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Yesterday, Today and Tomorrow: Chinese Language Education in Secondary and Higher Education from a Multilingual and Multicultural Perspective

“欧洲多元文化和语言视角下的中高等教育中
汉语教学的回顾、现状和展望”

Booklet of Abstracts

摘要手册

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Booklet of Abstracts

Authors are listed alphabetically by family names

The Curriculum Potential of Values Education in Designated assessed Reading Text of the Secondary Chinese Language Curriculum in Hong Kong • 香港中學中國語文課程指定考核作品於價值教育的課程潛能

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中國語文科課程的教學目標著重語文能力的訓練，也強調思想的啟發和品德的培養。課程由2015年中四開始引入十二篇指定文言經典學習材料為「指定考核作品」，並由2018年香港中學文憑考試開始考核。指定文言經典學習材料為文質兼美的作品，有豐富的文學、文化內涵，既鞏固學生語文學習，也可以促進文化和品德情意等範疇的學習，是語文教學的重要部份。本研究本文透過價值觀主題類目量表進行內容分析，探討課程教材的價值取向。

教師以教材文本為基本，配合課程意識、教學知識和專業能力，覺知教材文本的意涵，實施教學方案，達至教學目標。本研究再通過訪談，瞭解教師的教學構想，發掘課程潛能，為教師的課堂教學提供參考。

關鍵詞：中國語文教學；價值教育；課程潛能

Investment and Identity in Chinese Language Learning — A Qualitative Study of Chinese Heritage Learners at an Australian University

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Many universities in Australia as across the world offer Chinese language programs to meet the demand for Mandarin-speaking graduates who can engage in business and cultural exchanges with China or other Chinese-speaking regions. In spite of its growing popularity, the Chinese language is still being learned by a comparatively a small number of students and the dropout rates of students learning Chinese as a foreign language are generally high at both the school and university levels (Singh & Ballantyne, 2014; Singh & Han, 2014; Xu & Moloney, 2014). As such, it is imperative to unravel the reasons behind students' choice of and investment in the Chinese language as one of their university subjects.

Drawing on Norton's theory of Investment in second language education research as the theoretical framework, this research aimed to examine their investment in learning the language, and the relationship between students' investment and their identities (real or imagined). Specifically, this study intended to answer the following three research questions: 1. What are Chinese-learning university students' investments in the Chinese language? 2. How is their investment in Mandarin Chinese learning at the university influenced by students' language learning history and family backgrounds? 3. How is their investment influenced by their imagined communities and identities?



Qualitative methodology was employed in this research to generate a “thick and rich description” (Merriam, 1998, p. 211) of Australian university students’ investment in Chinese learning, their language learning history and family background, and their imagined communities and identities. We have collected data via semi-structured in-depth interviews with 21 university students who were enrolled in Mandarin Chinese courses as electives. However, this presentation will mainly focus on Chinese heritage language learners.

Preliminary data analysis shows that students mainly invested in Chinese learning in the form of participating in face-to-face class learning, finishing homework assignment and spending time reviewing before the exams. Most did not invest in extracurricular activities that were not related to the learning of the language as a university subject. Our participants’ investment in Chinese learning was influenced by the identity they wished to acquire, demonstrate to other people, or they feel comfortable with. This study has implications for universities and Chinese programs on how to best organise Chinese teaching for students who choose Chinese as electives and how to reduce students’ attrition.

Keywords: investment, identity, university Chinese language learners

罗马尼亚高校中文教育现状及发展对策

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本文介绍罗马尼亚高校中文教育的发展脉络和现状。罗马尼亚是欧洲开展中文教育最早的国家之一。1956年布加勒斯特大学中文专业成立标志着罗马尼亚中文教育的开始。自2006年以来孔子学院相继设立，汉语教学点逐年增多，一些高校增设中文专业、汉语语言文学学科体系形成。罗马尼亚汉语教学从高等教育辐射至小学、中学以及高中，取得了令人瞩目的成绩，但是仍然面临许多现实的困难。基于现实，为助推罗马尼亚高等教育阶段中文教育的可持续发展，提出以下建议：（1）携手多元主体，注重中文教育的协同化发展；（2）助推更多高校开设中文专业，保障中文教育的可持续发展；（3）充分发挥布加勒斯特大学中文专业“领头羊”作用，完善中文教育学科建设；（4）培养本土教师。

关键词: 中文教育, 现状, 发展对策

初级阶段的二语文化教学模型在多元文化社会中的应用——

一个基于香港初小少数族裔学生中文学习的个案研究

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作为一个多元文化社会（Culturally Diverse Society）香港有来自不同国家和地区的少数族裔人士。这部分人士的中文水平及对中国文化和香港本土文化的认识均较为薄弱，难以融入主流社会。因此，帮助少数族裔群体提升中文水平，了解中国及香港本土文化，将有助于他们融入香港社会，提升其向社会上层流动的可能性。本文将根据香港教育局编订的《中国语文课程（补充指引）》和《第二语言架构》的要求，设计符合语言教学预期的文化教学模型，帮助少数族裔学生提升中文能力的同时，增进对中国及香港本土文化的了解。文章将从教学目标、教学内容、课后评估这3个角度出发建构一套适用于香港初小少数族裔学生的二语文化教学模型，并将其应用在一个少数族裔学生的中文课堂中，以观测模型在提升学生中文语言能力及增进对中国文化和香港本土文化了解方面的作用。

关键词: 二语文化教学模型; 少数族裔学生; 个案研究



《罗马尼亚中文教学大纲》的特征及其修订、推广和应用研究

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基于罗马尼亚中文教育现状和外语教学政策，分析了罗马尼亚《初高中中文教学大纲》（下称“罗纲”）的优点和不足。“罗纲”注重全球化与本土化、语言通用性与中文特殊性的结合，但各年级目标等级与学习内容设置不合理，针对汉字的教、学、考涉及太少，缺少各语言要素的量化指标，不能为一线教师提供具体的教学指导。采用全球视野比较研究法，参照法国、意大利和瑞典三国本土中文教学大纲以及《国际中文教育中文水平等级标准》（下称《等级标准》）等纲领性文件，为促进罗马尼亚中文教育的标准建设，并为《等级标准》在罗马尼亚的落地研究提供一手资料，建议：参照《等级标准》重新划分等级框架；中罗专家合作研发与制定“下位大纲”；发挥合力作用，助推“罗纲”的推广和应用。

关键词：中文教学大纲；罗马尼亚；国别化；本土化；标准建设；《国际中文教育中文水平等级标准》

跨國銜轉學生之華語習得、族裔認同與資源投放

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如果在語言習得中肯認(recognize)學生的族群認同及語言的多元異質性(heteroglossia), 那麼, 學生可能會獲得更好的學習成效。本研究的對象為隨親人移居台灣且在國中就讀的跨轉生, 研究目的在於探討國中跨轉生族裔認同及其語言學習資源投放之間的相互影響現象。研究團隊深度訪談了 11 位跨轉生、5 位華語文教師、8 位國文教師、8 位英文教師, 並完成 46 份課堂田野日誌, 而後分類語料並定義關鍵主題。研究發現, 跨轉生的族裔認同不會因為國中教育場域裡的語言及學科知識學習而改變, 但是他們的跨轉生角色認同, 會隨著華語、國文及英文三科目的多言實踐及教師的支持, 而出現極大的差異。透過長期追蹤, 研究團隊希望能讓全球學界更了解青少年的華語習得現象。

關鍵詞：多元異質性、族裔認同、資源投放、跨國銜轉學生、華語習得

国际汉字教学调查报告 ——

A Survey Report on International Chinese Character Teaching

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汉字书写是汉语习得的重要组成部分。本研究以国际汉语教育中的汉字书写教学为题, 以课程设置、教材、评估和教师等四要素为框架设计问卷, 调查分析了汉字书写教学的现状、存在问题及成因, 进而提出教学建议。

研究发现, 仅有 36.5% 的教学机构设有独立的汉字书写课程, 课时也普遍偏少。有高达 85% 的机构没有专业教材, 小部分机构使用自编教材, 但缺乏信度效度审核。评估则以听写、默写、抄写等传统方式占主流。教师的整体学术水平(学科学历)较高, 但缺乏汉字书写教学的专业培训。



研究建议：开设独立的汉字书写课程，增加课时。编写汉字书写教材。应用有针对性的评估方式。发展汉字书写教学专业培训，通过改善教学方法突破汉字难写的迷思。

关键词：汉字书写；习得；教材

Localisation or Contextualisation?

Investigation of Contextualized Translation Method on Chinese Acquisition

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While material localisation has been a popular topic in Chinese acquisition, the diversity followed might become obstacles to further integration. Therefore, this study explores material contextualisation in Chinese acquisition, adopting contextualised materials under learners' cognitive knowledge and experience. This study is a pilot study on the contextualised Translation Method of Chinese acquisition. The contextualised Translation Method here refers to practices of translation method with the materials in contexts under learners' cognitive knowledge and experience. The Translation Method (TM) has been popular in SLA and still dominates L2 teaching in areas. However, it has been criticised for lacking attention to speaking, listening, and context. The grammar origin might, in one way or another, limit the scopes and perspectives of research on TM, and little attention has been paid to investigating TM with materials in context. In addition, TM in Chinese is less investigated, particularly in empirical studies. Therefore, this study aims to probe how contextualisation in TM impacts Chinese development among a teenage beginning learner in a three-month study period. In-house materials were developed under the guidelines of learning in context, which refers to the situations under the participant's cognitive experience and knowledge. Evaluations were made with tests, observations, and recorded videos on vocabulary, reading, listening, and speaking. Results showed that the contextualised TM had positive effects on Chinese development in vocabulary development, listening, speaking, and reading comprehension, but no improvement in writing Chinese characters. Such findings provide evidence for the beneficial effects of the contextualised TM on Chinese acquisition, suggesting the potential function of contextualisation while calling for more attention to contextualisation in learning and its potential effects on L2 learning. Moreover, observations showed traces of learning with cognitive knowledge and experience, pointing to a potential direction for future study.

Keywords: Contextualisation, the contextualised Translation Method, Chinese acquisition

Theoretical issues and methodological practices of phraseoculturology in Chinese as a foreign language: progressive integration of *chéngyǔ* from the beginner levels.

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The teaching of *chéngyǔ* (idiomatic expression in French) remains relegated to the background in foreign language teaching (see the fourth chapter of Chen's thesis in 2021). I therefore first emphasize the need to develop intercultural competence in foreign language learners, especially phraseoculture (Chen 2022). Then I will take the example of my Chinese as a foreign language course at Bachelor 1 to illustrate how we can progressively integrate *chéngyǔ* from the beginner level, through a "contrastive linguistics" method, based on 2 points:

1) Intralingual approach: There is a degree of opacity in idiomatic expressions or *chéngyǔ* (GONZÁLEZ REY 2002, SHI 1979: 115-129), from the most transparent to the most opaque, allowing for early and regular learning of *chéngyǔ*. 2) Interlingual approach: From the point of



view of contrastive phraseology (SULKOWSKA 2016), I established a typology: perfect equivalent (which is not always the most transparent), partial equivalent, and no equivalent (the most complicated to teach, due to the difficulties of semantic or lexical vacancy).

In my course, I introduced the *chéngyǔ* related to the human body (common to all) and then integrated them according to the perfect (●) and partial (◐) equivalents, for example: 全心全意 *quánxīn-quányì* (all+heart+all+intention): ●de tout coeur [with all one's heart] /◐ corps et âme [body and soul]; 一心二用 *yīxīn-èryòng* (one+heart+two+use): ●chasser deux lièvres à la fois [to try to do two things at once]

According to the assessment of the integration of the *chéngyǔ* for this course, the first feedback from the results obtained by this method is positive and encouraging.

In addition, this teaching fits perfectly into the digital age, indeed, due to the participation of the HyPE 13 project of the French National Research Agency (Agence Nationale de la Recherche, ANR), this course and the test were held on the platform Moodle, with the use of plugin H5P, allowing playful, interactive and dynamic content. Finally, I submitted to the students a survey on these methods of teaching *chéngyǔ*, in order to improve in future publishing of teaching textbooks.

Keywords : Chinese as a foreign language, *chéngyǔ*, phraseoculture, phraseodidactics

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初级国别化汉语教材之设计、开发与应用——以荷兰中文教学为例

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本研究关注欧洲本土汉语教材之开发与应用。整体旨在发展能结合重理解的课程设计(Understanding by Design, UbD)与任务导向之创新教学模式,以荷兰台北中文学校为实践场域,聚焦初级汉语对外教学,具体目标在编写荷兰本土化之汉语教材并进行验证。研究方法质量并行:在国别化教材发展方面,十个单元实践文化导入之汉语教学设计、整合 UbD 与任务导向的教学模式、科技辅助学习之影音视频、悦趣化教具及评量;在效果验证方面,透过前后测、教师观察、学生访谈与问卷调查考察当地小学生(A1 程度)之学习表现,结果显示教材能提升口语交流与汉字识写并降低外语学习焦虑,各活动则以融入荷兰当地「朋友书」最受学生喜爱。本研究提供相关研究编写本土汉语教材与课程设计之参考。

关键词: Understanding by Design、任务导向初级汉语教学、欧洲本土汉语教材开发



结合教育科技的差异化教学策略初探——以英国中小学汉语教学为例

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受限于人数、时间和空间，很多教师无法开展差异化教学；而层出不穷的教育科技产品具有打破以上限制达到个性化学习的优点。因此，本文将从三部分来探究结合教育科技的差异化教学策略。第一部分为英国中小学差异化教学难点的问卷与访谈结果分析，找到教师备课时间和差异化教学能力不足等难点。第二部分为结合问卷综述适合英国国民教育制度的不同分类下的代表性产品，如 *quizlet* 词汇练习网站和 *purpleculture* 翻译网站等。第三部分提出结合教育科技的差异化教学策略，如在分组学习的情景下引入 APP 自学、允许有需求的学生在课上使用 *chatGPT*、*purpleculture* 等辅助网站，以及教师对策略可行性的调查问卷结果分析。

Investigating Lexical Validity in A-Level Mandarin Chinese in the UK

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This study aims to investigate the lexical validity of A-Level Chinese by comparing the vocabulary used in A-Level tests with established standards including the exam specifications, HSK and Common European Framework of References (CEFR). A-Level is the British equivalent of Gaokao (the National University Entrance Exam in China), and there is a growing demand for the teaching and learning of Chinese as a second language in the UK, in light of an increasingly important role that China has been serving in the world. There is, however, a general lack of empirical evaluation of Chinese language education in the UK (Zhang & Li, 2020). In particular, there is little evidence to support the validity of current standards and assessments of Chinese language education.

Corpus analysis will be used to examine the lexical validity of authentic A-Level test papers in relation to the published A-Level wordlist (as part of the exam specifications) and the graded HSK wordlists. A panel of experts will also be invited to determine the CEFR levels of individual lexical items. The corpus approach adopted in this study refers to a systematic investigation of digitalized language data, commonly used in Applied Linguistics and other relevant disciplines nowadays including English Language Teaching (e.g. Timmis, 2015), and yet its applications in the teaching, learning and assessing L2 Chinese are still to be explored.

In the current study, the A-Level Chinese corpus consists of past test papers from the listening and reading sections, and wordlists will be produced by the corpus tool AntConc (Anthony, 2018). The current paper is designed to be a small-scale pilot based on two past test papers and will be used to inform a larger project. According to the interview data as part of the larger project, a general perception from the practitioners indicates that A-level Chinese appears to be too challenging for British students, and our corpus analysis will be used to determine to what extent this perception may or may not be true from the lexical perspective. This project aims to shed light on the lexical demands of A-Level Mandarin Chinese language teaching, learning and assessment in England, especially in its alignment to well-established language frameworks such as the HSK or CEFR.

