necessary in the study of the Chinese language, especially among CFL (Chinese as a foreign language) learners (Zhang & Reilly, 2015).

Furthermore, as with current alphabetic input methods, both Chinese character component input and Chinese pinyin input employ fuzzy matching techniques on the computer. Even if the pinyin is not fully or correctly written, the system is still able to find the most similar pronunciation according to the text input. Likewise, a list of computer-generated possibilities is presented to users for selection even if a character is not structured properly by the user. As a result, the action of writing using Chinese input software tends not to encourage the memorisation of whole character representations. This is usually the main concern of CFL teachers regarding the use of input systems for language learning.

Nevertheless, because of the frequent use of electronic devices in the digital era, there is a need to equip CFL learners with the skill of keyboard typing using Chinese input software. In addition, some official language proficiency tests are computer-based, requiring CFL learners to use input software to type Chinese characters in order to complete the writing tests. In this context, the current study investigates approximately 12 CFL learners' experience of handwriting and typewriting and evaluates the writing composition they produce using the two writing modalities. Because of the ease of using pinyin input system, CFL learners tended to give it preference over writing by hand. However, evaluators usually show empathy to texts produced by pen-and-paper.

Keywords: technology and CFL, Chinese character acquisition and recognition

The Interaction of Radical Properties and Explicit Semantic Radical Instruction in Chinese Character Learning among Chinese As Second Language (CSL) Learners

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Abstract

Learners' sensitivity to semantic radical regularities in Chinese characters is found to be positively associated with Chinese word reading and sentence comprehension (Mori, 2014; Yeung et al., 2011). Studies have found that instruction on semantic radicals enhances the character morphological awareness and character reading and writing for CSL learners (Chang et al., 2014; Dunlap et al., 2011; Xu et al., 2014). Furthermore, explicit instruction of semantic radicals is found to lead to long-term retention as compared to implicit instruction (Dunlap et al., 2011; Taft & Chung, 1999). However, no study has examined the relative efficacy of explicit inductive and explicit deductive instruction of semantic radicals on character acquisition, and more importantly, its potential interaction with radical properties (radical functional diversity and functional ambiguity). This study aimed to examine whether explicit inductive instruction and explicit deductive instruction have differential effects on the acquisition of Chinese characters with different radical properties. A 2×2 mixed factorial design with instructional approaches (inductive vs. deductive) as a between-participants factors and radical functional properties (high vs. low) as a within-participant factor will be employed. Two lower-intermediate-level TCSL classes taught by the instructor were involved in the study, where instruction on twenty common semantic radicals that differ in radical functional ambiguity and functional diversity and their associated characters will be conducted across 5 weeks with 10-minute intervention per class and two classes per week. One class adopted inductive explicit instruction and the other deductive explicit instruction. Radical knowledge, semantic category judgment, lexical inference and radical/character production tests were administered prior to, immediately after and two weeks after the intervention. Repeated-measure ANOVA test was conducted on participants' performance in all tests at different test points. It was hypothesized that inductive instruction was more beneficial to characters with semantic radical with high radical functional diversity and functional ambiguity.

Keywords: semantic radical; deductive explicit instruction; inductive explicit instruction

Between Tactfulness and Prudery: Chinese Euphemisms for Death, Illness and Physiological Processes from CSL perspective

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Abstract

An experienced reader of CSL textbooks might notice some resemblance of their content – authors' preference to introduce Chinese vocabulary with chiefly positive connotation on the one hand and their reluctance to deal with unpleasant, conflicting and ostensibly embarrassing topics on the other. There is too little (if any) language instruction when a learner clashes with reality of death, physical and mental disorders, personal hygiene or sexual intimacy. Scholars offer euphemisms as “a mode of avoiding offence” (D. J. Enright) and a communicative strategy which language users can recourse to. A brief overview of euphemistic expressions, carefully selected and thoroughly annotated for non-native students, could fill the existing gap.

Through qualitative analysis of Chinese monolingual lexicography and by means of questionnaires for native speakers of different linguistic varieties from Beijing and Taipei we elaborated an index of euphemisms with the following didactic commentaries: is an item *x* embodied in common dictionaries? Or is it a dialectal word or an expression coined by a certain author (炒饭 *fry rice* for ‘have sex’ in Taiwan or 鼻牛 *cow in one's nose* for ‘booger’ in Lao She's prose)? Is it a modern or obsolete expression (e.g. euphemisms ‘died’ for different social classes: 驾崩 *emperor's chariot crashed* for emperor, 不禄 *receive no more wage* for officials)? Does it belong to formal register (贵体欠安 *Your precious body lacks peace* for ‘you are sick’) or is it used primarily in colloquial language (去方便一下 *relieve oneself* for ‘urinate / defecate’)?

The results of the studies might contribute to the universal typology of euphemistic expressions. Chinese shows not only common models of euphemism formation (such as metaphor, metonymy, litotes, Aposiopesis, abbreviation etc.), but also specific means, which can be found only in a language with a particular writing system (国字脸 *face in form of Chinese character GUO* for ‘ugly face’).

Keywords: Pragmatics of using Chinese as a second language; Acquisition of Chinese grammar and vocabulary; Discourse and register variation in CSL; Stylistics in CSL

Metalinguistic Contribution to Writing Competence: a Study of Monolingual Children in China and Bilingual Children in Singapore

Sun Baoqi
Nanyang Technological University

Abstract

Abstract This study compared Primary-3 English-Chinese bilingual children from Singapore (n = 390) with monolingual Chinese-speaking children (n = 190) from Mainland China to investigate the within- and cross-linguistic contribution of metalinguistic awareness to writing development. A battery of tests was administered to assess three components of metalinguistic awareness (i.e., phonological awareness, morphological awareness, and syntactic awareness) and writing competence in both languages for the bilingual children and in only Chinese for the monolingual children. Moreover, given the diversified language environment of Singapore and the importance of home language use for children's literacy development, a short survey was conducted to the parents of the bilingual children to elicit home language use patterns. Hierarchical regression analyses found that the three components of metalinguistic awareness differed in their contributions to Chinese writing competence between the two groups of children: morphological awareness and syntactic awareness explained markedly more variance in Chinese writing competence than phonological awareness did for the bilingual children, whereas syntactic awareness was the sole predictor of Chinese writing competence for the monolingual children. Furthermore, SEM results revealed a robust cross-linguistic association between English and Chinese metalinguistic awareness in the bilingual children, which appeared to jointly undergird and support writing competence in both languages. Finally, home language use significantly predicted not only the bilingual children's metalinguistic awareness of both languages but also their writing performance in Chinese. These findings depict a more complete picture of how Chinese is learnt as a native language and as a second language, and underscore the importance of language context, formal instruction, and language features in children's literacy development. Several policy and pedagogical implications are discussed.

Keywords: Chinese writing competence; metalinguistic awareness; morphological awareness; phonological awareness; syntactic awareness

Acquisition of Chinese State Complement by CLF Learners

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Abstract

State complement (SC) is a highly grammaticalized category in Mandarin Chinese. Structurally, it refers to the sentence final constituent XP introduced by an obligatory particle 得 that immediately follows a predicate verb or adjective. Semantically, it describes, evaluates, or makes judgment about the event expressed by the verb before 得. E.g., the adjective phrase 飞快 introduced by 得 in 他跑得飞快 is a SC, describing the manner of the subject running. SC has been a difficult point for Chinese learners because of its complexity and uniqueness.

This study aims to investigate the role of L1 transfer, interlanguage restructuring, and modality effect in L2 Chinese by exploring how adult English speakers acquire the syntax and semantics of SC realized by APs at early stage of interlanguage development.

To this end, first-year Chinese students who are native speakers of English are recruited to take two tests on SC. Both tests consist of a grammar component and a semantic component in the form of multiple-choice questions. The first test is presented to the students two weeks after they learned SC; the second test is given about two weeks before the last class day after the particle 地 is introduced. The two tests were about 10 weeks apart.

The result shows that L2 Chinese learners are sensitive to the syntactic properties of SC but delayed in the acquisition of its semantic features. They transfer to the SC structure the semantics of the adverbial modifiers in L1, which are syntactically different from Chinese SC but semantically relevant. They restructure the semantics of SC at a later stage after learning the adverbial modifiers introduced by the adverbial particle 地.

The study suggests that L1 transfer can take place at the semantic level when the relevant syntactic form is not instantiated in L1, and that the interlanguage restructuring may involve the semantic domain of a structure only.

Keywords: acquisition state complement L1 transfer interlanguage

Applied Cognitive Linguistics to Second Language Instruction: A Case of Mandarin *lǐ* ‘In(side)’ and *shàng* ‘Top’

Chuang Hui-Ju

Chinese – East Asian Lang & Lit, University of Hawaii at Manoa

Abstract

The applications of Cognitive linguistics to second language learning teaching has been proved effective (Xiao, 2017; Xiao et al. 2003; Zen, 2012). However, there is lack of studies on how cognitive linguistic approaches can facilitate English-speaking Chinese learners in acquiring the spatial languages in a systematic way. The present study focus on two Mandarin spatial terms, *lǐ* ‘in(side)’ and *shàng* ‘top’, which are often associated with two spatial concepts: containment (IN) and support (ON) respectively. The two spatial terms are simple but difficult to be fully managed by Chinese learners, even when they attain advanced level (Chuang, 2017; Li 2011). Hence, the study aims to provide an embodied cognitive approach to teach the two spatial terms to show its effectiveness for English-speaking Chinese learners in a long run.

To show the effectiveness and the benefits of a cognitive approach, a quasi-experimental classroom study was conducted to measure the relative effectiveness on each type of approach to teach Mandarin *lǐ* ‘in(side)’ and *shàng* ‘top’. Two groups of English-speaking Chinese learners who enrolled in Elementary Mandarin II at the University of Hawaii at Manoa and Kapiolani Community college were solicited. One group (n=11) received the cognitive pedagogical instruction (materials designed by me) and the other group received (n=15) received the traditional pedagogical instruction (the textbook used in the two Colleges). The procedure of our study included three parts: (1) a pretest, (2) three-session instructional treatment (60 minutes/session) and (3) a posttest.

