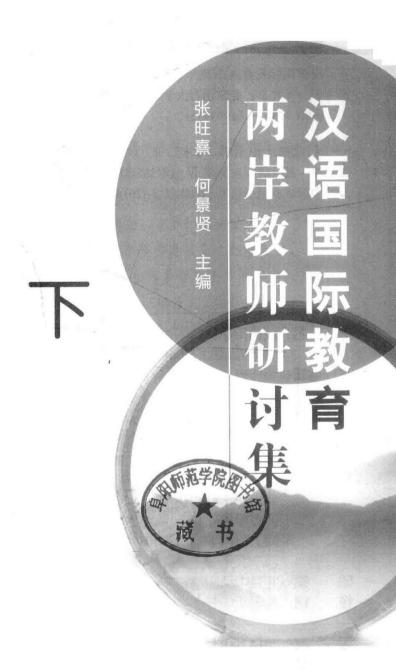
张旺熹 何景贤 主编

两岸教师研讨集汉语国际教育

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图书在版编目(CIP)数据

汉语国际教育两岸教师研讨集. 下/ 张旺熹,何景贤主编. -- 北京:北京语言大学出版社,2014.9 ISBN 978-7-5619-3935-2

I.①汉... II.①张... ②何... III. ①汉语—对外汉语教学—教学研究—文集 IV. ①H195-53中国版本图书馆 CIP 数据核字 (2014) 第 207988 号

书 名:汉语国际教育两岸教师研讨集(下)

HANYU GUOJI JIAOYU LIANG'AN JIAOSHI YANTAO JI (XIA)

责任编辑: 李佳琳

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 **邮政编码:** 100083

网 址: www.blcup.com

电 话:发行部 82303650/3591/3651

编辑部 82301016 读者服务部 82303653 网上订购电话 82303908

客户服务信箱 service@blcup.com

印 刷: 北京中科印刷有限公司

经 销: 全国新华书店

版 次: 2014年9月第1版 2014年9月第1次印刷

开 本: 787毫米×1092毫米 1/16 印张: 19

字 数: 332 千字

书 号: ISBN 978-7-5619-3935-2/H·14207

定 价: 60.00元

随着汉语快速走向世界,汉语作为第二语言教学正在向汉语国际教育转型。学科内涵扩大了,研究对象、研究内容和研究方法也必将随之调整,只有有针对性地开展研究,才能使学科建设向着更为健康、有序的方向发展。

2013年10月,北京语言大学校务委员会主任李宇明教授与台北中华语文研习所董事长何景贤博士共同倡议,在北京语言大学和台湾高校教师中征集论文,共同探讨汉语国际教育中的教学理论、教材编写、教学方法、文化教学与传播等方面的问题。经过半年多的准备,共征得两岸一线教师的论文60篇,定名为《汉语国际教育两岸教师研讨集》。这些论文涉及汉语国际教育的学科理论与实践关系的探讨、语言习得研究、汉语要素与文化要素教学、汉语技能教学以及教材、教学模式、教学管理和测试研究等各个方面。

此次入选论文集的论文具有如下一些特点:

- 1. 理论与实践相结合。论文作者都是在教学第一线的 汉语教师,他们有着丰富的教学经验和实践感悟,但是在 行文中不再是经验的描述和操作步骤的简单介绍,而是在 理论指导下对教学规律进行的探讨,使其教学实践成果具 有了一定的应用性和可推广性。
- 2. 涉猎的教学领域广泛。这些论文除了上面提到的几 大类内容以外,也体现出一些具体的、独特的研究视角。 比如,两岸词汇发展研究、简体汉字教学研究、繁体汉字 教学研究、闽南语教学、网络教学、一对一教学等等。这 些内容有的在以往的研究中并不多见,而且都是作者本人

教学实践的积累和提升,因此这些成果可以说填补了以往 研究中的一些空缺。

- 3. 展示的教学模式和方法具有可操作性。从入选的论文来看,大多是作者在一线遇到的具体问题,通过研究和实践加以解决,并形成研究成果。因此所提出的解决问题的方案或教学思路、教学模式,拿过来就能用,可以说是立竿见影,会给读者很多启发。
- 4. 相当数量的论文不仅体现出了 21 世纪新的教学理念,而且在选题和论证方式上,都更加科学和注重实践性,提高了本领域一线教师科研的规范性和实用性。

本论文集所收的 60 篇论文中,大陆方面的 30 篇均出 自北京语言大学汉语国际教育学部的一线教师之手,台湾 方面的 30 篇来自中华语文研习所的语言学顾问和 10 所分 校的汉语教师。为了阅读方便,我们依主题划分为:语言 要素教学篇、文化要素教学篇、语言习得篇、教学理论与 实践篇、教材编写篇、技能教学篇和教学评价、测试与管 理篇,共七个板块。前三个板块共 29 篇论文,构成上卷; 后四个板块共 31 篇论文,构成下卷。