Keywords: Assessment, Vocabulary, Corpus Linguistics

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本土中文教師研究述評

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本土中文教師是漢語和中華文化在海外傳播和發展的“主力軍”，是國際中文教育實現可持續發展的關鍵。當前，各國和地區的本土化情況不同，各地的本土中文教師在數量和質量上也存在差異。為了對全球本土中文教師的現狀和培養情況有一個大致了解，本文利用知網檢索系統，以“本土中文教師”“本土漢語教師”“本土華文師資”“本土華文教師”為關鍵詞進行檢索，共獲取相關研究文獻 269 篇。文章從研究的基本情況（發表年份、研究方法、研究對象、研究主體）、本土中文教師的優勢與劣勢、素質現狀、培養培訓和職業發展等角度進行梳理，發現學界在區域研究、需求分析和職業發展上存在不足，在此基礎上，給予總結和思考，同時提出對未來的展望。

關鍵詞：本土中文教師 研究現狀 展望

跨國銜轉學生華語文習得之多面向追蹤研究

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(2017) 將跨國銜轉學生(transnational students, 簡稱跨轉生)定義為：曾於國外非臺灣國教體制接受一定期限教育之學童，或是曾數次銜轉於臺灣國教及其他教育體制之學童。跨轉生非常需要華語文習得的支持，於 2017 年三月始，台灣針對來台之外籍及華裔中小學學生教育，即進入了一個具系統且持續性擘劃的華語文習得規劃時代。目前在系統登錄追蹤的個案學生共有 1670 位，涵蓋近 50 個來源國地區。此回發表之佐證資料來自研究者團隊的兩份研究追蹤，我們將分別呈現：(1) 全台跨轉生之師資來源、降轉級距、家庭語種、教材使用及國籍分布之數據分析結果；(2) 國中跨轉生之多言實踐(hetroglossia)對於族裔認同資源投放的影響。我們希望能凸顯當前國教體制內中文教育所面臨的全球挑戰並提供解決之道。

關鍵字：跨國銜轉學生、華語文習得、多言實踐

華人子女於其家庭語言教養決策中的華人性

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華人性(Chineseness)的探討常見於文學、族群、哲學及文化等領域，但是對於中文教學領域來說，是一未及跨領域結合的新方向。此研究以華人父母及其子女為焦點，研究



目的在於探討子女就讀國際學校的台灣華人父母，他們在家庭語言教養決策中所呈顯的華人性現象。特別選擇國際學校學生的原因，在於其雙語或多語之差異較能凸顯家庭語言教養決策中的跨語言及文化衝突與對話。

研究團隊目前正透過文字探勘(text mining)、統計詞頻分布、父母抽樣訪談及三角檢證(triangulation)方式將 28 所國際學校納入探討，語料成果將分為國際學校語言政策、家庭語言教養決策及華人性等三大議題主軸。我們預期將發現子女就讀國際學校家庭之語言教養決策觀點，並提出華人性與海內外中文教學研究結合之可能性。

關鍵字：家庭語言教養決策、國際學校、華人性

Chinese loanwords in the Filipino language

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菲律賓是東南亞的一個多民族、多種文化和語言的國家。由於菲中兩國長期的貿易關係，華人華僑進入菲律賓社會後，帶來很多漢語借詞。大部分漢語借詞是源於閩南語。菲律賓漢語詞最多的是烹調文化類，其次是人物類，再次是社會類，最後的是貿易類的詞語。本文分析了菲律賓語里的漢語詞，辨析了其具體來源，發現主要來自閩南語，其次是粵語，少數來自普通話。本文通過研究發現，一些借詞的意思和語音發生了變化，有的借詞現在已不使用。菲律賓語用是拉丁字母，所以大部分的菲律賓語中的漢語借詞最常用的構成方法是音譯法。

本文搜集的華人華僑移民資料是根據 Teresita Ang See 《The Story of the Chinese in Philippine life》(2005)。本文的漢語借詞語料主要根據許嬌媚 (2013) 《菲語中漢語詞分析》的漢語借詞詞表，通過參考詞典《普通話閩南方言常用詞典》、《閩南方言大詞典》和《台灣閩南語辭典》，採訪菲律賓的老年華人，我們修訂了詞表的二十多個詞條，並補充了十個詞條。根據我們的分析，這些漢語借詞中大概有 219 個音譯借詞，有 22 個複合借詞（音譯+菲語/英語意譯和菲語/英語意譯+音譯）。漢語詞進入菲律賓語是因為受到華人使用語言的影響，當初他們與菲律賓人之間的交流是使用漢語，之後逐漸使用菲律賓語或者漢語來交流。

混合學習在初級漢語聽說課程中的應用——以香港科技大學為例

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近年來，由於疫情的影響和新科技在教學領域的廣泛應用，傳統的以實體課堂為依托的教學模式正在不斷地受到挑戰。混合學習(Blended learning)是眾多新型教學模式中的一種，它既能傳承傳統教學的優點，又能結合新興科技手段，提升學習者的學習效率和學習興趣。混合學習的方式目前在香港高校的對外漢語課程中有逐步推廣的趨勢。本文著力於介紹混合學習以及初級漢語聽說課的特點，結合香港高校國際漢語教學的實際情況，以香港科技大學的初級漢語課程為例，探討混合學習模式在以聽說為主的初級漢語課堂中的應用方式和課程設計，並基於學生的反饋進行課程檢討，希望能夠為推動科技和語言教學的有機結合，深化語言教學模式改革，提高語言教學效率提供更多的可能性。

關鍵字：混合式教學 聽說課程 新型教學模式



法汉对比语言学视角下谈本土教师对比意识在汉语教学中的积极作用—— 从兼语句到“见”的被动意义

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语言对比伴随着外语学习的全过程，学习外语的过程在某种程度上也是不断地同母语“斗争”的过程。然而，诸如从“见”这类感官动词中衍生出的兼语句结构在法语中则体现为了“感官动词+施动者主语+行为动词”的不定式从句结构，此例不在少数，打通语言之间的壁垒便显得尤为重要。本文尝试从法汉对比语言学的角度，以“见”和“voir”这一组十分常见的词为出发点，从语义语源对比、被动意义对比、兼语句结构对比等三方面出发，在以上的比较中归纳出了中法两种语言中的一些共性和差异，并阐释了对比意识在本土汉语教师培养中的重要性及如何使语言对比更好地服务汉语教学。从法汉对比语言学角度对以上结构来源及用法变迁过程的这些研究，不仅有助于法语母语者学习中文，而且对于面向法语母语者的本土汉语教师培养有一定借鉴意义。

关键词：本土汉语教师培养、对比意识、汉语教学

从认知角度探讨概念隐喻在汉字教学中的应用—— 以《国际中文教育中文水平等级标准》中初级词汇为例

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认知语言学认为概念隐喻既有普遍性也有文化性，文化背景不同，体验基础不同，因而会有不同的概念隐喻。根据隐喻的认知功能，概念隐喻可以分为方位隐喻（上下、前后等空间词）、实体隐喻（“爱”的量化表达）、结构隐喻（生命是旅行）等。汉字作为一种表意文字，其形状和结构与其含义有关，具有很强的文化性。从认知角度研究汉字的起源，发现无论是象形文字还是形声字，均起源于隐喻思维。本文将从认知隐喻的角度，以通过举例说明汉字构造的隐喻性在国际中文教学中的应用，探讨如何利用汉字的隐喻特质提升汉字教学的效果，培养学生的隐喻能力，增强对汉字和中文文化的认识，提高汉字的理解和记忆，更好地运用汉字表达思想和情感。

关键词：概念隐喻 汉字构造 汉字教学

The journey of Chinese culture and literature teaching in Italian high school

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In 2012, following a rapid and significant increase in popularity, teaching Chinese language and culture in Italian secondary schools became institutionalized with the assignment of a ministerial code and the creation of established chairs. In the aftermath of these groundbreaking acts of legitimacy, both schools and the research community were faced with the question of how to redefine a teaching practice that, up until then, had only been conceived of for higher education. A level of education where students are already equipped with their own study methods and the academic contents can be taught without significant adaptation. What didactic transposition (Chevallard, 1985) needed to occur now for Chinese language and culture to become accessible for secondary school students who are still forming their own study methods?

This issue on the adaptation of teaching was widely addressed and, following a principle of standardization and stabilization of knowledge, contributed to the disciplinarization (Zhang, 2016)



of Chinese teaching in Italy at a secondary school level. Some founding events (Bellassen, 2012) marked this journey in 2015 and 2016: the conference Chinese teaching in high school: experiences and perspectives (Rome, 2015), the publishing of the institutional teaching plan Syllabus of the Chinese language (2016), and three language textbooks (Ambrosini et al., 2016; Leonesi et al., 2016; Masini et al., 2016). Although revolutionary for the time, if we analyze the Syllabus and the textbooks from the three points of view of extension of the discipline field, definition of discipline constitutive parts, and identification of essential contents to be taught, we can see how these materials focus almost exclusively on the dimensions of Chinese language teaching with less attention devoted to Chinese culture and literature.

Since 2016, researchers and teachers have continued to work on the production of textbooks, broadening the scope of the contents to include Chinese culture (Buchetti, 2018) and literature (Di Nallo et al., 2021; Rossi & Rambaldini, 2021). Alongside this important step toward expanding the subjects considered for contents, the conference Teaching Chinese Literature: Materials and Methods, Experiences and Perspectives (Rome, 2023) included a panel dedicated to the teaching of Chinese literature in schools. Taking into account the process of Chinese language teaching disciplinarization, we can deduce that these events herald a blossoming need for a structuring debate on the teaching of culture and literature, a natural evolution of the milestone debate which lead to the drafting of the language teaching Syllabus.

Keywords: Chinese culture teaching, Chinese literature teaching, Syllabus

A Preliminary Look into the Profiles of Adult Learners of Chinese as a Foreign Language in German-Speaking Countries

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The European Government and many governments of its (former) member states demand more China expertise, including Chinese language skills. One of its biggest member states, Germany, is currently defining its future China strategy. Chinese is slowly becoming a regular subject at German secondary schools, albeit with significant differences between federal states. The situation is similar at universities (of applied sciences).

The purpose of this contribution is to lay the foundation for a systematic and comprehensive analysis of the profile of adult learners of Chinese in German-speaking countries. Doing so aims to contribute to the extensive establishment of Chinese as a subject at the secondary and tertiary educational levels through appropriate teaching and successful learning. Only by knowing the target group can efficient teaching methods be applied in class.

The contribution presents the results of a preliminary meta-study, including quantitative data of 217 learners of Chinese from four different empirical studies: a survey on learning strategies, a text production intervention study, a text production replication study, and a survey on language awareness and learning strategies. Language learning strategies were investigated based on the Strategy Inventory for Language Learning by Rebecca Oxford, and language awareness was investigated based on questions about reflection on language production and language learning. These studies were conducted online between 2019 and 2021 among learners of Chinese and Spanish at secondary schools, universities, universities of applied sciences, and Confucius Institutes in Germany and Austria. The extracted information includes personal data (among others age, sex, field of study, type of institution, and native language or languages) and data on the individual learning biography (among others the number of previously studied languages, which languages were previously studied, which language learning strategies learners use, and the level of language awareness as well as the use of digital media to support language learning). The preliminary results are compared to those obtained from learners of Spanish in these and other



studies and show that learners of Chinese have, on average, studied more languages previously. They have also studied more non-European languages, and there is a higher number of heritage speakers of non-European languages among them. The level of language awareness does not seem to correlate with the use of specific language learning strategies.

According to current L3 acquisition theories, more experienced learners have other preconditions and needs in their L3 acquisition. Implications of the preliminary results of this study include integrating transfer methods into teaching Chinese to facilitate L3 acquisition of Chinese.

Since the quantitative basis of the study is too small for generalizations, the contribution makes proposals for a comprehensive analysis of adult learners of Chinese. This will be the first complete study into the profile of adult learners of Chinese in German-speaking countries.

Keywords: Language learning strategies, L3 acquisition, language awareness

The Rising Trend of Chinese Language Learning in Georgia: A Sociological Exploration of Motivations, Experiences, and Implications

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Since the 2000s, there has been a resurgence in interest in Chinese language learning in Georgia. The history of Chinese language learning in Georgia has been marked by periods of growth and decline, but the current trend is one of increasing interest and demand for Chinese language education. Today, Chinese language learning is increasingly popular in Georgia, with an increasing number of schools and universities offering courses in Chinese. The trend is driven by a variety of motivations. This sociological research paper explores the motivations and trends of Georgian students learning the Chinese language, as well as the impact on Chinese language education. The study examines the historical and contemporary relationship between Georgia and China, including a timeline of cooperation and its influence on the growth of Chinese language education in Georgia. The paper also analyses the backgrounds, motivations, and experiences of learners of Chinese, and the implications for language learning and teaching. The research provides insight into the social, cultural, and economic reasons behind the increasing interest in Chinese among Georgian students and its impact on language education. The study concludes with an evaluation of the dynamics of language education in Georgia and its impact on the social and cultural fabric of Georgian society, as well as recommendations for future development.

Keywords: #Chinese language learning #Georgia #Impact on language education #Dynamics of language education

“双线”教学融合理念在理工类高校本科留学生课程中的实践应用研究 —— 以哈尔滨工程大学汉语言文学专业为例

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自 2020 年初新冠疫情爆发以来，国际汉语教学遇到了前所未有的困境。一方面，线上教学走向了主流，而另一方面，目前仍有很多外国留学生不能来华参加线下学习。因此，线上、线下教学的理念、方法等的融合在本科留学生汉语专业教学中的应用研究也成为我们面临的一个重要课题。本文以哈尔滨工程大学留学生汉语言文学本科专业为研究对象，以“双线”教学融合理念为指导，通过中国古代文学等核心课程及中国文化要略等文化类课程中的教学实践，重点研究三个方面的内容：第一、“双线”教学融合中的教学理



念研究；第二、“双线”教学融合中的教学过程研究；第三、“双线”教学融合中的教学评价研究。以此来论证理工院校本科留学生汉语课程中“双线”教学融合应用的可行性与实效性。

关键词：本科留学生；“双线”教学；融合

Chinese Language Teaching in Germany Secondary Schools – 2021 Survey Report

德国中学汉语教育现状—2021年德国中学中文教学调查报告

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When Chinese teaching starts in secondary schools, many differences and problems also emerge as compared to the teaching of European languages with regards to linguistic distance, different writing systems and (inter) cultural communication. In order to understand what the situation was like, we conducted a comprehensive survey in 2021 in over 40 secondary schools in 9 federal states of Germany. The questionnaire has more than 100 open and closed questions. This talk will present some of the survey findings - teaching materials and content, number of contact hours, teaching methods, learning objectives in relation to CEFR, the role of HSK as well as *Pinyin* and Chinese characters. It will also touch upon some individual remarks from the interviewees of the survey about their thoughts and relevant person intercultural encounters before concluding with some of our analysis of and views on the significance and implications of the survey.

中文教学进入了中学教育后，和汉语教学相关的诸多方面，如语言间距、文字体系和(跨)文化交际等方面的和欧洲语言的教学之不同也日趋明显。为了了解和掌握相关的具体情况，我们于2021年在德国的九个联邦州40多家中学做了一项综合性调查。问卷包括100多个开放性和非开放性的问题。本讲座将主要就此调查的部分问卷结果做一介绍，如教材和教学内容、教学时长及教法、与《欧洲语言能力参考框架》相关学习目标之关系、汉语水平考试(HSK)的作用、汉语拼音与汉字等问题。本讲座也会介绍一些问卷调查受访者的个人反馈和其自身的跨文化交际经历。最后，讲座会就该调查结果之意义和启示做一些相关的说明和分析。

《欧盟外语教师培训标准》对赴欧汉语教师培训启示

HAO Wenyu • 郝文钰 YANG Lujie • 杨璐洁

Minzu University of China • 中央民族大学

汉语国际教师师资力量的培养一直以来都是国际中文教育研究领域的关注重点之一，国别化的汉语国际教师培养也备受关注。随着全球经济政治合作的日益深入，国际交流也日益密切，部分国家和地区掀起了“中国热”的浪潮，同时部分国家将汉语教育纳入教育体系。

为了加强不同国家之间的交流与合作，讲好中国故事，传播好中国文化，中国派出大量赴外汉语国际教师。为了保证汉语教学质量，提高中国文化传播效能，提升教师教学质量和水平，本论文基于《欧盟外语教师培训标准》，《欧洲外语教师肖像画》及《国际中文教师专业能力标准》等相关文件，为培养既具有足够汉语知识又符合欧洲外语教师要求的赴欧汉语国际教师提供一定的建议。

关键词：教师培训 欧洲 汉语国际教师



文献分类学视角下的国际中文教材主题分析——以《轻松学汉语》为例

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The Education University of Hong Kong · 香港教育大学

教材作为教学过程中直观重要的教学工具和媒介载体，在中文二语教学中占据着举足轻重的地位（李泉，2004）。在校方及社会未能提供优良中文环境的情况下，教材内容便很可能成为部分学生的主要中文学习来源（杨艳庆 & 孙杰，2020）。因此教材篇章主题的丰富性与合理性就显得格外重要。本文通过文献分类学的视角，采用中国图书馆分类法、定量统计法、内容分析法及主题分析法对热门中文二语教材《轻松学汉语》系列教材中的篇章主题作出分析。研究发现，该系列教材中，初级教材的篇章类目相对集中，贴近生活；中级教材中的篇章类目较初级教材而言更为丰富，且与初级教材之间有良好的衔接性；高级教材中的篇章类目相对全面，能够为高阶中文二语学习者提供广阔的中文视野。本研究力图通过文献分类学的视角呈现中文二语教材中的篇章主题分布情况，为中文二语教材编写者及使用者提供有效的参照数据，同时希冀为中文二语教材研究的发展尽绵薄之力。

关键词：中文二语 教材研究 文献分类学

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汉语与德语请求电子邮件写作的语用对比与教学

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电子邮件是全球跨文化交际的常用媒介，因此邮件写作的语用能力是外语学习者的必备能力。本研究以德籍汉语学习者为考察对象，分析其学习需求，并对比汉语与德语母语者在相同情境下撰写的请求邮件。结果显示，汉语与德语邮件各自呈现固定模式，请求的主体策略与前后的辅助策略在语意类型、出现分布及直接程度上则展现同中有异的特征。例如，两个语言都倾向说明原因之后提出请求，但只有汉语先自我介绍及表示歉意；两个语言都表达敬意，但汉语位于结尾，德语位于开头。两个语言都重视礼貌，但汉语要求间接，德语偏好直接。本研究根据对比结果归纳中高级汉语写作课程适用的教学内容，包括语用知识的巩固与操练两个阶段，期望帮助学习者掌握语用异同，顺利达成跨文化交际。

关键词：跨文化交际、语用策略、电子邮件、写作教学



漢語教材多語言版本的內容轉化及考量因素

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許多華語教材牽涉到多個語言版本的出版，都面臨編輯的問題。現今大多數的多語版本教材往往是先有英語版，之後再分別出版其它語言的版本，但往往只是把教材上的英文翻譯及英文解釋代換成別的語言而已，教材內容並不作任何更改，但如此就無法符合國別化及語種化的需求。但若大幅度修改內容，又面臨工作成本過高還不如重編的兩難問題。