Our results confirmed our hypothesis and showed significant effects on the two different types of pedagogical instructions. For the group who received cognitive pedagogical instruction, the scores of accuracy in using the two spatial terms showed greater level of increase than their controlled counterparts. Overall, the learners who received a cognitive pedagogical instruction showed better understanding and greater retainment on the usages of *lǐ* ‘in(side)’ and *shàng* ‘top’ than the group in the traditional pedagogical instruction.

使用象形文字來提升中文記憶能力 ——以香港非華語中學生學習中文情況作為分析對象

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香港大學教育學院

摘要

研究目的

在市面上很少引用象形文字作為中文記憶的方法，希望大家可以加以運用。利用象形文字去意會漢字的由來，觸類旁通，能加強中文字的印象。這樣既可提高學生識字量，又可運用拆字方法去理解字的族群

；繼而推敲詞彙以致句子的意思。非華語相比華語的中文老師而言，更應有這樣的裝備。

漢字雖然絕大多數是形聲字，但仍離不開表意元素，說明漢字是表意文字。表意文字的源頭就是象形文字。象形文字所指的是「六書」的象形字和指事字，這兩類字的數量雖然極少，但卻是漢字造字的基礎，可以說是漢字的「母親」，好比拼音文字的英文字母。

象形文字（指篆書或之前的字體）雖然不適用於今天，但卻是根據實際的物體和抽象的事情構造而成的，所以比較容易瞭解（尤其前者），也是有趣的。如果能夠引用，就可以體會其形態，有助於識字的掌握；繼而觸類旁通，會意字和形聲字等也有所依據，對非華語學生以不能「見字識音」而要硬記讀音的做法去學習漢字來得有效。

研究方法

以文本分析法作為研究方法，主要以非華語中學生的教材及其作品等作為研究對象，從中比較文字，突顯圖象和筆畫的異同，加強學生對文字的記憶；以及參考個人教學經驗，觀察學生學習的表現作為研究

主要結果及意義

結果發現，可以加快學生的識字量，繼而使學生學習詞彙和句子暢順一點，減少學習障礙，收到比較理想的效果。

比如在加快識字量方面，有意無意中灌輸象形文字；講授篇章、句子中加插相關的象形文字，加深學生對該字的印象。

關鍵詞

象形文字；非華語中學生；中文記憶；表意文字；加快識字量

香港南亞裔在職人士的 基礎職業中文(閱讀及寫作)教學初探

巢偉儀 (Priscilla Chou)
The University of Hong Kong

摘要

南亞裔人士移居香港主要緣於英國的百年貿易和殖民地統治 (Erni & Leung, 2014; 祁永華, 2012, p. 4)。香港統計處因著南亞裔人口的大幅增加, 在 1999 年與民政事務局合作, 委託私人顧問公司進行香港少數族裔人士抽樣調查 (民政事務局, 2000), 在 2001 年人口普查起更首次加入有關少數族裔的主題性報告。面對南亞裔人口的急劇增加, 南亞裔學生的升學就業問題在最近十多年來日漸受到社會關注 (立法會, 2011h; 政府統計處, 2006, 2012a, 2012b), 其中以南亞裔學生的中文教學為當今重要的教育議題之一 (黃汝嘉 & 蕭寧波, 2009; 謝錫金, 祁永華, & 岑紹基, 2012; 叢鐵華, 岑紹基, 祁永華, & 張群英編著, 2012)。

研究者在 2011 年起與香港其中一個提供培訓課程的法定機構合作, 為南亞裔在職人士編寫基礎職業中文(閱讀及寫作)課程。課程根據第二語言習得和外語學習理論如學習動機 (Gardner, 2005)、身份認同 (Norton, 1995, 2013)、變易理論 (Marton, 1997) 等編寫而成。課程內容包括漢字的基本知識、漢語文法、日常生活及工作場所中使用的書面語、社交用中文實用文及商業用的實用文。

2013-2017 年間, 研究者與香港其中一個以南亞裔人士為服務對象的非政府組織合作, 並把《南亞裔在職人士基礎職業中文(閱讀及寫作)課程》重訂為 15 小時的免費課程。課程以較多南亞裔人士從事的行業(如餐飲業、酒店業等) 100 個常用字詞作為前後測試內容, 四年間合共有 306 名南亞裔人士完成課程。前後測試結果顯示課程參與者對 100 個常用字詞的理解和應用能力大幅提升 76%, 課堂小型寫作練習(電郵、傳真、報告、表格、存貨報表)的完成度為 86%, 平均得分為 73%。

研究者首先負責編寫教材, 其後參與課程導師培訓, 最後設計測試和課程評估。本研究希望從不同的角度, 包括設計者、指導者、評估者和訪問者, 就如何幫助南亞裔在職人士學習中文的閱讀和寫作方面提出一些簡單的建議和看法。

論文發表子題 (七) Sub-theme 7 漢語作為第二語言的教育技術研究 Educational Technology in Teaching CSL

Transforming Learning with Technology: An Investigation of Pedagogical Principles and Practices to Enhance Students' Chinese Language Acquisition

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Abstract

Australian universities offer modern language studies that explore the role of a language through research in the creation and representation of cultural identities and discussion on their linguistic effects in social life to diverse students. It is reported that Asian language enrollments such as Chinese, Indonesian and Japanese have been high in Australian institutions since 2001. Mandarin Chinese has been identified as a must-have language for learners from kindergarten to university within and beyond the Asia-Pacific region. Consequently there is an increase in demand for learning Chinese as a second or foreign language in Australia. To attract global students and provide them with a more dynamic learning experiences, blended learning approaches are highly recommended in the redesign of units in most Australian universities. Therefore, innovating teaching approaches to align with stakeholders has become a great concern. Recent research supports flipped classroom approach enhances student learning by creating a more interactive and dynamic environment. However, limited studies have been undertaken to investigate its impact on student learning outcomes in learning Chinese language. Moreover, most of the language units are currently offered online except for Chinese in Australia. To bridge this gap, a set of captioned videos were designed and developed to facilitate students to flip the classroom by adopting a functional model of language teaching. This study attempts to evaluate whether or not these shifts in the delivery model and the basic principles of such an approach are effective in creating a high-quality blended learning experience. Both quantitative and qualitative research methods are employed to explore how these videos have affected students' second language acquisition in the undergraduate Chinese language units and their learning experiences in a flipped class. The findings have implications on how to provide a theoretical and practical framework design and teaching model for language teachers other than Chinese to develop dynamic activities, enhance interaction, and

enable flipped learning into class. The results should shed light on the current trend in teacher education that promotes innovative pedagogical principles and practices using technology in the digital era.

Keywords: Technology and CSL; Research-based language teaching methodology for CSL/CFL; Computer-mediated communication in CSL; Acquisition and development of CSL; Discourse in CSL.

WeChat-based Teaching and Class Management in CSL

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Abstract

Mobile applications have gained popularities among Chinese, and influenced the foreigners learning Chinese in China, especially WeChat - a social network application developed by Chinese-cooperation. A lot of researches have focused on mobile learning and flipping classroom. It is also an alternative for short-term international exchange students since they are not equipped with E-course management system in the local university administration, it would be feasible for them and the university to combine playing and learning on one software, which enables instantaneous multimedia interactions. This paper studies the WeChat -based Chinese teaching and assessment for zero level foreigners during a three-month exchange program. Through group function for homework after class and article post function on WeChat public account for weekly language points review and activity summary, this study applies case study and quantitative methodology to help teach and manage a class of Irish IT-majored senior students. The study demonstrates that the internal motivation plays a deciding role in such a short-term program. Since students are swamped with all the excitement of interaction with Chinese people and culture, they would be prone to be distracted from learning the difficult language. The survey on WeChat usage shows that foreign students are most impressed by the WeChat pay and they regard WeChat as a must-have application for any foreigner to live and study in China. However, their usages of WeChat are still limited. On the one hand, while foreign students could make many Chinese friends in a short period, they seldom interact with them on learning Chinese nor subscribe to public learning account. On the other hand, they may not necessarily check the weekly review post according to guidance. In summary, despite all the merits in this application, it may not be an appropriate and efficient teaching tool in such a program. Besides, lack of adequate program setting, management and vision may result in a disorganized syllabus and classroom management. To improve the efficiency and achievement of Chinese learning class, it requires more common understanding and collaboration from both program administrations.

Keywords: Teaching method, CSL, WeChat, short-term

“逆向式課程設計方法”在美國大學的漢語
為二語 (CSL) 課程發展的應用實例
Backward Design Method in Chinese as
a Second/Foreign Language Curriculum Development
~ Practical examples used in the US higher education classrooms

Liu Celia
The College of New Jersey

摘要

21 世紀的“Millennial-Y 世代”學習者所具備的數位學習技能，面對唾手可得的網上教材，以及對自學模式的偏好，教師們該如何針對這個學習特性設計課程教材以及學習活動。傳統課程設計裡的生詞練習，句型語法，以及課後評量的測驗方式，是否仍然適合現在的 Y 世代學習者？

本研究利用【逆向式設計理念】所設計出的課程活動，例如：1) 自我介紹視頻製作、2) 在 Skype 上的工作面試，等生活和工作上所必須具有的基本語言功能，做為課後評量的案例。本研究配合實施美國外語學會 (ACTFL) 訂定的口語水平面試 (OPI) 為基準做評估，比較進行【逆向式設計】活動前學生的 OPI 水平，以及活動後的 OPI 水平，做為學習評量 (assessment) 的測試研究。研究對象是美國新澤西州立大學世界外語部的中文項目學生。從 Level 1 到 Level 3，利用這個課後任務讓學生發揮自己的自學能力充實語言內容。經過四年的累積學生人數 158 人 (於 2013-2017 年間) 的實際操練。這個研究能顯現出逆向式的課程目標設計活動，可以更實際地直接和學生所需的語言能力輸出做結合，讓 Y 世代的學生發揮自學能力，利用網上學習工具的功能，也進而顯示“老師角色”的重要轉變。

這個課程活動的設計所採用的【逆向式設計】方法，可以協助漢語為二語 (CSL) 的教師們看到學生的學習教材已經不受傳統式的課本或是習作作業的侷限。教師們可以利用這個逆向設計觀念和模式設計更加適合學生學習需求的課程活動，更進一步設計能配合 STEM 學科教育的語言及文化教案。在各國教育逐漸偏重發展 STEM (科學、科技、工程、數學) 等學科教育的趨勢下，外語課程應該如何因應各階段教育的策略，設計能配合這個趨向重點的學習教材和課程活動。在注重於 STEM 課程的潮流下，漢語為二語 (CSL) 在高等教育階段的課程設計該如何以實用的學習目標為前題，逆向設計課程活動，為學習者設計合宜未來工作環境所需要的語言輸出技能，讓 CSL (漢語為二語) 的課程在 Y 世代之教育養成課程中發揮其國際價值。

關鍵字 Keywords: 學習目標 (Learning Objectives)、逆向式設計 (Backward Design)、表現基準評估 (Performance-Based Assessment)、Y 世代學習者 (Millennial Learners)、課程發展 (Curriculum Development)

Abstract

The call for changes in CSL curricular design is timely and necessary. Due to the improvement of technology-assisted learning tools, it has resulted in the transformation of the learning motive and the studying styles for CSL students. This proposed panel presentation will first focus on the description of the 21st century millennials' learning styles and motivation for Chinese as second language, then we will deliver examples of lesson plans utilizing the “Backward Design Method” with analysis of the changes in the performance-based CSL learning objectives and present its result with ACTFL OPI assessment standards.

