



# The 2nd International Symposium of the European Association of Chinese Teaching (EACT)

12-13 April 2019 | Dublin

PROGRAMME

*Pushing Forward the Discipline  
of Chinese as a Second Language  
- European Efforts in the  
World Context*



# EACT DUBLIN CONFERENCE PROGRAMME

12 – 13 April 2019

## Friday 12 April, UCD O'Reilly Hall

12:00-13:50	Registration (Light lunch provided)
14:00-14:40	Opening Ceremony
<b>Plenary Session I</b>	
14:40-15:20	Keynote 1
15:20-16:00	Keynote 2
16:00-16:20	Tea & Coffee Break
16:20-17:00	Keynote 3
17:00-17:30	Break (Group photo)
17:30-18:30	General Assembly and Council Meeting of EACT
18:30	Conference Dinner

## Saturday 13 April, UCD Sutherland School of Law

### Plenary Session II (L024, Mason Hayes Curran Theatre)

9:00-9:40	Keynote 4
9:40-10:20	Keynote 5
10:20-11:00	Keynote 6
11:00-11:20	Tea & Coffee Break

### Parallel Sessions

11:20-13:00	Parallel Session 1A – 6A (Rooms: L143, L241, L242, L243, L244, L249)
13:00-14:00	Lunch in Confucius Institute Building
14:00-15:40	Parallel Session 1B – 5B (Rooms: L143, L241, L242, L243, L249)
15:40-16:00	Tea & Coffee Break
16:00-17:40	Parallel Session 1C – 5C (Rooms: L143, L241, L242, L243, L249)
17:40-18:00	Closing Ceremony (L143, William Fry Theatre)

## Sunday 14 April, Dublin City Tour

City Tour @9am, coach pickup at the UCD main entrance on Stillorgan Road



## EACT DUBLIN CONFERENCE PROGRAMME

### Friday 12 April, UCD O'Reilly Hall

12:00-13:50	<b>Registration</b>	Light lunch provided
<b>14:00-14:40 Opening Ceremony (Chair: Professor Liming Wang)</b>		
14:00-14:10	Mary Mitchell O'Connor T.D., Minister of State for Higher Education	
14:10-14:20	H.E. Dr YUE Xiaoyong, Chinese Ambassador to Ireland	
14:20-14:30	Professor Dolores O'Riordan, UCD Vice President for Global Engagement	
14:30-14:40	Professor Joël Bellassen, President of EACT	
<b>14:40-17:00 Plenary Session I (Chair: Professor George Zhang)</b>		
14:40-15:10	“The Development of Chinese Teaching in Ireland: Opportunities, Innovations and challenges” Lan Li, Emer Nowlan, Evan Furlong and Liming Wang, UCD	
15:10-15:20	Q&A	
15:20-15:50	“语言智能时代汉语二语教育的若干思考” 李宇明教授 — 北京语言文化大学高精尖创新中心主任	
15:50-16:00	Q&A	
<b>16:00-16:20</b>	<b>Tea &amp; Coffee Break</b>	
16:20-16:50	“国际汉语教育学科建设的挑战与探索” 周敏康教授 — 巴塞罗那自治大学东亚研究中心主任兼欧汉会秘书长	
16:50-17:00	Q&A	
17:00-17:30	Break (Group photo)	
<b>17:30-18:30</b>	<b>General Assembly and Council Meeting of EACT</b>	
<b>18:30</b>	<b>Conference Dinner</b>	

### Saturday 13 April, UCD Sutherland School of Law

<b>9:00-11:00 Plenary Session II (Chair: Professor Minkang Zhou; Theatre L024)</b>		
9:00-9:30	“N 语汉语教学” 孟柱亿 教授 — 韩国外国语大学汉语系主任兼亚太汉语教学协会主席	
9:30-9:40	Q&A	
9:40-10:10	“漢語程度之分級探究 – 兼論漢語教學之詞彙分級與選取” 信世昌 教授 — 台湾清华大学副校长兼亚太政策研究中心主任	
10:10-10:20	Q&A	
10:20-10:50	“我們所需要的對外漢語教學語法” 何寶璋 教授 — 美国圣十字学院汉语系兼美国中文教师协会主席	
10:50-11:00	Q&A	
<b>11:00-11:20</b>	<b>Tea &amp; Coffee Break</b>	

## Parallel Session 1A-1C: Room L143 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 1A Chair: Liming Wang

11:20-11:40	“汉字、右脑开发与数学思维模式” (Chinese Characters, Development of Right Brain and Mathematical Thinking) <i>Liming WANG; Lan LI and Yimin MI, Irish Institute for Chinese Studies, University College Dublin</i>
11:40-12:00	“喀麦隆初中汉语教学现状及问题对策” <i>Nama Didier DIEUDONNE, Université de Maroua / Ministry of Higher Education in Cameroon</i>
12:00-12:20	“全球视野下的汉字教学” <i>Guoying LI; Xiaowen ZHOU, Beijing Normal University</i>
12:20-12:40	“运用人工智能进行客制化学习内容念读模组训练” <i>Chin-Chin TSENG, National Taiwan Normal University</i>
12:40-13:00	“论不同母语者在汉字和词汇联想的心理表征相似性方面的跨文化差异” <i>Yan WANG, University of Göttingen</i>
13:00-14:00	<b>Lunch in Confucius Institute Building</b>

### Parallel Session 1B Chair: Tim F Nash

14:00-14:20	“教育科技对字本位理论的影响” (The Impact of Technology On a Character-based Approach) <i>Tim F NASH, Wo Hui Pte Ltd / Dulwich College International</i>
14:20-14:40	“能产语素教学卡模式的建立” <i>Grâce Poizat-XIE, Institut Confucius de l'Université de Genève</i>
14:40-15:00	“面向法语母语学习者的《中文初阶慕课》：设计、实施和发现” <i>Jue WANG, Université de Genève</i>
15:00-15:20	“从语言慕课的在线辅导思考教师角色的转换” <i>Shu HE; Jue WANG; Joël BELLASSEN, Lemans Université</i>
15:20-15:40	“颜色词‘灰’的多义及其对外汉字教学难点” <i>Yijia ZHANG, Beijing Normal University</i>
15:40-16:00	<b>Tea &amp; Coffee Break</b>

### Parallel Session 1C Chair: He-Fang Lee

16:00-16:20	“以重塑教学建构支持性强的德国高校初级口语教学” <i>He-Fang Lee, Technical University of Berlin</i>
16:20-16:40	“翻转课堂中“转”的学习环境构建——以商务汉语翻转学习为例” <i>Shuying SHEN, Beijing Language and Culture University</i>
16:40-17:00	“基于字本位的对外汉语教学及课程设计刍议” <i>Jing QUAN, University of Wales TrinitySaintDavid; Beijing Union University</i>
17:00-17:20	“汉语二语教学在线教育模式的探索与实践” <i>Yufeng GAO; Yifan ZHONG, Beijing U&amp;MOOC Education Technology Inc./Beijing Language and Culture University</i>
17:20-17:40	“德国哥廷根大学汉语教师合作教学研究” <i>Yiwei HE; Chang QU, University of Göttingen</i>
17:40-18:00	<b>Closing Ceremony , Room L43 William Fry Theatre</b>

## Parallel Session 2A-2C: Room L241 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 2A Chair: Xiaohai Liu

11:20-11:40	“面向新时期汉语二语教学的语言学习资源建设研究” Xiaohai LIU, Beijing Language and Culture University
11:40-12:00	“欧洲外语教育技术现状和趋势及其对汉语教学的启示” Yanqun ZHENG, Beijing Language and Culture University
12:00-12:20	“On Chinese Teaching Proficiency: Essential Knowledge, Skills, and Development” Jennifer LIU, Harvard University
12:20-12:40	“教师生态学视域下的汉语教师专业发展研究” Qingxia KANG; Xin LI, Huaqiao University
12:40-13:00	“Investigating Chinese Teachers' Professional Development Needs in Switzerland” Qi ZHU; Lan DAI, Confucius Institute at the University of Basel
13:00-14:00	Lunch in Confucius Institute Building

### Parallel Session 2B Chair: Yongyi Wu

14:00-14:20	“论情感与汉语教师教学的不可分割性：基于叙事的研究” Yongyi WU, East China Normal University
14:20-14:40	“论汉语教师的汉语观对教学成效的影响——兼析“汉语难学”说” Fang JIA, Beijing Normal University/ Konfuzius Institut der Universität Trier
14:40-15:00	“Training Secondary School Teachers of Chinese at Tuebingen University, Germany” Achim Mittag; Cornelia Schindelin, Mainz University
15:00-15:20	“Establishing Chinese as a Foreign Language in the German High School Curriculum: A Qualitative Study of Teaching Professional's Experiences” Ulrike Shahar-Büchsel, University of Heidelberg
15:20-15:40	“基于柯氏模型的瑞士本土汉语教师专业发展培训效果研究” Yinhui BAO; Honghua XIE, Institut Confucius de l'Université de Genève
15:40-16:00	Tea & Coffee Break

### Parallel Session 2C Chair: Mingming Shao

16:00-16:20	“在沪就读华裔学生学习生活现状与需求调查” Yongyi WU; Feng LI; Lina WANG, East China Normal University - School of International Chinese Studies
16:20-16:40	“法国汉语继承语学习者学习动机及族群认同研究” Mingming SHAO, Peking University
16:40-17:00	“基于混合学习的非目的语环境下汉语教学材料的编制” Fujia LI, University of Bucharest
17:00-17:20	“A Discussion of the Relevance of Sequential Position for the Code-switching in Relation to Communication Burden on Chinese as a Foreign Language Learners” Chi CHEN; Catrin Rhys, Ulster University
17:20-17:40	“汉语网络语言和二语教学中的网络互动写作交际” Hanjiao SHEN, INALCO
17:40-18:00	Closing Ceremony, Room L43 William Fry Theatre



## Parallel Session 3A-3C: Room L242 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 3A Chair: Mariia Rukodelnikova

11:20-11:40	<p><b>“Traditional Methods and Innovations in Teaching Chinese Aural Comprehension at School Oriental Languages Department of Russian State University for the Humanities”</b>  <i>Mariia RUKODELNIKOVA; Olga SALAZANOVA, Russian State University for the Humanities</i></p>
11:40-12:00	<p><b>“The Integration of Chinese as a Foreign Language into the Swiss Multilingual Education System: Can Similarities Be Drawn with the Pushing Forward of Chinese as L2 in Europe?”</b>  <i>Claudia BERGER, University of Geneva</i></p>
12:00-12:20	<p><b>“Collaborating extra-curricular Chinese cultural &amp; language activities and a beginner Chinese language module in Dublin City University”</b>  <i>Caitríona Osborne; Qi ZHANG and Aileen Pearson-Evans, Dublin City University</i></p>
12:20-12:40	<p><b>“A new dimension in learning a foreign language: Through the context of Ecolinguistics element and intercultural cooperation in “The men with compound eyes”</b>  <i>Samuel Cheng-Ming CHUNG, University of Vienna</i></p>
12:40-13:00	<p><b>“歐洲漢語能力基準項目(EBCL)與台灣華語文能力指標：華語文能力測驗(TOCLF)、國家教育研究院(NAER)寫作能力指標基礎/初級(Basic)之參照比較”</b>  <i>Qiyi XIE; Hsueh-Ling LIN, National Kaohsiung Normal University/Wenzao Ursuline University of Languages</i></p>
13:00-14:00	<p><b>Lunch in Confucius Institute Building</b></p>

### Parallel Session 3B Chair: Yihui Ruan

14:00-14:20	<p><b>“汉语水平考试SHK对汉语交际能力测试的研究”</b>  <i>Yihui RUAN; Dong HAN, Istituto Confucio all'Universita' di Padova</i></p>
14:20-14:40	<p><b>“欧洲学术类外语水平考试对汉语水平考试的启示：以德国Telc高校准入语言水平考试为例”</b>  <i>Chunhui SHI, University of Trier</i></p>
14:40-15:00	<p><b>“新加坡学生的汉语二语能力描述与指标”</b>  <i>Sayewee GOH, Singapore Ministry of Education</i></p>
15:00-15:20	<p><b>“论江沙维的汉语观和汉语教学观——基于江沙维《汉字文法》的考察”</b>  <i>Jie LIU; Lin SUN, University of Minho</i></p>
15:20-15:40	<p><b>“海外汉语教学语言测试的信度与效度研究”</b>  <i>Yang YANG, The Confucius Institute, the University of Liverpool</i></p>
15:40-16:00	<p><b>Tea &amp; Coffee Break</b></p>

### Parallel Session 3C Chair: Thi Le Quyen Nguyen

16:00-16:20	<p><b>“初级汉语综合课成绩测试的分析——以河内国家所属外语大学一年级综合课测试为例”</b>  <i>Thi Le Quyen NGUYEN, Vietnam National University</i></p>
16:20-16:40	<p><b>“在法国工科大学教汉语的点滴体会”</b>  <i>Hui CHEN, ESIGELEC ROUEN</i></p>
16:40-17:00	<p><b>“论中文儿歌在英国小学汉语二语课堂中的运用——以St. Matthew's Catholic Primary School为例”</b>  <i>Yuan CHENG, The Confucius Institute of University of Liverpool</i></p>
17:00-17:20	<p><b>“Explorer le développement et l'amélioration de l'enseignement du chinois—Étude de cas : l'École Tongji”</b>  <i>Yinhua JIN, 巴黎同济学校 École Tongji</i></p>
17:20-17:40	<p><b>“现代教育科技在汉语二语教学中的应用现状探讨与启示——以英国利物浦Longmoor小学为例”</b>  <i>Xinyuan Ji, The Confucius Institute, the University of Liverpool</i></p>
17:40-18:00	<p><b>Closing Ceremony, Room L43 William Fry Theatre</b></p>

## Parallel Session 4A-4C: Room L243 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 4A Chair: Christina Bazant-Kimmel

11:20-11:40	<b>“Achieving real reading skills in Chinese: literary function words and structure building techniques”</b> <i>Christina Bazant-Kimmel, University of Vienna</i>
11:40-12:00	<b>“Building powerful vocabulary and preparing for HSK exams using mind maps”</b> <i>Uliana Kurt, Naslednik private school</i>
12:00-12:20	<b>“Character learning as a possible factor in the change of individual cognitive style”</b> <i>Wei-lun LU, Masaryk University</i>
12:20-12:40	<b>“The phoneticity of modern Chinese characters and teaching characters in Chinese as a foreign language”</b> <i>Cornelia Schindelin, Johannes Gutenberg University Mainz</i>
12:40-13:00	<b>“A Review of Computer-Assisted Language learning Particularly In Chinese As a Second Language learning- a case study of Chinese adolescent learners in Junior Cycle, Ireland”</b> <i>Mengdi WANG, Trinity College Dublin, Ireland</i>
13:00-14:00	<b>Lunch in Confucius Institute Building</b>