本報告即以在歐洲出版的<精彩漢語>這套教材的德語版、法語版及西班牙語版等三個版本為例，探討其間的版本調整、內容轉化及風格轉變，並討論在改編過程中的種種考量因素，以及所受到的現實條件之限制，供日後漢語教學界編輯多語言版本的參考。

關鍵詞：漢語教材、教材編輯、多語言版本

臺灣華語師資培訓機構之比較

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The Center for General Education, Southern Taiwan University of Science and Technology ·

南臺科技大學通識教育中心

現行臺灣華語師資的培訓，除了大專院校的華語文學系(所)外，即是公私立大學開設的師資培訓班和民間私人的培訓機構。筆者兩者都參與過，比較結果發現：(1) 師資方面，大學多為該校開設相關課程的教授；民間機構大多沒有博士學位但有教學經驗的教師。(2) 教學方面，大學多理論；民間機構重實用。(3) 教法方面，大學多照本宣科；民間機構採互動教學。(4) 教材方面，均為自編講義(5) 評鑑方面，大學分組考核；民間機構為個人試教。(6) 培訓時數方面，大學 90 小時，民間機構僅 66 小時。本研究根據筆者體驗且實際用於課堂後的成果，從實際面向提出個人觀點，希冀可提供華語新手教師選擇進修之參考。

關鍵字：漢語教學、師資培訓、華語中心

基于认知和情感从意大利本土教师角度谈汉字——以托斯卡纳大区高中为例

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Confucius Institute in Pisa

汉字学习是汉语学习的重难点，也是汉语教学的重难点。认识汉字、汉字学习、汉字教学都包含着认知的过程，并且教师情感和教学以复杂的方式相互影响，教师汉字教学过程的情感不可忽视。因此，本文基于认知和情感建立问卷，通过问卷调查进一步探析意大利本土汉语教师的汉字教学策略、特点、情感，同时了解意大利本土汉语教材汉字编排情况。文末结合教师汉字教学策略对意大利本土教材汉字编排和促进意大利汉字教学提出建议。

关键词：汉字教学；意大利本土教师；教材



Modeling technology acceptance, willingness to communicate, learning burnout, self-efficacy to reading achievement in the web-based context: Evidence from Vietnamese university CSL learners

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The spread of Covid-19 epidemic stimulated the popularity and growth of web-based online second language (L2) learning, arousing researchers' wide attention on learners' emotions. However, whether the degree of learner's acceptance of web-based technology influence the learning environment and emotions in online context is under-documented. To fill this gap, 259 Vietnamese university learners who learn Chinese as a second language (CSL) were recruited to investigate the relationships among the perceived usefulness of the web-based platform (PUWB), perceived ease of use of the web-based platform (PEWB), CSL online learning burnout (LBU) and willingness to online communicate (WTC), as well as to explore how LBU and WTC affect CSL learners' perceived self-efficiency (PSE) and reading achievement (RA). The structural equation model (SEM) with a good-of-fitness illustrated that PEWB could significant affect PUWB and WTC, and PUWB partially mediated the relationship between PEWB and WTC. The effects of PEWB on LBU and PSE were insignificant, but PUWB played as a full mediator for the relationship between PEWB and LBU, as well as the relationship between PEWB and PSE. PUWB showed significantly positive effect on PSE and LBU. It also influenced CW directly and indirectly through LBU which displayed a significantly positive effect of on WTC and significantly negative effect on RA and PSE. The results reveal the importance of PUWB as well as the complex relationship among LBU, WTC, PSE, and RA of CSL learners in the context of online learning. Learners' acceptance level of web-based learning technology may lead to more adaptive patterns of motivation, emotion and behavior that contribute to language learning achievement. In addition, the findings highlight the significance of the negative learning emotion, burnout, in the field of Chinese second language learning, suggesting CSL researchers and educators to attach more importance to the online negative learning emotions in the future.

Keywords: technology acceptance, learning burnout, CSL online learning, willingness to communicate

葡萄牙中学汉语教学大纲解读与分析

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2015年10月，葡萄牙教育部颁布了第一个国家汉语教学大纲——《汉语普通话课程教学指南（中等教育）》（*Orientações Curriculares para o ensino do Mandarim: Ensino Secundário*）（下文按中文表达习惯简称《大纲》）。《大纲》的颁布标志着汉语言文化教育首次正式纳入葡萄牙国民教育体系，对规范和统一葡萄牙高中的汉语教学具有十分重要的指导意义。该《大纲》充分考虑到葡萄牙的教学现状及汉语的特殊性，是葡萄牙汉语教学本土化的尝试和探索。本文参照《欧洲语言共同参考框架》《国际汉语教学通用课程大纲》和《欧洲汉语能力基准项目》三个纲领性文件，结合葡萄牙汉语教学的实际情况，对《大纲》进行解读和分析，并对《大纲》的具体应用以及葡萄牙未来的中学汉语教学发展进行探索与讨论。

关键词：葡萄牙；中学汉语教学大纲；解读；分析



面向英国初级汉语学习者的线上汉字教学问题及对策研究 —— 基于多模态教学理论的线上汉字教学

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随着线上教学设备和观念的更新，多模态教学理论在线上教学中得到了更多的运用和推广。多模态教学将多模态话语分析理论运用到实际的语言教学中，能打造灵活多样、轻松活跃的课堂气氛，有效提高教学效果。而后疫情时代下，线上汉语教学发挥着至关重要的作用。由于教学形式的转变、教学平台的限制，汉语教师在线上汉字教学方面出现了相应的问题，如镜像翻转、字迹模糊、讲解沉闷、教学效果不好等。由于缺少面对面的互动和指导，线上汉字教学效果不尽人意。汉字包含形、音、义等多模态信息，天然适用于多模态教学，而关于线上汉字多模态教学方面的研究较少。本文以英国曼彻斯特大学孔子学院7位汉语教师为研究对象，通过课堂观察、问卷调查和深度访谈，发现并总结实际线上汉字教学的问题和现有解决方案。结合研究结果和已有汉字教学方面的理论，本文对面向英国初级汉语学习者的线上汉字教学提出了教学策略和参考建议。

关键词：汉字教学；线上教学；多模态教学；汉语教师；初级汉语学习者

回應永續學習的大學華語跨文化代間教學模式

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本研究目的在回應高等教育之永續發展目標以及國際化之趨勢，藉由國際學位生和在地長者的共學共創以回應終身學習的永續發展目標、促進國際教育機會的均等，透過教學行動研究，創建跨文化代間共學的五個步驟與四大策略，並提升研究參與者的跨文化溝通素養。研究結果發現，此模式不僅能促進雙方的跨文化態度，以及跨文化溝通策略、增進跨文化理解，也提升華語語言與文化學習的動機與自信。

關鍵詞：永續學習、跨文化溝通能力、代間共學

本土汉语教学大纲的开发及其研究以及本土汉语教师的培养、培训与研究

JIBLADZE Marine · 吉布拉泽·玛琳娜

Free University of Tbilisi

无论是大学汉语教学还是中学汉语教学，开始进行汉语教学之前准备适当的汉语教学大纲很重要，但是这还与教师培养、培训直接相关。当然，师傅领进门修行在自身，但是最好大纲写好后，为老师们分享指导、介绍内容与注意事项。准备教学大纲时一定要考虑纳入汉语基础知识、汉语与本土语言特点以及汉语与本土语言文化异同、教学经验带来的技能等几点。在教学大纲的指导下还可以选择合适的教材。

初中高级别汉语教学各有各的难度，都需要专门的准备及对待。汉语专业教学与非专业教学都需要首先打好语言基础。继续加深汉语知识的问题也需要考虑几点，如：学生的专业、需要、学习目的等。汉语专业教学也应该提供实用性知识，学生没去中国的情况下，老师也需要考虑发展学生汉语交际能力与语感问题。语言总是在不断地发展着，所以汉语老师虽然积累不少经验与知识，但也需要不断地学习，发展自己。

关键词：教学大纲、教师培训、中高等教育



由《等级标准》对离合词的拼音标注谈离合词教学

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离合词是现代汉语中一类特殊而常见的语言形式，也是国际汉语学习者最易出错的地方，因而也是汉语教学中最应受到特别关注的地方。之所以这样说，是因为它其实是国际汉语教学的重点和难点。离合词的特殊性首先表现在“可离可合，可词可语”这一特点上。它既属于词汇范畴，又属于语法范畴，因而不能将其与普通动词相等同。本报告拟从《等级标准》以及常用教材对离合词在拼音与词性标注时的不同做法出发，谈谈教学中如何对待离合词，以便学习者更好地掌握并正确使用这类词。

关键词: 离合词, 离合词的拼音标注, 离合词教学

英国小学汉语教学课程设计研究

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世界汉语教学呈低龄化趋势，由于缺乏适用的少儿汉语教材及教学大纲，英国多数小学汉语教学较为随意，没有依据，也使得 KS2 到 KS3 没有很好的过渡和对接。本研究通过访谈了解英国小学对于汉语教学的要求，依据英国外语教育政策，对 GCSE 前期教材《进步》、《轻松学中文》等教材的话题内容对比，筛选出适合小学阶段的 32 个语言话题、3 个功能话题，5 个中英节日话题，并根据话题难易、衔接及学生的知识储备对其按学期和年级排序。同时根据英国学期制度及教学进度，结合学生兴趣和认知能力按话题和年级设计出 272 个教学词汇表，该表满足 YCT2 的要求，和《进步》重合词汇 206 个，占其总词汇的一半以上。本研究可以为教学提供参考，使教学更加连贯；可以为学校提供各项标准依据；还可以为英国小学本土汉语教材开发及教学大纲编制提供借鉴。

关键词: 英国 小学汉语 课程设计

兴趣教学法在法国汉语二语教学中的实践应用

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汉语二语教学在多元文化的法国是一门融入国家体制总学科里的外语教学学科。文化交际意识对于当代法国的汉语二语教师的实际教学非常重要。教师不仅应拥有欧洲共同体各国尤其法国的民族文化传统知识，适用用语与语言习惯且能融会贯通，还应把文化交际意识嵌入到汉语教育教学中。笔者通过结合自身在法国大学院校的汉语教学具体实践，以法国工程师院校的大学生学习汉语为例，提出了应用文化交际意识汉语实际教学中，以因地制宜的兴趣教学法来解决目前汉语教育当中所面临的问题以使学习者迅速掌握汉语学习，实现成功之梦。

关键词: 法国; 汉语二语教育; 兴趣教学法



基于二元论之初级汉语教材发展研究 —以《我绘弟子规》品格绘本为例

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本研究基于二元论(白乐桑, 2020), 旨在开发适合华裔中小學生使用之初级汉语教材。在理论面, 结合链接图汉字助记法(Chinese Key-Image Strategy)、内容整合语言学习(Content and Language Integrated Learning)及社会情绪学习(Social Emotional Learning)相关理论; 在实践面, 开发一套使童蒙经典《弟子规》与时俱进之汉语教学绘本。方法采设计式研究: 首先, 将文言撰写为符合日常生活之对话; 接着, 运用链接图助记法, 帮助学童记忆汉字、提升识字量; 同时, 透过以字系词、以词领句、组句成章, 实践二元论; 最后, 融合共读设计与增强机制, 促进学童将品格教育实践于生活。本研究成果教材为一套五册, 已出版实体书与电子书, 并结合科技朝向中小学侨校逐步推广。期许透过学童喜爱之绘本, 提升字词识写、品格、社交与情绪学习能力。

关键词: 二元论、童蒙经典《弟子规》、链接图汉字助记法

Investigating A-level Mandarin Chinese in England: teachers' perspectives

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This project investigates the A-Level Mandarin Chinese exam (the national university entrance exam, equivalent to Gaokao in China) from teachers' perspectives. This research is part of a larger project, and this paper will report on the results of the survey and interviews with experienced Chinese teachers, with a particular focus on receptive skills of the exam. In recent decades, the importance of learning Mandarin Chinese has been increasing. Chinese has been regarded as one of the top five foreign languages that the UK government prioritises as well as one of the top five useful foreign languages post-Brexit rated by UK businesses (British Council, 2017). Despite the UK government's promotion of Mandarin Chinese teaching in different education settings, there is still a lack of empirical research in this area, especially on this exam.

This study will report on the results from an online survey with 50 experienced native and non-native Mandarin Chinese teachers. Both state and independent schools' teachers are represented in the sample. Teachers' perceptions of the textbooks, GCSE connections and the difficulty of listening and reading papers are investigated quantitatively and qualitatively. We will also report on the results from nine teachers' interviews.. The themes of inquiry include the following: exam board choices, test item difficulties, students' motivation, and teachers' opinions toward the exam.

The findings address our research inquiries as follows. First, it reveals Chinese teachers' varying attitudes towards the current A-Level Chinese Reading and Listening test papers. For instance, heritage students have advantages in the current test to get top grades compared with British students whose first language is not Chinese. Additionally, several obstacles which hinder the continuous professional development of teachers at school level such as the lack of teaching resources are discussed. Based on the results of the study, we argue that urgent reform of the test is needed and that the educators and policymakers should take immediate action to meet the challenges of the new era of promoting multilingualism and language standards.

Reference: British Council, 2017. Languages for the Future.

Keywords: A-Level Chinese, Receptive Skills, Continuous Professional Development



Irish College Entrance Examination in Mandarin Chinese: Experiences and Challenges

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UCD SOAS

Curriculum, expertise, and teaching resources (teachers and teaching materials) are fundamental elements for Mandarin Chinese to be developed as a subject of the college entrance examination (CEE) in schools. In Ireland, a nation with only about 750 post-secondary schools, these factors were formerly impediments to the process of introducing Chinese into the Irish CEE, also known as the Leaving Certificate Examination (LCE). This paper first examines the three-stage process wherein Irish higher education was instrumental in eliminating these obstacles and inaugurating Mandarin Chinese as a modern language in the LCE by 2020 (first test 2022). The language proficiency requirements and themes of LCE Chinese 2022 will be analysed and compared with similar examinations in the United Kingdom. Additionally, this paper seeks to identify the challenges ahead for Ireland as it continues to develop its LCE Chinese. It is hoped that this work will inspire further research in the field for laying a solid foundation of Mandarin Chinese education in the post-primary education system.

Third Language Learning Strategies: Does Previous Language Learning Experience Affect the Learning of Chinese?

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It has been observed by many researchers that multilingual learners usually achieve greater efficiency in learning a target language in comparison with L2 learners, and that might be due to their use of more developed and better selected learning strategies (Cenoz, 2013; Jessner, 2008; Wach 2016). Some studies have been conducted to examine the strategies used by multilingual learners learning a third language (L3) or an addition language (AL), however the studies are mostly focused on Indo-European languages (Kemp, 2007; Dmitrenko, 2017), and rarely include Asian languages which are typologically different from the learners' background languages (Indo-European). This study is trying to fill this gap by including Mandarin Chinese as the target L3 or AL. The aim of the study is to find out what learning strategies multilingual learners use in learning Chinese. In addition, it will evaluate similarities and differences compared to their previous languages. A total of 13 semi-structured interviews were conducted in this study. Because of the language policy in the Republic of Ireland where this study was taking place, most of the participants have Irish as L2 in their language repertoire. These interviews examined learners' language learning experience and how they learn each of their languages. Moreover, the Chinese learning experience was discussed in detail. As a result, learners' previous language learning experience did have an impact on their learning strategies for Chinese. It is evident that they transferred some strategies from their previous language learning experience. Almost all learners admit to using more strategies when studying Chinese. It might be because of the typological difference between Chinese and their earlier learned languages. Interestingly, half of the learners agree that their Irish learning experience seems more helpful to their Chinese language learning. The reason could be that the language distance between Irish and their other languages is relatively wide, and that the 'foreignness' feeling also appears in Chinese. In this paper, learners' strategies were collected and categorised according to Oxford's (2011) Strategic Self-Regulated Learning (S2R) Model. Therefore, a discussion is also conducted about whether the S2R Model is compatible with categorizing and analysing third language learning strategies.

Keywords: L3 learning strategies, Multilingualism, Chinese acquisition



源语言在法国大学应用外语专业听力测试中的应用

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对外汉语教学不仅要考虑汉字的特殊性(白乐桑, 1996; 吕必松, 2005), 还要顾及教学环境的不同“因地制宜”(Cicurel, 1985)。听力技能的测试是一个被动技能的测试, 考查学生输入目的语语料以后的信息处理能力, 而这个过程是内化的, 看不见且复杂的认知活动(Cornaire & Germain, 1998; Buck, 2001)。所以听力技能的测试一定建立在学生输出的语料上。然而学生们的书写能力滞后, 如果输出语料的表现形式为目的语, 就需要学生不仅要会认写汉字, 能够正确解读问题, 还要输出完整且能表达正确意思的句子回答问题。很多学生会写拼音代替汉字造成“知其音不知其义”的情况, 无法达到考查理解目的语语料能力的目的。因此, 很多大学里专业课的听力测试求助于源语言来考查听力技能(Guo, 2012)。

本文主要基于“信息处理理论”下构建的听力理解模型 (Nagle & Sanders, 1986), 探讨并反思这种测试模式的优缺点。研究数据主要建立在笔者在法国索邦大学应用外语专业大学一年级听力课的任教经验, 和同事们的交流, 以及学生们填写的问卷调查和期末听力测试的反馈。

关键词: 听力测试、源语言、信息处理理论

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Chinese Teacher Education and Training as Perceived from the Changes in the Recruitment Advertisements for Chinese Teachers in American Universities •

从美国大学中文教师招聘广告的变化看中文师资的培养与培训

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This presentation firstly reviews the requirements of Chinese language instructors in recent years' job advertisements in American universities, analyzing the changes in American universities' demand for Chinese language instructors in the post-pandemic era; secondly, through an analysis of the courses of various American programs that offer graduate degree in Teaching Chinese as a Second Language, this presentation outlines the main paths and characteristics of Chinese language instructor training in America. Finally, it discusses what training new language instructors should receive in the early stage of their careers to make up for the shortcomings of



purely theoretical learning. It will lay a good foundation for successes in their future teaching practices. My main argument is that the changes in today's societies and in language teaching methods brought by the pandemic have posed new challenges to Chinese teaching and training of Chinese instructors. We should have a full understanding of these trends and strive to adjust some of the content of Chinese language instructor training programs to meet the new demands of the market.