This research will present the cause and reasons for the need of changes in curricular design. This research applied lesson assignments utilizing performancebased objectives, for example: job interview over Skype, self-introduction video. With students' production video, we analyzed what students were able to perform according to ACTFL OPI assessment standards. Comparing with their OPI result prior to this assignment, this research further examines how much the student's ACTFL OPI performance improved after this assignment.

This research will demonstrate the effectiveness of *Backward Design Method* allowing the instructors to provide students opportunity to utilize the available online learning tools for developing the full-potentials of CSL learners to become lifelong learners. This model can be applied to develop new teaching plans which will allow students to progress according to their individual learning goal.

With the educational focus heavily emphasizing the STEM education, CSL curriculum can utilize the *Backward Design Method* to align the learning outcomes connecting with the STEM focus, making our teaching materials appealing to the Millennial learners. The result of this research explains how the instructors can apply the *Backward Design Method* to rethink students' learning objectives, to further develop new changes in the CSL curricular design.

Keywords: Learning Objectives, Backward Design, Performance-Based Assessment, Millennial Learners, Curriculum Development

The Use of Web-conferencing in a Task-based Beginners' Chinese Class

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Abstract

The development of new technologies and the falling cost of high-speed Internet access have made it easier for institutes and language teachers to opt different ways to communicate with students at distance. The emergence of web-conferencing applications, which integrate text, chat, audio / video and graphic facilities, offers great opportunities for language learning to through the multimodal environment.

This case study aims to explore best practice in applying task-based language teaching (TBLT) via a web conferencing tool Blackboard Collaborate in a beginners' online Chinese course by evaluating the technical capacity of the software and the pedagogical values and limitations of the tasks designed.

Sixteen undergraduate on-campus students who enrolled in an introductory Chinese language course participated in this project. Five fortnightly one-hour online sessions were conducted, which included two jigsaw tasks, two decision-making tasks and one information-gap task. Learners' interaction in the online sessions has been recorded and transcribed for a deep investigation of learners' negotiation actions in peer-peer interaction. Their experiences of using Blackboard Collaborate and tasks were recorded in in-depth interviews and pre and post-session questionnaires.

Keywords: computer-mediated communication (CMC), CALL evaluation, TBLT, web-conferencing, online Chinese teaching

An Ecological Analysis of Social Networking Platform-Mediated Learning beyond the Classroom

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Abstract

Language learning happens both in the classroom and out-of-the classroom. Studies have found that language learning beyond the classroom to be positively associated with learners' language acquisition and the affective outcomes and that it interacts with in-class learning organically to form language learners' learning ecologies. Technologies is part and parcel of language learners' learning beyond the classroom, and studies have shown that students actively use technology for their language learning beyond the classroom. However, social networking sites for language learning have been found to be rarely incorporated into language learners' learning ecologies. This study examined learners' interaction with an instruction-oriented social networking site, Lang-8, from the ecological perspectives. It aims to unravel learners' interaction with the platform, and how the way they interact with the platform interplay with their experiences inside the classroom and their coordinated use of other out-of-class components in their learning ecologies. This study reports a case study of a Chinese language learner's use of Lang-8, by analyzing both quantitative data and qualitative data. The quantitative data were retrieved from active data from the platform during a semester, such as dates of login, post, comment as well as the number of entries posting, commenting and friends. Meanwhile, interviews were conducted twice, at the beginning and the end of semester respectively to understand the change of participant online behaviors over time. This study shows that learners' use of the technology beyond the classroom is a dynamic process, which is connecting closely with settings over time. This study contributes to 1) deepen the knowledge of the nature of using technology for language learning beyond the classroom, 2) mark an initial step towards an exploration into the language learning ecology with technology beyond the classroom, and 3) generate a set of recommendations and guidelines to enhance language learner-initiated learning with technology beyond the classroom for learner themselves, teachers and educational technology designers.

Keywords: Technology and CSL, informal learning, language learning ecology

漢語在線快速閱讀“五步三階”創新模式研究

林小萃

在線和移動創新學習縱橫數碼應用研究國際聯席專家委員會

摘要

探索展示互聯網+中文創新學習新魅力，發揮縱橫數碼技術系統中的特點優勢，創設資源平臺在線快速閱讀系統，研究如何在互聯網技術環境下培養學習者自主發現式創新能力，提升快速閱讀，樂於閱讀善於閱讀的能力，是縱橫數碼應用研究在線移動創新學習實驗中一項重點內容。

縱橫數碼在線(自定義)快速閱讀“五步三階”自主發現式創新研究的設計，

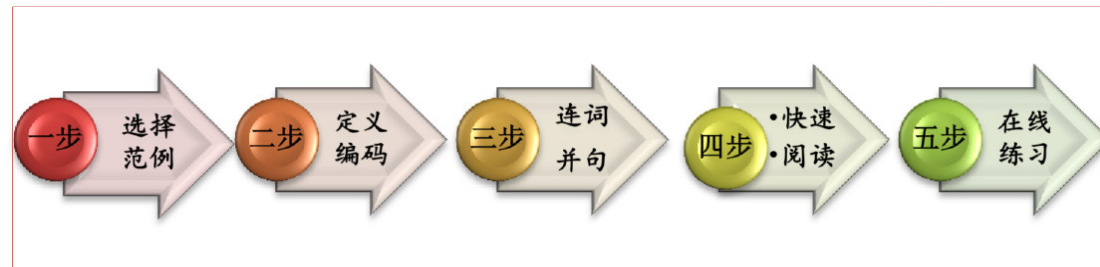
其一，旨在以訓練擴大視覺廣度、增大識別間距的“眼腦手協同並用 - 快速點讀看打”為內容，提升閱讀效率。

其二，充分發揮縱橫漢字輸入系統的自定義自動編碼的特別功能，在習得中提升閱讀專注力和閱讀速度。以此培養學習者自主高效快速閱讀能力。

其三，結合文段的精讀泛讀的閱讀理解練習，提升閱讀理解率。以培養學習者自主快速閱讀，樂於閱讀善於閱讀的能力為目的。

縱橫數碼在線(自定義)快速閱讀自主發現式創新模式研究，在縱橫數碼 在線移動創新學習資源平臺 www.chxckc.com，研發了在線閱讀系統，提出具有“環節、過程、操作、特點”的橫軸在線系統，明確以“五步三階”，“選中…拖黑…變綠”的快速閱讀過程。

五步：1. 選擇範例 2. 定義編碼 3. 連詞並句 4. 快速閱讀 5. 在線練習



在線快速閱讀三層次：1. 初讀 - 定義儲存 2. 細讀 - 文本看打 3. 複讀 - 提取資訊，根據 2009 年最初設計系統後，曾在中國內地四省(廣東、廣西、江蘇、河南)十校(小學、中學、特教)進行十周時間的初步嘗試實驗，從前測和後測資料的對比看，閱讀速度、理解率、閱讀效率三項成績提高均在 19%-22% 之間。

在線快速閱讀系統的設計研究，並成功使用於“首屆漢語線上閱讀國際邀請賽”<http://www.chxckc.com/viewNews.do?ID=2092> “自定義五步三階在線快速閱讀”旨在讓學生在平時所喜愛的在線形式中，以眼、腦、手協同作用的動作技能和大腦認知對語言文字加工有機結合。在“選中-拖黑-變綠”中體會，讓眼睛注視“從左至右”，不漏、不跳、不回視，流暢快速。習得中提高專注力，訓練眼睛快速高效捕獲文字資訊的能力。近年在香港和內地實驗效果好，深受學生和社會歡迎。

3D 虛擬世界中語言學習之理論與實踐

藍玉如

國立台灣師範大學

摘要

基於社會文化二語習得理論 (sociocultural theory of second language acquisition)，有意義的語言學習與社會互動、情境文化以及個人相關生活經驗息息相關。因此，語言教師首要之務為提供學習者可進行有意義互動機會之真實語境；然而，這也是語言教師最具挑戰的課題。近年因為科技的快速進展，3D 虛擬情境不僅廣泛應用於商業遊戲軟體的開發，更因其具備擬真的情境以及支援沉浸式社會互動的特質，同時吸引語言教育者與研究者之關注。本文首先說明支持 3D 虛擬世界中語言學習的理論，包括社會文化二語習得理論、體現認知 (embodied cognition) 以及訊息處理理論 (information processing theory)；接著說明設計 3D 虛擬世界中語言學習活動之 CUE 原則 (C: cognition，為語言技能教學；U: usage，為執行個人語言任務之語言使用；E: expansion，為執行合作語言任務中之語言交際)；並同時以兩個實徵研究的證據支持本文之論述 (分別以在台灣學習華語之 CSL 學習者以及在美國學習華語之 CFL 學習者為研究對象之研究)，最後提出未來研究之建議。

關鍵字：3D 虛擬情境、沉浸式語言學習、體現認知、CSL/CFL

An Intensive Flipped Classroom for Learning Mandarin Chinese: Design, Implementation, and Outcomes

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Moreau Catholic High School

Abstract

Students enrolled in online language courses in K-12 settings normally had negative perceptions and inferior performance compared to face-to-face courses. Given the benefits of computer-mediated communication in language learning, this study designed, implemented, and evaluated an intensive online high-school Chinese language course with the inclusion of daily synchronous sessions and interactive technology-enhanced tasks. Thirty-five participants were enrolled in a 12-day immersive online Chinese course in the summer of 2016. Based on the analysis of student survey and language performance, the results showed that students had a very positive experience toward the course, felt satisfied, and showed statistically significant improvement in language skills. These findings are discussed in relation to the characteristics of the course that engage students in meaningful social interactions.