本论文集是海峡两岸教师在向世界教授汉语、传播中 华文化的过程中共同努力的成果,也是两岸教师学术交流 互动的平台。它的出版向我们呈现出了两岸一线汉语教师 学术研究的崭新风貌,是值得一读的。

> 编者 2014年8月

目 录

教学理论与实践篇

Teaching Mandarin Chinese to the World 张月珍 / 3
对外汉语教学理论与实践 翟 琳 / 10
台湾对外华语教学发展研究状况资料汇编 许壬馨 (整理) / 16
TLI 华语教学法之论述 罗莞绮 / 26
再论汉语难学: E-Pen、传简全教及汉语通用拼音 余伯泉 / 34
儿童华语教学实践 陈美伦 / 42
几种不同类型学习者教学模式的比较 杨 玲 / 50
"一对一"对外汉语教学法探析 秦志娟 / 60
基于建构主义的汉语教学练习设计思路探析 柳 琴 / 68
"当代中国专题电影"课的教学设计与实施报告 张一萍 / 76
现代商务汉语的课堂设计 李 晨 / 86
汉语口语课堂活动设计原理与应用 翟 艳 / 95
TLI 网院与网络教学 欧阳心如 / 109
从华语学习角度初探多媒体运用 李 嘉 陈榆婷 李柔洁 / 116
闽南语教学的瓶颈与契机 陈品仙 / 130

教材编写篇

能力培养与综合选材 张亚茹 / 143 TLI 外交华语教材设计与研究 吴怡芬 / 150 关于综合教材选文的思考与实践

- ——以《HSK 标准教程》(5 级)的编写为例 刘 畅 / 158 浅谈海外中小学汉语辅助性教材编写的必要性与可行性
 - ——以美国弗吉尼亚州费尔法克斯郡为例 王 蕾 / 165

试论以实用性为基础的中级汉语教材编写

——以《尔雅中文:中级汉语综合教程》为例 刘苏乔 / 174 中高级教材编写与研究 郑 宜 / 185 汉语报刊阅读教材的编写如何实现趣味性 刘丽萍 / 191 从三部工具书看离合词的编写问题 王鸿滨 / 202

技能教学篇

浅谈对外汉语报刊阅读课教学 穆 扬 / 215 文化意象的"迁移"与"传真"对二语写作的积极意义

——以两位俄语地区留学生的汉语作文为例 吴 双 / 221 高级汉语阶段的书面语教学 李 文 / 232 初探对外汉语"一对一"课堂笔译教学的开展 陈雯琦 / 241

教学评价、测试与管理篇

汉语短期速成学生评价体系的构建 李 燕 / 255 初级汉语听说课测验新模式之探索

——以《成功之路》为例 张 军 / 265 纠正性反馈的作用研究述评 王瑞烽 / 278 老庄思想在留学生教学管理中的借鉴意义 肖长春 / 288

教学理论与实践篇

Teaching Mandarin Chinese to the World

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中华语文研习所台北罗斯福校

1. General Survey of Mandarin Chinese

Mandarin Chinese has become one of the international languages, spoken and used in a number of countries for a variety of reasons. Often it is the second language, especially in the western countries. This paper wishes to investigate the trend of Chinese teaching and learning around the world. Also, the project suggests some ideas for how non-literary based Chinese teachers may become more proficient teachers through pre-service training, in-service training and self-study.

1.1 Mandarin Chinese as the language of international communication

An international language is defined as the language which is used by people of different nations to communicate with each other (Smith, 1983). In the last ten years the use of Mandarin has increased significantly and today, it is probably one of the most frequently used languages on TV, in video, pop songs and at international meetings.

It also becomes the main language of sports, international trade, the United Nations and air and sea communication. The most important point is that it contains more words than any other languages in the world and more people learn or attempt to learn it than any other languages.

Thus, the role and importance of Mandarin Chinese in the world today cannot be considered as slight. It has become the common language among people who come from different nations, and it is used in academic, industrial, business, religious, cultural, social and government areas, instead of English.

As the number of non-native speakers of Mandarin Chinese is growing so quickly and they are gradually accepting Mandarin Chinese as one of their daily languages, rather than just a tool borrowed from others, the future of Mandarin Chinese is becoming less controlled by native speakers, so Mandarin Chinese has become a language belonging to those who use it, not only who take it as their mother tongue (Quirk, 1995). It seems that Mandarin Chinese no longer belongs to its originators, but has become the property of the world.

1.2 What is Standard Chinese?

The term "Standard Chinese" is valuable for many reasons, for example, it provides a center for teaching in terms of grammar or lexis and it also unifies the great differences of the language itself (Harmer, 1991).