报告首先通过对近年美国高校招聘广告中对中文教师要求的梳理，分析后疫情时代美国大学对中文师资需求的变化情况；继而通过对美国高校设有国际中文教育研究生学位的各项目设课情况的调查和探讨，勾画出美国中文师资培养的主要路径和特点。最后提出新手教师在参加工作之前和最初阶段应接受哪些相应的培训，方能弥补单纯依靠理论学习带来的短板，从而为在教学实践中取得成功，奠定良好的基础。我的主要观点是，疫情带来的社会变化和教学方式的改变对中文教学和师资培养提出了新的任务和挑战，对此业内同行应有充分的认识，并根据市场需求的变化努力调整中文师资培养方案的部分内容，以跟上时代的脚步。

British University CFL Teachers' Practice and Beliefs in Teaching Chinese Characters

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In the field of teaching Chinese as a Foreign language (TCFL), teachers still have varied and controversial beliefs and practices in Chinese character teaching (CCT). This study used a mixed methods research design to explore in-service British university Chinese Foreign Language (CFL) teachers' contextualised CCT practices and beliefs. The quantitative study surveyed 50 British university CFL teachers using a self-designed CCT beliefs questionnaire constructed from a conceptual framework derived from the literature regarding teachers' beliefs and pedagogical content knowledge (PCK). The conceptual framework covered the teachers' beliefs about learners' Chinese character learning (CCL) characteristics, the nature of Chinese character teaching and learning (CCTL), the effective CCT strategies and the objectives of CCTL. The survey results captured the teacher group's CCT beliefs and characteristics and discovered a result-focused teaching orientation. The qualitative study investigated individual teachers' personal CCT practices and their related beliefs through semi-structured interviews. The interview results revealed the teachers' systematic CCT practices, including their CCT content and assessment, and identified 12 CCT strategies. The individual beliefs of teachers behind these practices were also revealed through thematic analysis, which extended the study's original conceptual framework of teachers' beliefs and knowledge in CCT. Combining the results of the survey and interviews allowed us to construct the first-ever model describing teachers' contextualised CCT PCK in an English-speaking country. The aforementioned results of this study could potentially contribute to identifying the potential cultural disconnections between the foreign language learning beliefs of Chinese teachers and their local learners in an English-speaking context, improving the current development of our CCT pedagogy and better preparing future CFL teachers with sufficient cross-cultural teaching awareness in the field of TCFL.

Keywords: Teacher beliefs; Chinese character teaching; TCFL; Pedagogical content knowledge



中文初级二语教材中的词汇分析——

以《中文听说读写·Level 1》及《轻松学中文 1》为例

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Xiamen University of Jimei · 林安琪, 厦门集美大学

在“汉语热”的大背景下，汉语教材作为“三教”问题中的重要一环，受到了广泛的关注（周小兵、李天宇，2019）。词汇是语言的建筑材料，也是教材的重要组成部分，汉语词汇研究与词汇教学是对外汉语教学系统中的基础环节，教材中词汇编写的合理性与科学性也将直接影响教师的教学目标及二语学习者的学习效果（赵金铭，2004）。因此，对教材词汇的研究十分关键。迄今为止，中文教材中词汇研究的成果较为丰硕，但多集中于对教材中某一类词的研究，对于整套教材词汇编写及教材对比分析的研究较少（杨光婷，2021）。故此，本研究结合《国际中文教育中文水平等级标准》，采用定量统计法与内容分析法对现阶段中文二语教学中的两套热门初级教材——《中文听说读写·Level 1》及《轻松学中文 1》从词性分布、词汇难度分布、词汇习题（习题类型、习题密度）三个方面进行比较，分析本教材在词汇编排部分的合理性，以期为一线中文二语词汇教学及二语教材编撰行业提供有效参照。

研究发现，两套教材的词性分布及词汇难度均随单元递进，呈上升趋势，其中《轻松学中文 1》的词汇难度上升幅度较为平缓；《中文听说读写·Level 1》的词汇量远高于《轻松学中文 1》，而词汇重现率略低；两套教材的词汇习题类型与题量较少，其中《中文听说读写·Level 1》中词汇练习题型的种类较为单一，合理度欠佳；《轻松学中文 1》的题型与题量相对充足，题型设置较为合理。

关键词: 中文二语、教材研究、词汇教学

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汉语学习者学习动机与中国文化认同的相关性研究

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汉语国际教育快速发展，汉语学习者学习汉语的动机十分多样，并且随着他们对中国文化的不断深入理解而发生变化，所以研究学习动机及文化认同的相关性对汉语学习具有重要意义。本研究发现，学习动机仍以工具型动机为主，但融合型动机趋向明显。汉语学习者的文化认同呈现为“情感——行为——认知”三个阶段，汉语学习者的文化认同度越高，学习动机越强，其中精神文化认同对学习动机的影响最大。汉语学习动机和中国文化认同之间呈现显著的正相关关系。本研究旨在丰富相关领域研究资料，对高校人才培养和汉语教师提出相关教育教学对策，以求从文化认同的角度入手针对如何强化汉语学习动机提出合理建议及为其他研究提供参考。

关键词: 汉语学习; 学习动机; 文化认同



從華語文能力基準看華語文教育之本土化和國際化——以 EBCL 和 TBCL 為例

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全球華語文教育之區域背景可分為「目的語地區」和「非目的語地區」，以「目的語地區——臺灣」而言，華語文教育之國際化——由「目的語地區」推展到「非目的語地區」為其目標；而以「非目的語地區——歐洲」而言，華語文教育之本土化——適應當地的制度、國情等為其目標，而「華語文能力基準」正為兩者達到目標的重要基石。

「華語文能力基準」指引華語文教育之課程、教學、教材、測驗等，臺灣之「臺灣華語文能力基準」(Taiwan Benchmarks for the Chinese Language, 簡稱 TBCL) 和歐洲之「歐洲漢語能力基準項目」(European Benchmarks for the Chinese Language, 簡稱 EBCL), 在等級能力描述、漢字、詞彙、語法點、話題、功能等規劃不盡相同，本論文嘗試由此切入本土化和國際化所側重的不同面向，以期整合兩區見解。

關鍵詞：華語文能力基準、EBCL、TBCL

大学汉语专业汉语汉字教学刍议

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大学汉语专业的教学不同于孔子学院等业余兴趣班的教学，是成人的、专业化、系统性的第二语言教学。有别于印欧语的教学，在专业的汉语教学中，语言能力（汉语）和文字能力（汉字）应并重，并实现积极的教学互动。汉语思维和汉字思维的建立对于专业的汉语学习至关重要。长期以来，学界大多照搬西方语言学的观点“文字是记录语言的符号”，认为汉字是记录汉语的符号。汉语以音示意，诉诸于听觉系统，而汉字以形示意，诉诸于视觉系统。二者并非印欧语的语音——符号的对应关系。汉字是记录和表达思想的工具，不能简单理解为记录汉语的符号。如何厘清汉字的本质，并通过高效优质的汉字教学，提升大学生的文字能力和語言能力是笔者长期思考的问题。本文从传教士汉语学习、中国少数民族汉语教学、传统童蒙教学的角度，多视角分析成功经验，再论作为第二语言的汉语学习与汉字学习的关系以及互动途径。笔者认为，大学专业的汉语教学，必须重新认识汉语教学过程中“文字能力”的重要性，并且实现与“语言能力”的教学互动。

关键词：大学 汉语专业 文字能力 汉字 汉语

爱尔兰新闻媒体与汉语教学

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随着对外汉语教学的发展，许多欧洲国家的学者对当地的汉语教学状况进行了大量的研究。然而，通过新闻报道对当地汉语教学的情况进行剖析的研究还为数不多。新闻报道阐述事件或情况的事实，并向大众传递具体的信息或想法。在这个过程中，新闻报道展示了作者如何看待相关事件或情况。本文旨在通过整理和分析爱尔兰的新闻报道来解读当地媒体对语教学所持的观点和态度。本文研究数据来源于爱尔兰媒体公司制作的新闻报道。本文使用了两组搜索词：“爱尔兰、汉语”和“爱尔兰、普通话”。搜索语言为英语，搜索引擎为谷歌。搜索时间范围为最近五年。本文的研究结果也将对爱尔兰汉语教学的继续发展产生一些借鉴作用。



关键词：对外汉语、新闻报道、媒体

Applying Cognitive Linguistics to the teaching Chinese as a foreign language: The case of gesticulation and temporal expressions

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The presentation introduces the basics of Cognitive Linguistics and its potential application to teaching Chinese as a foreign language, presenting a case study of gesticulation in the teaching of temporal expressions in Chinese.

As has been extensively investigated, human understanding of abstract concepts is highly culture-specific (Shafirian 2011) and can be observed in daily language use (Lakoff and Johnson 1980), with certain lexical expressions in a language forming an overarching pattern of thought called a conceptual metaphor in that particular language. Among all the abstract concepts, TIME has been one of the most well-investigated; it has been reported that in Chinese, the metaphorical understanding of TIME is different partly vertical (Yu 2012), which is lexically instantiated by 上午/下午, 上週/下週, 上個月/下個月, 上半年/下半年, among numerous other expressions, rather than purely horizontal (as in the other languages such as Czech and English). In other words, the Chinese understanding of the passage of TIME seems to be partly based on the UP-DOWN orientation, which may pose a potential difficulty to learners of Chinese as a foreign language.

In the field of language pedagogy, use of gestures in the language classroom has been identified as an effective strategy (Macedonia et. al 2012; Salvato 2015). However, no research has been found to correlate the effectiveness of gesticulation in the teaching of temporal expressions that involve a conceptual metaphor specific to the target language, which constitutes the issue that our research will deal with.

To tease out the influence of gesticulation, we will run an experiment with two groups of beginning students of Chinese, one being taught the temporal expressions with conscious gesticulation and the other without. A test on the knowledge related to the target temporal expressions (among other distractors) will be administered right after the teaching to study the effectiveness of the teaching. The same test will be run in a couple of weeks for the retention rate.

We expect the research to contribute to the area of teaching Chinese as a foreign language by testing the usefulness of principles in Cognitive Linguistics in the design of teaching materials and lesson plans.

超语时代背景下交互式双语电子绘本在汉语二语习得中的应用研究

LU Xiaochen • 卢晓晨

Yantai Ludong University • 烟台鲁东大学

超语实践在语言生活领域的广泛开展加速了超语时代的到来，汉语二语习得的方式也日趋呈现出多模态的特点。与传统纸质绘本相比，交互式双语电子绘本具有便携性、时效性、动态性等特点，能给汉语学习者带来多样化的体验，有助于培养学生的语感和目的语思维。国际中文教师应树立超语意识，利用交互式双语电子绘本构建高质量的多模态超语课堂。本文尝试构建交互式双语电子绘本在多模态汉语课堂中的应用模式。从绘本选择上，教师所选绘本应体现文化特色，凸显时代风貌；在呈现方式上，教师要调动各种符号资源，通过多模态话语实现学习者与电子绘本的良性互动；在情感培养上，教师需利用电子绘本塑造中国“有责任、有担当、有温度”的大国形象，传递民族精神和文化情怀。



关键词：超语时代；电子绘本；多模态

Construct Validity Issues for Assessing L2 Chinese Written Language

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There have been complications and confusions acknowledged by many for assessing L2 competence in written Chinese. They seem to be tangled between or among the different constructs for testing the learners' phonological and orthographic control when applied for reading and writing, which has resulted in dilemmas and frustration for classroom teachers and even high-profile L2 Chinese testing organisations. Whether we can resolve those complications is critical to the construct validity of assessments of the CFL learners. This paper will introduce the concept of construct for language assessment and the different approaches for construct definition for assessing L2, for example, the discrete-point, unitary and trait-based approaches, and their influences on testing Chinese and classroom-based assessment provided by CFL programmes.

The questions such as what the unique features of the Chinese language are, how Chinese is learned as a foreign language and what entails the competence in L2 Chinese, will be discussed as they are the conner stones for defining constructs for assessing a language. Construct validity of a language test will also be introduced and the disagreements on constructs for assessing learners' competence in the written language will be summarised in terms of the following questions: 1. Should the script be assessed as one of the two scripts along with Pinyin? 2. What composes orthographic control of the CFL learners? How should we distinguish competence in handwriting and composing through converted writing? 3. Should written language be assessed as much and at the same level of difficulty as the spoken language? 4. What are the constructs for assessing L2 Chinese vocabulary expect reading and writing them?

In the last part of the paper, a CFL model of the construct definition for assessing L2 Chinese is proposed to delineate different knowledge and competencies in the written language that the CFL learners should acquire. The theoretical backgrounds for such a model are discussed and detailed descriptions of those abilities are presented. Recommendations for improving the construct validity of tests based on syllabus-based constructs on the learners' orthographic and word knowledge are offered so that the fairness and usefulness of our assessments can be ensured.

Keywords: construct, construct validity, logographic script, competence in written Chinese, CFL construct model. Construct Validity Issues for Assessing L2 Chinese

新 HSK（六级）写作测试与 CEFR 连接研究

LUO Lian · 罗莲 SHEN Yurong · 沈钰蓉 WEI Shaoli · 魏少丽

目前，很多国际知名测试已与《欧洲语言共同参考框架：学习、教学、评估》（简称 CEFR）进行了连接工作。新 HSK 作为国际上规模最大的汉语水平考试，其与 CEFR 的对应关系如何，亟待通过科学的研究给出答案。为此，本研究结合相关理论及文献，选取了新 HSK（六级）的写作测试任务为研究对象，采用工作体法，按照《语言测试与 CEFR 连接手册》提供的研究步骤，逐一开展框架熟悉、内容分析、标准设定和效度验证工作。研究发现：（1）该级别写作部分测试可以与 CEFR 量表相连接；（2）该级别写作测试大体上与 CEFR 的 B1 到 C1 对应，并给出了对应分数线；（3）研究过程较为严谨有序，保证了连接的效度。期待本研究的结果能够为国际中文传播以及新 HSK 的推广提供参考。

关键词：新 HSK（六级），CEFR，写作测试，标准设定，工作体法



Chat.openai.com and its Implications for Chinese Language Teaching and Learning

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In recent years, the use of chatbots and artificial intelligence (AI) in language learning has gained increasing attention from researchers and educators. Chatopenai.com, a chatbot platform developed by OpenAI, has particularly garnered interest due to its advanced capabilities in generating human-like text and its potential to serve as a language learning tool. However, the use of chatopenai.com in language teaching and learning raises a number of important questions and issues that deserve further investigation. This article focuses on the implications of using Chatopenai.com as a supportive tool for Chinese language teaching courses at the university of Manchester. It analyses the different potentials of using ChatGPT as a tool in the classroom. Firstly, it can revolutionize language instruction and provide personalized and interactive language learning experiences for students. Secondly, it can understand and respond to student input in real time, which allows for more interactive and engaging language learning experiences. Thirdly, it can understand and generate Chinese text in a variety of contexts and registers, therefore, it helps students to develop a more nuanced understanding of the language. Finally, it can adapt to the needs and abilities of individual students, analyze student input and adjust its teaching strategies, providing more targeted and effective instruction. This can be especially useful for students with different learning styles or for those who are at different stages of language proficiency.

Meanwhile, the article also provides some necessary and feasible ways of adjusting the assessment method according to the far-reaching influence of this tool.

The Conclusion is that though as a machine, neither can ChatGPT provide the same level of cultural and social context that a human teacher can, nor can it provide the same level of personalized feedback and support as a human teacher does, ChatGPT has the absolute potential to revolutionize Chinese language instruction by providing personalized, interactive and engaging learning experiences to students. It can also help to overcome some of the traditional challenges of language learning such as lack of immediate feedback, cultural and social context, or insufficient personalization. Though ChatGPT may not be able to replace the benefit of having a human teacher yet, it is time to seriously consider the implications of this technology in the context of language learning, especially to adjust and innovate the assessment methods accordingly.

Keywords: ChatGPT; Adaptive and real-time learning; Chinese language assessment method

国际合作视野下的本土教师与母语者教师的对比

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随着汉语教学日益国际化，在非目的语环境中从事汉语教学工作的母语者教师也日益增多。有些非目的语区教学单位的本土教师和母语者教师分别上不同的课，有些则两类教师协同上课。不管采用什么方式，从大范围来说都在进行合作。两类教师除了授课语言会不同之外，在其背景文化和国情等很多方面的差异。这些差异就会产生出不同的教学特点，如讲解和练习所占的比例不同，所采用的教学法和教学技巧不同，语言要素的讲解和技能训练的侧重点、效果不同等等。一般而言，本土教师示范能力有限而擅长于了解学生的心理过程，母语者教师则与之相反。为了增强双方教师的教学能力，需要对两类教师的诸多方面进行对比分析。

关键词：本土教师、母语者教师、教师的优劣势



Chinese Language Teaching in Italian Schools: Current Development and Challenge

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The presentation discusses some developments in Italian Chinese education in the 21st century, mainly the development of Chinese teaching in Italian universities and high schools. This is based on a review of Italian sinology research and Chinese education achievements in the past five hundred years. It summarizes four significant developments: 1) High school Chinese syllabus; 2) Development of local teaching materials; 3) Sino-Italian cooperative teaching; 4) Selection, training, and management of Chinese teachers. China and Italy's in-depth cooperation and joint investment are the keys to the success of Chinese teaching in contemporary Italy, according to the review report. Italian schools' cultural exchanges will be enhanced by integrating Chinese education into the Italian education system. Seeing the world from a different perspective will help our students appreciate their own culture and language more.