Keywords: Chinese learning, flipped classroom, learning process, online course

論文發表子題 (八) Sub-theme 8 漢語作為第二語言的文化與跨文化問題研究 Cultural and Cross-cultural Issues in CASLAR

Flipping the Classroom – Integrating Intercultural Communication Competence into a Chinese Foreign Language Course

Rosenkvist, Wei Hing
Dalarna University

Abstract

The rapid development of information communicative technology today not only accelerates the pace of internationalization and globalization but also shape the modes of human communication. Facing this overwhelming challenge, the cross-cultural and societal aspects of pragmatics, intercultural communication competence has especially become one of the main focuses in second/foreign language education worldwide.

Responding to this challenge, the latest issued official documents for Chinese as a second/foreign language education in China propose a renewed syllabus, emphasizing the importance of culture as an integral element in effective communication. However, how to integrate intercultural communication theories into present foreign language courses remains mostly on a theoretical level. Very few practical or empirical studies have been done in this academic arena.

This motivated the implementation of an action research in which aims to explore the possibilities and limitations of integrating Chinese culture and intercultural communication theory into a present Chinese foreign language course for beginners. The research utilizes an interactive online learning platform to deliver a series of online tasks - “flipping the classroom” – to explicitly demonstrate how cultural differences affect the language used by Chinese, English and Swedish speakers. Through case studies and other brainstorming activities, the tasks gradually enhance the students’ awareness of cross-cultural differences in varying social situations.

This paper will present the findings of this action research, in particular, the design and implementation of the online tasks for “flipping the classroom”, such as: 1) the characteristics of this interactive online tool, “flipping the classroom”; 2) the cultural elements and intercultural communication theory included in the online tasks; 3) the specific tasks integrated into the enhanced course; 4) student response to the tasks and 5) the effectiveness of these tasks in developing students’ intercultural communication competence.

Keywords: Chinese as a second language, culture, cultural pragmatics, intercultural communication, intercultural communicative competence, action research

以分析漢語學習者對教材中文化主題的需求探討文化在漢語作為第二語言習得中扮演之角色

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摘要

文化與語言學習密不可分，其內涵之情境、概念、價值觀左右說話者之語用與傳達之語義。文化之形成是約定俗成的，李亦園 (1996) 認為文化主要可分為社群、物質、精神等三大領域，含括抽象的、具體的、技術等範圍。然而文化領域雖廣，並非每個課題都可引起漢語學習者的興趣，或者滿足其需求。故本文以研究進階漢語教材體例為目的，以問卷蒐集的方式，了解學習者認知中文化所扮演的角色，以及那些文化領域、主題必須包含至教材中，及其對此類文化課題需求之主要理由為何。結果發現，量表整體 Cronbach's α 達到 0.881，其信度達顯著水準；透過重複量測變異數分析 (Repeated Measure ANOVA) 學習者之文化主題需求，檢定統計量 F 值 6.345，達 0.05 顯著水準，並經過事後檢定發現，學習者對於現代科技生活、生活習俗、飲食文化、流行文化、現代文化五大主題的喜好程度顯著地高於其他主題；此外，透過開放性問題分析得知，學習者希望文化主題能與工作、商業文化、文字起源相關，也有少部分提及成語、網路流行用語，及宗教信仰等主題。由此推論，經濟、日常生活與現實層面相關之主題較吸引今日之漢語學習者，此研究結果不但了解文化在語言學習中扮演的角色，亦提供教材編輯者具體之建議，以及給予漢語教師在課程設計上有更明確的方向。

關鍵詞：對外漢語教學、文化與語言教學、對外漢語教材編輯

以個案分析探討漢語學習者之學習難點

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摘要

學習經驗的過程對學習者之語言表現十分關鍵，成敗經驗的累積，不但會影響學習者的學習動機、面對挫敗的處理彈性，亦影響其語言表達自信的發展。Bandura(1997) 指出影響學習經驗主要的因素包括自我的學習經驗、觀摩成功表現的經驗、學習族群的支持與鼓勵，以及學習者本身情緒的狀態。正面的經驗累積可提升學習者之認知處理能力，以及學習者之自我學習效能 (Self-efficacy)。本文藉由 19 名實習教師一對一教學與個案分析的方式，提供初級漢語學習者相關之學習經驗，並深入探討其學習過程及經常面對的難點。研究方法除了蒐集學習者之學習背景，並透過持續十週的教學互動，紀錄學習者的學習情況，以及不斷地省思、發現與分析學習者之偏誤、了解需求，最後檢測其學習成果，與自我效能之成長。研究結果發現，大部分學習者都極為在乎其發音之正確與否，希望教師每次都能糾正其錯誤之發音；學習者亦十分要求課程內容是否能協助其運用於實際生活中；至於語法方面，主要是語序的錯誤，再經過反覆練習與糾錯後，正確率已有了顯著地成長。此外，本研究證明，一對一的方式可降低學習者面對學習時的緊張、焦慮，使其專注於課程的內容與互動；個案分析可幫助深入了解學習者需求，藉此可對教材選擇、教案設計提供具體的建議。

關鍵詞：對外漢語教學、個案分析、自我學習效能

Chinese Cultural Elements in Textbooks and How They Impact Learning Chinese As a Second Language (CSL) in the Classroom

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Abstract

The small-scale study provides an empirical investigation of how to develop intercultural/cultural competence in Chinese foreign language (CFL) learners. There are two processes for data collection: analysing culture elements in four mainstream textbooks of CFL, and three semi-structured interviews that exploring learners' experiences of these cultural elements in developing their intercultural communicative competence.

By presenting the number of instances of different elements and a follow-up more in-depth analysis, the findings first illustrated the nature of the cultural elements in textbooks. Collection of the high number of elements was revealed to be related to geography/climate, food, idioms. Then, learners' experiences of these elements in building their ICC were revealed from individual interviews, which suggested that elements within the "communicative statute" are more useful for developing ICC. Yet, the current literature states that an over-emphasis in language learning on "food, festivals and facts" is not conducive to developing ICC and interculturality.

In addition, cultural elements involved in textbooks were proven to be beneficial for learners' whole language learning process, either in developing the linguistic skills or intercultural communicative competence. On the other hand, interviewees also reflected some negative experiences caused by the out-of-date cultural contents and inappropriate arrangement of cultural contents in textbooks.

It is also suggested that in the future studies of CFL teaching, more samples can be collected to systematically cover different categories such as gender, age, proficiency in Chinese, country of origin, reasons for studying Chinese.

Keywords: cultural elements, ICC, research-based language teaching, teaching material analysis, CSL

Translanguaging in Chinese-as-Second-Language (CSL) Classrooms for Kindergarten Non-Chinese Speaking Learners of Multilingual Multicultural backgrounds

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Abstract

Translanguaging originally referred to a pedagogical practice in bilingual classrooms where languages alternate for both receptive and productive uses (Cen William, 1994). Translanguaging has later been given deeper theoretical meaning; it is theorized as complex, fluid, and multiple discursive meaning making practices in bi/multilingual contexts (García, 2009; García & Li, 2014; García & Lin, 2016). Although translanguaging has been investigated as a pedagogical strategy in bi/multilingual contexts such as content and language integrated learning (CLIL) classrooms where English is used as the medium of instruction (Lin, 2013; Lin & Wu, 2015; Lin & He, 2017), it has remained under-researched in Chinese-as-second-language contexts where translanguaging is practiced to facilitate communication between the Chinese teacher and the non-Chinese speaking (NCS) learners during the teaching of Chinese as a second language (Tse & Loh, 2014). Due to the multilingual and multicultural backgrounds of the NCS learners, especially kindergarten learners who are emerging bilinguals, it is difficult to help (young) NCS learners to acquire the integration of 形 (form), 音 (sound) and 義 (meaning) which are fundamental aspects of the learning of Chinese characters. This research examines the effects of translanguaging in CSL classrooms of kindergarten NCS learners by focusing on: 1) Whether translanguaging can facilitate kindergarten NCS students' acquisition of Chinese characters? 2) How translanguaging and trans-semiotizing (Lin, 2013) facilitate the teaching and learning of Chinese as a second language in multilingual and multicultural learning backgrounds? 140 learners of three grades (K1, K2 and K3) from both EMI and CMI kindergartens in Hong Kong will participate in this research. 70 students in the experiment group will receive lessons which allow translanguaging between both Chinese and English as medium of instruction in the Chinese lessons while the other 70 students in the control group receive only Chinese as medium of instruction. The lessons of both experiment and control groups will be videotaped and the teachers and parents of the students will be interviewed after the one-year intervention. Quasi-experimental design will be adopted to compare the pre-test and post-test results of NCS CSL learners of both the experiment group and the control group. Both qualitative and quantitative data will be applied to explain the effects of translanguaging and Tran-semiotizing in the CSL classrooms of NCS students of multilingual and multicultural backgrounds.

Culture Learning Strategies of CSL Students in China: A Qualitative Case Study

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Abstract

The past decade has seen an increasing number of international students learning Chinese language and culture in Chinese universities. Scholars in the area of Chinese as a Second Language (CSL) have paid great attention to students' development of linguistic competence. How students understand and adapt to Chinese culture, however, has not gained equal attention. CSL students' culture learning outcomes are significantly influenced by the learning strategies they adopt. This paper reports on the results of a qualitative case study of culture learning strategies of 10 CSL students in a Chinese university. Data are collected through semi-structured interviews and students' journals. Research findings involve how CSL students studying in China use learning strategies to facilitate their second culture acquisition. The author also suggests the possible ways to help CSL students develop their culture learning strategies.