According to Smith's (1983) survey, a standard language is concerned with: the existence of a large number of varieties of a language; different functions and used for different varieties; the variable distribution, both geographically and socially, of different varieties, and differing restrictions upon the co-occurrence of some elements within language variations, social and professional attitudes towards particular varieties (Smith, 1983:88).

Therefore, obviously Standard Chinese is just an ideal, and apparently there are several varieties of Standard Chinese available to both native and non-native speakers. Nowadays, the term "Standard Chinese" should be changed to International Chinese because Chinese has become a tool of communication in countless human interactions.

1.3 The approaches to Mandarin Chinese correctness

There is a general agreement that all Chinese users are, at the same time, Chinese learners whether they are native speakers who have acquired Chinese or non-native speakers who are still acquiring Chinese.

That those who are brought up in a Chinese-speaking environment are likely to 大试读. 需要完整PDF请访问: www.ertongbook.com

acquire greater proficiency in Chinese than those who are not is perhaps self-evident. However, it does not necessarily follow that all of the former are more proficient than all of the latter. If non-native speakers have higher motivation, better capacity, wider experience or better education, and so on, they still can prevail over the native speakers' advantage. Davies gave a clear explanation:

Native speakers move from a position of insecurity to one of security, while nonnative speakers move in the reverse direction. Native Speakers, however defined, start
off seeking meaning: they learn the language offered them in order to gain the meaning
they seek. As they progress, the gain in meaning gives them greater and greater
security as they come through the medium of the first language (L1), to control their
environment. Non-native speaker, on the contrary, already have that control in their
L1. Their learning of the second language (L2) means that they must abandon the
security of their L1 to become less and security in the L2 as well as in their L1. (Davies,
1991:35-36)

Thus, although non-natives are handicapped in their command of Mandarin Chinese, they have the potential to catch up with native speakers by constantly practicing the four skills of grammar, vocabulary, pronunciation, functions, and others, in order to achieve Chinese language correctness.

2. The Non-Literary Based Chinese Teachers

Whether one is a literary or a non-literary based Chinese speaker, teaching a language involves encountering and overcoming a number of problems which may be said to be little general or specific, i.e., to the subject being taught. Some of the general problems relate to teaching per se and are shared by all or other teachers regardless of their teaching subject. These are briefly discussed here, the starting point of language teaching.

2.1 Language teaching in general

The language teaching profession has expressed an increasing desire to avail itself of relevant findings and their applications. As a result, language teaching is becoming an interdisciplinary field of psychologist, and representatives of other related disciplines, new approaches to it have evolved. New material and aid have been developed, and new learning environments created (Wenden and Rubin, 1987).

Since language learning is a two-way street, teachers need a new approach to language teaching. There are many factors which will influence the language teaching methods. Valdman (1987:5-6) gave following seven most common factors: I) There is no single method that suits every program. II) No method is adequate in scope for all learners' personalities. III) No single method is suitable for all teachers. IV) Each method has its own advantages. V) The eclectic approach could make use of all previous methods. VI) It provides the accumulative effect of approaching the problem of language teaching from different angles. VII) It provides teachers with the stimulation of a new approach from time to time to encourage them in reading, discussions with colleagues, and classroom experimentation.

In short, language teaching should not only focus on the theoretical ideas but also social demands and reality.

2.2 The role of the language teacher

Today, the teacher's job is defined as being "to provide the best conditions for learning. The teacher is a means to an end: an instrument to see that learning takes place" (Byrne, 1976). However, teacher must be careful not to involve learners on things they do not like. Learners do not like too much autonomy. So, nowadays, teachers have to be multi-skilled in order to be a source of stability.

For subject teachers, language is the means and knowledge is the end. Even for the non-subject teachers, i.e., those who tried to teach students skills rather than knowledge, language is an important intermediary. Foreign language teachers, thus become a special group because for them the foreign language brings the means and the end together.

All Chinese language teachers, literary or non-literary based ones, are bound in the indistinguishable situation of learning content and carrier content. It could be said that for students reaching classroom interaction is the Chinese learners' content, while grammar is the carrier content, in that grammar completely carries the message of real communication. Good Chinese teachers are ready to change their activity and formal way of teaching as the classroom requires, and the best Chinese teachers are able to glide from one role to the other very quickly and skillfully.

3. Mandarin Chinese Teacher-Learner

We all know that a fundamental condition for successful teaching is that the teacher should be a permanent learner. Atkinson (1987) suggested that the teacher must be capable of being more teachable than the apprentices. To put it simply, teachers can engage in two kinds of learning activity, which are organized and autonomous learning (Dickson, 1987). Organized learning means teachers training which includes pre-service training and in-service training. On the other hand, self-study is continuous initiated learning, and it is very flexible, so the teacher-learner can adapt her activity to her own needs. Therefore, she carries full responsibility for her learning process (Dickson, 1987).