报告在简要回顾五百年里意大利的汉学研究和中文教育成就的基础上，着重和大家分享 21 世纪的意大利中文教育的一些发展情况，尤其综合意大利大学和高中中文教学开展情况，报告总结了四大发展现状，1) 高中汉语教学大纲；2) 本土教材开发；3) 意中-中意合作教学和 4) 汉语教师的选拔、培训和管理。报告认为，当代意大利中文教学成功的关键在于意中双方的深入合作和共同投入。我们相信，将中文教育融入意大利的教育体系，会使我们学校的文化交流更加多元和丰富，让我们的学生看到更广大的世界并因此更懂得欣赏他们自己的文化和语言。

斯洛文尼亚《小学汉语选修课课程标准》分析

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2011 年斯洛文尼亚《小学汉语选修课课程标准》的颁布标志着斯洛文尼亚正式将汉语纳入国民教育体系。本文对《小学汉语选修课课程标准》的优点和不足进行了分析，研究表明，斯洛文尼亚《小学汉语选修课课程标准》在兼容《欧洲语言共同参考框架》的基础上，也做到了对汉语特点的并蓄，但同时也存学习目标设置过高、编者中缺乏来自基础教育阶段的一线教师的问题。

关键词：斯洛文尼亚；汉语教学；选修课课程标准

The Current Situation and Development Trend of Chinese Teaching in Primary and Secondary Schools in Vietnam: Taking Curriculum Construction and Textbook Compilation as Examples •

越南中小学汉语教学现状与发展趋势：以课程建设与教科书编写为例

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With the development of Chinese learners at a younger age, Chinese teaching in primary and secondary schools in Vietnam has been paid more and more attention. In order to keep up with the development and changes of languages and meet the needs of foreign language proficiency standards, in recent years, the Vietnamese Ministry of Education has issued the "Vietnamese Chinese Teaching Syllabus for Primary and Secondary Schools" (hereinafter referred to as the "Syllabus") as the first and second foreign languages. , High school students' Chinese proficiency



put forward specific requirements. On the premise of fully considering Vietnamese primary and secondary school students' acceptance of Chinese, especially Chinese characters, and referring to the research results of the comparison between Chinese and Vietnamese languages and cultures, the "Outline" specifically formulated the Vietnamese primary and secondary school students' Chinese and Chinese characters. The teaching syllabus of the meeting has been well received by experts and scholars. At the same time, the compilation of Chinese textbooks for primary and secondary schools based on the new curriculum has also started. Writing concepts, writing principles, topic selection, language knowledge arrangement, and content presentation forms are all issues that Vietnamese Chinese researchers are thinking about and discussing. This report will introduce the current situation of Chinese teaching in primary and secondary schools in Vietnam, and demonstrate the development trend of Chinese teaching in primary and secondary schools in Vietnam through the construction of Chinese courses and the compilation of textbooks in primary and secondary schools.

随着汉语学习者以低龄化的趋势发展，越南中小学汉语教学日益得到重视。为了跟上语言的发展变化，满足外语能力标准的需求，近年来越南教育部颁发了作为第一、二外语的《越南中小学汉语教学大纲》（以下简称《大纲》），分别对小学、初中、高中学生的汉语水平提出了具体要求。在充分考虑越南中小学生对汉语，尤其汉字的接受程度与接受能力的前提下，参考汉、越语言文化对比的研究成果，《大纲》具有针对性地制定了越南中小学生学习汉语汉字应会、能会的教学纲要并得到专家学者的好评。同时，基于新课程的中小学汉语教科书编写工作也已起步。编写理念、编写原则、话题选用、语言知识排列、内容呈现形式等方面都是越南汉语研究者正在思考讨论中的问题。本报告将在介绍越南中小学汉语教学现况的基础上，通过中小学汉语课程建设与教科书编写工作，展示越南中小学汉语教学的发展趋势。

ICT and Chinese Language Education: the e·Chinese Database and its Potential for Teaching

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Technologies are ever-present in most aspects of our daily lives, second/foreign language education being no exception. Digital tools have greatly enhanced the teaching and learning of Chinese as a foreign language (CFL) as well, and they have gone as far as replacing – in some cases – traditional teaching-learning models.

In this new socio-educational context, it is not always easy to identify the most useful and appropriate resources for each CFL learner profile and learning stage; moreover, evaluating their quality and suitability can also prove challenging as neither all teachers nor students have acquired digital literacy. Faced with this situation, the TXICC Research Group at the Universitat Autònoma de Barcelona has created e·Chinese, an open-access, quadrilingual database (English, Spanish, Catalan and Chinese), with the aim of gathering a variety of digital resources for both teachers and learners of Chinese. Before being included, all of them have been carefully tested, described and evaluated by a team of up to four experts. The database, which is dynamic and constantly updated, at present includes more than 300 items.

Firstly, through this presentation, we aim to explain the working methodology behind the database and outline the type of items it contains. Secondly, we will present some of the resources that made it to the public version of the database and pay special attention to their possible use inside and outside the classroom. We will do so by presenting four very diverse case studies which have been chosen in order to give the audience glimpses of the wide array of resources contained



in e-Chinese. In choosing them, we have focused on four different aspects: the first centers on a linguistic competence (pronunciation); the second on a linguistic variety (classical Chinese); the third on resources available on a specific type of social media platform (Instagram); and the fourth on a software format (plugin). By means of these case studies, we will evaluate the advantages and disadvantages of each of them in connection with the teaching and learning of certain specific features of the Chinese language.

Lastly, we will reflect on the importance of digital resources in CFL education and the benefits they can bring to the teaching practice. We hope this presentation can offer food for thought on how new and disruptive ways of learning can be fruitfully integrated in the traditional Chinese language classroom.

Keywords: Digital literacy for CFL education, open access dat

Analysis on the structure zài + V in authentic materials

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The structure zài + V is considered to indicate an action in progress or a continuous state, but from the analysis of authentic materials we have found many exceptions to this rule, i.e., that zài + V can have other disparate aspectual interpretations. In our opinion, this is one of the reasons which slows down or even prevents the acquisition of this structure by students. Based on the analyzed authentic materials, we intend to discuss in this paper the illocutionary value of zài + V, by exploring the interaction between this structure and the dialogue environment. We also propose a didactical application of the registered illocutionary values which would enhance its acquisition and lay the groundwork for a more effective learning Chinese as a second language.

Keywords: authentic materials, illocutionary value, L2 acquisition

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From the traditional classroom to mobile microlearning: analysing the potential of Instagram for Chinese language learning

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In the context of the digital revolution that is taking place in education in general, both social networks and the educational content they can offer are becoming increasingly important. Instagram is a paradigmatic example of m-learning (including mobile learning and microlearning). M-learning is characterised by small content pills in image or video format, flexible and adapted to the social dynamics of consumption. In order to find out to what extent Instagram can play a relevant role in Chinese language learning and teaching today, this study has two main objectives.



First, to analyse a sample of Instagram accounts for learning Chinese and, second, to assess the pros of this medium from the perspective of teachers. To this end, we compiled a database of 100 Instagram accounts for learning Chinese and described them according to a detailed tagging system. The results show a certain bias towards contents that foster the practice of rather passive skills, the prevalence of image and video formats, which by default make the materials less accessible, and the importance of formal aspects to make the organisation and retrieval of content easier. In conclusion, we are faced with a great diversity of accounts, some of which stand out for their quality, although their use in the classroom is not without challenges.

Keywords: m-learning, microlearning, mobile learning, Instagram, Chinese as a foreign language, CFL

理工院校汉语专业留学生“汉语+”复合型人才培养模式探究

SHAN Wei · 单威

本文有机结合理工院校的自身优势，通过转变理念、学科互融，在培养目标、课程体系、教学模式与方法、实践平台等方面进行研究与实践，探索适合理工院校汉语专业留学生的“汉语+”复合型人才培养模式与路径，以更好地适应时代发展，满足人才培养需求，提高人才培养质量，扩大人才就业途径。不仅为理工院校，也为其他行业特色性大学汉语专业留学生培养质量的提升提供有益的参考与策略支持。

理工院校在国际中文教育人才培养方面存在着天然的短板与优势。针对理工院校汉语专业人才培养，教学理念应体现开放性，要服务学生需求，进行“订单式”培养。同时必须走依托特色求发展之路，走创新汉语教学与学校优势学科相结合之路。优化课程结构，增设模块课程，积极探索“汉语+”课程体系构建。在现有模式基础上，结合院校优势学科及学生自身专业背景，在汉语为主体的课程基础上，增设专业汉语及院校特色课程，将“汉语+”课程体系的构建不断深化。此外，在社会实践与文化体验环节，在丰富中国社会、历史、文化等体验项目的基础上，加强校内重点场所的（云）参观、实践与体验，强化校情感知，建立母校情节。

通过构建后疫情时期理工院校汉语专业留学生复合型人才培养模式，对理工院校汉语专业留学生进行全方位、多元化的培养与塑造，拓展学生培养渠道，培养出符合本土需要的复合型专业汉语人才。

关键词：理工院校；汉语专业；汉语+；培养模式

19 世纪法国的汉语教学及汉法双语词典编撰理念在汉语教材中的体现

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西方传教士和商人为欧洲带去了汉语和汉文化，欧洲汉学逐渐奠定根基并发展壮大，而 19 世纪的欧洲汉学尤以法国汉学发展最为兴盛，法国法兰学院、巴黎东方语言学院等法国高等学府相继开设汉语及汉文化相关课程，同时出现了一大批知名的汉学家，如雷慕沙、儒莲、顾赛芬、戴遂良等。19 世纪法国的汉语教学的一个特点体现在教授的汉语从文言文逐渐向白话文转变，即汉语教学口语化。而这一转变在巴黎东方语言学院汉语教学中尤为明显，特别是汉语助教的招收：1869 年到 1930 年间巴黎东方语言学院共招收了 12 名汉语助教。19 世纪的法国汉语教学的另一个特点体现在汉语教材：从早期的《三字经》、《千字文》等中国儿童启蒙读物到由汉学家等编纂的汉语专业教材，而汉法双语



词典便是其中之一，如专为巴黎东方语言学院学生汉语学习编写的 *Manuel pratique de la langue chinoise vulgaire* (Louis Rochet, 1846)。

关键词：法国汉学，汉法双语词典，汉语教材

国际中文教材的文学叙事 • **Literary Narratives of International Chinese Teaching Materials: Narrative Perspectives and Discourse Patterns**

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文学叙事以讲故事的形式贯穿于国际中文教育发展的全过程。基于国际中文教育文学资源数据库的量化考察，国际中文教材的文学叙事主要体现在国际中文教材的题目设计、叙述人称视角、文本内容选取和文学教材方面。在新时代、新形势下，国际中文教材的文学叙事话语应以中文为基础，依托中国的经典文学作品，做到古今融合；突出叙述者的跨文化身份，体现双主体性；满足学习者的阅读性需求，兼顾读、写、译、赏；创新游记韵文的叙事形式，融入原创作品。从形式、内容等方面构建出国际中文教材多元化、立体化的文学叙事模式，用中文之美在世界讲述古今融合、情感共通的中国故事，共同服务于跨文化人才培养的教育目标。

关键词：国际中文教材；文学叙事；叙事话语；叙述人称；双主体

Literary narratives run through the whole development of international Chinese language education in the form of storytelling. Based on the quantitative analysis of the database of international Chinese language education literary resources, the literary narratives of international Chinese language teaching materials are mainly reflected in the design of the titles of such teaching materials, as well as in the perspective of narrative persons, the selection of textual contents, and literary materials. It is concluded that the narrative discourse of international Chinese language teaching materials in the new era is based on the Chinese language and relies on Chinese classic literature, thus achieving the merging of the past and the present; the narrator's cross-cultural identity is highlighted to reflect the double subjects; the learner's reading needs are met, with a balance of reading, writing, translation and appreciation; and the narrative form of creative travelogue rhymes is included in the original work. In this way, a diversified and three-dimensional literary narrative model of international Chinese teaching materials will be built in both form and content, telling China's story to the world in beautiful Chinese that merges the past and the present and resonates with emotions, and jointly serving the educational goal of cultivating cross-cultural talents.

Keywords: International Chinese teaching materials; literary content; narrative discourse; narrative person; double subjects

Becoming a reflective practitioner: A case study on CSL/CFL teachers' professional development in a cooperative learning context

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Reflective practice (henceforth RP) is a cognitive process of learning through and from experience in order to gain new insights of self and/or practice (Finlay, 2008; Dewey, 1933; Schön, 1983), which has increasingly become embedded within discourse concerning teachers' professional development in recent years (Bolton, 2014; Ghaye, 2011; Mann & Walsh, 2013). Yet RP enjoys little popularity in the research of CSL/CFL learning and teaching (Wang, 2010, 2019). In addition, the latest published Professional Competence Standards for International Chinese



Language Teachers (2022), while claiming that the capacity of reflection is a required competence of CSL/CFL teachers, does not provide any specific guidance on the matter.

Through a comprehensive literature review of RP and a qualitative case study of five local high school CSL/CFL teachers in Italy, the current study aims firstly to explore the teachers' current understanding of and the level of their engagement with reflection and reflective practice. Secondly, it aims to introduce RP into the field of CSL/CFL learning and teaching. Last, but most importantly, the study attempts to propose an effective and practical way for Chinese teachers to apply RP to their daily teaching. Data have been collected from classroom observations, cooperative discussions and semi-structured interviews.

Findings indicate that first most of the participants were not familiar with the relevant concepts of RP, and none of them used a structured way of reflection in their practice, however, they showed keen interest once they were introduced to it. Moreover, according to a teacher who had just been awarded her master's degree in TCSOL, RP is not an essential element of the teacher education program in Italy and consequently received very little attention. Second, participants with different working experiences had a different focus of reflection. Third, even though cooperative discussions with other CSL/CFL teachers were perceived to be beneficial, teachers have few opportunities for cooperation. Therefore, this study proposes firstly that RP should be placed more attention from the academia and be included in Chinese teacher education program and in-service teacher training. Secondly, more opportunities for cooperation should be created, and audio/video-assisted reflection and the application of E-portfolios should be introduced to the teachers, which can help teachers explore and express experiences and provide space for RP, thus maximizing everyone's learning and enhancing their professional development (Ferguson-Patrick & Jolliffe, 2018; Pitts & Ruggirello, 2012).

Keywords: reflective practice, cooperative discussions, professional development

因“材”施教与因“志”施教——大温地区高等院校中文项目的分轨教学设计

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基于大温哥华地区拥有大量中国移民和中文继承语学习者，以及北美规模最大的中文教学项目，本项研究旨在调查大温哥华地区高等教育阶段的中文继承语 (Chinese Heritage Language) 项目模式。研究将基于分轨和多轨教学模式的理论框架，探索在大温哥华地区所有高校和其他高等教育机构，为了适应学习者的多样学习背景和学习需求而实施的分轨、多轨中文课程设置。具体来说，分别有为第二代和第三代中文继承语学习者开设的中文语言课，以及为第 1.5 代中文继承语学习者开设的中文文学课。本研究将从分班评估、教学方法、教材选定和教师资格等方面研究入手，探寻高等教育中中文分轨教学的依据和有效性。以期为全球海外高等教育机构的中文继承语项目发展提供一个范式，为教师、研究人员、政策制定者带来新启发，并促进成千上万的中文继承语学生的语言学习。

关键字：中文继承语；高等教育；双轨制课程设计



歐洲多元文化和語言視角下的漢語中介語聲調資料庫建置初探

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2020年臺灣華語文教學學會年會暨國際研討會，專題主講人白樂桑教授在《華文教學作為遠距型語言文字教學》演講中提到：在歐洲的漢語教學應考量歐洲語言與華語的語言距離以及華語的二元特性。本資料庫的特點即是除了有聲的漢語中介語還有同一位發音人用歐洲的母語說出有聲漢語中介語的對應母語內容，可以從語言距離探討母語為歐洲語言的重音與語調對漢語二語學習者中介語聲調的影響。

本文擬就建構中介語聲調資料庫的幾個步驟進行描述。首先需要確定中介語聲調資料庫要收集的語音資料。在本研究收集的資料有唸讀生詞和課文以及華語文口語測驗口說語料。發音人包含在英、德、法、西、捷、俄學習漢語的大學生，並將學習者以年級劃分，與各地區合作單位討論可行的錄音方式以及錄製的內容。目前已經收到共 280 位歐洲漢語學習者的生詞課文錄音檔案，並逐步進行語料轉寫。另外，也嘗試透過語料標記進行中介語聲調分析以及如何運用中介語聲調語料庫進行對歐洲學習者聲調教學應用探討。

關鍵詞：中介語、語料庫、聲調、歐洲地區

中国对欧洲汉语国际传播研究热点与趋势分析 —— 基于 **citespace** 可视化软件分

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本文以 CiteSpace 为工具，基于科学知识图谱视角对 1988 年以来中国对欧洲汉语国际传播的研究热点及趋势进行了研究。在研究中，笔者以科学计量学为理论基础，以 CNKI 数据库中 1988 年 1 月 1 日至 2022 年 12 月 31 日的相关文献作为研究数据，以 CiteSpace 为研究工具，根据得到的作者分布、机构分布、关键词聚类与关键词时间轴演变等可视化图谱得出以下结论：（1）这段时期中国对欧洲汉语国际传播研究热点主要集中于教学策略研究、孔子学院研究与汉语传播国别问题研究等方面；（2）中国对欧洲汉语国际传播研究近五年历经高峰，表明这一阶段欧洲汉语国际传播速度较快；（3）在中国对欧洲汉语国际传播的研究领域，产生了一批起引领作用的核心作者，但知识与研究成果的共享与流动性不强。

关键词：欧洲；汉语；citespace

Mixed Approach Listening Activities and Listening Self-Efficacy in Chinese as a Second Language and as a School Subject – A Participatory and Collaborative Action Research in English Schools.