Keywords: culture learning strategies, CSL students

Topic Area: Acquisition and development of CSL (Chinese as a Second Language)

The L2 Chinese Proficiency Effect in L3 Semantic Access of Tibetan-Chinese-English Trilinguals

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Abstract

Two experiments of cross-language repetition priming were used to investigate L3 semantic accesses of Tibetan-Chinese-English Trilinguals with different L2 proficiency. The results of Experiment 1 indicated that trilinguals with high L2 proficiency accessed the conceptual representation of the third language through L2 but not L1. However, results of Experiment 2 showed that trilinguals with lower L2 proficiency accessed the conceptual representation of the third language through both L1 and L2, but with an inhibitory control effect from L2. L2 proficiency is therefore argued to assign significant modulating effect on L3 semantic access of trilinguals.

Keywords: Tibetan-Chinese-English Trilinguals; L2 proficiency; semantic access; cross-language repetition priming

“I Am Proud to Be Chinese” Mandarin Chinese Community Schooling in Britain: Language, Culture and Pupils’ Identities

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Abstract

This paper illustrates the findings from a 14-months ethnographic study of Mandarin-Chinese community schools in Britain. The study was aimed at investigating the significance of the teaching of Chinese language and culture in the lives of pupils, parents and school staff.

Through an analysis of narrative data, cartoon storyboards and ethnographic observations, this paper explores the perspectives of 23 pupils across two schools. Aged between 5 and 18, they have a variety of background (e.g., migrants from Mainland China, British-born Chinese from Cantonese speaking families, pupils from Hokkien speaking Chinese-Malaysian families, pupils from mixed heritage families). As often to them Mandarin is a SL rather than a heritage language, pupils also different motivations to learn Mandarin. For example, pupils having Cantonese as their heritage language consider Mandarin important as a means to engage and seek affiliation with other Chinese people.

A tension emerges between the focus of the schools on Mandarin as “the” Chinese language and “traditional” Chinese culture and the ways in which pupils’ understand their own identity as Chinese. As they engage with others in the schools, pupils see a multiplicity of languages as contributing to somebody’s Chinese identity. They also suggest that the Chinese identities constructed through these languages can be multiple, overlapping, and contextual.

As far as the pupils’ construction of Chinese culture is concerned, the findings demonstrate how, through the experiential activities at the schools, pupils began to think about culture as informing their own lives. The findings show that pupils value the transmission of Chinese culture but, unlike the adults, they are interested in its meaning for their family histories and identities rather than in the interiorisation of values. Finally, community schooling plays a positive role in British-Chinese pupils’ lives as it encourages them to claim the right to construct their identity as Chinese, regardless of their spoken language(s), their life trajectories, and family background.

Keywords: Motivation to learn Chinese; Acquisition and development of CSL (Chinese as a Second Language); Role of culture in the acquisition of CSL

「成果導向學習」在香港中文第二語言教學 的應用及其成效：多個個案研究

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摘要

香港非華語學生視中文作為他們的第二甚或第三語言，內部的學習差異相當大，因此很難剪裁一套通用的課程予所有學生使用。為充分照顧不同年級、不同學習能力非華語學生的學習需要，以及客觀評估他們的實際中文水平，本研究嘗試採用「班本教學設計」和「成果導向學習」(Outcome-Based Learning, OBL) 的課程發展方向，為參與本研究的非華語學生提供具針對性的、切實適合其學習能力和學習興趣的中文教學內容，以期提高學生的中文水平，並提升中文老師的教學質素。

「班本教學設計」重視以班級為中心，以學生為本，以教師為課程主導者，推動學生的自主學習。「班本教學設計」可以讓老師根據學生的學習水平，自行制定合乎學生學習需要的課程目標、課程內容、教學活動、教學材料、測試模式和評核準則，有助學生更有效地學會學習，並增加老師本體在教學過程中的自主性和靈活性，促進老師的教學專業成長。而「成果導向學習」課程發展設計理念，重視落實學生的學習成果，強調以學生為本的教學活動和評估方法，讓學生經歷優質的學習體驗；至於老師按照學生的中文水平和所學語文知識，制定具針對性的評核模式，則能準確檢測學生能否達到預期的學習成果，從而有效地評估學生的實際學習成效。

本研究透過分析四個應用 OBL 模式進行中文第二語言教學的案例，探究 OBL 模式在香港非華語學生中文教學的應用情況，結合學生的前後測和教師教學反思訪談來評估 OBL 模式對提升非華語學生中文學與教的成效。

關鍵字：成果導向學習 中文第二語言教學 班本教學設計 應用 成效

運用「文化關聯教學法」對提升非華語學生 中文學習興趣的影響行動研究

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研究目的

本研究為一個融入多元文化以改變學生學習興趣的行動研究，藉以推動更長遠的學習成效。「文化關聯教學法」的關鍵在於環境中的文化氣息，包括：家庭環境、學習環境和生活環境，把文化融入於課程與教學過程當中，其中一項要注意的是照顧學生的能力及性格。透過強化族裔和文化關聯課程內容、培養關懷的學習社群、回應族裔多樣化學習的教學方法等策略，藉以增進不同族裔學生的學習成果及效能。

研究方法

本研究以行動研究形式進行，藉著課堂觀察、實際教學施行、學生訪談及自我檢討等方法，以驗證運用「文化關聯教學法」的實際成效。

主要結果

研究結果顯示，研究對象在研究者融入「文化關聯教學法」後，中文學習興趣有所提升，對單元的理解及認知皆有增益。

意義

本研究從中文課程作入手，結合語言及文化元素，把原有課程提升至一個更宏觀的位置，教授的不侷限於文本知識，也不侷限於讀、寫、聽、說的層面，而是認識中國文化、自身文化及其他文化，繼而透過學習語言，亦學會尊重文化差異，建立正確的價值觀。對於中學階段的非華語學生，他們感受到置身華語社會中因語言原因而面對種種困難及生活上的障礙，如果我們能及早在他們的求學時期著手關顧，最終是非華語學生、學校以至香港社會的「三贏」局面。

關鍵詞

文化關聯、學習興趣

Developing Strategies for Motivating Secondary Students to Learn Chinese

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Abstract

This paper reports on a cooperative research project conducted by an Australian university, a secondary school and local community schools. The purpose of this research is to address a gap in the knowledge about how to motivate monolingual English speaking Australian secondary students to learn Chinese as a second language. The research aims to answer three key questions:

- What are the major factors promoting or hindering the monolingual English speaking Australian secondary students to learn Chinese as a second language?
- What are the difficulties in maintaining the motivation of the students to learn Chinese as a second language?
- How can we develop an effective motivation strategies with a joint effort between the main-strain schools and local community schools?

The research focuses on a case study on current situation of co-operations between main-stream schools and local community schools in promoting Chinese learning, in particular, the non-heritage students in a region of NSW where the majority of the students are with an Anglo-Saxon cultural background. This qualitative investigation includes three groups of participants consisting of teachers, students and parents. The research methods of focus group and in-depth semi-structure interviews are employed to identify problems and the causes behind.

The outcome of this research enables the main-stream secondary schools and local community schools to establish a productive relationship in mutual support of second language teaching and learning not only limited in Chinese as a second language (CSL) but also including Language other than English (LOTE) in general.

This study is timely given the Australian government's warning that the number of nonheritage students studying Chinese at senior high schools is historically low. The research identifies the causes of low motivation and recommends a set of strategies and therefore proposes a working template of collaboration between mainstream schools and local community schools in promoting teaching and learning of Chinese.

漢俄商務經貿與商務信函之 華語課程教材撰作與教法解析

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摘要

自 20 世紀 50 年代開始，對比語言學形成一門學科，成為語言學的一個重要的獨立分支，雖然在語言共時層面的對比研究逐漸受到重視，但在語言對比研究的領域內仍有待深度的開拓探究，特別是牽動經濟發展的商務經貿詞彙用語及句型構式，與其附加而來的商務信函書寫撰作部分，著實需從語義認知學和語用類型學二方面展開進一步分析。

隨著全球經濟交流往來密切，我國與世界各國及各區之間的經貿商務交往日益頻繁，國際間用以溝通的商務經貿用語之重要性愈顯重要，除了經貿教程課件的書面用語外，更重要且直接的溝通交流方式之一，即是公司間彼此的商務信函用詞格式之撰寫，著實需受到關注，然而，可惜的是，在商務經貿華語教程仍在發展的同時，可視為其伴隨附件的商務信函教程卻未見受到同等關注，特別是隨著俄羅斯籍來臺學習華語及從事商務貿易的經貿人士逐漸增多，相關的經貿商務教材教法泰半以英美籍人士為主，隨著近期南進政策而逐漸加強東南亞方面，其他方面例如漢俄間經貿商務及其信函用語之教材等則少量零星略顯疏漏。

以商務經貿為教學主軸的華語課程，實際具備「書面文法的靜態層面」和「口說行為的動態層面」，二者相合成就完整的言語行為模式，藉由語言的對比方式，除了可以探究內在詞性分類及句法構式外，外在異語言間的詞性句法對比，不僅能分析箇中差異，更能從此差異中歸納出彼此同異點，相同部分以「鞏固沉浸式」教學，讓學生嘗試捨棄母語，以全中文方式練習；針對相異部分以「激活語言」教學，以間接引導取代直接意義說明，讓學生自主發現錯誤並漸進修正，減少第二語言學習者在學習過程產生語言石化之中介偏誤現象，而本文的研究將就漢俄在商務經貿與商務信函的同異處展開對比探究，討論其教材教法，使學習者不僅學習相關經貿用語及書寫技巧，亦從中獲取相關知識。

關鍵字：商務經貿、商務信函、商務經貿教材教法、對比語言學、語義認知類型

論文發表子題（九） Sub-theme 9

漢語作為第二語言能力評估研究 Assessment in CASLAR

基于变易理论的过程式写作教学训练模型开发

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摘要

作为学习的一种理论，变易理论认为学习的必要条件就是人们从现象的变易中认识事物的本质。学习就是要识别事物的关键特征，要识别就要经历变易。这一理论认为学习者对事物的认识在很大程度上取决于他们体验这个事物的方式，而他们体验事物的方式又取决于他们看到并注意到的相关属性以及这些属性之间的关系。变易理论强调在教学过程中，教师为了促进学习的发生应该构建变易的特定类型，使用四种变易模式（对比 contrast、类合 generalization、区分 separation、融合 fusion）使得事物的关键特征凸显出来并更好地被学习者体验和审辨。