### Parallel Session 4B Chair: Jianqin Wang

14:00-14:20	<b>“基于调节互动理论的汉语口语教学模式研究”</b> <i>Jianqin WANG, Beijing Language and Culture University</i>
14:20-14:40	<b>“汉语实词搭配问题再议—以日本汉语学习者偏误为例”</b> <i>To RO, Hiroshima University</i>
14:40-15:00	<b>“欧盟语言政策框架下的汉语推广对策研究”</b> <i>Xi HAN, Peking University</i>
15:00-15:20	<b>“针对越南河内国家大学下属外语大学汉语作为第二外语的初级阶段学习者之汉语教学设计”</b> <i>Huyen Trang LE THI, Vietnam National University</i>
15:20-15:40	<b>“汉语亲属称谓语学习偏误分析及教学建议”</b> <i>Junji GONG, INALCO</i>
15:40-16:00	<b>Tea &amp; Coffee Break</b>

### Parallel Session 4C Chair: Baolin Zhang

16:00-16:20	<b>“基于语料库的汉语离合词习得考察”</b> <i>Baolin ZHANG, Beijing Language and Culture University</i>
16:20-16:40	<b>“中国地域文化多样性和差异性对汉语学习的影响 —— 以法国国立东方语言文化学院中文系赴华留学生为研究对象”</b> <i>Lei WANG, INALCO</i>
16:40-17:00	<b>“Teaching Chinese As a Second Language: its linguistic background and principles”</b> <i>Ting WANG, The CI of Miskolc University, Hungary</i>
17:00-17:20	<b>“英国的新大纲GCSE和A Level考试与汉考的比较，以及如何将两者在华裔学生中文教学中完美结合”</b> <i>Yuhua TONG, UK Chinese Art Center</i>
17:20-17:40	<b>“如何促进芬兰高中阶段的汉语二语教学”</b> <i>Yun GE, Ressu Upper Secondary School, Helsinki, Finland</i>
17:40-18:00	<b>Closing Ceremony, Room L43 William Fry Theatre</b>

## Parallel Session 5A-5C: Room L249 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 5A Chair: Vivian Ling

11:20-11:40	<b>“Impact of Geopolitical Shifts on Chinese Language Education in the U.S. Since World War II”</b> Vivian LING, Indiana University
11:40-12:00	<b>“Investigating the Representation of Chinese: Language Ideology in Irish Media Discourse”</b> Yuying LIU, Irish Institute for Chinese Studies/Confucius Institute, University College Dublin, Ireland
12:00-12:20	<b>“Situating Heritage Language Learning in a Social and Historical Context”</b> Kun-Shan LEE, Duke University
12:20-12:40	<b>“Teaching Mixed Classes with Chinese Heritage and Chinese Second Language Learners - A Case Study of A Task-based Approach”</b> Congxia LI, The University of Reading
12:40-13:00	<b>“Challenges in Assessing, Teaching and Testing Chinese Heritage Students at Canadian Universities”</b> Yanfeng QU, Kwantlen Polytechnic University (KPU), CANADA
13:00-14:00	<b>Lunch in Confucius Institute Building</b>

### Parallel Session 5B Chair: Thi ThanhHuyen Do

14:00-14:20	<b>“华语课程体系构建与实施——以越南河内国家大学为例”</b> Thi ThanhHuyen DO, Vietnam National University
14:20-14:40	<b>“Cross-cultural Approach to Chinese Language Teaching”</b> Vladislav Kruglov, Center of pedagogical proficiency
14:40-15:00	<b>“Intentionality as A Linguodidactic Principle of Teaching Chinese Language”</b> Maslovets Olga, Moscow state institute of international relations (MGOMO-University)
15:00-15:20	<b>“现代教育技术条件下汉语口语教学设计”</b> Caihong CAO, Beijing Language and Culture University
15:20-15:40	<b>“关于调动海外华裔学生汉语学习积极性的思考——以意大利Livorno华人学校为例”</b> Li LI, Portale Istituti Confucio in Italia
15:40-16:00	<b>Tea &amp; Coffee Break</b>

### Parallel Session 5C Chair: Fei Wang

16:00-16:20	<b>“Experimental Research On Increasing the Effect Of Hsk Level 1 Mandarin Teaching Through Flipped Classroom Teaching Mode”</b> Fei WANG, The Confucius Institute, the University of Liverpool
16:20-16:40	<b>“Use On-line Software to Teach Chinese Characters”</b> Jun NI, Dublin Institute of Technology, Ireland
16:40-17:00	<b>“Word Formation Models in the Teaching of Modern Chinese”</b> Liliya KHOLKINA, Russian State University for the Humanities
17:00-17:20	<b>“Using Plates, Signs, Indicators And Road Signs In Chinese Teaching: Motivation For Further Improvement”</b> Taras IVCHENKO, Russian State University for the Humanities
17:20-17:40	<b>“利用现代科技打造多种媒体的“教学研”一体化的汉语国际教育品牌”</b> Guixiu HAO, H.Quick, Chinese Education and Training Center
17:40-18:00	<b>Closing Ceremony, Room L43 William Fry Theatre</b>



## Parallel Session 6A Room L244 (15 minutes + 5 minutes Q&A for each paper)

### Parallel Session 6A Chair: Richard McCurry

11:20-11:40	<p><b>“Teaching Chinese as a Second Language with Multi-User Multimedia and Gamification”</b>  <i>Richard McCURRY; Sam REDFERN, Newby Chinese Ltd</i></p>
11:40-12:00	<p><b>“Using Facebook Closed Group in Teaching Elementary Written Chinese at University Level”</b>  <i>Xiaoyu XIE, Irish Institute for Chinese Studies at UCD, University College Dublin</i></p>
12:00-12:20	<p><b>“ Chinese Language Teaching and Learning Through the French Written Press (2004-2018): What Realities and Perspectives”</b>  <i>Charlotte WANG, IPAG Business School</i></p>
12:20-12:40	<p><b>“Using AI Technology to Create Dynamic Adaptive Curriculum”</b>  <i>Franz CHEN, Pondy Education Inc.</i></p>
13:00-14:00	<p><b>Lunch in Confucius Institute Building</b></p>

# 摘要 ABSTRACT

## Plenary Session I

### Keynote 1

#### “The Development of Chinese Teaching in Ireland: Opportunities, Innovations and challenges”

Lan LI, Emer NOWLAN, Evan FURLONG and Liming WANG

都柏林大学中国研究院 The Irish Institute of Chinese Studies at University College Dublin

The development of Chinese teaching in any country is influenced by the historical, geographical, political, cultural and linguistic context of that country. In Ireland, the country’s relatively recent history of colonisation, its situation as an island in Western Europe, and the predominance of voluntary religious schools are all relevant factors affecting the development of Chinese.

Although English is the dominant language in Ireland in terms of practical usage, Irish (Gaeilge) is the first official language, and considerable resources are therefore invested in supporting and promoting Irish. Until recently there has been no overall strategy governing the development of foreign languages in Ireland, and traditionally French and German have dominated at both secondary and third level.

Since its inception in 2006, the Irish Institute for Chinese Studies at UCD has developed a range of undergraduate and postgraduate programmes in Chinese studies. Concurrently the UCD Confucius Institute for Ireland has worked with Irish post-primary (secondary) schools since 2007 to develop Chinese courses suited to the particular Irish curriculum context. Similar courses have also developed in other institutions on an ad hoc basis.

The publication of a new government foreign languages strategy, Languages Connect, in 2017 presents a unique opportunity for the development of Chinese teaching in Ireland, as well as many challenges. The strategy identifies Chinese as a key language for development, and sets a target to introduce Chinese as a Leaving Certificate (upper secondary university matriculation examination) subject by 2020.

This paper draws on recent research conducted with school leaders and teachers of Chinese to explore current provision in Irish schools. Findings suggest that provision of Chinese in schools has increased considerably since 2007, with over 40% of survey respondents (n=94) having some provision. Uptake of the official ‘short course’ in Chinese Language and Culture developed by the Irish curriculum authority, NCCA, in 2014 has been low, however and in a most schools Chinese was only available in Transition Year.

Particular issues that are identified include teacher supply, qualification and confidence; competition with more established languages in a crowded timetable; and perceptions of Chinese as lower status, or ‘not a real subject’. Demand for Chinese, however, remains high among school principals, with the development of a global outlook, and future employment opportunities cited as the main benefits. The paper concludes with recommendations for the future development of Chinese provision at secondary level.

### Keynote 2

#### “语言智能时代汉语二语教育的若干思考”

李宇明

北京语言文化大学高精尖创新中心

人类经由“互联网+”正在进入语言智能时代，机器翻译系统逐渐介入语言生活 是这一时代的标志性成果。机器翻译对于二语学习既是支持又有危机。汉语二 语学科的建设、教师技能的培养、教材的编写、课程的开设与评价等，都必须 借重于互联网和人工智能带来的便利，并且也需要应对“机器译员”的挑战。所有的二语教学必须自问：1、人类还有学习二语的必要吗？2、工具型的教学 目标还有价值吗？3、二语学习对人类究竟意味着什么？4、未来的二语教学是何种样态？

### Keynote 3

#### “国际汉语教育学科建设的挑战与探索”

周敏康 Minkang ZHOU

巴塞罗那自治大学东亚研究中心主任兼欧汉会秘书长

欧洲汉语教学在走过了一百多年的历程之后，今天，教育界和专家都在思考如何推进汉语教育的学科建设，将其发展成为二十一世纪欧洲众多语言教学学科的一个重要组成部分；同时，在本世纪，汉语教学的终极目标是否能够达到目前世界上英语教学的规模，成为真正意义上的全球通用的国际汉语。

我们认为，欧洲汉语教育的学科建设需要从四个方面进行探索 研究与发展：

- 一、汉语教学进入当地中小学外语教学体系和大学汉语本硕专业教学体系；
- 二、欧洲本土化教师队伍的建立与培训体系；
- 三、欧盟以及各国的汉语教学的政策建立与欧盟汉语能力标准体系的完善；
- 四、汉语教育学科建设在欧盟各国之间区域性的合作与跨大洋的国际合作；

本文将在这四个方面进行阐述与探讨，并期望在短期内建立起区域性与国际性 合作联盟，共同推动国际汉语教育的学科建设与发展。这即是我们各位所面临的挑战，也是十分值得我们去探索的重要的战略课题。

### Plenary Session II

#### Keynote 4

#### “N 语汉语教学”

孟柱亿

韩国外国语大学汉语系主任兼亚太汉语教学协会主席

当前，在全球范围汉语教学日益普及，非目的语地区汉语教学机构中有来自汉语区的回归者、常住者或继承学习者，还有海外华人学校中有非继承学习者。这些起跑线不同的学习者的数量不多时，可以作为个案处理，但在数量日益增大的情况下不得不摸索合理的解决方案。

首先将各种不同起跑线上的学习者区别对待是教学工作的前提。从背景语言的角度，学习者可分为一语学习者和二语学习者，我们要注意的，处于这两者之间的学习者，其文化背景及语言背景的不同，直接影响到教育决策和教学技巧等。因此我们考虑到这些学习者的存在，试定义为“1.N 语者”。这 N 是个变量（大于 0，可到 1），代表各种不同的起跑线。

在此拟探讨在汉语教学工作上如何对待“1.N 语者”的问题。

### Keynote 5

#### “汉语程度之分級探究 – 兼論漢語教學之詞彙分級與選取”

信世昌

台湾清华大学副校长兼亚太政策研究中心主任

語言教學必然牽涉到程度分級的問題，包括課程分級、班別分級、課本分級以及測驗分級等，分級標準必有其目的和需求，並且要符合實際的運作。

全球各地語言教學的能力分級標準所在多有，而以美國的 ACTFL Proficiency Scale 及歐洲的 The Common European Framework of Reference for Languages (CEFR) 較具影響力。ACTFL 分為五個主要的語言能力等級：優異、優秀、高級、中級及初級。其中高級、中級、初級三個主要等級又各分為高等、中等、初等三個次級。總共有 11 各次級，對每個主要等級的描述代表了一個具體範圍內的能力。而 CEFR 分為六級，並強調可以依需要而再分出次等。

目前中國大陸的漢語水平考試(HSK)及台灣的華語能力測驗(TOCFL)都參照了 CEFR 也將測驗分為六級，並列出各級的詞彙量及詞表，並且一些課程及課本也跟著依此而訂出級別。然而可能對 CEFR 的細部理解不足，也未深切理解能力測驗 (Proficiency test) 和成就測驗(Achievement test) 的內涵與形式區別，而衍生出許多值得探討反思的問題，例如未體認到 CEFR 對於可再劃分次級的建議，以致只依 CEFR 原始框架粗分六級，而難以符合操作需要。也未體認所需的時間是逐級加倍，教學內容份量及教材本數也應倍增。此外忽略了漢語和歐語是遠距離語言，所需時間更長且級數更應細分。更何況因為漢字而導致學生的漢語聽說能力和讀寫能力往往不同，單一級別無法呈現能力不均的問題。在實際上也發現考生所取得的級別分數和實際能力不符，各級的詞彙量亦無法達到對應的能力描述。

本報告將重新釐清這些分級所需的觀念及相互關係，並從母語者的詞彙量來看二語者的合理分級詞彙量。特別強調語言能力是指個人能「做得到」(Can-do) 某些功能或能表達某些主題 (The European Benchmarking Chinese Language Project Team, 2012)，因此如何連結交際主題與相關詞彙至為重要，各級的詞彙量及詞語選取應以二語人士所用的各種主題 (theme/topic) 而產生，而非以詞頻為準。即使是初級的主題也要靠高頻、中頻與低頻詞共同結合才能適切表達，換言之，教材與測驗的詞彙不應循詞頻高低選取，而應以主題的相關度為依憑。

## Keynote 6

### “我們所需要的對外漢語教學語法”

何寶璋

美国圣十字学院汉语系兼美国中文教师协会主席

對外漢語教學作為一個獨立的學科在最近的二、三十年內在專家學者，特別是第一線實際課堂教學的老師們的共同努力之下，科研和教學各個方面都有了長足發展，碩果累累。但筆者認為美中不足的是在對外漢語教學語法方面還沒有完全走出自己的路；名曰對外漢語教學語法，但實際上跟教授本族人的教學語法大同小異，針對性不強，所以也夠不實用。我們需要的是以本體研究為基礎、課堂教學為目標、國別化的實用對外漢語教學語法。

本文從三個方面討論我們在對外漢語教學的實踐中需要什麼樣的對外漢語教學語法。首先，對外漢語教學語法受益於本體研究，把專家學者研究的成果運用到實際教學中來。但是，在這裡值得提出的是專家語法畢竟不是教學語法，更不是對外漢語教學語法，所以我們在採用時要做必要的取舍。第二，對外漢語教學語法的研究課題很多直接來自於實際課堂教學，因為問題從教學中來，研究的結果必然有益於實際課堂教學，有的甚至可以在本體研究方面作出一定的貢獻。最后，文章以實例簡略地討論對外漢語教學語法的語法系統問題。對外漢語教學教學的語法系統大大有別於教本族人的教學語法系統。