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Listening has been long highlighted as a challenging skill to second language (L2) learners (Richards, 1983; Anderson & Lynch, 1988; Bloomfield et al, 2010). This echoes Graham's study (2006) – where the majority of English school learners on final-year GCSE MFL (French) course felt, and the impression that the teacher-researchers of this study have for GCSE MFL (Mandarin). Studies focusing on effective listening strategies in L2 classroom setting being available in the



current literature, there are very few studies contextualised in Chinese as a Second Language and as a School Subject (CSL & SS).

This study aims to implement a series of listening activities based on the bottom-up and top-down mixed approach (Vandergrift, 2004) – which has led to learners’ listening skill improvement in previous classroom-based studies (Milliner and Dimoski, 2021) - in an English-speaking CSL & SS context, and to investigate its impact on English-speaking CSL school learners’ performance at listening comprehension as well as on their listening self-efficacy – which is acknowledged as strongly related to the development of effective listening skills (Graham, 2011), and has been shown positively correlated with listening comprehension and negatively with listening anxiety (Mills et al., 2006).

Adopting participatory and collaborative action research approach (Jefferson, 2014), this study is conducted by five QTS-holder Mandarin teacher-researchers based in five state secondary schools in England, in partnership with an academic researcher as a facilitator and a consultant. A three-lesson intervention - consisting of a series of mixed-approach listening activities (Yeldham, 2017; Flowerdew & Miller, 2005; Milliner & Dimoski, 2021; Vandergrift, 2007; Rost, 2016; Xu, Fan, and Luo, 2021; Zimmerman, 2000) – is to be implemented through three consecutive weeks and with approximately 100 learner participants (14-15y) from the five schools – with at least 2-year prior learning of Mandarin and currently on the first-year of GCSE preparation course.

The research instruments include a test including two types of listening comprehension activity - developed in reference to Milliner and Dimoski’s study (2021), a 2-section 6-point Likert scale listening self-efficacy questionnaire - Section 1 ($\alpha = .94$) (Xu, Fan and Luo, 2021); Section 2 ($\alpha = .89$) (Milliner and Dimoski, 2021). Data are to be collected through pre-intervention test, post-intervention test and 4-week delayed test. A post-intervention survey (Milliner & Dimoski, 2021) is also to be completed by the learner participants. The quantitative data are to be analysed by descriptive statistics via SPSS; the qualitative data are to be analysed by content analysis via NVivo. Adopting the mixed methods allows the researchers to develop better understanding upon learners’ perception of the intervention and its dynamism with listening skill development and learners’ self-efficacy belief.

To sum up, this study attempts to answer three research questions – to what extent the mixed-approach listening activities impact CSL school learners’ performance in listening comprehension test? To what extent activities impact their self-efficacy in listening Chinese? What may be the dynamism between their perception of those activities, their performance in listening comprehension test and their self-efficacy in listening Chinese.

Keywords: Listening Acquisition, CSL, Self-Efficacy

Promoting Chinese language and culture programmes at Queen’s University Belfast — Perspective and Practice

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Chinese as an foreign language has been mostly discussed at the level of schools and universities in terms of formal educational contexts. However, less attention has been paid to its implementation of teaching and learning in informal and non-formal ways, which are also an inseparable aspects of language education in line with the Common European Framework of References for Languages (CEFR).

This presentation intends to provide an ecological perspective to address the issues of teaching and learning Chinese language and culture in formal, informal and non-formal situations within the framework of European Benchmarks of Chinese Language (EBCL) project. In the



presentation I will describe the opportunities of, and the challenges facing, the development and delivery of an array of courses, resources and activities dedicated to the Chinese language, culture and society for students and staff members at Queen's University Belfast (QUB). Mandarin Chinese at QUB, a conceptualised idea of providing the Chinese language and cultural awareness support, has been developed and delivered by Queen's Language Centre through providing accredited modules, bespoke language awareness sessions and supporting programme such as Chinese New Year talks and activities as inclusive of a community-based approach to learning and co-learning.

These courses, sessions, and activities, while primarily targeting Queen's non-Chinese students and staff members (learners) for a variety of purposes, aim to arouse their curiosity in language and culture. On the other hand, Chinese students and scholars (informants) from QUB and elsewhere have the great potential to contribute to the provision of their cultural knowledge and perspectives, as well as expertise through creating materials as linguistic and cultural input. This informant/expert-learner model supports an intercultural approach that enables both opportunities for language learning as well as cultural awareness development through interaction and socialisation. In addition to the opportunities of practising the Chinese language and enhancing knowledge of specific aspects of the Chinese culture, the overall Mandarin Chinese provision at Queen's provides all participants with a social community in which members can learn from and support each other. This presentation also discusses the challenges facing such an intercultural community in terms of its consistency and sustainability.

Keywords: Chinese language and culture, a community-based approach, an ecological approach, CEFR, EBCL, an intercultural perspective

Effective Peer Reviews for Assessing Three Modes of Communication Between College and high school Students

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A student learning community is a professional learning community for academic and social-emotional development. Student learning communities (SLCs) promote critical thinking, problem-solving, and insight-sharing skills. Through peer editing, students practice the skills to give and receive feedback that amplifies their own and others' learning and they develop the specific leadership skills and strategies that promote individual and group success. The goal of this design-based learning is to improve educational concepts and educational practices in the process of continuous revision and repetition, focusing on real learning situations and life applications.

Affordances and limitations of implementing telecollaboration among young learners of Chinese in the context of Ireland

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There is a research gap in relation to young Chinese as a Foreign Language (CFL) learners in the literature of Computer-Mediated Communication (CMC) (Wang & Devitt, 2022). To address this gap, this project takes Design-Based Research (DBR) approach with 2 iterative cycles of problem identification, intervention design, implementation and reflection on task design to develop a telecollaborative initiative for adolescent learners of Chinese in Irish post-primary school settings. It aims to investigate how different technological tools affords Irish adolescent learners at the beginning level of Chinese to enrich their language experience and to develop intercultural awareness through communicating with native Chinese teenagers.



The previous findings of Cycle 1 demonstrate that students probably underestimated the challenge of engaging with Chinese native speakers, which would suggest that more scaffoldings and preparations are required for beginning-level learners before and during telecollaborations. Therefore, the research Team and participating teachers redesigned Cycle 2 communication tasks by integrating a real-time collaborative web platform-Padlet with a video conference platform-Zoom.

Through analysing both quantitative (pre- and post-surveys) and qualitative data (reflective feedback and focus group interview), this paper will present the final findings of the doctoral research which addresses affordances and limitations of telecollaboration when it comes to adolescent CFL learners in the Irish context.

Reference: Wang, M., & Devitt, A. (2022). A systematic review of computer-mediated communications in Chinese as a foreign language from 2008 to 2022: Research contexts, theoretical foundations and methodology, affordances and limitations. *Language Teaching Research*. <https://doi.org/10.1177/13621688221132475>

Keywords: Computer-mediated communication (CMC), Affordances and Limitations of Telecollaboration, CFL in Ireland

西班牙中小学汉语教学发展现状及政策

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随着西班牙政府推广汉语教育的政策，西班牙国民教育体制里的汉语教学蓬勃发展。已经有两个自治区成功将汉语纳入了其国民教育体制：卡斯蒂亚莱昂自治区于 2012 年进入公立中学课堂以及安达卢西亚自治区于 2015 年进入公立中小学课堂。课堂致力于汉语教学、教研培训、举办文化活动和国际交流活动等。并且分别制定出台了卡斯蒂亚莱昂自治区中学汉语教学大纲和安达卢西亚自治区小学课程大纲，为当地在基础教育体系中开展汉语教学提供了重要的法律依据。但是目前汉语还没有被正式纳入西班牙中小学教育阶段结业考试或高等教育入学考试中的正式科目。西班牙的教育部门正在努力计划制定一个全国性的汉语教学大纲。进一步规范汉语教学，提高教学水平，更好地为学生提供中文学习的机会，让汉语教育在西班牙得到更广泛的推广。

关键词：西班牙，中小学，汉语教学

通过辩论发展目的语之学术语言技能及批判思维

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语言学习是一个复杂的过程，而学习好外语的其中一个重要的条件，便是尽可能地提供目的语习得的有效环境。本文概述了如何通过高级辩论课程的教学及教材设计，提升二语学习者的口语表达水平，特别是让二语学习者能以目的语展现其逻辑辩证的思维能力。通过提高学习者的辩论提问技巧，辩论常用词语、短语及文化背景的熟悉程度，帮助学生提高复杂概念的表达能力，使学生不再仅是肤浅层面上的理解，而能以目的语充分参与学习。

关键词：辩论、口语表达、思辨能力



《ChatGPT: 未来中文教学的威胁还是工具?》

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Nottingham University

ChatGPT 是美国 Open AI 开发的一款智能语言模型聊天机器人，它利用最先进的人工智能技术生成类似人类的文本。自 2022 年 11 月底面世以后，立即引起全世界各行各业的关注，两个月内用户超过 1 亿人。很多人预言它将对现有白领职业产生一场革命，包括会让很多人失业及很多行业消亡。

ChatGPT 的语言功能非常强大，它不仅能流利地使用各种语言，处理和理解大量的信息，还能生成各种语言和文本，并且没有语法和词汇等这种基本语言错误。这会不会让中文二语教学行业消亡？如果不能，它将如何改变未来国际中文教学的方式？作者自 2023 年 1 月初开始积极对 ChatGPT 的中文及相关功能进行了测试，并主动在与初级和高级班的学生一起，进行一些实验性的应用，包括主动使用 ChatGPT 参与现有阶段的教学、批改学生作业，及鼓励学生用 ChatGPT 来学习和做作业。本文将汇报这些测试和实验的结果，总结使用 ChatGPT 以后对中文教和学产生的影响，以及预测人工智能技术对未来中文教学行业的影响。同时，也希望与同行探讨测试和实验中出现的問題，以及应该采取的应对的方案等。

关键词：ChatGPT, 人工智能，中文教学，机器学习

中国网络文学：基于兴趣的亚文化作为汉语学习的驱动力

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中国网络文学以其独特的文化、成熟的套路、丰富的品类、稳定的更新、完善的体系迅速成为一种独特的中国文化输出。由于其新颖性和受欢迎程度，中国网络文学以及网文 IP 改编成的漫画、动漫、电影、电视剧、广播剧、游戏等，已成为海外学生学习汉语的一大原始动力，甚至成为了国际中文教育与课堂内外联系起来的教学工具。作为大众读物，网络文学降低了中文阅读门槛，推动外国读者学习中国文化。而语言翻译上存在的问题，进一步推动了他们学习汉语的热情。然而，海外汉语学习者在中国网络小说介导下的汉语学习实践尚未得到充分调查。因此，本研究调查了以耽美小说为代表的中国网络文学对克罗地亚学生学习汉语的动机影响因子，通过个案展示耽美小说与汉语学习的联系及其对中国文化对外传播的作用。

关键词：中国网络文学；亚文化；对外传播；学习动机

中文纳入国民教育体系背景下意大利高中专职中文教师

培训、选拔、考试、录用机制研究

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意大利基础阶段的中文教学起始于二十一世纪初的部分语言高中，并逐渐向其他类型高中延伸。中文课程也从选修课向必修课程过渡。

2008 年意大利教育部宣布将中文纳入高中毕业考试科目，选学中文的高中生日益增加，导致师资供不应求。2012 年意大利教育部在国家教师资格考试认证（TFA）中首次加入中文教师一项。2016 年 9 月意大利教育部颁布《高中汉语文化教学大纲》，并公开招聘



专职高中中文教师，标志着意大利政府将中文教学纳入到意大利国民教育体系，基础阶段中文教育开始走向规范化和正规化，推动了本土中文教师队伍建设，保证和提高了基础阶段中文教学质量。应聘者获得相当于公务员编制的专职中文教师资格，除满足大学阶段必备的中文学分等条件外，还需参加 TFA 培训。

意大利教育部于 2016 年年底完成首批专职中文教师选拔考试，录取了 13 名专职中文教师。截至目前，共选拔录取 4 批，人数逐次增加。为意大利基础阶段中文教学奠定了师资基础。

本文在论述意大利高中专职中文教师培训、选拔、考试、录用机制基础上，通过对各阶段考试要求的梳理，结合对相关教师的采访，还原整个考试过程的真实面貌，总结分析经验，提出问题并给出相应对策，为促进意大利乃至欧洲中文教育的发展提供借鉴，以利国际中文教育事业的发展。

关键词：意大利 高中专职中文教师 录用机制

Grade Distribution of Characters and Words in the world from the perspective of Chinese Proficiency Grading Standards for International Chinese Language Education: examples from Mainland China, Malaysia, Singapore and Europe •

从《国际中文教育中文水平等级标准》看全球中文教育字词等级分布：

以中国大陆、马来西亚、新加坡和欧洲为例

WU Yongyi • 吴勇毅

East China Normal University • 中国华东师范大学

This talk compares the four types of word standards in mainland China, Malaysia, Singapore, and Europe with the new *Grading Standard*, and finds that if the "three circles" are used as the benchmark, the total number of words decreases from the core circle/inner circle to the outer circle. The degree of same word occurrence with the *Grading Standards* increases from the core circle/inner circle to the periphery. There is a gradual transition from mother tongue education in the core circle to Chinese language education (quasi mother tongue education) in the middle circle, and then to Chinese as a second language education in the outer circle. This transition is very much determined by the characteristics of the second language/foreign language education, which also proves from another perspective that the positioning of the *Grading Standards* is accurate and scientific. The comparison results not only reveal the characteristics of the four word standards, but also bring us reflection and enlightenment.

本文通过将中国大陆、马来西亚、新加坡和欧洲的四类字词标准与《国际中文教育中文水平等级标准》进行对比，发现若以“三圈”为基准，字词总量由核心圈/内圈向外围递减，而与《等级标准》的重合程度则由核心圈/内圈向外围递增，这是由核心圈的母语文教育过渡到中圈的华文教育（类母语教育），再到外圈的汉语作为第二语言/外语教育的特点所决定的，也从另一个角度证明《等级标准》的定位是准确的、科学的。对比结果不仅揭示了四地字词标准各自的特点，也给我们带来了反思与启示。

German-Chinese couples' beliefs and negotiation on bilingual child-rearing

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The number of intercultural families in which parents come from different cultural backgrounds and speak different native languages has rapidly increased due to immigration, intercultural communication and globalization (Bhugun, 2017; Crippen & Brew, 2007). When



their first child is born, those parents may start questioning whether their children should acquire the home languages, whether they should maintain their cultural heritage, or just assimilate to the mainstream society languages and cultures. Such kind of decisions are hard to make but closely related to the well-being of the whole family (De Houwer, 2015; Okita, 2002). As such, many scholars have recently called for increased research around bilingual childrearing in intercultural families (Bhugun, 2017; Yamamoto, 2001). While there is a growing number of studies on bilingual childrearing in intercultural families, most of them have tended to focus on the children of such families, paying little attention to the perspectives of the parents themselves (Piller, 2001). Besides, most of the extant research on parents' beliefs about bilingual childrearing takes the standpoint of one parent (mostly the mother) instead of both parents' opinions, which neglects the complex dynamics between a couple (Piller, 2002). In addition, the research pertaining to bilingual childrearing in intercultural families mainly focuses on the contexts in America, Canada and Australia (Bhugun, 2017; Crippen & Brew, 2007), there are few studies of bilingual childrearing within German-Chinese households and even less about the detailed negotiation process of bilingual childrearing between such couples (Wang, 2012), which is a research gap that this study hopes to fill.

This study is interested in exploring the beliefs and negotiation of German-Chinese couples about bilingual childrearing. It tries to find out why and how German-Chinese couples raise bilingual children through the participants' own account about their attitudes, motives, and practices during this process. This study will draw loosely on the language policy model put forward by Spolsky (2004), which includes three components: language ideology, practice and management. Spolsky defines language ideology as a set of 'beliefs about language and language use' that impact linguistic practices and dictate policy choices. These beliefs may be implicit, especially when thinking about family language policy, but they can be deduced through discourse (Baxter, 2010).