本文分享在新加坡中学一二年级所进行的一项写作教学研究。该研究历时两年，对学生进行五轮过程式写作网络自评互评和修改训练。研究发现，学生写作成绩提升，写作意识增强。单因素协方差分析显示实验干预有效，相关系数分析结果显示学生给出评语和后测之间的相关系数最高，表明最能帮助学生写作能力进步的因素是学生经历了变易——根据评量表和互评引导问题来提出点评意见和建议，并和同侪进行有目的、有意义的书面语和口语互动。这些印证了俗语“施比受有福”，同时也证明知识的个人化建构和社会化建构共同造就了学习者的知识建构。

研究成功的关键因素是将评估作为学习的形式设计成教学活动。学生通过反复点评习作以及和同侪进行线上和线下的互动，建构了作文评量意识，内化了作文评量标准。本文主要分享过程式写作教学中怎样的训练模型是最高效的，以及变易理论如何以变促学，帮助学生更好地内化作文评量标准。

关键词：变易理论 变易模式 写作教学训练模型 写作评量标准

The Study of Teachers' Response to Second Language Student Chinese Writing in Hong Kong

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Abstract

It is very difficult for the second language learner to conduct a Chinese writing. Mostly, we focus on how to teach students to write, but seldom mention about how teachers should respond to student writing. Second language learners have a tremendous need for teachers' feedback on their written errors. Teacher commentary on student writing can affect both students' reaction to their writing and its effects on short and long term improvement in student writing. Teacher comments on student writing can have positive and negative effect. The influence of teacher feedback can be a two-edged sword and teachers should examine it carefully. Elbow (1999) observed that "writing comments is a dubious and difficult enterprise". Writing comments on second language student Chinese writing is a challenging task for teachers. For second language learners, teachers' indirectness on writing comments may add another layer of difficulty. In this study, we will find out what the feedback covers and the effects of the feedback on second language student writing in Hong Kong. Then, some suggestions are provided on feedback of student writing in Hong Kong. Through this study, teachers can have insight on how to respond to second language student Chinese writing and an awareness of teachers about writing feedback can be raised in Hong Kong.

Keywords: second language, Chinese writing, feedback, writing comments

Perfectionism and Reading Achievement in Chinese As a Second Language

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Abstract

Although personality factors are believed to exert a major influence on human learning in general and second language learning in particular, there has been little research on the relationships between personality factors and other SLA individual differences (IDs) variables (Dornyei, 2005, 2015; Dewalee, 2017). In order to expand our knowledge in this area, this study investigates the role of a hitherto rarely explored personality variable in Chinese L2 reading research: perfectionism. Specifically, this study examines the relationships among multidimensional perfectionism and Chinese reading proficiency among a group of students learning Chinese as a second language. The participants' perfectionism and reading achievement were assessed by a modified version of Frost et al.'s Multidimensional Perfectionism Scale and semester grades, respectively. The results showed that (1) overall perfectionism had significant negative associations with Chinese L2 reading achievement, (2) of the five dimensions of perfectionism, three were negatively related to Chinese L2 reading achievement. The results are discussed in terms of directions for future research and implications for Chinese L2 reading instructions.

Keywords: perfectionism, reading achievement

香港應用學習中文科的語言能力描述

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摘要

香港少數族裔中文課程的設置，目前碰到難題。本地語文教師面對這類學生，教學的困難主要在於：1. 這是不一樣的課程。少數族裔漢語課程，屬於二語教學範疇；2. 教育局指示及支援少，目前教育局只有綱要、指示等；3. 額外的工作（語文科以外的工作），造成教學效果欠佳，前線老師教學信心不足。早前提出的應用學習中文（非華語學生適用）課程，當中對學生預期達到的能力水平做了一番描述。例如，關於學習成果方面的整體描述是：

完成應用學習中文（非華語學生適用）後，學生應能：

1. 應付日常生活和工作環境的語言交際要求，聽懂別人的話語，採用適當語氣和說話方式，以粵語溝通及交際；
2. □讀日常生活和工作環境的實用文書和資料；
3. 運用適當的詞語、句子完成常用的實務文書。

（參考《應用學習中文（非華語學生適用）》資歷架構達標表現描述，附錄二。）

如何解決上述教學的問題？我們覺得首先應該先對這個課程做進一步的了解與分析。

本文將重點討論課程中的“資歷架構達標表現描述”。討論如何能在規定的學習時間內，讓學生逐步達到相關的語言能力。課程要怎麼推行？宜注意哪些要點？教材要怎樣具有針對性？當然，相關的看法只是紙上談兵的建議，但我們嘗試利用二語教學的理論，指導課程、教材及教法的開發。當然，若有機會在學校試推這些研究的成果，教學效果應該更具體，更實在。

關鍵詞：應用學習中文 少數族裔 語言能力 資歷框架

論文發表子題（十） Sub-theme 10 「香港中學非華語學生中文教與學支援計劃」教學法發展及研究 Pedagogical Development and Research in PoCSL Hong Kong

蒼文淬篇：應用「閱讀促進學習」教學法支援香港 非華語初中課堂的實踐與成效

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摘要

在香港，取錄非華語學生的中學近年從三十一間急增至二百多間（立法會，2016），大部分屬於主流中學。不同學校需要因應非華語學生的顯著學習差異，採用各種支援方式，幫助他們學好中文，改善其升學就業的困難（Loh & Tam, 2016），提升向上流動機會（Leung et al, 2017），這成為近年學界關注所在。為非華語學生發展適切的中文讀寫結合教學法，是以成為當務之急（Shum, 2015）。本個案研究針對以上情況，以「閱讀促進學習」教學法（Rose & Martin, 2012）支援一所非華語學生比例較高的中學，在初中中文作為第二語言課堂，參照中國語文課程第二語言學習架構（教育局，2014）及國際普通中學教育文憑考試（IGCSE）課程綱要，修訂校本課程。透過協作共同備課、課堂觀察、師生聚焦小組訪談、筆記及課業文本分析等方法，了解學生能否提升說明文類讀寫能力，增強學習動機。老師引領學生詳細閱讀範文後，安排學生作筆記摘錄（Note Making），從範文提取能夠組合成句的關鍵詞，然後學生藉著師生互動與不同鷹架輔助，借助範文的字詞、句式及文步，完成共同建構（Joint Construction）的部分。本研究發現上述步驟，有效幫助學生理解文類語域變數（Eggins, 1994），並能活用遷移至不同通篇寫作活動當中；文本分析與小組訪談亦顯示該教學法能有效提升學生學習動機，增強學習中文的信心。本研究對運用「閱讀促進學習」教學法改善學生說明文類讀寫能力及動機、了解不同教學步驟的實踐與成效等方面均具啟發性。

關鍵詞：中文作為第二語言教學、讀寫能力、「閱讀促進學習」教學法、筆記摘錄、共同建構

信以立志：應用「閱讀促進學習」教學法提升 非華語學生學習說明文類的成效

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摘要

隨著「指定學校」取消，全港近二百所中學取錄非華語學生，當中學生數目、學生語文程度、文化背景等方面差異顯著。學生更要於中學畢業前，應考香港中學文憑考試 (HKDSE) 中國語文科或英國的綜合中等教育證書 (GCSE)、國際普通中學教育文憑 (IGCSE)、普通教育文憑 (GCE) 等國際考試，及格方取得升讀本地大學資格 (Loh and Tam, 2017)。更有甚者，部分學校為照顧學生語文能力，需作跨級按能力強弱分組的安排。加上坊間教材未盡能貼合學生心智程度、考試要求及教師教學目標。如何因應學生程度背景，按公開試要求，設計合適的跨級跨文化中文二語校本教材，成為前線教師的燃眉之急。

有見及此，本文參考「閱讀促進學習」教學法當中對範文的要求 (Martin & Rose, 2012)，以及因應學生多元文化背景 (梁迭起等, 2016)，在一個初中非華語學生跨級分組的課堂，針對綜合中等教育證書中文課程的單元，與老師制訂教學目標，編寫教材，按「閱讀促進學習」教學法學理基礎規劃課堂，並作分層教學調適安排，切合不同級別的學生程度。本研究通過共同備課、教材及前後測文本分析、課堂觀察、學生課業分析、師生聚焦小組訪談，去探究設計「閱讀促進學習」教學法跨級跨文化中文二語校本教材的設計準則與施行成效，包括提升學生描述文類讀寫能力，以及能否提升學生的學習動機。本個案研究對跨級分組的非華語學生班別的中文教與學施教，乃至跨文化校本自編教材的規劃設置均有啟發性。

關鍵詞：「閱讀促進學習」教學法、讀寫能力、跨文化教學、自編教材、分層教學

情循花影：應用「閱讀促進學習」教學法於中文二語 課堂教授長篇現代漢語文學語篇的實踐與成效

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摘要

〈爸爸的花兒落了〉(林海音, 1960) 既是香港初中主流課程中國語文學習參考篇章的其中一篇，也是普通教育文憑高等程度中國語文科 (General Certificate of Education Advance Level, 簡稱 GCE A-Level) 的指定範文。是以在香港的少數族裔中文二語課堂中，〈爸爸的花兒落了〉的教與學是眾多前線師生所遇難題，亦為學界關注所在。

有見及此，本研究以「閱讀促進學習」教學法 (Rose & Martin, 2012) 支援一所採用主流課程、按學生能力分組教學的學校，並與老師協作設計教學。透過共同備課、課堂觀察、師生聚焦小組訪談、筆記及課業文本分析等方法，本研究旨在探討「閱讀促進學習」教學法在提升非華語學生學習〈爸爸的花兒落了〉讀寫能力的成效及其動機。本研究發現老師能在宏觀教學進程 (Macrogenre; Christie, 1997) 中，於準備閱讀步驟中，讓學生充分了解文章的文化語境 (Malinowski, 1923, 1935)，並以不同層次的閱讀問題及筆記摘錄，協助學生梳理文章中的時間線與深層意義，乃至篇中的意象象徵。學生更能理解文類圖式結構，並遷移至寫作當中，以插敘手法透過追憶往事帶出個人成長的經過。教學的施行亦超出教師預期，能讓學生在有限語文基礎情況，深入理解語篇。該教學法亦能提升學生學習動機，增強學習中文的信心。本研究對運用「閱讀促進學習」教學法，改善中文二語學生長篇現代漢語篇章讀寫能力及動機、了解不同教學步驟的實踐與成效等方面均有裨益，於探索有效藉著教授名家名篇，提升非華語學生的語文及文化水平具有啟發性。