對外漢語教學語法應該怎麼走出自己的路。在這方面，我們實際上是剛剛起步，任重道遠，仍需同仁共同努力。

## Parallel Session 1A

### “汉字、右脑开发与数学思维模式” Chinese Characters, Development of Right Brain and Mathematical Thinking

王黎明、李岚、米怡旻 Liming WANG, Lan LI and Yimin MI

都柏林大学中国研究院 Irish Institute for Chinese Studies, University College Dublin

中国古代数学在四则运算、代数、几何方面于宋元时期达到巅峰，有些领域居当时世界先进水平。然而，此后中国在近代高等数学（以抽象思维和逻辑思维为主）的发展则贡献甚微。据观察，中国 15 岁中学生在数学竞赛中屡获世界冠军，海外华裔子弟的数学表现在中小学阶段明显好于班级平均水平，在高等教育中的数学表现差异并不显著。我们认为，汉字作为一个象形/表意的文字系统，对人右脑的开发，发挥了至关重要的作用。它与中国人重形像、重直觉、重经验、重感悟的思维形式相辅相成，不仅成就了中国古代哲学、宗教、文学、医学、艺术的辉煌，同时也使中国人的数学思维模式具有非逻辑性、直观性、具象性、技艺性、机械性等特点。因此，汉字对数学的影响，不仅限于它的单音节在乘法口诀、分数表达法的简洁和运用凑十法进行速算的便捷，更在于它对右脑开发所产生的独特的思维方式。当代神经科学、心理学及认知的研究不断揭示右脑开发的重要性，因此，探讨汉字与右脑开发以及数学思维的关系，具有十分重要的意义，以揭示形象思维对人类不同学科的建立、发展以及成就的影响。要揭示人类语言、思维及认知的关系是一个跨学科复杂的系统工程，我们的观察与思考仅是假说和初探。

### “喀麦隆初中汉语教学现状及问题对策”

NAMA DIDIER DIEUDONNE

Université de Maroua ; Ministry of Higher Education in Cameroon

喀麦隆初中汉语快速发展正在面临一些挑战包括：师资问题、汉语课程大纲问题、本土汉语教材等。本文将集中于汉语课程大纲与本土汉语教材这两个问题。

本文基于以上现实，提出了一些大纲修改建议。在等级划分、词汇量、语法项目、文化知识教学改进的过程中，应考虑诸多因素，如尽量符合喀麦隆初中汉语教学制度的要求与实际情况，要尽可能与国际接轨，要考虑汉语教学的拼音和汉字等。

本文先进行了该教材的简介与分析，之后我们得出的结果如下：《你好喀麦隆》汉语系列教材要加强教材课文内容与汉语课程大纲话题的连贯性；教材应该补充有关汉字结构的内容；设计有关语法教学的练习；教材应该尽可能遵循喀麦隆中教部主张的对比方法来展示并进行中国文化教学。

The rapid development of Chinese in Cameroon's secondary school is facing some challenges including: teachers training issues, Chinese syllabus issues, and local Chinese textbooks. This article focus on the two issues of Chinese syllabus and Chinese textbooks.

As far as Chinese syllabus is concern, this paper proposes some outline revision suggestions. In the process of grade and teaching objective divisions, vocabulary, grammar items, and cultural knowledge teaching improvement. In order to improve the Chinese syllabus three main factors should be considered: first of all the syllabus should be conform to the requirements of foreign languages teaching program in Cameroon; The Syllabus should be as close as possible to the General syllabus for international Chinese language teaching; The syllabus should take into Consideration the specificity of Chinese language (characters and pinyin).

Concerning the textbook. "Hello Cameroon" Chinese series of textbooks should strengthen the coherence of textbook content and Cameroon secondary school Chinese syllabus topics; the textbook should reduce the content of Chinese characters teaching; Textbook should Design



exercises for grammar teaching; textbooks should follow the comparative methods advocated by the Ministry of Education of Cameroon to teach Chinese culture.

### “全球视野下的汉字教学”

李国英、周晓文 Guoying Li and Xiaowen ZHOU

北京师范大学大学 Beijing Normal University

汉字是一种具有悠久历史，记录多种语言的国际性的文字，因此汉字教学需要有全球视野，把握汉字教学多样性特征。

根据汉字记录语言的不同，可以把汉字分为本源汉字系统和借源汉字系统。所谓本源汉字系统是指记录汉语的汉字系统，汉字系统本来就是为了记录汉语而造的，因此可以把记录汉语的汉字系统称作本源汉字系统。借源汉字系统指记录非汉语的汉字系统，如记录日语、韩语、越南语、壮语等语言的汉字系统，记录这些语言使用的汉字都是借自记录汉语汉字系统，因此可以把记录非汉语的汉字系统统称为借源汉字系统。

本源汉字系统和借源汉字系统构成都比较复杂。

本源汉字系统包括中国大陆使用的汉字系统，台湾、香港、澳门地区使用的汉字系统，新加坡使用的汉字系统，以及海外华人使用的汉字系统。上述国家和地区华人使用的语言都属于汉语的不同变体，属于大华语的范畴。记录华语使用的文字都是汉字，但正字法不同。中国大陆和新加坡使用简化汉字系统；台湾使用繁体字系统；香港地区政策上是繁简由之，即同时采用简化字和繁体字两种文字系统；海外华人总体而言使用简化字和繁体字系统的都存在。除了繁、简的不同，微观字形也存在系统的差异，一般而言，使用简化字系统的在社会通用领域使用新字形，使用繁体系统的则使用旧字形。

借源汉字系统主要包括记录日语的汉字系统，可以称作日语汉字；记录韩语的汉字系统，可以称作韩语汉字；记录越南语的汉字系统，可以称作越南语汉字；记录中国少数民族壮语可汉字系统，可以称作壮语汉字，等等。

无论是本源汉字还是借源汉字，一般都存在当代社会使用的汉字和历史文献使用的汉字两种类型，这两种类型的文字，使用的范围、字量和正字法亦常常有所不同。

从汉字学习的角度观察，又有第一语言学习和第二语言学习不同。

综合上述维度，全球的汉字教学则存在：

第一语言当代汉字的教学，第一语言历史汉字的教学；第二语言当代汉字的教学，第一语言历史汉字的教学等四种类型。将记录不同语言的汉字带入理论上则有：

汉语作为第一语言的当代汉字教学、汉语作为第一语言的历史汉字教学；汉语作为第二语言的当代汉字教学、汉语作为第二语言的历史汉字教学；

日语作为第一语言的当代日语汉字教学，日语作为第二语言的历史汉字教学；日语作为第二语言的当代日语汉字的教学，日语作为第二语言的历史日语汉字的教学；

韩语-----

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如果二语学习加上学习者这个因素，则有

以英语为第一语言的学习者的汉语汉字学习、日语汉字学习、汉语汉字学习、越南语汉字学习-----

从汉字教学体系而言，又有集中识字的汉字教学体系和分散识字教学体系的区别。

### “运用人工智能进行客制化学习内容念读模组训练”

曾金金 Chin-Chin TSENG

國立台灣師範大學 National Taiwan Normal University

本論文以客製化學習內容為研究材料，華語二語學習者透過三個階段進行心理發音動作校正。第一階段為認知階段，本文採用冷讀策略，由於試前受試者並未看過測試內容，在他們嘗試閱讀學習內容之前，必須考慮每個字句的心理發音動作以及音高、音長與音強的控制。在第二階

段，受試者透過線上/手機即時反饋系統進行語音聯結，並以跟讀方式進行錄音，獲得即時發音反饋。第三階段為自動化學習，以自主學習及自我訓練的方法，重新定位發音的位置和切換發音的方法，提高發音和聲調語調的準確度與流利度。

### **“论不同母语者在汉字和词汇联想的心理表征相似性方面的跨文化差异”**

王燕 Yan WANG

德国哥廷根大学东亚所 University of Göttingen

按照语言相对论说法，语言影响思维。当学习一门外语时，母语不同的人词汇联想方面将有显著差异。本文采用心理学中的 SpAM (Spatial Arrangement Method) 实验方法，对汉语及德语为母语、同时将对方的母语作为外语的学习者作为研究对象，将多维度的心理表征特点通过移动屏幕上词语、根据个人感知的词汇间密切程度以屏幕上两个词之间的距离远近方式展示联想模式，运用统计学方法进行数据分析，尝试检测如下假设：母语不同的人，其词汇联想模式不同；在学习外语时，母语词汇联系模式是否/如何迁移至外语学习中；德语母语者学习汉字时，其联想模式是否随着语言水平的提高而改变，并检测这种变化是否带有明显的倾向性。

### **Parallel Session 1B**

#### **“教育科技对字本位理论的影响” (The impact of technology on a character-based approach)**

师中平 Tim F NASH

我会私立有限公司 / 德威国际教育集团 Wo Hui Pte Ltd / Dulwich College International

A character-based approach to Chinese language teaching and learning has been promoted since long before the “Digital Age.” This paper explores the impact that proliferating modern technologies (web searches, cloud-based services, smart phones and Artificial Intelligence) are having on both the approach and its implementation.

Putting a character-based approach into teaching practice involves other pedagogical principles, such as: sequencing of characters to be learned in order of frequency; prioritising the combination of known characters over the acquisition of new characters (“snowballing”); and providing ample opportunities to decode texts composed primarily of known characters. Technology is having a significant impact on each of these.

Determining the frequency of characters has been based on the analysis of a very small number of large textual corpora. The issue is that language is continually developing and differs significantly between genres. Modern technologies have made widely available both a much greater number and variety of corpora and the tools with which to analyse them according to much broader range of criteria.

This means that is now possible to sequence the characters which occur in specific corpora of material (eg. a company’s email correspondence, teenage social media exchanges, transcripts of factory-floor conversations, subtitles of films from a specific era etc.) and to present them individually in order of importance. This allows for a level of contextualisation, scaffolding and personalisation that in practical terms has not previously been possible.

The number of possible combinations of all known characters (“snowballs”) far exceeds anything that a human researcher, let alone a classroom teacher, could possibly identify. With technology, these combinations can be readily identified and exploited. The result is a rapid growth in the learner’s snowballing competence, and a transformation in the development of fluency – in listening as well as reading.

Collecting data from individual learners via mobile devices allows for the combinations of known characters to be prioritised according to the needs of each individual at every stage of their learning journey, so that they are exposed to characters that they have forgotten but which their peers have not.

Technology is also making it possible to source a much greater volume and variety of language material in different formats based on the language knowledge of individual learners, so that at every stage there is a richer and more personally relevant bank of materials for them to decode than could be provided by a commissioned writer or team.

### “能产语素教学卡模式的建立”

谢红华 Grâce Poizat-XIE

日内瓦大学 Institut Confucius de l'Université de Genève

近二十年前就有多位专家学者语素教学的观点，并针对其可能性与具体操作做出了相应的一系列研究；近年出版的汉语教材也比较注意语素的介绍与教学。但至目前为止，仍然没有建立一个可靠并可行的语素体系教学方案，有效性、系统性是仍然是词汇教学面临的重大困难。关键问题在于一方面缺乏对能产语素的构词规律的全面与深入的研究，另一方面缺乏把语素的构词规律应用到对外汉语教学上的研究。本文尝试提出语素教学模式的一个设想，即建立能产语素卡。能产语素卡至少应该包括以下内容：语素的独立性（自由语素、粘着语素或者半自由半粘着语素），音项以及每个音项的构词规律，义项以及每个义项的构词规律，性项（语素词性）以及每个性项的构词规律，位项（语素构词的位置）以及每个位项的构词情况，构成词的音节数情况，构成词（尤其是双音节词语）的内部结构情况。然后根据教学的需要，选择相应的词语单，融入教学程序中。能产语素卡主要针对的词语阅读理解能力的训练，即所谓的“被动知识”；这些词语的书写、记忆与运用仍然需要设置别的方法来训练。能产语素教学卡可以让学习者对所学语素的构词面貌有一个较为全面系统的了解，并根据自身程度与需求，高效地扩大词汇量。

### “面向法语母语学习者的《中文初阶慕课》：设计、实施和发现”

王珏 Jue WANG

Université de Genève

《中文初阶慕课》（« Kit de contact en langue chinoise »）是由法国国立东方语言文化学院 (INALCO) 在法国慕课平台法国数字大学 FUN (France Université Numérique) 上首推的面向世界法语母语中文学习者的慕课。该中文慕课隶属于东方语言文化学院于 2013 年发起的九个东方语言慕课项目，目前这九个语言慕课中已上线的有中文慕课和阿拉伯语慕课，捷克语慕课将于 2017 年 1 月上线。中文初阶慕课以《汉语语言文字启蒙》（« Méthode d'Initiation à la Langue et à l'Écriture chinoises »）为设计蓝本，旨在引导初学者进入汉语语言和文字的基础学习，帮助学习者发展个性化学习策略，“学会如何学习”像中文这样的“远距离语言和文字”，并籍此打开发现中国文化之门。该慕课在设计上遵循汉语语言的特殊性，承认其具有两个语言教学单位-字与词，并强调字与词在汉语启蒙教学阶段的重要性。同时课程设计针对性强，帮助法语母语汉语学习者逐一击破特殊困难点。在“首次触电一门东方语言”的主要目标指导下，中文初阶慕课通过观看视频讲座、测试、练习、游戏以及论坛互动等一系列教学和教辅活动来实现学生的在线课程学习。该慕课的视频讲座以高频汉字的的教学为切入点，以讲解汉语基础知识为重点，同时辅以短小精炼的对话以及根据对话编辑的短文。课程中语言交际功能的训练通过初阶高频字的组词和组句来完成。课程的学习活动主要有三种：观看视频并完成测试练习，练习发音和汉字书写，参与不同形式的论坛讨论与互动。学习任务的设计均参考欧洲共同语言框架 A1 水平的标准，同时遵循循序渐进的原则，方便每位学习者按照自己的节奏学习。网上导师通过不同形式的论坛互动来帮助学生完成学习任务，推动学生之间的互动和合作学习，营造中文进阶

慕课的学习氛围，促进学习群体的整体进步。本文将对中文初阶慕课的设计和 implementation 情况进行详细说明，同时根据收集到的数据对学生的论坛互动进行研究和分析。

Cette intervention est issue d'une thèse intitulée « Les enjeux de l'intégration de l'eTandem en didactique des langues-cultures étrangères : interactions entre apprenants et dynamique institutionnelle dans un dispositif sino-francophone universitaire ». A partir d'un dispositif eTandem chinois-français initié et développé par l'Université de Genève (Suisse) et l'Université du Hubei (Chine) sur cinq années, cette thèse aborde deux problématiques : l'ingénierie pédagogique du dispositif et la co-construction des compétences via la réalisation des rôles d'expert et d'apprenant entre les locuteurs natifs et non natifs. D'une part, nous montrons que la conception du dispositif doit prendre en compte l'influence des exigences institutionnelles, des pédagogies et des cultures éducatives sur la motivation, les stratégies et les performances des apprenants. D'autre part, nous analysons de manière fine des interactions au sein de binômes dont les styles d'organisation peuvent varier. Le « projet didactique » sous-jacent à leurs échanges, grâce notamment à son caractère institutionnalisé, mobilise des ressources technologiques et interculturelles en lien avec le processus d'apprentissage.