Keywords: German-Chinese couples, bilingual child-rearing, family language policy

英国中文教育本土化发展研究——以英国中文考试大纲为例

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开发中文考试大纲是中文教育本土化进程的关键。中文教育历史悠久的英国现已研发了一定数量的中文考试大纲。本文依据开发目的、考试特点等因素将英国中文考试大纲分为三类——用于升学考试的中文考试大纲，适用于语言测试的中文考试大纲，以及出于职业测试制定的中文考试大纲，使用文本分析法进行分析。研究发现，英国中文考试大纲能够考虑到学习需求、学习者水平、预期学习目标等因素对中文考试的影响，呈现分化发展的特征，与当前英国社会对中文的多层次需求现实相吻合；目前三类大纲发展不平衡：为升学考试开发的中文考试大纲数量最多，表述相对完整合理，用于语言测试与出于就业目的的中文考试大纲较少体现中文表意文字的特殊性，通常采用欧洲语言的评价标准，不利于英国中文教育的长足发展。本研究认为，未来中文考试大纲的开发应该要考虑学习者需求与中文学习特殊性，朝着提升中文考试大纲实际需求的方向迈进。

关键词：英国中文教育；本土化；中文考试大纲



Exploration into CLIL in Chinese as a Second Language and as a School Subject in England: Development of a soft-CLIL module within secondary MFL (Mandarin) curriculum and its dynamism with learning self-efficacy and language learning emotions

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CLIL (Content and Language Integrated Learning) (Coyle et al. 2010) has been indicated to lead to positive impact on enjoyment of and attitudes toward language learning, and learners' motivation and progress across studies in Europe (Trim, 1997) and in the UK (Bower, 2019, 2021; Coyle, 2011, 2013; Dobson, 2005; Hunt, 2011; Ofsted, 2013; TDA, 2009; Zindler, 2013). Widespread in Europe, yet its provision has been impeded by the contextualised factors in England (Dobson, 2020).

Exploring into implementation of CLIL – which can take many different forms (Coyle, 2007; Dobson, 2020) – through a soft model within secondary MFL (Mandarin) curriculum in England, this study aims to investigate learners' perception of a soft-CLIL module, their self-efficacy – a strong predictor of academic performance and higher language proficiency (Jaekel, 2020) – as well as their emotions – having effects on achievement (De Smet, et al., 2018) – in learning Mandarin at school.

Adopting participatory and collaborative action research approach (Jefferson, 2014), this study is conducted by four QTS-holder Mandarin teacher-researchers based in four state secondary schools in England, in partnership with an academic researcher as a facilitator and a consultant. A micro-module of three Mandarin lessons – integrating content from Food Technology, developed based on 4C Framework, and delivered in the mixture of English and Mandarin – is to be implemented through three consecutive weeks and with approximately 120 Year 8 learner participants (12-13y) – with at least 1-year prior learning of Mandarin.

The research instruments include a learning experience questionnaire (LE) (Marilyn, 2011), a self-efficacy questionnaire (SE) ($\alpha = .72$) (Jaekel, 2020), and a 2-section language emotions questionnaire (LEM) – Section 1 ($\alpha = .84$) and Section 2 ($\alpha = .78$) (De Smet, et al., 2018). Data are to be collected before (SE and LEM), during (SE, LEM and LE), at the end of (SE and LEM), and 4 weeks after (SE and LEM), the module delivery. The quantitative data are to be analysed by descriptive statistics via SPSS; the qualitative data are to be analysed by content analysis via NVivo. Adopting the mixed methods allows the researchers to develop better understanding upon learners' perception of the intervention and the dynamism between the latter, their self-efficacy and their emotions.

To sum up, this study attempts to answer three research questions – (1) how to apply 4C Framework in the bid of a soft-CLIL module in CSL & SS and within English secondary MFL curriculum? (2) how is this module perceived by English school learners? (3) how does this module impact those learners self-efficacy and emotions in learning Mandarin? It is hoped that this study could stimulate the discussion upon and search for an alternative and realistic form of CLIL in England and other Anglophone countries, and respond to the lack of CLIL-related studies in CSL.

Keywords: CLIL, CSL, Self-efficacy, Learning Emotions



北约标准化协议(STANAG 6001)语言能力等级(SLP)下的汉语能力标准与教学

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北约标准化协议(STANAG 6001), 又称《标准化语言概况》(Standardized Language Profiles, 简称 SLP), 是在北约范围内为各国部队提供的一个描述语言能力水平的标尺。本文以针对德国联邦国防军的汉语教学与测试为例, 介绍汉语作为第二语言的 SLP 能力标准, 并通过与 HSK 汉语水平考试等级对应, 探讨使用《HSK 标准教程》作为教材在教学中的应用。

本文首先引入和介绍德国 SLP 汉语 1-3 级语言能力标准及测试形式, 并梳理 SLP 汉语能力等级与 HSK 汉语水平考试等级在语言能力要求层面的对应关系。其次, 将 SLP 汉语 1-3 级与《HSK 标准教程》进行在话题层面上进行对比。最后, 结合教学实践, 探讨使用该教材进行 SLP 教学的可行性与局限性。

不同于国民教育体制中的汉语教育, SLP 汉语能力标准与教学针对特定教学对象, 在教学目的、内容以及能力测评上有其特殊性。本文通过分析 SLP 汉语能力标准并反思教学实践, 以期为国际汉语能力标准提供特殊目的汉语教学和测评的视角。

关键词: SLP; 专门汉语; 汉语能力等级与测试

Artificial intelligence (AI) for practicing pronunciation and for intercultural communication

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This study explores the feasibility of developing an Artificial intelligence (AI) platform for Chinese/English speaking practice and for intercultural communication. With a function of an automated marking system, the AI platform spontaneously provides scores for pronunciation, fluency, and rhythm for the oral production of words, sentences, paragraphs, and passages. The waves of the graphs in the AI system show whether a language learner's pronunciation matches the native speaker's standard sounds, and the different colours of the waves illustrate the differences. At the end of the practice, by comparing the automatically generated scores the second time and the first time, students can see whether and where they have made improvements. The experiment has gone through phase 1 with 98 English-majored degree student participants in China, whose feedback reveals that automatic scores are an incentive for students to practice more, as everyone wants to win more scores. The visual waves contribute to locating pronunciation errors and are helpful for indicating where to make corrections. Students also expressed that the purpose of improving their language is to communicate, and what they need more is real communication with English native speakers. This leads to phase 2 of the experiment, which is the application in the UK for students learning Chinese. First, tones and intonations are to be added to the AI system, as well as special features such as z, zh, c, ch, s, sh. Then the English students doing a Chinese degree course at the University of Manchester will be using the AI platform for pronunciation practice, but more importantly, they will communicate with students in China. By making comments on each other's language production and explaining the rules and examples etc., and by constantly interacting between native speakers and target language learners, students on both sides will have more intercultural communication opportunities. In short term, students both in the UK and in China can use the AI platform to improve their speaking skills and communicate with each other in the target language. In the medium term, students can have an in-depth understanding of cultural similarities and differences. In the long term, by communicating between the two cultures, students can enhance their intercultural awareness and improve their intercultural communication



competence. After this experiment, further research can be carried out for AI for reading, writing, etc., and for other languages.

Keywords: artificial intelligence, pronunciation, intercultural communication

Teaching Chinese in America's K-12 Schools: An Analysis of Teachers' Professional Challenges

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Despite increasing interest in Chinese language learning among young students in North America, scholars have only recently examined the topic of K–12 Chinese teaching from teachers' perspectives (e.g., Yue, 2017). The field still lacks a contextualized understanding of teachers' experiences mediated by various factors that constitute their diverse situations. This mixed-method study, implemented around 2020–2021, investigated the challenges of K–12 teachers in relation to their school settings, student populations, and teaching experiences. 221 K-12 Chinese teachers across the U.S. responded to our surveys, and 27 participated in follow-up interviews. The study addresses the following questions: (1) What characterizes the types of challenges faced by K–12 Chinese language teachers? (2) Do challenges vary by the type of schools (private vs. public), student grade, and/or teachers' years of experience (YoE)? (3) Given the particular context of the Covid-19 pandemic and the aforementioned variations, how did K–12 Chinese teachers perceive the overall level of school support and their students' readiness for remote learning?

We identified six areas of challenges through exploratory factor analysis, including (a) teachers' insufficient cultural or pedagogical readiness, (b) heavy workload, (c) student issues, (d) difficulties in teaching the linguistics features of Chinese, (e) lack of external support, and (f) teaching material disadvantages. “Material disadvantages” (3.8 out of 5) and “heavy workload” (3.3) were leading challenge factors.

A two-way MANCOVA with “school types” and “grade levels” (K–5 versus higher grade) was conducted, with teachers' YoE as the covariate. Results showed a significant effect of “grade level” (Wilks' Lambda = .882, $F = 4.231$, $p < .001$), specifically on “heavy workload” ($F = 15.68$, $p < .001$): Higher-grade teachers reported more “heavy workload” challenges than K–5 teachers (3.66 vs. 2.90). The covariate of YoE was also significant (Wilks' Lambda = .836, $F = 6.213$, $p < .001$), specifically on the “teacher readiness,” “teaching linguistic features,” and “student issues”: As teachers' experience increased, their perceived challenges in these three areas decreased.

Participants gave generally positive ratings to institutions' support and students' readiness in remote education during the pandemic (3.77), but K–5 teachers had lower ratings of students' readiness than higher-grade teachers (3.10 vs. 3.76, $t = 5.12$, $p < .001$). Qualitative data from the interviews corroborated and complemented the quantitative results. We identify the areas of need for K–12 Chinese language teacher preparations and discuss the implications for teacher education in the U.S.

Keywords: professional challenges, America's K–12 schools, Chinese teachers



国民教育体制中的汉语教学——

多元智能理论应用于英国小学初级汉语课堂的行动研究

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多元智能理论在教育领域的应用已过了最初的理念革新阶段，而是以“排山倒海之势”贯穿了从幼儿教育到成人教育的各个阶段中，其核心原则和理论精髓成为了全球公认的最科学正确的教育理念。当前国际中文教育事业在欧洲各国蓬勃发展，但多元智能在汉语作为第二语言教学中的实际应用却长期存在生搬硬套和过度使用的现象。可见，汉语与英语这类印欧语系语言的不同学习过程和逻辑对多元智能教育理论在汉语课堂上的实际应用确实存在不小的影响，那些在常规教学中收效颇丰的教学方式与汉语作为第二语言教学的结合过程中出现了“水土不服”之象，导致在学生由初级水平迈向中级阶段的过程中，各种问题逐渐暴露直至放弃学习汉语。因此，我们将采用行动研究这一将理论与实践相结合的研究方法，长期观察英国初级汉语教学中存在的问题，并创造性运用多元智能教育的相关理念进行教学实践，把握汉语学习初级阶段这一关键时期，为日后中高阶段的学习打下坚实基础。

关键词：多元智能；行动研究；初级汉语教学

关于日本汉语写作教材的考察与开发

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日本出版的汉语写作教材以语法教学为主，书写信件、邮件、日记、文章的教材以及 HSK 应试书籍近年也有所增加，但所占比例较少，并存在着一些问题。我们总结 51 本写作教材，重点分析了三本关于“写文章”的教材。我们还介绍了报告者团队编写的写作教材。其特点主要有以下几点：1. 主人公是日本大学生，题材贴近日本的日常生活。2. 举例并详细讲解汉语写作知识以及如何提高表达方式。导入在该课写作题材中经常使用的句型和功能性表达方式。3. 采用过程法、交际法、任务法等教学法。4. 注重对话练习、小组活动等合作学习。5. 创建了“听、说、读、写”四个技能有效结合的教学模式。6. 促使教室内的教学活动和教室外的人、物、信息相联系。

关键词：写作 教材 日本

The development and validation of a C-test and a pseudo-character test for online CFL assessment

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Taking inspiration from a popular online English test, this study first documents the development of an achievement test containing a newly developed C-test (a variation of the cloze test) and a pseudo-character test for beginner-level Chinese learners. Then, based on the test results collected from 53 university learners and using statistical tools, analyses were conducted on its content validity, construct validity, criterion-related validity, difficulty, discrimination power, and reliability. Results indicate that this new achievement test has relatively satisfactory reliability and validity, with only minor issues that need to be addressed in future studies. Situated in the context of language assessment, the study sheds light on the application of the C-test and a pseudo-character section in both face-to-face and at-distance CFL (Chinese as a foreign language)



classrooms. Furthermore, the study also provides practical and applicable methods for CFL teachers to develop their own assessments.

Keywords: C-test; pseudo-word test; Chinese assessment; Chinese characters; teaching Chinese as a foreign language

基于《欧洲语言共同参考框架》观英国汉语教材的编写与 开发——以《快乐汉语》为例

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目前，汉语作为第二语言学习的地位和重要性显著提高，其中，汉语教材是否合适对学生的二语习得效果有着举足轻重的影响。《欧洲语言共同参考框架》是欧洲理事会于2001年制定的语言测试标准，其中包括语言教育、学习方法、学习成果等级划分等多个方面，是欧洲语言学习的一项重要实践，建构了多元文化环境下全新的语言能力观念，为本土教材编写提供了原则导向。因此，本文将以欧洲汉语教学中普及率较高的教材《快乐汉语》为例，结合5w模式、拟态环境、符号互动等传播学理论，以《框架》为研究基础，从编写结构、编写内容选择、编写特点以及优劣势分析等方面进行对比分析，有针对性的为欧洲教材编写开发提出可行性建议，为欧洲汉语教材的编写与开发尽绵薄之力。

关键词：《欧洲语言共同参考框架》、《快乐汉语》、对外汉语教材编写

美国本土汉语综合教材与通用汉语综合教材生词处理方式对比研究

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本土汉语教材与通用型汉语教材编写各具特色，在生词处理上尤为不同。本文根据对比分析理论和功能对等理论，采用对比分析法和定量定性相结合分析法，选取三套美国本土汉语综合教材（《环球汉语》《中文天地》《中文听说读写》）和三套经典的通用型汉语综合教材（《汉语教程》《发展汉语》《纵横汉语》），从生词的编排、释义、词用说明三方面对比分析美国本土汉语教材与通用型汉语教材的生词处理方式，梳理异同点，探析优缺点，总结编写思路差异，并据此对美国本土汉语教材优化生词处理提出编写建议及措施：编排方式尽量灵活、释义方式尽量多样、词用说明尽量丰富、生词处理采众法之长。

关键词：美国本土汉语教材；通用型汉语教材；对比分析

《多重视阈下的中文二语教师培养模式分析——以香港地区为例》

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自「两文三语」政策颁布以来，为迎合本地非华语学生及国际生的中文学习需求，香港一众高校都开始加速中文二语教师培养项目的发展（李楚成&梁慧敏，2020）。座落于中文地区且秉持国际化教学模式的香港高校，在语言环境和学制方面都具备得天独厚的优势，能够为其他地区的中文二语教师培养项目提供有效的借鉴意义（李咏达，2017）。



本研究采用内容分析法、主题分析法及定量统计法，从课程类别及课程内容两个方面，对由香港高校主办的中文二语教师培养项目进行分析。研究发现，香港现行的中文二语教师培养项目以学位制项目（学士及授课型硕士）为主、非学位制项目（证书、文凭、高级文凭、教师文凭）为辅。课程内容方面，香港所有中文二语教师培养项目均设有中文语言知识、中文二语教学法相关学科，多数项目配备教学实践，部分项目包含其他中文二语相关的特色学科。本研究力图在多重视阈下呈现香港当前的中文二语教师培养模式及学科配置，为各地高校的中文二语课程的建设提供有效的参照数据，同时希冀为中文二语师资培训研究的发展尽绵薄之力。

关键词：中文二语 师资培养 课程研究

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自媒体国际中文教育视频中的词汇教学研究初探——以 YouTube 为例

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随着信息技术的不断发展，通过自媒体进行国际中文教学也成为了一种新兴的教学方式。作为全球最大的自媒体视频分享网站，YouTube 上有着各种与国际中文教育相关的语法教学视频，这些教学视频对于学习者来说不受时间和空间的限制。

本文的研究问题是 YouTube 国际中文教学视频里语法教学的特点是什么？与线下传统课堂等其他教学形式的语法教学相比，它有怎样的优点和缺点？本文的研究方法是非参与式课堂观察法和对比分析法，本文将根据笔者自己设计的标准来筛选教学视频，从教学层面和视频制作层面进行分析和对比，得出相关的结论。本文的研究意义是希望可以帮助 YouTube 国际中文教学里语法教学视频的教学与制作，为其他教学形式的语法教学提供有益的借鉴，同时也希望为自媒体二语教学视频的发展贡献一份力量。

国民教育体制中的汉语教育及政策——基于多模态话语分析

理论的英国初级汉语口语课行动研究

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根据笔者在海外的教学经验以及对课堂的观摩体验，我们发现目前国际中文教学领域中教学手段的应用常常出现两个极端：一是教学手段单一，出现课堂气氛沉闷、学生学习热情低下等现象；二是教学手段过于丰富，造成课堂重点不突出、学生掌握度过低等后果。为了解决上述现象，我们以英国 Fortismere School 的 33 位 11 年级的学习者研究对象，以多模态话语分析理论为理论基础，通过行动研究法探究该理论在英国初级汉语口语课中的可行性以及模态配置有效性问题。通过研究，我们发现：多模态话语分析理论在英国初级汉语口语课中行之有效，并且对激发并提高学习者的学习兴趣有显著作用；另外，研究表明，在授课内容展示环节，语言模态比视觉模态更加有效，而在文化授课环节中加入语言模态会使教学效果更加显著。