關鍵詞：「閱讀促進學習」教學法、中文作為第二語言教學、讀寫能力、普通教育文憑高等程度中國語文科、跨文化教學

透過移動資訊科技增強師生的互動性

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摘要

香港學生學習中文作為第二語言的困難是識字量少、遺忘率高、漢字形音義無法有機結合，窒礙讀寫能力的發展 (Barbara et al., 2002)；學生缺乏學習動機，學習差異大，教師無法找到合適的教材，都增加學與教的困難。本文分享元朗伯特利中學的老師運用 mLang 教學法的經驗，讓中文為第二語言學生創作個人化的詞彙卡，同時針對學生困難並給予個人化的回饋，建構真實和有趣的教材庫，以及人本和班本課程；討論如何透過移動資訊科技的輔助，增強課堂內師生的互動性，以及利用移動資訊科技輔助語言學習 (Chinnery, 2006)、無縫學習空間、全方位學習等理論，為不同能力的學生共同建構語文知識庫，提升寫作及說話能力及準備公開考試。

關鍵詞：中文作為第二語言學習；移動科技輔助學習；課堂互動性；共同建構

運用「動中文 mLang」教學法提升中文作為第二語言學生的聽說能力

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摘要

踏入 21 世紀，資訊科技於日常生活中十分重要。研究團隊根據第二語言習得 (Krashen, 2012; 謝錫金等, 2012)、移動資訊科技輔助語言學習 (Chinnery, 2006) 等理論開發了「動中文 mLang」智能詞彙卡學習應用程式 (下稱 mLang)，並發展出「動中文 mLang」教學法，配合學習者為本 (Learner-Centered Psychological Principles) 的原則，強調照顧學習者的認知、動機、社羣互動、照顧差異 (McCombs & Vakili, 2005)，讓學生自主尋找他們生活中有關的事物，以科技把它帶入課堂。本文會詳細介紹香港一所以中文作為第二語言學生為主的中學，如何運用本教學法的理念配合校本中文二語課程，以移動科技輔助學習，提升學生的中文聽說能力。研究團隊會提供教學實例；透過學生的前後測成績比較、課堂分析、學生課業文本分析及師生聚焦小組訪談，探討如何透過 mLang 所創設無縫學習電子平台，以任務型教學及小組協作方式，做到同儕相互學習。

關鍵詞：移動科技輔助學習；中文作為第二語言學習；任務型教學；小組協作

以移動資訊科技輔助中文作為第二語言學生 融入主流課堂

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摘要

踏入 21 世紀，資訊科技於日常生活中十分重要。研究團隊於 2013 年開發了「動中文 mLang」智能詞彙卡學習應用程式（下稱 mLang），並發展出「動中文 mLang」教學法，並在多間中學進行教學實踐和研究。本文將報告香港一所取錄少數非華語生的女子中學，如何運用「動中文 mLang」教學法，根據第二語言習得 (Krashen, 2012; 謝錫金等, 2012)、移動資訊科技輔助語言學習 (Chinnery, 2006) 及無縫學習空間等理論，協助中文作為第二語言學生融入主流課堂。研究方法包括課堂分析、學生課業文本分析及師生聚焦小組訪談。研究結果發現利用 mLang 所創設無縫學習電子平台，教師可以以移動科技輔助教學，為中文作為第二語言學生增加文化輸入、利用多元文本鞏固篇章學習，以及於課堂做到即時互動的協作學習；以提升中文作為第二語言學生學習中文的成效及其自學能力。

關鍵詞：移動科技輔助學習；中文作為第二語言學習；文化輸入；多元文本

運用「戲劇學中文」教學法提升中文 作為第二語言學生的學習動機

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摘要

戲劇習式 (Drama Conventions)，是指以一系列具戲劇元素的教學活動策略。過往研究指出，戲劇習式對第二語言學習者尤有幫助。當中，在課堂建構情境 (Scenario)，運用教師入戲 (Teacher in role) 與學生入戲 (Student in role) 的戲劇習式施教，能提高學習過程中師生的互動性。

本文旨在探討香港中文教師運用「戲劇習式」作為中文對第二語言教學的方法，以一所中學中四級的中文作為第二語言班別作為研究對象，根據第二語言習得 (Krashen, 2012; 謝錫金 2012) 的學習理論，通過行動研究，包括進行課堂分析、師生小組訪談以及文本分析法，分析運用戲劇習式施教的課堂實踐情況。研究發現，有效的戲劇習式應用設計，不但沒有增加施教難度，反而增加學習者的動機，能吸引學習者主動參與學習，並嘗試運用目標語表達，達致校本課程的學與教目標。

關鍵詞：中文教學、戲劇教學法、戲劇習式、中文作為第二語言教學、課堂研究

「教師入戲」：以林海音《爸爸的花兒落了》為例， 檢視「戲劇教學法」應用於中文第二語言 閱讀教學的成效研究

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摘要

本文旨在探討戲劇教學法——「教師入戲」(Teacher-in-role) 在中文作為第二語言閱讀教學的實踐成效：通過精心設計的戲劇互動學習活動，協助學生在過程中產生對閱讀中國經典文學作品的興趣，主動探求作品的深層意義，從而提高其中文閱讀水平，並發展自主學習的能力。「教師入戲」作為本教學研究的核心要素，原因是它有效建立學生的閱讀圖式 (reading schema) (Neuman, Kaefer & Pinkham, 2014)，喚起他們的情緒，從而建構文本的「處境模型」(situational model)，產生讀者反應 (reader's response) (Iser, 1972)，對文本有更深刻的體會。此外，它能配合並促進其他的戲劇習式的學與教成效，對達成教學目標起關鍵作用。

本文以一所中學中五級中文作為第二語言學生作為研究對象，通過課堂研究、師生焦點小組訪談以及文本分析法，分析運用「教師入戲」於高中閱讀課堂，教導經典文學作品《爸爸的花兒落了》的實踐情況和成效。

研究發現，「教師入戲」能有效提升學生不同層次的閱讀能力，包括提取表層信息、推測情節發展、推論和評價人物性格和行為，綜合文本大意和揣摩其深層寓意，成功達成本單元的教學目標。

關鍵詞：中文作為第二語言教學、閱讀教學、戲劇教學法、教師入戲、課堂研究

探討戲劇教學法「學生入戲」，促進初中中文二語學生 閱讀學習的成效研究：以魯迅《一件小事》為例

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摘要

近年，香港愈來愈多中文作為第二語言學生入讀本地主流中學，中文課程以中文母語學生作為對象編寫，每個單元都包含一些經典文學作品。對於中文二語學生而言，學習這些文學作品時，除了字詞解碼上遇到困難，理解文本中所包含的語境和文化是更大的學習難點。

本文以一班初中中文二語學生作為研究對象，結合課堂研究、師生焦點小組訪談以及文本分析法，探討教師運用戲劇教學法——「學生入戲」(Student-in-role) 輔助他們學習文學作品，理解當時的語境和文化，連繫學生的個人經驗和感受，以促進閱讀理解的效能；並探討戲劇教學法在中文二語課堂的實踐情況和困難。

研究發現，運用「學生入戲」能幫助學生對文本內容建構心理表徵 (mental representation)，提供發揮空間和擴闊想像力；除了能幫助學生對文本內容的理解外，還能促進他們與文本互動 (Weaver, 1988)，跨越兩者的文化隔閡，建立個人意義 (羅燕琴, 2011)，從而建構文本的深層意義 (Rumelhart, 2004)，因而學生能對角色的行為提出具體的回應和看法，有效地訓練學生的高階思維能力。

關鍵詞：中文作為第二語言教學、閱讀教學、戲劇教學法、學生入戲、課堂研究

CSL 学习者含“万”语素副词习得研究

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摘要

副词一直是汉语本体以及汉语作为第二语言教学的研究热点，也是汉语作为第二语言学习者的学习难点。本文结合北京语言大学 HSK 动态作文语料库、中山大学留学生中介语语料库以及暨南大学留学生汉语中介语书面语语料库中含“万”语素副词的使用情况，设计了调查问卷。通过问卷调查和分析，参考相关本体研究成果，从用法情况、词义理解和综合运用这三方面考察汉语作为第二语言学习者对含“万”语素副词的习得情况。整体看来，在含“万”语素副词习得上，副词词义是学习者学习的难点，利用语素进行词义分析有助于副词词义的理解。副词的情感色彩、适用对象的音节数量、词性、语体色彩、具象与抽象、心理动词与一般动词的差别、适用句类等易给汉语作为第二语言学习者造成混淆，对外汉语教学中要加强联系与区分。汉语学习者汉语水平从中级到高级的发展是一个动态过程。随着汉语水平的提升，学习者排除干扰项的能力增强。母语背景对含“万”语素副词习得有一定影响。韩国属于汉字文化圈，韩国汉语学习者过于依赖母语，有时会在含“万”语素副词词义理解上造成负迁移。

关键词：CSL 学习者；含“万”语素副词；问卷调查；习得研究

“倒”功能的辐射状范畴构建及其教学

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摘要

“倒”在现代汉语中是个功能相对复杂的词，本文将其功能分为“相反”“对比”“肯定”“转折”和“语气标记”四大类，运用认知语言学的范畴化 (categorization) 理论，在借鉴前人的研究成果，对大规模真实语料文本进行统计分析的基础上，从共时平面角度，构建“倒”的各个功能之间的关联，并尝试描写和解释各类“倒”的功能分布呈现何种状态，之间如何联系发展，并进一步拟构其辐射状范畴，在此基础上，探讨了不同阶段的不同因素对汉语学习者“倒”的各个功能的习得情况的影响，最后，综合以上分析我们认为：(1) 在汉语教学中，应当按照“倒”的功能的典型性和频率分布进行分阶段式教学，针对不同影响因素，有针对性的调整教学策略；(2) 注意考察与“倒”功能相近的词，利用上下文语境，通过对比教学，引导学生更全面的习得其功能及用法。

关键词：倒 辐射状范畴 教学

Conceptual Metaphor of Localitive Dong and the Spatial Representation of Chinese

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Abstract

This corpus-based study aims to examine the metaphoric use of localitive noun *Dong* (“east”) in modern Chinese. The result indicates that the metaphorical mappings of localitive noun *Dong* consists of character domain, the society/social relationship domain, the emotional domain, and time/weather domain. As a consequence of these mappings, there are six types of conceptual metaphors in use: POWER IS *Dong*, POSSESSOR IS *Dong*, GONE IS *Dong*, HOME IS *Dong*, FORCE IS *Dong*, TIME IS *Dong*. The metaphoric mappings of these expressions are based on the Chinese’s spatial cognition, which naturally emerge in terms of their distinctive and cultural backgrounds.