Cette intervention, venue de la deuxième analyse, s'appuie sur les apports des TIC dans la situation particulière du eTandem pour l'apprentissage des langues-cultures. A partir d'une analyse fine de 11 vidéos filmées et transcrites, notre analyse montre que les TIC donnent une occasion de formater la communication et d'enrichir la communication à travers les quatre éléments suivants : métalocutoire et métalinguistique, stratégie de résolution de problèmes, sujet de discussion, élément culturel. Ces éléments favorisent l'apprentissage.

Les problèmes locutoires sont ici des problèmes engendrés par les technologies. Ils donnent non seulement l'occasion aux interlocuteurs d'en parler, mais font aussi intervenir des savoirs particuliers, notamment les termes spécifiques aux TIC. Le processus de résolution de ces problèmes exige une collaboration métalinguistique entre les interlocuteurs, qui à la fois rend la communication plus authentique et favorise l'acquisition des langues.

Notre analyse montre en particulier comment les stratégies de résolution de problèmes (négociation du sens et de la forme) sont prolongées et enrichies par les outils informatiques. Le recours aux supports/ressources différents s'observe dans la réalisation du rôle d'expert : langage verbal et non verbal, ressources papier ou en ligne, outils numériques, etc. Parmi ces supports, nous avons remarqué que l'outil clavardage a été utilisé très fréquemment par les interlocuteurs. Cependant, le clavardage comme stratégie de résolution de problèmes n'est pas appliqué de la même façon selon les interlocuteurs.

Les technologies peuvent évoquer des discussions ou même devenir des sujets de discussion, par exemple une négociation des horaires de rencontre ou une comparaison des outils informatiques utilisés en Suisse et en Chine. De plus, les TIC peuvent apporter des éléments culturels directement dans la discussion. Comparer des outils informatiques est en soi très interculturel.

#### “从语言慕课的在线辅导思考教师角色的转换”

何术 Shu HE, 王珏 Jue WANG and 白乐桑 Joël BELLASSEN

法国勒芒大学 Lemans Université

在社会信息化技术与大数据时代交错迭新的发展浪潮中，慕课的诞生已然在教育界掀起了轩然大波，远程教育早已迎来的它的春天。在语言教学领域，随之而来的语言慕课也在不断地迎来广大的学习参与者。作为置身于科技浪潮中的语言慕课辅导教师，同时面对慕课中的广大学者，



我们应该摆出何种姿态？如何对其进行远程辅导？如何构建平台和利用平台的诸多功能？如何在此平台下设计语言课程？也许这篇以担任中文慕课辅导老师的经历为出发点，去思考教师角色转变的简文，能为我们解析这些问题。本文将法国国立东方语言和文化学院的中文慕课为例，还原慕课远程辅导老师的第一视角。在解析其课程设计以及其平台构建理念的同时，以学生为中心的教学理论基础，通过观察论坛交流的信息，分析学习参与者们的学习策略，并对诸多现象加以归类。进而为大家阐释如何运用现代科学技术对其进行远程辅导，从而更好地激发学者们的学习动力引导学者们自主学习。

### “颜色词‘灰’的多义及其对外汉字教学难点”

Yijia ZHANG

Beijing Normal University

《汉语水平考试词汇与汉字等级大纲》中，灰作为形容词和名词，分别被归入二级和三级词汇，和其他汉语颜色词比较，它在汉语国际教育动态语料库所收录 22 种对外汉语教材中出现少，在作文中的偏误率高。本文以汉语国际教育动态语料库、HSK 动态作文语料库和留学生书面语语料库为检索对象，分析对外汉语教学中常用的“灰”义项，发现其常见义项在先秦和秦汉时期就已产生；得到留学生使用“灰”和含“灰”词语语料 253 条，其中“烟灰”和“灰心”在作文中出现错误频次最多，“灰”“恢”混淆，产生别字偏误的现象多，教师在教学中应利用造字理据，如“灰”“恢”“炭”可以进行联系，通过解说帮助学生辨析。

### Parallel Session 1C

#### “以重塑教学建构支持性强的德国高校初级口语教学”

李和舫 He-Fang LEE

德国柏林科技大学 Technical University of Berlin

本文以柏林一所高校汉语教学单位中，影响汉语教师教学实践的因素作为研究背景：学习内容、课时限制、学习者自主权。目的为改进课堂教学，为学生建立主动使用语言的能力，提高教学互动与增强学习过程支持性。笔者以活动设计安排、教学环节规划及重建教育观等三方式作出回应。第一，融合所有必要语言成份，重新设计活动与游戏，形式为二或四人小组及全班共同活动，强调练习皆为有意义的语言创造。第二，教学环节反映运用有限学时，进行有效率且符合学生学习节奏的教学活动。第三则是将西方教育价值观融入汉语教学。最后以两个班级的学生期末评教报告中具显着相关性的十三个项目，来检视教学改进方式是否符合学生对教学之期待，并且提出教学建议。

#### “翻转课堂中“转”的学习环境构建——以商务汉语翻转学习为例”

沈庶英 Shuying SHEN

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翻转课堂是信息技术与教育相结合产生的一种新的教育形态，其主体是学习者，核心是交互，本质是教育。翻转课堂“翻”的是资源，“转”的是环境。翻转课堂有两个重要的学习环境，其一是在线自主学习，其二是班级课堂学习。班级课堂环境决定学习的深度和知识内化的效度。学习者通过自主学习“转”回班级实体课堂，是完成知识再造、输出和内化的过程。构建友好的班级课堂环境，采取“三步十环节”的设计模式，有利于知识内化，有助于能力提升，可以实现知识的指数增长。自主学习任务单和教师是实现顺利翻转的两个关键要素。

#### “基于字本位的对外汉语教学及课程设计刍议——以英国威尔士三一圣大卫孔子学院（UWTSD）非汉语专业大学生汉语二语课程设计及教学为例”

全京 Jing QUAN



**英国威尔士三一圣大卫孔子学院（北京联合大学） University of Wales Trinity Saint David;  
Beijing Union University**

汉语作为表意文字，其语言特点完全不同于印欧语系的表音文字，其语言的特点决定了其教学必需采用与其语言特点适应的方法和策略，不能照搬拼音文字的二语语言教学方法，这已经成为欧洲汉语二语教学界的共识。白乐桑先生的“法式字本位”教学法更加开启和奠定了“汉字本位”教学在欧洲汉语二语教学中的地位。但是，欧洲汉语二语习得者的母语使用情况丰富，且学习者的学习目标、文化背景各异。因此，如何有的放矢地因材施教，以满足实现生动、有效的教学目标，使得课程设计、课堂教学实施的重要性凸现。近年来，我们 UWTS D 孔子学院结合针对非汉语专业学生，汉语二语学习项目的推广，在课程设计及教学实施阶段适应学习者的学习目标，结合学习者的学习心理及预期，着力在课程设计和教学实施两个方面着力，从实施至今学生反馈较好，借研讨会之机进行总结和反思，以求交流指导，故成本论文。

**“汉语二语教学在线教育模式的探索与实践”**

**高玉峰 Yufeng GAO, 种一凡 Yifan ZHONG**

**北京元木教育科技有限公司 Beijing YuanMu Educational Technology Ltd.; 北京语言大学汉语速成学院 Beijing Language and Culture University**

二语教学一向与现代教育技术有着紧密的结合。随着 MOOC、虚拟仿真技术的出现，教学资源的信息化成新的研究课题。任何一种教育形式，都脱离不了对教学的核心三要素的研究，即教师、学生、课程，目的都是为了使三者之间的关系更为密切、有效。

二语教学的特殊性，给在线教学提出了新的课题。技能性课程能否进行在线教学，如何进行在线教学，能否提升学习者学习效果，如何将传统课堂教学法与线上教学相结合，如何利用大数据开展二语教学……都需要进行专题研究。

本文结合“北语模课”（北京语言大学慕课工程）的设计实施，以及中国智慧教育的发展，以获得中国国家级精品在线课程的《速成汉语语法课堂》为例，对现代教育技术应用于汉语二语教学进行探索与剖析。

**“德国哥廷根大学汉语教师合作教学研究”**

**何一薇 Yiwei HE; 曲唱 Chang QU**

**德国哥廷根大学 University of Göttingen**

合作教学是充分运用教师的人力资源，通过两位或更多教师合作而进行的教学。海外环境下的汉语合作教学，人们大多只关注中外教师之间的合作，但本文同时也关注中国教师之间的合作。文章将通过课堂观察、访谈和问卷调查等方法，利用教师课件、作业、试卷分析等教学资料，对德国哥廷根大学汉语教师合作教学模式进行描述。其教学特点为：既有教学内容进度上的严格统一管理，又有教学形式上的宽容自由开放。不同教师在教学中存在差异性和互补性，通过互相学习、反思探讨，可以优化教师的教学质量。文章同时也指出，合作教学模式是否能有效运行，并发挥其优势，需要管理层面的指导、支持、督促和执行。

**Parallel Session 2A**

**“面向新时期汉语二语教学的语言学习资源建设研究”**

**刘晓海 Xiaohai LIU**

**北京语言大学语言资源高精尖创新中心 Beijing Language and Culture University**

随着当今社会信息化和智能化发展趋势日益明显，个性化、便捷化、智能化的汉语学习需求不断增长。为进一步突破传统课堂教学在人力、时间、场地、教材、教法等方面的限制，大力发展智能化自适应的汉语教学模式，需要建设标准化、高质量、大规模的汉语学习资源。

语言学习资源的分类方式有多种：按层级不同，可分为规范标准、基础素材、课程课件；按内容模块不同，可分为语音、词汇、语法、语篇、文字；按技能训练不同，可分为听力用、口语用、阅读用、写作用；按学习方式不同，可分为系统化学习、碎片化学习；按呈现形式不同，可分为文本、图片、录音、视频、虚拟现实；等等。本文将从上述不同角度全面讨论汉语学习资源的建设思路。

### **“欧洲外语教育技术现状和趋势及其对汉语教学的启示”**

**郑艳群 Yanqun ZHENG**

**中国北京语言大学 对外汉语研究中心 Beijing Language and Culture University**

国际上不仅有教育技术国际会议，还有专门的外语类教育技术国际会议；其中还包括由欧洲计算机辅助语言学习协会主办的 EUROCALL 国际会议（2019 年的会议主题为“CALL and complexity”）。世界各地的外语教育工作者、研究人员、博士生、管理员、软件和语言学习系统设计者、决策者和参与计算机辅助语言学习(CALL)的其他专业人员汇集在一起，共同为促进该领域的发展而进行多角度、跨学科的探讨。

本文通过对国际外语教育技术重要学术会议和重要期刊中有关欧洲外语教学的研究热点进行分析，描绘了欧洲外语教育技术的研究现状和发展趋势，并将同期汉语教学的研究与之进行对比，分析了汉语教育技术研究的高频范畴及特点，以及研究内容趋于一致的方面、不一致但其合理性的方面、应引起重视的方面。

### **“On Chinese Teaching Proficiency: Essential Knowledge, Skills, and Development”**

**刘力嘉 Jennifer Li-Chia LIU**

**Harvard University**

Given the global demand for qualified TCSL teachers, efficient assessment of teaching proficiency and effective professional development programs have become increasingly important. Although various organizations have established formal standards for TCSL teachers, very little research has been conducted regarding the stages of professional development for TCSL teachers and the nature of advancement in teaching proficiency.

This empirical study aims at addressing this gap in research, and raises two relevant questions: (1) What knowledge and skill sets, as defined by a TCSL survey, are better predictors of advancement in L2 Chinese teaching proficiency? (2) How do novice and experienced teachers differ in their L2 language teaching proficiency as measured by the TCSL survey? What are the best indicators of experience in teachers?

The findings indicate that assessment of grammar difficulty at various levels is key to the development of teaching proficiency; differences in the rating and interpretation of grammar difficulty between novice and experienced Chinese teachers provides, in turn, a strong indicator of their relative teaching proficiency. This study marks the first step in gauging the advancement of L2 teaching proficiency, underlining the distance between “idealized” and “realized” grammatical knowledge and skills, and has significant implications for the professional development of TCSL teachers worldwide.

### **“教师生态学视域下的汉语教师专业发展研究”**

**康青霞 Qingxia KANG; 李欣 Xin LI**

**华侨大学 Huaqiao University**

教师专业发展是指教师内在专业性的提高，是一个持续的动态过程，是教师主观能动性与外部环境相互作用的结果。在海外环境下，汉语教师作为二语或外语教师，其专业发展与周围环境紧密相关，尤其是社会环境、物质条件、文化差异和教育培训环境等相关因素。教师专业发展的生态学转向以及教育生态学的理论意蕴为我们探讨汉语教师专业发展提供了新的视角。在教育生态学的视域下归纳影响汉语教师专业发展的环境因子，细化汉语教师专业发展相关影响因素，分析其对汉语教师专业发展的影响机制，有利于营造良好的环境来激发教师的自主学习意识，实现教师的专业发展。本研究借助教育生态学的研究视角和方法，将汉语教师与影响其专业发展的各种因素视为紧密联系的生态系统，进而探讨如何更好地促进海外汉语教师的专业发展。

### **“Investigating Chinese Teachers' Professional Development Needs in Switzerland”**

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Confucius Institute at the University of Basel

In a multilingual country as Switzerland, Chinese as a language is offered mainly as free optional subject "freies Wahlfach" in the curriculum of selected senior high schools "Gymnasien" for students aged 15 and above, however more and more schools have shown interest in including Chinese as a language subject in their curriculum; Furthermore according to the survey about language, religion and culture 2014 "BFS-Erhebung zur Sprache, Religion und Kultur 2014" of the federal statistic agency, 6.1% professionals (4.82mio.) would like to learn Chinese, after Spain (6.9%), Italian (8.7%), French (14.9%), German (21.5%) and English (29.9%), before Russian (4.2%) and Swiss German (2.3%) and Arabian (1.4%). The number of local native-speaking Chinese teachers has been increasing in recent years. Most of the teachers have achieved academic degree in China or Switzerland in other subjects and have working or teaching experience, however their lack of knowledge of teaching Chinese as foreign language and assessment criteria pose various challenges when they starting teaching. Localised professional development, therefore, is essential. This presentation will report a study conducted with Chinese teachers, who have been attending the professional development courses of the Confucius Institute at the University of Basel regularly since 2014. A questionnaire will be issued covering the following aspects: teachers' knowledge of the Swiss educational system and of Chinese language and culture; their views on adaptability, problem-solving ability, and intercultural and communicative competence; their skills in using resources and tools efficiently in local contexts. Interviews will be also conducted to collect more in-depth accounts of the challenges and difficulties these teachers have. Recommendations will be made to cater for various professional development needs for these teachers in Switzerland.