关键词：多模态话语分析理论、英国初级汉语口语课、行动研究

保加利亚汉语学习者习得“上”“下”的偏误研究——以索非亚大学为例

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“上”和“下”是汉语中常常出现的词，它们不仅能用作方位名词，也能用作时间名词。词形多样多变，使用位置不固定，如误用“上”“下”则会完全改变句意，引起误会。据笔者在保加利亚索非亚大学近五年的汉语教学经历中发现，保加利亚汉语学习者对“上”“下”的使用普遍存在误用，这一点特别引起笔者注意。本文运用问卷调查法与访谈法，针对保加利亚索非亚大学汉语学习者关于“上”“下”的误用原因作出调查研究，探究其误用的原因，以认知语言学、语义学作为理论基础对这些原因进行进一步分析与讨论，同时总结出相关领域的教学策略，以期减少保加利亚汉语学习者关于“上”“下”的误用，希望对保加利亚汉语教育提供一些便利。

关键词：保加利亚“上”“下”偏误分析

国际职场汉、英语教材文化呈现比较研究

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在国际职场汉语教材中合理呈现文化内容，对培养职场汉语学习者的跨文化理解能力具有重要的价值。文章采用教材文化呈现分析框架，从地域、文化类型、呈现方式等不同维度，分析国际职场汉语和职场英语教材的文化内容，结果发现：(1) 职场汉语教材较多呈现中华文化，偏重于介绍跟中国社会生活和传统文化相关的文化产品，而对当代中国具体的行业文化鲜有提及；职场英语教材较多呈现共有文化，主要介绍与行业文化相关的产品和实践活动。(2) 职场汉语教材多以文本阅读的方式呈现文化；而职场英语教材采用各种活动形式来呈现文化。文章认为国际职场汉语教材的文化内容不仅要体现中国的社会生活和传统文化，还应突出行业文化，围绕典型的工作任务，通过多种形式呈现不同地域、不同类型的文化内容。

关键词：国际职场；汉语教材；英语教材；文化呈现

文化产业的构建：以电影为故事背景的沉浸式实景游戏与中文教学的结合

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2022年，爱尔兰全面恢复线下教学。在语言教学上，疫情期间线上教学遗留下来了语言教学互动难，出勤率低，缺乏激情等弊病，造成教学效果下滑。加之去中国留学的机会减少，学生难以接触语言环境，2022-2023学年的高校中文专业选课人数明显下滑。如果推陈出新，激发中文教学的活力和吸引力，是当今中文老师面临的挑战。对此，沉浸式实景游戏教学将帮助学生融入生动的情境，以密室逃脱和剧本杀等具有深度体验和丰富趣味的形式提高学生的中文学习体验。而电影，是展现生活与社会价值，建构未来图景的最生动、最直接、最现代、最受大众欢迎的方式。以中国电影节，沉浸式实景游戏相结合的文化产业的构建，将会创造出中文教学走向国际市场，走向人们日常生活的



全新局面。本文将会以案例的形式，探讨该中文教学文化产业的建设思路，可行性，社会效益和所需关键资源，并邀请众位同侪集思广益。

关键词：实景游戏，电影教学、文化产业

Learning strategies when handwriting and typing Chinese

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The salient features of the Chinese script have posed significant challenges to CFL (Chinese as a foreign language) learners, which leads to questions of how to teach the Chinese writing system. With the increasing use of digital input systems in our daily life, there has been a call for the early introduction and employment of typing in learning Chinese characters. The forced shift of almost every aspect of learning online due to Covid-19 has further encouraged typing and marginalised handwriting in virtual learning environments. While handwriting and typing can contribute to – and at the same time restrict – certain aspects of Chinese character learning (Cao et al., 2013; Lyu et al., 2021; Zhang & Min, 2019; Zhu et al., 2016), no research has devoted attention to pinpointing differences in learning strategies (LS) when it comes to handwriting and typing.

Despite the heated debate on the LS definition (Dörnyei, 2005; Oxford, 2017; Rose et al., 2018) and numerous calls for qualitative methods (Briggs, 2015; Rose, 2015; Tseng et al., 2006), LS research for learning Chinese still follows Oxford's taxonomy of LS (1990) and relies on the self-reporting questionnaire developed by Shen (2005; e.g. Tam & Kim, 2021; Yan, 2020). In addition, previous LS research focused on investigating LS when learning Chinese language in general (Shen, 2005; Sung & Wu, 2011) or learning assisted with technology (Kan et al., 2018). It remains unknown what LS were employed for different writing modalities in the context of shifting writing modalities. Using the think-aloud protocol (TAP), the study investigates the strategies used by CFL beginner learners when studying Chinese characters through handwriting and typing. Drawing on theories from translanguaging, embodiment and LS, the study will provide an in-depth analysis of a variety of LS utilised during the process of handwriting and typing. The study will not only be one of the first examining the variations of LS in two writing modalities, but will also shed light on a novel LS typology for studying the Chinese script.

Keywords: Learning strategies, handwriting, typing

视听媒体在德语区本土汉语教材中的应用潜力

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自上世纪 80 年代以来，在德语国家对外德语教学领域，借助视听媒体来进行语言教学的实践，开始受到理论界越来越多的关注。在对外汉语教学领域，新世纪以来，影视媒体在教学中的应用也逐渐增多，至今已有一系列的相关教材和教学资料面世。随着后疫情时代数字媒体得到更加广泛的应用，视听媒体在我们日常生活中更是占据了前所未有的重要地位。本报告将以德语区德语教学领域视听媒体教学化的理论和实践为出发点，结合汉语教学领域已有的相关讨论及教材编写实践，来对视听媒体在汉语教材中进一步的应用及其开发潜力进行探讨。在此过程中，本报告将重点着眼于德语区本土汉语教材的开发，与此同时，也将把该讨论置于国际汉语教学的大背景下，以期也能为其他国别化汉语教材的开发带来思考。

关键词：视听媒体教学 德语区本土汉语教材开发 后疫情时代汉语教学



学习动机对汉语在线教学有效性的影响——以日本大学二外汉语教学为例

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受新冠疫情的影响，在线教学成为日本各大学汉语课堂教学的主流，在线教学模式也从疫情前的边缘地位正式走到了课堂教学舞台的中心。在线教学的发展带来的不仅有教学方式、教学环境等方面的变化，这种以信息技术为主的课堂教学方法还对汉语学习者的学习动机、学习目标等造成了一定的影响，从而也直接影响到汉语课堂教学的有效性。在线教学中学生的学习动机与教学有效性的辩证互动关系，主要表现在以下几个方面：1) 语言文化背景与学习动机类型；2) 新型教学模式中学生自我管理能力和学习动机的提升；3) 学习情感与文化共情。

关键词：学习动机 在线教学 有效性

中文教育非政府组织研究——国外中文教育非政府组织章程研究

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章程是团体成立的必备要件和基本规范。发达国家中文教育非政府组织发展较为成熟，研究其章程有利于了解中文教育非政府组织的属性与宗旨，以及组织话语的特点。本文选取美、英、澳三国 8 个具有代表性的中文教育非政府组织作为研究对象，采用基于语料库的批判话语分析方法，对相关组织的章程进行文本分析。结果表明：结构内容上，中文教育非政府组织章程主要由基本信息、使命陈述、组织架构及职权、会员资格及权利义务、资金来源及使用、章程修订及组织解散、其他七个构件组成，其中组织使命包含发展语言文化、促进交流、提供服务三大维度；语言表达上，中、低、高量值情态动词使用频率依次递减；体现组织内、外部关系，将具体互文性与体裁互文性相结合。总体来看，国外中文教育非政府组织章程在结构内容及语言表达上具有一定共性，具有合法性、时代性、民主性及可操作性的特点，对明确组织定位与使命、增强凝聚力具有重要作用。

关键词：国际中文教育；非政府组织；语言规划

The Correlation between Chinese Learning Needs and Expected Value: A Mixed-methods Research Based on European Learners in the Universities of China

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It has been brought into a new stage in European countries in the last two decades when a growing interest in Chinese teaching and learning is sweeping around the world with the development of China's booming economy. An increasing number of young people in European countries have expressed a strong interest in learning Chinese language and culture. On the study of Chinese as a Second Language (CSL) learning needs, academia has paid a high degree of attention. Especially related to the international students who come to the universities of China to learn Chinese language and culture, where the students' diversified learning needs and leaning approaches are necessary to explore.

This research takes a mixed-methods approach to assess the Chinese language learning needs and expected value of European learners in the context of the universities of China, where Chinese



is used as the medium of instruction and general Chinese courses are taught across all disciplines. 5 European learners from a university in China were interviewed to preliminarily understand their perceived importance of Chinese for academic studies, their Chinese language lacks, and areas of Chinese they want training in, as well as the current situation of Chinese use in their home countries. On this basis, questionnaire for the learners was developed. The questionnaire was developed based on Hutchinson and Water's target needs analysis approach, a 5-level Likert Scale Needs Analysis questionnaire was designed and distributed to 114 European learners in four universities of China to determine the learners' expected value of Chinese learning, their learning approaches and needs for the five-skills in Chinese learning. 96 questionnaires from the learners were collected and 11 semi-structured interviews with learners were conducted. Descriptive statistics and structural equation model (SEM) were employed in analysing the quantitative data while thematic analysis was applied in analysing the qualitative data. The results indicated that "cultural value" is the main incentive for their learning of Chinese, followed by the "economic value" and finally the "social value". In terms of the learners' Chinese learning approaches, the intensity of needs for interpersonal learning is much higher than that of non-interpersonal learning. The order of the needs intensity for five-skills in Chinese learning is listening > speaking > translation > reading > writing. This study showed that expected value is significantly correlated with the learners' learning approaches and learning-skills needs. In addition, the study identified the inadequacy of the general Chinese courses to meet the students' Chinese language learning needs. The study suggests that there is a need for Chinese courses with a Chinese for Specific Purposes (CSP) orientation to meet the specific needs of learners in their academic studies.

Keywords: Chinese learning needs, expected value, European learners

新兴语言教学理论与实践应用研究：基于“三一语法”理论的
汉语线上教学探索——以山东大学蒙古汉语桥为例

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对学习而言，如何在交际过程中正确得体使用语法点是相当重要的，但这恰恰也是汉语教师在教学中容易忽略的问题。“三一语法”是“后方法时代”下形式和功能的有机结合，本文以“三一语法”为理论基础，观照强调性“是……的”句的教学实践，进行相关课程设计，并在山东大学 2022 年进行的蒙古汉语桥线上项目中，对 28 名蒙古国 HSK2 级水平的 8-13 岁中小学生进行“是……的”句实践教学，撰写课堂观察和教学记录，重新审视“三一语法”的理论价值和实用价值，以为后续汉语教学提供实践范本、为教学法选择提供新视野、为“三一语法”理论体系的完善提供实证研究文本。结果表明，“三一语法”理论具有较高的实用价值，能较好地指导课堂教学，能帮助学习者三维一体地深入习得与理解语法点，并为其后续汉语学习打下良好基础。

关键词：三一语法；线上教学；汉语桥

Adoption of Positive Psychology in Chinese Language Education: Exploring Practical Approaches to Enhance Learner Well-being and Language Acquisition

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This study explores the application of positive psychology in the Chinese language classroom, aiming to enhance learner well-being and language acquisition. Language education is not merely a matter of language acquisition, but also of cultural exposure, exchange and education;



as such, human, social, and emotional factors go hand in hand with language education. Although positive psychology has been applied to second language education and has been demonstrated to have a positive effect, its application in the Chinese language classroom is limited, and there is no set of operable guiding methodologies. This study seeks to explore the practical operability of positive psychology exercises in Chinese classroom design, and sort out a set of general best practices for teaching design and teaching guidance.

The research will be conducted with college students who are studying Chinese in Ireland and have studied Chinese for at least one year. The study will have two groups of students: one is the experimental group, and the other is the control group. The research will cover three main research questions. Firstly, the study will investigate the character strengths that influence students' abilities to learn Chinese as a second language. Secondly, the research will examine the influence of positive teacher-student relationships, classroom atmosphere, teacher body language, and communication style on the effect of Chinese teaching. Finally, the study will explore the effectiveness of positive psychology exercises when incorporated into the design of the Chinese language classroom.

The experimental period will be 24 weeks, with 4 sessions of 6 weeks each. The study will conduct 2 evaluations among all participating students (both experimental group and control group) during the 4 sessions (both before and after the experiment) by using the VIA scale and the PANAS scale. The research will monitor students' classroom experience and teachers' own emotional changes by modifying classroom atmosphere, regulating teachers' posture and language, and actively responding and communicating. Data analysis will include questionnaires evaluating the students' feelings and experience of the class, responses in student interviews, and results of students' language achievement and assessments.

The findings of this research will contribute to the application of positive psychology in the Chinese language classroom and provide a theoretical and practical reference for Chinese language education in other countries. Positive psychology can offer a unique and holistic perspective on language learning and contribute to a more positive and productive classroom environment. Overall, this research is expected to highlight the importance of well-being in the language learning process and the potential of positive psychology to enhance the learning experience.

Keywords: positive psychology, Chinese language education and acquisition, learner well-being

A case study of teaching approaches in credit-bearing Chinese modules

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The language teaching approach often refers to general principles and theories related to language learning and teaching, while incorporating teachers' beliefs on how learners should learn and how teachers should teach. It also provides a set of procedures and practices that can be adapted and modified according to the teaching context.

Teaching Chinese as a foreign language not only requires teachers to consider the culture of learning of their students but also requires teachers to understand theories and principles related to their teaching approaches. This paper will present a case study to examine the main language teaching approaches used in credit-bearing Chinese modules in the UK higher education sectors. This paper aims to understand the common approaches currently adopted in Chinese language teaching, to address some concerns that Chinese teachers may face when they implement these teaching approaches in their local contexts; then to share some findings to help teachers adjust their own teaching within their teaching and learning context.



This paper will briefly review the history of major teaching approaches in language teaching, alongside an analysis of the effective use of teaching approaches in Chinese modules with the consideration of different systems and cultural perceptions.

Keywords: language teaching, teaching approach, teaching Chinese as a foreign language

布大孔院中文教育本土化建设之路

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在孔院发展的过程中，先后遇到了教材标准体系不统一、不规范，师资缺乏等困难。为解决这些困难，从来探寻、发展了一条布大孔院中文教育本土化建设之路，以期为海外孔子学院的发展与建设提供可借鉴的思路。师资的本土化建设是解决“谁教”的问题，标准和教学资源的本土化建设是解决“教什么”的问题，而教学法的本土化建设则是回答“怎么教”的问题。因此，布大孔院从以下四个方面进行本土化建设：标准体系的本土化，保障中文教育的规范化发展；教学资源的本土化，保障中文教育的高质量发展；师资的本土化，保障中文教育的可持续发展；教学法的本土化，保障中文教育的因材施教。

关键词：中文教育 本土化

叙事探究下成功中医学习者成长史研究

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Shanghai University of Traditional Chinese Medicine

上海中医药大学国际教育学院汉语教学中心

在叙事研究的框架下，对上海中医药大学国际教育学院第一个外籍博士后即第一个在大学附属医院工作的外籍中医师——韩国籍留学生洪锡金 15 年来的学习经历进行分析和研究，探讨他如何从一个完全没有学过汉语的零起点学习者到最终成为一名成功汉语学习者乃至中医专业学习者的学习过程，以及在学习过程中其学习动机、学习目标、学习策略、学习方法、学习风格、学习观念和文化适应在不同学习阶段、不同学习环境中的变化和相互影响，也揭示出实践共同体中的同伴交流学习、社会学习和课堂学习的关联影响等外部社会环境因素的重要性，对专门用途汉语教学研究的进一步发展具有现实的意义和启示。

关键词：成长史 叙事研究 专门用途汉语教学

文化导向的中文课堂教学模式探究——

以澳大利亚华夏文化学校《中文》教学为例

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如何在语言教学中有效地实施文化教学一直是中文教学的一个重要研究课题和课堂实践难题。文化导向的中文课堂教学模式是指在中文语言教学的全过程和全要素中将中华文化及其传统习俗作为引导、解析、解读的首要内容、首选方式、独特视角和思维逻辑，通过轻松愉悦的课堂氛围、独特的引导方式、体验式课堂的风格、主题式教学、跨文化对比等形式实现汉语语言教学与文化教学的有机融合。文化导向的中文课堂教学模



式以学生为中心、以培养汉语交际能力和感知中华文化为目标。本文将详细解读文化导向的中文课堂教学模式，并举例说明文化导向的中文课堂教学模式的实施方法。

关键词：文化教学；语言教学；文化导向的中文课堂

基于 SWOT 分析法的法国国际中文教育数字化资源研究

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随着后疫情时代的到来，法国国际中文教育数字化资源发展逐渐受到了关注，新机遇与挑战并存。法国中文教师及中文学习者作为国际中文教育数字化资源发展的利益相关者，在选用现有的数字化资源时遇到了诸多阻碍。本文利用 SWOT 分析法框架，通过问卷调查及半结构化访谈，研究分析了 75 位中文教师及 75 位中文学习者的国际中文数字化资源使用情况，旨在通过调查分析当前法国国际中文教育数字化资源的突破点。研究发现国际中文数字化资源在法国中文教育领域发展的优势与机遇在于师生对数字化资源的接受程度逐步提高，需求大且具备相应的基础环境与软件资源等因素；劣势与威胁是目前可使用的数字化资源本土化程度低，可操作性较差，费用高且交互性不强等因素。国际中文教育数字化资源开发者及各层级语言教育政策决策者在发展法国中文教学领域时应充分考虑中文教育利益相关者的需求并进一步提升师生数字化素养。

关键词：法国国际中文教育；数字化资源；SWOT 分析法；问题及对策







歐洲漢語教學協會

ASSOCIATION EUROPEENNE DE L'ENSEIGNEMENT DU CHINOIS
THE EUROPEAN ASSOCIATION OF CHINESE TEACHING