Keywords: localitive noun *Dong*; Conceptual Metaphor Theory; spatial cognition

A New Chinese Phonetic System

Lo Hoi Chiu

Abstract

Purpose: To enhance the efficiency of teaching and learning Chinese,

Method: By improving Pinyin’s spellings of finals and tone notation.

Results:

1. Pinyin’s finals are full of irregularities and ambiguities, making it very difficult to learn. For improvement, 10 finals, **a**(啊), **e**(诶), **i**(衣), **o**(喔), **u**(乌), **v**(迂), **eh**(鹅), **er**(儿), **un**(恩), **ung**(鞞), with their pronunciation defined by the Putonghua pronunciation of the Chinese characters in brackets, are chosen as basic finals. Because the 9 vowels and 2 end-consonants in these 10 basics can express all the remaining finals, it follows that all finals of Putonghua can duly be re-expressed, creating 16 new spellings of finals and rendering all 38 finals to be *free* of irregularities and ambiguities.
2. Three letters *x, j, q* are used to represent 3 tones of Putonghua, placed at the end of syllable spellings, and “no letter” is used to represent the 4th. An important characteristic of this new invention is that no confusion will occur when syllables are joined together to form compound words. This is because every *x, j, q* letter appearing in compound words is easily identified whether it is an initial or a tone notation, as follows: any *x, j, q* letter is an initial if it is immediately followed by *i*(衣) or *v*(迂), and is a tone notation if otherwise. The HK Government gave this invention a grant of HK\$250,000 for applying for patent in various countries.

Implications:

1. The new system is more simple (using only English letters and discarding —, ´, ˇ, ˘, ˙, ê, ü) and is a *complete* Romanization of Chinese, but Pinyin is not;
2. The new system is much easier to learn for having no irregularities and ambiguities;
3. Because the new system expresses all speech sounds of Putonghua in Roman letters only, it can be used as a writing system for Mandarin Chinese. NonChinese learners of Chinese may choose it as a substitute for Chinese characters.

论“六书”理论对对外汉字教学的启示

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摘要

汉字教学一直是对外汉语教学研究和实践中的重难点,“汉语热”的浪潮也使得它成为一个亟待解决的热点问题。“六书”理论作为最早完备提出汉字组成方式、结构规律的体系化理论,对对外汉字教学具有指导性的意义。又因为汉字承载着五千年来的中国文明,讲解字义的同时可以帮助学生感受汉字中蕴含的汉民族文化,感知汉语的民族特点。

本文以六书理论的内容以及人对汉字的“分解性”认知模式作为理论前提,论证了将六书理论应用在不同阶段的对外汉语综合课汉字教学中的可行性。在“初期多认少写,中期多认多写,后期认写合流”的前提下,初级阶段的汉字教学应以认写象形字、指事字为主。在学生对汉字有了一定累积后,教师在汉语教学的中级及高级阶段通过归纳、演绎等方法进一步教授较为复杂的会意字和形声字。根据汉字特有的理据性和系统的六书理论,教师应将对外汉字教学的重点从汉字的形音关系转移到形义关系。这不仅能够激发外国学生的学习兴趣,符合学生的认知规律,还为教师帮助学生改正错别字提供了一条捷径。

本文是一篇理论性论文,总结了大量前人对于对外汉字教学的思考与实践。在此基础上,文章结合汉语水平考试(HSK)各等级对于汉字的要求以及中国国家汉办出版的《汉语水平词汇与汉字等级大纲》,分别详述了各阶段的教学宗旨并对一线教学提出了相应的具体建议。

关键词: 对外汉字教学 六书 不同阶段 汉字理据性

An Action Research about Dealing with Differentiation and Students Management in Chinese As a Second Language Classroom

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Abstract

Due to the differences of nationalities and Chinese learning backgrounds, it is normal that students in one class have quite different Chinese language levels in Hong Kong international schools. However, such differentiations are one of the main results that lead to classroom being disorganised and slow down the teaching progress. Thus, this action research paper aims to report on a small research project looking at ways of dealing with differentiation and students management in a mixed ability Chinese language classroom in an international school in Hong Kong. Participants were twelve students (eight boys and four girls), who studied for Year 10 (around 15 years old) in the IGCSE programme and the main data collecting tools were observation charts, field notes and my own reflections. Before this research, the teacher (the researcher self) had used teacher-centred teaching methods, which made differentiation challenging. Meanwhile, the teacher seldom stopped student problem behaviours in a timely fashion, so the class was always in chaos and the teaching efficiency was very poor. In this action research, the teacher tried to use student-centred teaching methods, which were Task-based language teaching and learning and Anchor activity, to teach the theme Transportation. To improve students' learning motivation and class participation, many task worksheets in different levels were used and teacher's preventions for problem behaviours were enhanced. Meanwhile, a classroom management software named Classdojo was also introduced into the class. That is to say, this class was designed for modulating the teaching activities and the relationship between the teacher and students, as well as attracting students' learning interests. According to the research results, the Anchor activity can improve students' learning motivation, to some degree. Furthermore, Classdojo has developed the interest of the class and the teacher's strategies have enhanced students' learning motivation, both of which improved the students' class participation, to some degree. Therefore, the quality and efficiency of teaching has improved and students basically finished the learning tasks, which included vocabulary, grammar and communication. However, there still existed inappropriate students' behaviours such as being off task and disturbing the teacher's teaching activities. Hence, the topics of improving classroom management still need to be discussed in the long term.

Keywords: classroom management, Task-based, differentiations

Abstract of the Motivation of Learning Chinese

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Abstract

Since I have been teaching Mandarin Chinese at DFW Mandarin Chinese School for a while, I found out students who are coming to school to study Chinese mainly are two purposes. First, parents are both from China, but the kids are ABC, both sides parents have no idea how to teach kids Chinese at home, so parents send the children to school. Another aspect, parents, and children do not speak Chinese at all, for example, those parents who are typically from America, Canada, French, India, Brazil, and Mexico. They want to send their kids to a Chinese school to develop their kids' Chinese study and culture interest during the Mandarin fever. I was talking with few parents. Some of them are working for the fortune 500 company, who wish their kids would go to China work and live, and also they would like to spend time with their children to cultivate a person who can be bilingual, because of China rapid economic development the last thirty years.

I was teaching Chinese Level 9, which is setting for the middle school students. They apply what they have learned before, to create different kinds of sentences, to organize a Kahoot game, to sing a Chinese song, to practice Chinese letter by calligraphy, and to rehearse a Chinese show at the end of this semester. With animation, students could have an impressed study for what they have learned, without it, they are easy to get bored during the whole Chinese class.

It is a vast difference when teaching Chinese to parts of Chinese American kids and pieces of Chinese students. They have a different level of absorbing the complete knowledge, no matter vocabulary, text, or a spoken word.

To sum up, the purpose of learning Chinese Mandarin is to enhance the ability to live for next generation, to master more about Chinese language and have an exotic, global cultural experience.

从与时间副词的同现看汉语数量词的功能 ——从时间副词“常常”说起

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摘要

本文的研究目的在于通过对数量词通常不该出现而在一定条件下又会出现的情况进行考察,进一步探讨汉语数量词的功能。

在学生使用数量词的错误中有这样一例:

- (1) *我妈妈常常给我打一个电话。(卢涛 2007) 根据语感,(1)是很难成立的,需去掉“一个”,变成:
- (2) 我妈妈常常给我打电话。

卢涛(2007)中对此现象作了简略的分析:“常常”所阐述的是一种恒常现象,动态的恒常性决定了受事宾语(对象物体“电话”)的非个体性,所以数量词“一个”是多余的。

本文同意分析中认为受事宾语“非个体性”导致其前面数量词多余这一观点,但我们认为以上分析有需要加以补充之处,包括:(一)对“动态的恒常性”决定数量词(“一个”)多余的原因该如何进一步解释;(二)我们发现以下有数量词与“常常”同现的情况,这些同现的情况该如何看待和解释。

- (3) 他去餐馆常常只要一杯水。
- (4) 我妈妈常常一个星期给我打三个电话。
- (5) 我去找导师谈论文的时候,他常常先泡一壶茶。

通过对(3)(4)(5)类语料进行考察可发现,在反常情况下,数量词会在受事宾语部分出现。而所谓“反常”情况,包括超出正常值和超出预期值两种。由此我们进一步可认为数量词起着“显著性标记”的作用,标记引人注意的事物,这可看作是对古川裕(2001)“显著性原则”的另一视角的支持。

关键词:数量词;常常;纯抽象动作;显著性标记;作为第二语言的汉语

體現雙語雙文化教育之課堂經營特色研究 ——以 YCIS、TAS、TES 為例

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摘要

本研究旨在華語老師如欲進入 K-12 的國際學校執教，最需要培養的課堂經營能力於國際學校特色為何？研究場域分別是香港耀中國際學校 (YCIS)、台北美國學校 (TAS)、台北歐洲學校 (TES)。研究方法採觀課與觀課後議課為主軸。研究結果顯示於國際學校之課堂經營有三個共同特色，分別是具有一、揉合中西文化特色，二、跨文化溝通特色，三、差異化教學、評量特色，四、具情意功能的教室布置。