3.1 Mandarin Chinese language improving approaches

The Mandarin Chinese language learning activity, like other languages learning, is in three areas: language proficiency, language awareness and pedagogical skills (Medgyes, 1986). Most non-literary based Chinese teachers seem to experience a process called fossilization (Szesztay, 1992) whereby incorrect linguistic features become a constant habit in the way we speak and write. Within a group of second language learners, the degree of fossilization is decided by the duration of the social and psychological distance between the learners and the target culture (Sheorey, 1986). Since this process cannot be avoided, most non-literary based Chinese teachers are generally eager to combat it.

The Chinese language class produces numerous situations which can elicit lifelike conversation. For example, when a teacher sees a sad student, she can ask what happened to him. When a student arrives late, the teacher can inquire the reason for his lateness, and so on. This kind of class management is more like real life than any well-prepared communicative activities and provides the only opportunity for authentic second language communication practice.

3.2 Being an ideal Mandarin Chinese teacher

Does a literary based Chinese teacher stand a better chance of being an ideal Mandarin Chinese teacher? And, is it true that the more proficient Chinese speaker is a more efficient Chinese teacher?

Fluent non-literary based Chinese teachers reveal strategies (including the retention of clear but distinct accents) that can help Chinese language learners to cope with the target language. Also, non-literary based Chinese teachers have one inestimable advantage over literary based Chinese teachers, particularly those who have never learned a foreign language. They have actually learned the target language as foreigners and have direct insight into and experience of the processes involved for other non-native Mandarin Chinese speakers.

Strictly speaking, an ideal Mandarin Chinese teacher cannot be defined in a single meaning; each ideal Mandarin Chinese teacher is ideal in his or her own way, and therefore, is so different from the others, that is to say, one can only become an ideal Mandarin Chinese teacher on his or her own terms. Because there are too many varied conditions to consider in Chinese language teaching, the ideal Mandarin Chinese teacher can be generally described as a person who has reached the proficiency in Mandarin Chinese. Thus, one of the most important duties for non-literary based Chinese teachers in becoming professional is that they have to improve their command of Mandarin Chinese.

4. Conclusion

Although the wide-spread use of Mandarin Chinese has made it an international language, speaking Mandarin does not mean that one has to behave like Chinese or Chinese-speaking people. Nobody requires those members who use Mandarin Chinese to become more like native Chinese speakers in their life style. There are many varieties of Chinese and non-native speakers do not need to act as a Chinese, a Taiwanese or a Cantonese. Being a native speaker of Mandarin Chinese does not necessarily guarantee an absence of communication problems even in international communication settings. Technical language is often required.

The future growth of the use of Mandarin Chinese seems to be assured if the students of today retain the same opinions as those who have gone before them. They will use Mandarin Chinese more often and will have their children learn it, too. It is safe to predict that the status of Mandarin Chinese as a world language continues to rise. This increase in the use of Mandarin Chinese inevitably leads to the issue of which kind of Mandarin Chinese should be learned. There is no doubt that Mandarin Chinese is the center of stars for the next century.

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对外汉语教学理论与实践

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一、教汉语不是教语文

我的对外汉语事业生涯是从中华语文研习所(简称TLI)开始的。在此之前,我在北京语言大学接受了对外汉语教学的培训。在课堂上,北语的资深教授们传授了很多的宝贵经验。那时教授们说过,不要觉得是个中国人就可以教汉语。在国外,常常有这样的误区,是个中国人就可以教老外学汉语。因此,在很多语言培训中心,退休大妈、国内的物理老师等等都充当起了汉语教师的角色,无法解释的问题,一律用"中国人的习惯"来解释。教学效果,自然也不言而喻。因此,在绝大多数情况下,专业的汉语教师最忌讳的解释就是"习惯"二字,因为对于外国人来说,完全不能体会什么是中国人的习惯。现在我在日本开始学习日语,身为学生的我,体会颇深。当日语老师只是简单地回答为习惯时,我仍是一头雾水。我也看到,很多中国人没有接受过对外汉语教学培训就开始做老师的"惨状"。虽说实践出真知,但是系统地学习理论知识还是十分有必要的。

学汉语从拼音开始。中国人小时候也学习过拼音。我记得我们小时候,老师会用图片来对应发音,比如:画一只鹅,下面对应的发音为 e,画一只鹰,对应的发音为 ing;画一朵云,对应的发音为 yun。老师不用带读,学生们自然会念得很准确,自然也记得很快,并且不会弄混 in 和 ing。然而对于外国人来说,图

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