### **Parallel Session 2B**

#### **“论情感与汉语教师教学的不可分割性：基于叙事的研究”**

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情感在第二语言习得和教学中都起着非常重要的作用。对教师而言，正面的情感不仅能促进语言教学，使教学愉悦，提高教学效率，也有利于其职业的发展；而负面的情感不但会影响教学，使教师身心疲惫、不堪其“苦”，教学效率低下，长此以往，甚至可能导致其职业生涯的中断。以往我们对教师情感的研究极其缺乏。本文以叙事的方式用实例呈现教师在教学中的真实情感及情感变化过程，同时指出在教师教学和职业生涯发展中，适当的、适时的“情感干预”和帮助是很有必要的。

#### **“论汉语教师的汉语观对教学成效的影响——兼析“汉语难学”说”**

贾放 Fang JIA

汉语教师秉持何种汉语观，会左右教师的教学行为，直接影响教学成效。据观察，并非所有汉语教师都有清晰的汉语观，不少成见或谬见在教师群体中也还不乏市场，如“汉语难学”说。欧洲的汉语学习者，因为母语与汉语之间的差异大，“汉语难学”说几成定论。18 世纪法国传教士晁俊秀对欧洲人学习汉语之“难”有全面的论述。现当代的汉语教材、论文、教师言论中，“汉语是世界上最难学的语言之一”的说法也时有所见。

本文认为，合格的汉语教师有必要首先厘清认识，能够从汉语自身特点出发，具体分析不同的学习者学习汉语真正的难点所在，提出有针对性地教学策略，同时，更多关注如何展示汉语的优长。

### **“Training Secondary School Teachers of Chinese at Tuebingen University, Germany”**

**Joachim Mittag; C. Schindelin**  
**Mainz University**

Chinese language teaching in Germany had a hard time to get started because German public school authorities usually insist on teachers having a specified university training before letting them enter a classroom and teach, and Chinese so far has no tradition either as a school subject or of teacher training in this country. For a long time there was no such school subject as “Chinese” and so there was no need to train teachers for it. So when schools wanted to start Chinese classes, they were – and sometimes still are - told they couldn’t because there were no trained teachers for Chinese available.

In this presentation we will trace how activists for the teaching of Chinese in and around Tuebingen, a major university town in the federal state of Baden-Württemberg (situated in the south-west of Germany), succeeded in establishing a teacher training course for Chinese at the university, the mandatory teacher preparation course for this subject at the teacher training center, and the school subject “Chinese” which can now be elected by pupils at several secondary schools in this federal state and which can also be chosen as a subject for the school leaving examination called “Abitur” at these schools.

The competence descriptions which serve as reference for curriculum design for Chinese at secondary schools in Baden-Württemberg are also briefly presented.

The Tuebingen experience of establishing Chinese as a school subject, although certainly not providing any kind of ‘template’ for similar endeavors elsewhere, yielded some interesting lessons which could be helpful for others when they try to do the same. The aim of this presentation, therefore, is to encourage the exchange of experience within and across borders about how to get Chinese as a school subject started and how to develop teacher training efforts. Regional and local conditions (not to even mention national provisions) relevant for secondary education vary greatly within Europe, and secondary school teachers of the Chinese language can help and understand one another better if they have a realistic understanding of the conditions their colleagues elsewhere have to deal with.

### **“Establishing Chinese as a Foreign Language in the German High School Curriculum: A Qualitative Study of Teaching Professional’s Experiences”**

**Ulrike Shahar-Büchsel**  
**University of Heidelberg**



Although the German Ministry of Education and Research has identified China and the Chinese language as a main area of interest for the German education system and federal efforts are being made to establish Chinese language classes in public high schools, the pace of developing regular Chinese language classes and curricula throughout Germany has so far been steady, but remarkably slow. Yet, there are exceptional examples of long-established Chinese teaching programmes in some areas of the country. Their experiences can provide valuable clues pointing at factors that enable a successful establishment of such programmes. Moreover, experiences made at these sites of Chinese teaching at high school level are central to defining what it means to be a teacher of Chinese in the German school system. This study draws on extensive semi-structured interviews with more than 30 professionals in the field of teaching Chinese at high school level in Germany. The data is supplemented by a questionnaire completed by high school head teachers working in schools with and without Chinese language classes. Based on this primary and the relevant published data, we describe the current state and possible directions of development for Chinese as high school subject in Germany, focusing on the social, educational and political contexts in which Chinese as school subject evolves. We identify necessary and sufficient conditions for successfully establishing a Chinese language programme in German high schools, and describe the social, cultural and political factors that obstruct its development. We also analyse the specific problems teachers of Chinese are facing at German high schools and trace their roots to the idiosyncrasies of the German education system on the one hand, and of the Chinese language on the other. Finally, we ask how Chinese as a relatively new subject may define its role within the high school system and its value for German students' education, and how a professional didactics of Chinese as 'distant' (relative to German) foreign language at high school level can be developed.

#### **“基于柯氏模型的瑞士本土汉语教师专业发展培训效果研究”**

**包银辉 Yinhui BAO; 谢红华 Honghua XIE**

**日内瓦大学 Institut Confucius de l'Université de Genève**

海外汉语教师本土化是解决国际汉语教师队伍数量与质量瓶颈的根本出路。本土汉语教师专业发展培训是一个动态的系统工程，培训的需求分析和效果评估是保证该系统工程科学、有效推进的关键环节，同时也是相关研究和实践的薄弱环节。本研究以日内瓦大学孔子学院开展的瑞士本土汉语教师专业发展项目为例，基于柯氏培训评估模型设计调查问卷，从需求层、反应层、学习层、行为层及结果层对培训效果进行实证研究，探究影响不同类型教师培训效果的因素，以期为提高此类培训项目的质量提供依据和参照，使培训更具针对性与实效性。

#### **Parallel Session 2C**

##### **“在沪就读华裔学生学习生活现状与需求调查”**

**吴勇毅 Yongyi WU; 李凰 Feng LI; 王利娜 Lina WANG**

**华东师范大学国际汉语文学院/应用语言研究所 School of International Chinese Studies, East China Normal University**

本文通过对在沪上各主要高校（复旦、交大、同济、华师大等）就读的 136 名来自世界 25 个国家的海外华裔学生进行问卷调查和面对面访谈（包括实地考察），了解并分析了这一群体的个人基本情况，来沪就读学习的主要原因与动机，学习与生活的现状（包括生活和学习的适应程度等）和需求，以及对祖籍国和上海的情感态度（包括身份认同），以期能够为顺应新时期华文及华人教育工作的新要求、拓展新时期华文及华人教育工作的新局面提供一定的依据。

##### **“法国汉语继承语学习者学习动机及族群认同研究”**

**邵明明 Mingming SHAO**

**北京大学对外汉语教育学院 Peking University**



本研究采用量化和质化两种研究方法对法国汉语继承语学习者学习动机和 族群认同进行了调查和分析。研究发现，法国继承语者汉语学习动机总体较高， 汉语学习自主性较强。法国继承语学习者对华人族群认同程度总体较高。我们对 继承语学习者汉语保持、汉语学习动机和族群认同之间的关系进行了探讨。我们 发现汉语水平与族群认同有显著相关，而与汉语学习动机不存在显著的相关关系。 族群认同与汉语学习动机有着显著的相关关系。由此可见，对族群的积极认同促 进了继承语的保持和发展；继承语在当地社会中的活力直接影响继承语的保持和 发展；社会对不同族群的接受程度影响汉语继承语的保持和发展；族群和语言界 线的强弱影响继承语者的族群认同和语言保持。

### **“基于混合学习的非目的语环境下汉语教学材料的编制”**

**李孚嘉 Fujia Li**

**University of Bucharest**

混合学习（Blended-Learning）是在互联网技术基础上发展出来的一种学习模式，主要指将在线学习和面授学习相结合，从目前的趋势来看也是一个必然的发展方向。汉语作为第二语言的学习大致可分为两个阶段——语言输入和语言输出。实际上从语言输入到输出是一个非常复杂且艰苦的过程，如何让这个过程变得更有效、高效，是第二语言教学领域中专家们所孜孜以求的。本文将结合语言学习过程的特点，提出如何运用混合学习的理论与实践编制汉语学习与教学材料，使得在缺乏汉语语境的非目的语环境下学习更加有效。

### **“A Discussion of the Relevance of Sequential Position for the Code-switching in Relation to Communication Burden on Chinese as a Foreign Language Learners”**

**Chi CHEN; Catrin Rhys**

**Ulster University**

Code-switching refers to the phenomenon where language users with two or more languages (or dialects) switch between languages in communication. Recent research has witnessed discussion of code-switching from the angle of Conversation Analysis. Auer (1998) and Li (2002) argue that code-switching should be elaborated from the participant's angle in talk-in-interaction, and the interpretation of code-switching is dependent on sequential position. Auer (1995) clarifies discourse-related code-switching and participant-related code-switching, with the latter a reflection of the negotiation between the participants on language selection. Li and Milroy (1995) argue the occurrence of code-switching in two sequential organizations, one is preference organization in adjacency pairs and another in repair sequences.

Code-switching in classroom discourse takes place during the interaction between teacher and student or among students themselves. Code-switching in classroom communication has been on the radar of many researchers, there is a considerable literature on code-switching, whilst little attention had been paid to this by analysis of L2 classroom interaction through the lens of Conversation Analysis.

This paper draws on conversation analysis to examine code-switching in classroom interaction where Chinese is taught as a foreign language. The data is drawn from the Confucius classroom in Northern Ireland, and then transcribed and analysed using Conversation Analysis to shed some light on the interactional practices in these L2 classes. The analysis focuses on the sequential properties of the teacher's code-switches from English to Chinese, especially the relevance of the post expansion sequential position for the code-switching in relation to the communicative abilities of the local pupils. The study depicts the organization of code-switching which is initiated by the teacher and that the code-switching is orderly practised to promote student's L2 communicative abilities.

## “汉语网络语言和二语教学中的网络互动写作交际”

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本文在文本分析的基础上，研究汉语网络语言和网络互动写作交际在语言、语用和文化上的特点，讨论汉语网民在社交网络上建立的虚拟身份特征并提出互动写作交际作为新的语言活动如何在二语教学、学习和评估中得到处理。《欧洲语言框架》着重谈到五种语言活动：听力、阅读、口语互动表达、口语连续表达和写作。既然口语能力分为互动表达和连续表达两个方面，在网络交际的重要性日益凸显的大环境下，写作能力也有被分为交际互动和连续表达的必要性。基于法国波尔多学区罗尔盖特中学的汉语学习者的调查和实验，我们讨论互动写作交际这一新的语言活动如何在课堂教学中实现，汉语学习者如何作为社会角色在网络互动语言交际中建立其社会身份。

### Parallel Session 3A

#### “Traditional Methods and Innovations in Teaching Chinese Aural Comprehension at School Oriental Languages Department of Russian State University for the Humanities”

Mariia RUKODELNIKOVA; Olga SALAZANOVA, Russian State University for the Humanities

1. Aural comprehension is a great deal of difficulty in learning Chinese. This issue is particularly acute when studying Chinese outside the language environment and in a shortage of classroom time. Due to the fact that school textbooks traditionally do not pay much attention to listening skills, very often, students understand the written text well, but they are afraid of listening and hardly perform tasks without visual support.
2. In the new series of Chinese textbooks for secondary school [1-2] Chinese phonetics consistently introduced aural comprehension exercises are gradually becoming more complex: from initial, final and tone to syllable and word, from phrase to sentence and text. The presentation will show some original methods that make assignments interesting, stimulating motivation. For example, at the very beginning in addition to assignments for distinguishing initials, finals, tones games-competitions “Sea battle” and “Artistic dictation” are used for listening and learning syllables (if the dictation is written correctly, you get a picture).
3. Chinese textbooks for adults move from listening syllables to text assignments [3], skipping the level of phrases and sentences. In the textbook for children the addition of new types of audio exercises should be more consistent. At all language levels various visual supports are used: pictures (number the pictures in the order of what you hear), hieroglyphic record and a Russian translation (note whether what you hear corresponds with what is written). There are also tasks without visual support (e.g. listen questions and write down the answers in hieroglyphs). At the level of the text the task is to understand the main content and to hear the requested information. In the workbook of each class, aural comprehension exercises are amount to 40% of the assignments. Of course, the types and scope of tasks gradually change from 5 to 9 class, but the volume of tasks remains unchanged. During this paper presentation we will give more examples of listening assignments including enhancing motivation and will discuss their relevance with the audience.

#### “The Integration of Chinese as a Foreign Language into the Swiss Multilingual Education System: Can Similarities Be Drawn with the Pushing Forward of Chinese as L2 in Europe?”

Claudia BERGER

University of Geneva

Switzerland, a small multilingual country in the heart of greater Europe, does not offer Chinese language and culture as an assessed subject in its public educational institutions from primary to secondary II. Moreover, there is currently no possible training for future Chinese teachers in national universities of teacher education, precisely because Chinese, like other so-called distant languages such as Arabic, Japanese or Korean, is only offered as an optional subject in a small number of public high schools. What are the reasons for this, and how should one remedy this problem?

Our presentation begins by briefly presenting some of the specificities of the Swiss education system, as well as an overview of the present-day national situation as revealed by the first analysis of the data collected for the White Paper on Chinese language teaching in Switzerland. Secondly, we offer some answers to the challenges mentioned in the first part, particularly by focusing our talk on the benefits the study of a so-called distant language brings to teaching and learning languages and cultures at high school level, the most appropriate level to integrate Chinese language and culture education. More generally, we will also show that future developments in Chinese didactics in Switzerland, precisely because of the federalist system of its public education, will undoubtedly mirror some of the milestones that will have to be staged for a wider and better scaffolded teaching of the Chinese language and culture in Europe.

**“Collaborating extra-curricular Chinese cultural & language activities and a beginner Chinese language module in Dublin City University ”**

**Caitríona Osborne; Qi ZHANG and Aileen Pearson-Evans  
Dublin City University**

The following describes a collaboration between extra-curricular cultural activities and a beginner Chinese language module, reflecting on students’ thoughts and comments relating to their learning outcomes after one semester. The extra-curricular activities took place in a multicultural space whereby local and international students promote and share their culture and language through various peer-teaching activities. With the goal of enhancing cultural awareness and creating more opportunities for beginner learners to use the language in a less formal context, a number of talks and activities were arranged in line with the language learning progression in the classroom. At the end of the semester, students were assessed on the themes of these Chinese-centred activities in oral and written assessments. In other words, while the activities encouraged them to gain knowledge and practice using the language informally, they also prepared them for formal testing. Results from a feedback questionnaire showed that (1) being more frequently exposed to a native Chinese speaker, (2) learning new cultural information not on the syllabus and (3) developing on topics already covered in class were most relevant to their study of Chinese language, while most also agreed that the collaboration between in-class practice and extra-curricular activities enhanced their learning of Chinese.

**“A new dimension in learning a foreign language: Through the context of Ecolinguistics element and intercultural cooperation in ‘The men with compound eyes’ ”**

**鍾正明 Samuel Cheng-Ming CHUNG  
University of Vienna**

This presentation discusses a new teaching orientation while using environmental issues in teaching Chinese as a foreign language, through the views of intercultural, linguistics, and ecology, in order to enhance the learner’s global awareness. In the Anthropocene, no one can deny the responsibility to maintain and improve themselves, for a better habitat in the world. Foreign language education should contribute by offering the relevant course and teaching orientation for

the learners who will possibly, and positively, maintain the harmony between nature and humankind. This presentation focuses on the teaching Chinese as a Foreign language (TCFL).

“The man with compound eyes”, written by a Taiwanese writer Professor Ming-Yi Wu, is a perfect fit to design a new course, by following the aforementioned concepts. The story talks about the trash vortex in the Pacific Ocean between an imaginary island, Wayowayo, and the East coast of Taiwan. The western scientists come to Taiwan and try to solve the environmental problem with the local people, starting an intercultural cooperation. In the novel, the mixture of foreign and indigenous cultures, the languages, and the ecological crisis, are good examples for possible class discussions, which is one of the main objectives when learning a foreign language. This course can be promoted at different linguistic levels, as long as the teaching activities and content are adjusted to the suitable context.

During the presentation, the following sections will be discussed: Firstly, the Ecolinguistic elements from different cultures in the story, that should be involved in the course to awake the global awareness of the students. Secondly, the intercultural cooperation in the novel, to solve the island’s catastrophe will be analysed from the intercultural communicative perspective. Finally, the researcher will demonstrate the suggested outlines for the course design, according to the findings as above, and a sample teaching plan in two teaching units (90 mins) for the learners whose Chinese skills are intermediate level (CEFR A2 – B1).

**“歐洲漢語能力基準項目(EBCL)與台灣華語文能力指標：華語文能力測驗 (TOCFL)、國家教育研究院 (NAER) 寫作能力指標基礎 / 初級 (Basic) 之參照比較”**

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歐洲共同語文參考架構(CEFR)建立了描述語文應用能力的基準，因此自頒佈以來，也在漢語教學中有著深遠的影響。歐洲及主要使用華語的區域，如大陸、台灣，也依照或宣稱使用 CEFR 制了各自的漢語能力指標或基準，例如：以及歐洲漢語能力基準項目 (EBCL)，台灣方面的國家華語文測驗能力指標 (TOCFL)、國家教育研究院華語文指標 (NAER)，中國大陸的漢語水平考試 (新版 HSK) ……等等。其中 TOCFL 及新版 HSK 的制定已有多年，而 EBCL 及 NAER 則是近年所制定或即將實施，其內涵較早制定的指標更為完整全面。由於語言能力指標乃是語言教學、評量、自學的基礎，位居語言學習最重要的地位，因此了解這些指標的異同至關重要，不同區域指標的參照理解一方面有助於個別指標的理解及特色，也能使國際場域華語教學在交流及教學移動時，使教學者及學習者了解不同系統轉換的關鍵。本論文之研究目的，即是參照比較同樣源 CEFR 架構下，歐洲 EBCL 與台灣的 TOCFL、NAER 在形式、內容及對應文本的差異、藉以探討 EBCL 及 TOCFL、NAER 兩大區域種華語文指標落實 CEFR 該架構所呈現的特點。考慮 EBCL 現今公布的指標項目，以及 TOCFL、NAER 的架構內容，因此本論文擬以寫作能力為主，針對 EBCL 及台灣的 TOCFL、NAER 的基礎級中的寫作項目，運用文獻分析、專家對應，以及寫作文本交叉評改對比等方法，多面向地對 EBCL 及台灣的 TOCFL、NAER 中寫作能力基礎 / 初級 (Basic) 進行參照分析，以明台灣—歐盟兩地華語文寫作能力指標之異同及特點。

### Parallel Session 3B

**“汉语水平考试 SHK 对汉语交际能力测试的研究”**

Yihui RUAN; Dong HAN

Istituto Confucio all'Universita' di Padova

欧洲和北美的测试理论和实践的发展因受语言观和语言学习观的影响被分成三个体系：把知识作为测试重点、把听说读写技能作为测试重点和把语言交际能力作为测试重点。测试的理想状



态就是在保证效度和可行性的同时更好的测试学习者的语言交际能力。汉语水平考试（HSK）在 2009 年正式推出后，本着更好地帮学生掌握与提高语言交际能力为目的，不断进行了改革。本研究以三个体系的理论为基础，以测试汉语考生的交际能力为目的，采取横向分析和纵向比较的方法，从选材和写题等方面分析比较新旧新语考试题目的科学性和对交际能力的测试，对选材的分析包括研究材料功能（交际微功能，语篇组织微功能）、题材（经济、教育等）和体裁（论文，报刊，说明书等）的覆盖等；写题的分析包括研究考点的交际性和明确性，题目的意义和严谨性，答案项和干扰项的结构、难易度、一致性、干扰和与考点的相容性等。

### **“欧洲学术类外语水平考试对汉语水平考试的启示：以德国 Telc 高校准入语言水平考试为例”**

**时春晖 Chunhui SHI**

**University of Trier**

在赴华留学学历教育持续发展的大背景下，汉语教学面临新的任务。引用英语和汉语教学界前人的研究，文章首先明确了“学术汉语”在汉语教学体系中的位置及其必要性，然后从外语测试的反拨作用角度论述了学术类汉语水平测试的必要性。文章将德国学术类外语水平考试 Telc C1 Hochschulzugang Prüfung 与汉语水平考试作了简要对比，指出在内容和语言维度上，学术类外语测试都区别于通用类外语测试。文章同时还强调，学术类语言测试的开发需要汉语本体研究作为支撑，但目前这一研究尚且薄弱，这直接影响到相关的学术汉语课程以及测试开发等的实施和进行。

### **“新加坡学生的汉语二语能力描述与指标”**

**吴世伟 Goh Saye Wee**

**新加坡教育部课程发展与规划司 Singapore Ministry of Education**

随着全球化的进程，越来越多人认识到能够用多一种语言进行跨文化的交流的重要性和好处。新加坡是一个多种语言，多元文化的移民国家。英文作为行政语言和教学媒介语，同时也保留了华文、马来文、淡米尔文作为官方语文。这三种语言也是作为族群认同的母族语言，在新加坡统称为“母语”（并非语言学习上的“母语”概念）。随着人口流通，家庭和社会用语环境的改变，学生在学校学习母语的起点以及最终所能达到的能力水平差距也随之扩大。因此我们需要针对新加坡学生学习母语，包括华语文学习的情况来制定一套母语能力描述标准。从而根据这个能力描述标准来制定与开发不同课程与教材，便于母语的教与学。新加坡地处中西方的交汇，因此也需要借鉴在各区域有影响力的语文能力指标，这包括国际汉语能力指标（HSK），欧洲共同文框架（CEFR），美国外语能力指标（ACTFL）等作为依据与参照。本文通过语言要素和语言交际能力的两个范畴对所建构的学生语言能力进行描述与设定指标。

### **“论江沙维的汉语观和汉语教学观——基于江沙维《汉字文法》的考察”**

**Jie LIU; Lin SUN, University of Minho**

明末清初西方传教士入华，澳门是外国人入华的必经之地，西方传教士为了达到传教的目的全力学习汉语、研究汉语，澳门也因此成为了西方人学习汉语的基地。江沙维神父是 19 世纪上半叶遣使会传教士，葡萄牙著名汉学家。他是葡萄牙、澳门和中国文化关系史上的重要枢纽人物。在澳门圣若瑟修道院担任汉语教师期间，江沙维出版了《汉字文法》一书，全名《Arte China Constante de Alfabeta Grammatica（1829 年出版）》，此书闻名欧洲，影响深远，奠定了江沙维在欧洲汉学界的地位。

江沙维在澳门工作期间，对汉语有较为精深的研究，在《汉字文法》序言中对汉语、汉字的特点及葡汉两种语言之间的差异有清晰的论述和认识。因为是站在欧洲语言的视角看汉语，注重语言对比，对汉字这种独特的文字体系提出了不少真知灼见的看法。该书注重葡汉语言、文化



对比，真实记录了清代中期的汉语口语和社会风俗，并加注发音。该书在欧洲汉学研究、汉语教学史研究领域具有重要的地位。

与其他传教士编写的汉语教科书不同的是，江沙维的《汉字文法》较为真实地记录了清代中期北京官话口语的基本面貌，具有十分重要的语料价值。遗憾的是，葡萄牙汉学家江沙维神父的《汉字文法》一书，由于是葡文写作，目前的研究还没有触及汉语研究及汉语教学史研究的层面。

作为一本汉语教科书，《汉字文法》课文葡汉对照，具有对比语言学的研究价值，同时在多章有汉语的白文对照。该书具有汉语会话课本的性质，课文内容涉及当时中国人生活的吃、穿、住、行、经商、渔猎、官民交涉、市井生活（妇人拌嘴、打架）等诸多方面，是清代世俗生活的反映，市井细民语言的记录。例如：

*我父母亡故了，兄弟也死了，如今我到一個窄的地步。（第二章 短语）*

*我說假話天罰我，我說虛假地吞我。我發誓、信我的話，我說一定的話。有一黨人單單的想哄騙人，並不想別的。（問答二 學是）*

教科书的编写，本身就是作者汉语教学观的反映。江沙维神父如何认识汉语这种陌生的东方语言，如何对非汉语母语者进行汉语教学？纵观整个教科书的编排，内容设置、体例安排等也能从一个侧面为研究江沙维神父汉语观、汉语教学观提供一个独特的视角。从西方人的视角看汉语和母语者的视角研究汉语，有着根本的不同。

在《汉字文法》一书序言中，江沙维站在西方语言学的立场上提出，汉字是由“字根”（elementos）组成的。在汉字学习过程中，首先要认识“字根”，并在字母表中对其进行归类。此外他还认为，笔画（rasgos）、偏旁部首（generos）和差异部分（diferencas）是汉字的三大组成要素。两百多年前西方人对汉字的认识，对于我们今天的母语研究者来说也许并不新鲜，但却有着不同的认知视角和研究意义。

论文拟立足江沙维的《汉字文法》，通过该书的序言及教科书的编撰形式和内容，探讨传教士汉学家江沙维的汉语观及汉语教学思想。本文属于海外汉语教学史的研究。

### “海外汉语教学语言测试的信度与效度研究”

杨杨 Yang YANG

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海外汉语教学具有其特殊性，如何在有限的条件下尽可能有效地进行汉语教学，是一个大家都在考虑的问题。在海外汉语教学的各个环节中，测试其中一个非常重要的环节，它是检验教学成果的有效手段，而信度与效度又是语言测试中的关键部分。一份兼顾信度与效度的试卷，不但能检验教师的教学质量和学生的学习成果，更可以为以后的教学提供指导，促进汉语教学方式方法的改善。

本文简单介绍了信度与效度的定义，并分析了影响信度与效度的因素以及这两者之间的相互关系，还针对目前海外汉语教学测试中存在的问题进行了具体分析，并就这些问题对提高海外汉语教学测试的信度与效度提出了一些建议。

### Parallel Session 3C

“初级汉语综合课成绩测试的分析——以河内国家所属外语大学一年级综合课测试为例”

阮氏丽娟 Ruanshi Lijuan

河内国家大学下属外国语学院中国语言文化系 University of Languages and International Studies

成绩测试是检验教学效果、检验教学大纲设计和检验教材编写的有效途径,是教学组织进程中的重要环节,对其研究具有必要性。汉语综合课教学对综合课成绩测试有决定性作用,而综合课成绩测试又会反过来影响综合课教学。因此设计有效的综合课成绩测试方案有着重要的意义。目前,对本系综合课成绩测试的研究甚少,因而研究本系综合课成绩测试更显得十分有必要。本文着于本系综合课成绩测试中存在的问题,并提出与之相对应的合理化建议。本文从本系综合课成绩测试入手,调查了题型的设计、测试的组织形式、评价标准等。在此基础上对本系综合课成绩测试中存在的问题进行分析最后提出了相对应的合理化建议。希望本文对提高本系汉语教学质量有积极的作用。

### **“在法国工科大学教汉语的点滴体会”**

**陈慧 Hui CHEN**

**法国鲁昂高等电力工程师学校 ESIGEEC ROUEN**

法国学生学习汉语的动机主要出于对汉字的好奇。根据这个特点,经过多年探索,我觉到应结合学生的知识点、兴趣点,启发他们的想象力,让他们给汉字编故事,与汉字结缘,用他们自己的智慧记忆汉字。本次报告想分享我的一些体会。

比如“快乐”的“快”字,学生把快字的右边想象成一个人大步跑,左边竖心表示心跳很快。“乐”字像个小宝宝戴个大头娃娃,人见人乐。

我接着教“生日快乐”,教唱生日快乐歌。学生玩得很快乐,学得很开心。再接着教“过生日,大家一块玩,每人一块蛋糕,一起用筷子吃饭”。最后讲解形声字和一字多意。我觉得这样教学,老师教得轻松、愉快,学生学得有趣、记得牢。正如孔子所言“知之者不如好之者,好之者不如乐之者”。

### **“论中文儿歌在英国小学汉语二语课堂中的运用----以 St. Matthew's Catholic Primary School 为例”**

**程媛 Yuan CHENG**

**利物浦大学孔子学院 The Confucius Institute of University of Liverpool**

中文儿歌作为汉语二语课堂上的一种教学辅助手段,能够有效地提高小学生二语习得的能力。它通俗易懂、节奏鲜明、简明易记的特点有利于处于语言学习关键期的小学生激发学习兴趣、培养语音语调语感、扩充巩固汉语词汇。本文通过选取笔者在 St. Matthew's Catholic Primary School 的汉语教学案例,以课堂观察、案例研究和对比分析的方法重点研究了中文儿歌教学对小学生汉语语音语调学习、记忆巩固汉语词汇的影响,并进一步分析了中文儿歌在英国小学汉语课堂教学环节的適切性和有效性。最后,从选取儿歌的原则、教授儿歌的方法、灵活改编儿歌三方面提出适应英国小学汉语课堂的教学策略,为小学汉语二语教师提供了有效的辅助性汉语教学方法。

### **“Explorer le développement et l'amélioration de l'enseignement du chinois—Étude de cas : l'École Tongji”**

**Yinhua JIN**

**巴黎同济学校 École Tongji**

Ces dernières années, avec le renforcement de la présence de la Chine sur la scène internationale, la valeur et le statut de la langue chinoise ont rapidement pris de l'importance. En France, de plus en plus de parents chinois choisissent d'envoyer leurs enfants dans des écoles de chinois. Bien que macroscopiquement, l'éducation franco-chinoise se soit rapidement développée, de nombreuses

difficultés et problèmes subsistent, tels que le matériel pédagogique, la qualité de l'enseignement, l'intérêt réel des enfants et la compréhension de l'éducation du chinois par les

Chinois. Cet article étudiera le cas de l'École Tongji à Paris, en s'appuyant sur écrits Joël Bellassen (2018) et Wang Lin (2016), et approfondira comment améliorer l'enseignement du chinois. Cet article résumera les leçons tirées du développement de l'École Tongji, dans un premier temps, du point de vue de l'école, et dans un deuxième temps, du point de vue des professeurs de chinois, et ce à travers des entretiens avec plusieurs professeurs ayant de nombreuses années d'expérience. En fin, nous verrons le point de vue des élèves d'origine chinoise, grâce à des entretiens avec un grand nombre d'élèves chinois de notre école et les observations des enseignants en classe. Cet article collectera des données de recherche sous différents angles afin d'explorer les problèmes et les réflexions liés aux processus d'enseignement et d'acquisition de la langue chinoise. Cet article présentera également deux questions ouvertes, afin d'ouvrir le débat :

1. Les enfants d'origine chinoise doivent-ils bénéficier d'un enseignement spécial par rapport aux autres enfants?
2. Face à l'importance de l'intégration des chinois dans la société locale, l'apprentissage du chinois est une aide ou un obstacle.

**“现代教育科技在汉语二语教学中的应用现状探讨与启示——以英国利物浦 Longmoor 小学为例”**

**吉昕园 Xinyuan Ji**

**英国利物浦大学孔子学院 The Confucius Institute, the University of Liverpool**

互联网和科技日新月异，教育方式产生了翻天覆地的变化。现代教育科技是促进现代教育发展必不可少的一环，但其应用现状及影响还需探讨。本人走访调查了英国利物浦四所小学，并在所任教的英国小学四个年级进行了四场平行班实验。实验旨在考察汉语二语教学与现代教育科技之间的关系，回答下列问题：第一，现代教育科技是否可以确保课堂教学质量及教学进程。第二，现代教育科技是否会影响汉语学习者的学习动机与态度；若有影响，此影响为正相关还是负相关。第三，现代教育科技对初学者和已有汉语基础学习者的影响差异，且教育技术课堂占比为何，课堂效果最佳。

#### **Parallel Session 4A**

**“Achieving real reading skills in Chinese: literary function words and structure building techniques”**

**Christina Bazant-Kimmel**

**University of Vienna**

Although global comprehension of functional texts is regarded a realistic goal in second-language learning at the basic user level (cf. Common European Framework of Reference for Languages (CEFR) for level A2), achieving this goal in Chinese is a particular challenge for advanced beginners. This is not only due to the morpho-syllabic writing system, but also and to a high degree to the pervasive use of vocabulary and structures typical of the literary style even in the most basic Chinese functional writings. Textbooks for advanced beginners often render printed spoken language only, excluding the particular features of the authentic written style and thus ignoring the need to teach authentic reading at an early stage.

To tackle this dilemma, a didactic concept based on Stanovich's (2000) and Gernsbacher's (1997) reading models was developed for teaching Chinese in the second year of studies of Sinology majors. It is aimed at drawing the students' attention to highly frequent literary function words in

functional texts, facilitating the formation of relevant units of meaning and the application of higher-level strategic reading skills.

The implementation of this new approach was investigated using the framework of action research. Data collection techniques comprised a teacher journal (supported by audio recordings during lessons) and students' feedback questionnaires. The data were analyzed with qualitative methods and the results incorporated into the following teaching cycles. Two quasi-experiments were conducted to elicit individual problem solutions by the students. These data were collected in the form of video recordings of group work and student worksheets.

In my presentation I will present the theoretical basis of the didactic concept as well as the insights gained from the thoroughly documented implementation-phase. Results have shown that due to the frequency of specific literary structures a certain automatization in processing these units of meaning could indeed be achieved. Further construction of meaning, however, will have to be achieved through attention-driven strategies, e.g. targeted dictionary use. It is important to train the students' executive control mechanisms (e.g. comprehension monitoring), since readers can easily be led into a "dead end" due to the absence of word segmentation and a high degree of polysemy in Chinese.

Future action-research cycles will be dedicated to collecting a corpus of predictable "dead ends" and "wrong turns" in order to improve reading instruction for Chinese studies majors and better prepare them for understanding authentic Chinese texts.

### **“Building Powerful Vocabulary and Preparing for HSK Exams Using Mind Maps”**

**Uliana Kurt**

**Naslednik private school**

Teaching Chinese as a second language in Russia is in the process of stabilization. There are a lot of new coursebooks, sometimes they are not connected and every book provides different material, especially the word-stock that students should learn. Some books refer to the «HSK vocabulary list», but, as the level gets higher, one can see that there are 1200 or 2500 words in the alphabetical order. The basic rule of teaching vocabulary is teaching words in connection. That's why I've decided to connect all the words from the first to the fifth level by topics, and give some examples of their usage. As a result I have created Mind maps based on the HSK vocabulary (levels 1-5), which I use during my school lessons; my online intensive programs are also based on them. Every topic can allow teachers and students to create a big amount of exercises on their own and provides freedom in education. It enables students to feel the connections between the words and grammar and prepare for the exams - sometimes even without realizing it. I want to share my experience of making the HSK-based Mind maps and the most efficient ways of bringing them to the classroom.

### **“Character learning as a possible factor in the change of individual cognitive style”**

**Wei-lun LU**

**Masaryk University**

The proposed research aims to investigate the relation between second language learning (especially the writing system), culture and cognition. We aim to investigate the possible influence of learning a character-based writing system on the cognitive style of an individual. The hypothesis to test is whether learning a character-based writing system from East Asia will induce change in visual attention distribution of a Western learner, whose first language is based on a romanized writing system. We aim to recruit learners of the Chinese language from the Czech Republic (and

its neighboring regions) as the subjects and will compare them with learners of a similar background learning another second language using a romanized writing system.

### **“The phoneticity of modern Chinese characters and teaching characters in Chinese as a foreign language”**

**Cornelia Schindelin**

**Johannes Gutenberg University Mainz**

Learners of Chinese sooner or later comes across the information – in their textbooks or elsewhere – that around 80 percent of Chinese characters belong to the category of xíngshēngzì 形声字, for which there are various names in English and other (western) languages. The author of this paper – following John DeFrancis – prefers to call them “signific-phonetic characters”, or “SP-characters” in short. Along with the quantitative information just cited one often finds a statement to the effect that due to the development of the Chinese language’s phonology as well as due to the writing reform of the 1950’s, the erstwhile phoneticity of Chinese SP-characters is hardly in existence today. Even when a few examples of quite obvious xíngshēngzì are given, learners naturally have a hard time trying to get a fuller picture of the distribution of their phoneticity and of the distribution of useful SP-characters in the entire character inventory.

The author has analyzed an inventory of 6.535 modern Chinese characters commonly used in the PR China, in order to obtain (a) the subset of these characters which might synchronically be categorized as SP-characters; (b) the inventory of graphemes, or character components, which this subset employs as phonetic elements (yīnfǔ 音符); and (c) data about the distribution of phoneticity among SP-characters as well as (d) data about the distribution of SP-characters across the frequency layers of the inventory of commonly used characters (tōngyòngzì 通用字) and of the (old) HSK character inventory.

One of the main results of this endeavor was the finding that far more quite reliable phonetic elements could be identified than the typically skeptical remarks mentioned above led the author to expect. All phonetic elements found were then sorted into didactically motivated categories, which are in turn ordered by digressive phoneticity, and listed along with their productivity and the distribution of the characters they generate across the various frequency classes.

The paper presents the results of this analysis and makes some suggestions for the teaching of Chinese characters in Chinese as a foreign language. For this, the findings are set into relation to the competence descriptions formulated by the European Benchmarking Chinese Language project group (ebcl.eu.com). Some questions meriting further investigation will be discussed.

### **“A Review of Computer-Assisted Language learning Particularly In Chinese As a Second Language learning- a case study of Chinese adolescent learners in Junior Cycle, Ireland”**

**Mengdi WANG**

**Trinity College Dublin**

An increasing number of young people in Ireland express strong interest in learning Mandarin Chinese and culture life in China. In addition, Ireland’s new strategy for foreign languages in education, Languages Connect, identifies the establishment of Mandarin Chinese at junior and senior cycle of post-primary as a key goal of our language education policy in the coming years to address a major future skills needs in the country. The first step towards this goal is the deployment of the Junior Cycle(JC) short course which sets out communicative language competence and cultural awareness as the main course learning outcomes. While the introduction of Chinese as a curricular language in Ireland faces a number of challenges (e.g. a shortage of qualified teachers,



learning resources, standard evaluation and assessment, etc.), it also provides a unique opportunity to generate innovative solutions to these challenges.

Task-based Language Teaching (TBLT) is an established and effective language teaching methodology in second language learning scenario. As a part of the individual Ph.d research, this paper will focus on a review of Computer-Assisted Language Learning (CALL) technologies applied in Chinese as L2 language learning from 2000 to 2018. Drawing together the most recent advances in TBLT and CALL, to give the examples of designing collaborative tasks that optimise opportunities for Chinese adolescent learners in JC of Irish educational context to use their developing language resources meaningfully and creatively.

#### **Parallel Session 4B**

#### **“基于调节互动理论的汉语口语教学模式研究 Research on the Chinese Teaching Model Based on the Mediated Interaction Theory”**

**王建勤 Jianqin WANG**

**北京语言大学 Beijing Language and Culture University**

上世纪 80 年代分技能教学的产生，汉语口语教学在整个汉语教学中占有举足轻重的地位。学者们普遍认为，汉语口语教学和其他课型教学一样，研究的核心问题是口语教学教什么、怎么教的问题。因此，学者们更多地关心口语教学的内容、教学方法和教学技巧问题，而对汉语口语教学模式缺少宏观的理论思考。然而，汉语口语教学教什么、怎么教的问题与其依据的理论基础和教学理念是密切相关的。理论思考的缺失，必然会在一定程度上限制汉语口语教学的研究视野、阻碍教学理念的创新和教学实践的改革。

因此，本研究拟从历史与现实两个角度探讨不同语言学理论对汉语口语教学理念与实践的影响，并在此基础上，从社会文化心理理论的角度，进一步探讨汉语口语教学一种新的理论模式，即基于调节互动理论的汉语口语教学模式。主要探讨，（1）汉语口语教学的理论反思；（2）90 年代的社会文化转向与社会文化心理理论的教学理念；（3）基于调节互动理论的汉语口语教学理念、原则、教学过程与方法；（4）基于调节互动理论的汉语口语教学模式需要进一步解决的理论和实践问题。总之，本研究旨在通过实验研究为这里新的教学模式提供理论和实验依据。

#### **“汉语实词搭配问题再议—以日本汉语学习者偏误为例”**

**卢涛 To RO**

**日本广岛大学 Hiroshima University**

词语搭配或曰词语同现（Co-occurrence）是语言研究的共性问题，它既涉及到词语的语法问题也涉及到词语的语义问题甚至涉及到词语的语音、语体等多方面的问题。本文以日本汉语学习者作文中出现的偏误例子为材料，分析汉语动词、形容词、名词这三个实词当中的主要范畴的搭配问题，以促进偏误研究、汉语本体研究、汉日语言对比研究以及对外汉语教学研究及其教学实践。具体内容是，（1）探讨动词与宾语名词和主语名词的搭配问题；（2）分析形容词谓语句与名词主语的句法搭配限制及语体搭配限制问题；（3）考察名词在搭配上所体现的各种差异。我们分析的搭配偏误是日本汉语学习者的个性问题还是外国汉语学习者的共性问题是今后我们将要研究的重要课题。

#### **“欧盟语言政策框架下的汉语推广对策研究”**

**韩曦 Xi HAN**

**北京大学 Peking University**

欧盟现有 28 个成员国，语言种类超过 60 种。从它 1958 年 4 月 15 日颁布的将德语、法语、意大利语和荷兰语作为该机构的官方语言，到 1997 年 6 月《阿姆斯特丹条约》中的有关语言政策，欧盟一贯推行的多元文化背景下的多语言政策。

进入 21 世纪，辽阔的地域已不再是人们交流沟通的障碍，而全球化与多元化的市场经济、政治和文化交融使人们更加迫切地意识到外语学习的重要性。各种鼓励中小学开设多种外语和培养终身学习能力的政策相继出台。汉语，作为有别于欧洲大陆流行的拉丁和日耳曼语系，是遥远的东方文化的一种重要语言之一，她既带有几分神秘感，又是当今正在崛起的经济大国——中国的官方语言，因此，汉语具备了人们将她作为一门重要的外语来学习的基本条件。如何抓住机遇，在欧盟语言政策框架下推广汉语，本文拟从以下几个侧面予以论述：一是学习借鉴欧盟成员国语言推广经验，利用欧盟多语言政策优势，使汉语教育推广快速健康发展；二是多渠道培养本土汉语教师，开发适合欧盟语言政策和市场需要的系列汉语教材；三是与当地教育主管部门及教育学院合作，为国内优秀汉教硕的输出寻找通道；四是如何把汉语推广与国家“走出去”国际化战略相结合，为中资企业、合资企业进行汉语二语教育定制服务。

### **“针对越南河内国家大学下属外语大学汉语作为第二外语的初级阶段学习者之汉语教学设计 Design Chinese lesson plan for students learning Chinese as a second foreign language at the University of Languages and International Studies – Vietnam National University”**

**黎氏玄庄 Huyen Trang LE THI**

**越南河内国家大学 Vietnam National University**

越南河内国家大学下属外语大学学习者除了一门主修外语以外，还要在英、汉、日、韩、法、泰、德、阿拉伯语、西班牙语、意大利语 10 门外语范围内选修一种语言当做第二外语学习。学习时间供四个学期 20 个学份，每学期 15 周，每周 4 至 5 节课。第二外语两年学制后学习者要达到欧洲共同语言参考标准（The Common European Framework of Reference for Languages, 简称 CEFR）B2 或相当于 HSK 5 级。在 10 门外语选修课里面，每个学期如何吸引更多学习者选修汉语？每年如何保持并增加学习人数？笔者认为教材内容不断更新、教学队伍水平不断提高之外，每位老师本身对这门课要拥有充分的工作责任，课间教学技巧设计充足才能带动全班进入一个有效的学习气氛，此外每位老师皆要以推广汉语工作当做自己的教学使命才能使汉语作为第二外语的名声在我校日益发扬光大。

本研究是笔者亲身的教学体验与获得，以交际教学法及任务教学法作为教学理念设计 15 周上课的具体内容、任务布置和技巧采用来教导学生吸收汉语。尽我所能建立一个既活泼的学习环境又达到所预期的学习效果，目的不外乎帮助学习者越过初级阶段的学习难关、明确“学以致用”之学习动力，希望能帮助学习者对这门课建立足够的学习信心、具备个汉语的终身学习方法以便迈步更高的学习阶段，以致获得 CEFR B1 或 HSK 5 级之学习需求。

### **“汉语亲属称谓语学习偏误分析及教学建议”**

**龚君姬 Junji GONG**

**法国斯特拉斯堡大学 INALCO**

汉语作为第二语言教学中存在着各种学习者很难逾越的“阻力区”<sup>1</sup>。而汉语的亲属称谓语属于汉语学习中最高层级的“阻力区”。由于语言、文化以及思维方面的巨大差异，汉语亲属称谓语与法语亲属称谓语之间存在着严重的不对等性。笔者通过对法国部分非母语汉语教师及汉语专业学生掌握汉语亲属称谓语情况的调查结果，整理出几种偏误类型，并试图在教学法上就纠正这些偏误提出相应的建议。

### **Parallel Session 4C**

#### **“基于语料库的汉语离合词习得考察”**

**张宝林 Baolin ZHANG, Beijing Language and Culture University**

离合词是汉语中一类比较特殊的语言现象，在对外汉语教学中一向被视为难点之一。然而，依据 HSK 动态作文语料库的考察表明，学习者的离合词偏误极少，在 424 万字中仅有区区 86 个。进一步的考察发现，与汉语母语者相比较，二语者对离合词的使用数量并不少，使用率并不低，使用形式也呈现多样化趋势。这表明：1、对参加高等汉语水平考试的汉语学习者来说，离合词并不难；2、以往的研究过于笼统，得出的结论并不能涵盖处于不同学习阶段、不同水平的学习者的习得情况；3、对学习者的离合词习得情况应分层考察，至少应根据学习阶段和汉语水平分别进行考察；4、对二语者的习得情况考察应依据大规模真实语料，包括二语者语料和汉语母语者语料，进行对比研究，这样才有可能得出全面、客观、具有普遍意义的研究结论。

### **“中国地域文化多样性和差异性对汉语学习的影响 -- 以法国国立东方语言文化学院中文系赴华留学生为研究对象”**

王蕾 Lei WANG

法国国立东方语言文化学院 INALCO

在全球化的今天，越来越多的学生选择通过国际交换项目到中国留学，这已成为他们整个汉语学习的一部分。留学生在的生活和学习是在特定地区内进行的，他们最直接和最经常接触的是所在地区的文化。但是，中国地域文化差异之大甚至超过欧洲一些国家之间的国别差异。那么，中国地域文化的多样性和差异性会对留学生的汉语学习产生哪些影响呢？

我们通过对 INALCO 中文系赴华留学生的跟踪调查，尝试对以下几个问题进行研究和阐述：

1. 中国地域文化多样性对留学生留学动机和学习动机的影响；
2. 中国地域文化差异性对留学生文化冲击的影响；
3. 留学生所在地区方言或带有地方特色的普通话的使用对其汉语学习和汉语交流的影响；
4. 中国地域文化差异性对留学生关于中国语言文化和中国人身份认同的文化表征的影响。

### **“Teaching Chinese As a Second Language: its linguistic background and principles”**

Ting WANG, The CI of Miskolc University, Hungary

Second language teaching is a concept corresponding to first language teaching. It refers to the teaching of other languages to people who already have a first language. Teaching Chinese as a foreign language involves the formulation of a special syllabus and teaching plan, the compilation of teaching materials in line with the syllabus, the organization of teaching in accordance with the syllabus and plan, and the testing and evaluation of students' learning.

*The linguistic background behind instructional theory*

1. Traditional linguistics: spoken language is the abuse of language, while written language is truly pure language.
2. Structural linguistics: language must study the features of language observed in practice, namely the forms of language.
3. Generative linguistics: it emphasizes the instinctive feeling of language formation and the human brain's understanding of grammatical structure, namely Language Acquisition Device.
4. Functional linguistics: in human social activities, language has a common social function, and the description and interpretation of language structure must be related to the function of language.
5. Cognitive linguistics: the formal structure of language is not autonomous and is deeply influenced by social environment, physical experience, cognitive mechanism, conceptual principles and thinking mode.

*Different schools of pedagogy*

1. Traditional teaching method emphasizes method, skill including grammar-translation method and comparative analysis

2. Modern teaching method emphasizes the path, the process including The direct method, hearing and speaking method, function method, suggestive method, and whole body reaction method

#### *Principles of teaching Chinese as a foreign language*

1. Develop the ability to communicate in Chinese.
2. Learner-centered and teacher-led.
3. Combining structure, function and culture.
4. Focus on the training of verbal skills and communication skills.
5. Comprehensive teaching of pronunciation, vocabulary, grammar and Chinese characters, focusing on sentences and paragraphs. With reasonable uses of multimedia means, optimize the Chinese learning environment inside and outside the class, combining the learning and acquisition.

**“英国的新大纲 GCSE 和 A Level 考试与汉考 的比较，以及如何将两者在华裔学生中文教学中完美结合”**

**童玉华 Yuhua TONG**

**英国中华艺术文化中心 UK Chinese Art Center**

GCSE (General Certificate of Secondary Education) 和 A level (General Certificate of Education Advanced Level) 考试是很多英国华裔学生的选择。从零起点到 GCSE 再到 A level, 中间有着相当大的跨度。而汉考从 YCT1 和 HSK6 中间做了词汇, 语法和知识点的划分, 从而可以对汉语学习进行分阶段考核。

汉考作为官方考试, 庞大的考生队伍背后有着非常多的免费和付费资源包括听力, 分级阅读和各种游戏等等可以利用, 这是 GCSE 和 A level 所不及的。但是 GCSE 和 A level 对写作的要求和形式与汉考区别很大, 这就要求在汉考的各阶段学习中把写字, 写作及文化贯穿到教学中去。何时以及如何教汉语拼音让学生发音准确, 学习写字, 笔画顺序, 字形不受英文字母影响等等一直到写作的教学都需要很多教学技巧配合, 从而一步步培养学生的自信心, 达到快乐高效地学习中文。此外如何更好地鼓动华裔学生家长积参与也是加速完成整个教学过程的关键之一。把两者巧妙结合, 可以让学生在 5 岁开始学中文, 两三年后完成 GCSE 全面学习, 写出有水平的小作文, 进而再通过 HSK5 和 6 配合 A level 学习考完以后达到或接近母语水平。

**“如何促进芬兰高中阶段的汉语二语教学”**

**葛昀 Yun GE**

**罗素高中 Ressu Upper Secondary School, Helsinki, Finland**

芬兰自 2016 年在基础教育阶段正式实施《芬兰国家新核心教育大纲》, 它定义了芬兰面向 21 世纪的新型人才所需要的七个基础广泛的横贯技能, 其中包括多元认读能力。同年秋季, 芬兰教委制定的《高中教学大纲》也开始施行。中文教学首次被纳入到 B3 类语言的教学大纲中, 对从总体上提升汉语的学科地位和促进其学科建设起到了关键性的作用。

本文简单回顾和介绍汉语教学在芬兰高中教育的课程设置历史及现状, 分析 2016 年基础教育改革和高中新大纲对汉语学科建设的影响, 并就如何促进在芬兰中小学阶段的汉语二语教学提出抛砖引玉的建议和看法。

#### **Parallel Session 5A**

**“Impact of Geopolitical Shifts on Chinese Language Education in the U.S. Since World War II”**

**凌志韞 Vivian LING**

**Indiana University**



Chinese language instruction has existed in American academia since World War II, or approximately eight decades, but its position was quite marginal and even precarious for much of its history. The development of the field has not been one smooth continuum, but rather like going through growth spurts energized by injection of funding from two sources: corporate foundations and government institutions. Both of these sources of funding - especially government funding - have been triggered by geopolitical shifts that either increased American interest in engaging with the Chinese world or brought on a perceived threat to national security, both military and non-military. In between these growth spurts of the field, there have been periods of plateau or even retrenchment. Thus, geopolitical shifts have been an important factor in the way Chinese language education developed in the U.S.

This presentation will cover three aspects of how geopolitical shifts have impacted our field:

1. The relationship between geopolitical shifts and corporate foundation support, and the impetus and directions provided by corporate funding to Chinese language education.
2. U.S. government initiatives triggered by geopolitical shifts and the impact on the field brought by those initiatives.
3. The impact of geopolitical events on the backgrounds of professionals who populated the field of Chinese language education over the course of the past eight decades. Discussion will include displaced missionaries, sinologists (non-linguists), Chinese intellectual émigrés, native Chinese detached from mainland China, and scholars/professionals from China.

In the spirit of 彰往考来 (elucidating the past in order to investigate the future), the presentation will wrap up with an open-ended exploration of the question of how the field of Chinese language education can become self-sustaining. That is, given our current geopolitical conditions and the state of the field, plus the predictable shifts in both in the foreseeable future, what would it take to make our field self-sustaining so that it would no longer be vulnerable to changes in the geopolitical climate?

### **“Investigating the representation of Chinese: Language ideology in Irish media discourse”**

**Yuying LIU**

**Irish Institute for Chinese Studies/Confucius Institute  
University College Dublin**

Using corpus linguistics and critical discourse analysis, this study aims to explore the discourse about Chinese being produced across the Irish press media texts and to analyse different ideological orientations towards the Chinese language, Chinese heritage speakers in response to the Irish government Foreign Language Strategy (FLS) (Department of Education & Skills, 2017). By investigating the collocation profiles of the search term ‘Chinese’ in the corpus of Irish newspaper data, we provide evidence of salient discourse patterns surrounding Chinese in the Irish cultural context. The discourse analysis revealed that the Irish press media focuses mainly on the instrumental value of Chinese language while downplaying the Irish Chinese community, the Chinese heritage speakers in Ireland and the socio-political dimensions of language acquisition. It is intended that the understanding of the ideological representations of Chinese language and community in the Irish social and political context will have implications for the wider discussion in language orientations, ideology and language policy in modern language learning and heritage language maintenance.

### **“Situating Heritage Language Learning in a Social and Historical Context”**

**Kun-Shan Carolyn Lee  
Duke University**

The Chinese language and culture education for heritage learners has never been more important than the present time as the American society has increasingly faced racial and linguistic diversity.



As Freeman claimed in 1990 that heritage language is a national treasure, Chinese heritage language education has gradually made an impact on the K-16 education system, at the same time, integrated into the every-changing diverse society of America. Moreover, for heritage learners and minority language communities, Fisherman argued, “it is the historical and personal connection to the heritage language that is salient and not the actual proficiency of individual students” (Valdes, p. 411, 2005). This paper introduces a collaborative project and a community-based activity for a postsecondary heritage track First Year Chinese exploring cross-cultural understanding with respect to the diaspora from Chinese and Arabic speaking countries in the United States. The presentation focuses on the intended outcomes, procedures, and implementation of the project. Drawing research from second language acquisition, community-based learning, and task-based instruction, the study analyzes the task type, the complexity of each task and the length of time required to complete the task for the activity followed by a discussion on feedback collected from the participants. The presenter will demonstrate a website of student-led first-hand audio interviews with Chinese immigrants, the student profile of the participating Chinese and Arabic courses, and the composition of the participants from the community. The community-based activity is resulted to a root-seeking experience that reflect the history and on-going changes in Chinese American history in the United States and the understanding of the challenges faced by the refugees from Middle East. The cross-program initiative globalizes the classroom and prepare adult Chinese heritage learners to be knowledgeable global citizens while becoming linguistically proficient and culturally competent. The presentation will conclude with a discussion on the benefits, challenges and strategies with regard to the implementation of the community-based and cross-program activity as well as its impact on the program curriculum.

**“Teaching mixed classes with Chinese heritage and Chinese second language learners - A case study of a task-based approach”**

**Congxia LI**

**The University of Reading**

In recent years, the number of students learning Chinese (including Chinese heritage learners) in UK higher education has increased. Due to insufficient funding, many universities are not able to offer separate classes for Chinese heritage learners. Many researchers pointed out that Chinese heritage learners have different linguistic profiles and learning needs to secondary language learners. The area of teaching and testing such a heterogeneous class has been under researched. The past 30 years has seen the interest grow in the task-based language teaching [TBLT] approach in the second language acquisition field. This study aims to evaluate the effectiveness of a TBLT approach in the heterogeneous class mixed with HL and L2 learners of Chinese. A qualitative research method was adopted in this small scale investigation. 59 participants from the IWLP Chinese stage 3 module over the years at the University of Reading have taken part in the study. Data was collected and analysed from the stage 3 project writing results over four years: before task-based teaching was introduced (2013-4 and 2014-5) and after (2016-17 and 2017-18). It compares the performance of both L2 and heritage learners on the task that counts towards 15% of the final marks. Statistics of student evaluations and interviews were also examined and evaluated, which attempt to address the disparity of the test result between HL and L2 learners of the Chinese stage 3 class and the low interactions between HL and L2 learners in the class.

**“Challenges in Assessing, Teaching and Testing Chinese Heritage Students at Canadian Universities”**

**Yanfeng QU**

**Kwantlen Polytechnic University (KPU), CANADA**

Like most Canadian universities, KPU has been inundated with international students from China in recent years. For various reasons, this specific cohort of students has demonstrated to be incredibly keen to take Chinese courses. While they do improve the bottom line of each university, they also bring a host of new challenges to our teaching, thus making the already complex mix of Chinese classes even more complicated. Challenges to be addressed in the presentation include:

- How should we classify and define heritage students at the university level? What are their linguistic and demographic characteristics?
- What courses should be offered to cater to the needs of this special clientele?
- What are the criteria to screen and evaluate prospective students for those special purpose Chinese courses?
- What are effective pedagogical approaches to teaching classes of mixed backgrounds, even though they are all classified as ‘heritage’?
- In what ways should instructors identify and utilize the learning strengths of each strand of learners while minimizing their weaknesses? What constitutes a feasible pedagogy to inspire learning in the ‘disadvantaged’ learners?
- What are effective ways to design and grade tests? How can we ensure their validity, fairness, practicality and effectiveness for all students concerned?

Located in a city facetiously nicknamed 新唐人街 or 解放区, KPU has been offering courses targeting heritage learners for over 20 years, ranging from the 3rd year “Mandarin conversation to Cantonese Speakers” years ago to the recent 4th year “Business Chinese I and II” and “Chinese Literature I and II”. We are proud to say that our screening policies and procedures, course designs, classroom pedagogies and test designs have fulfilled the needs of most, if not all, those concerned: students were equipped with valuable knowledge and skills, teaching jobs have been maintained, and the program has been acknowledged as a notable source of revenue for the university. The answers to the questions posed above will be shared and critiqued at the conference and fresh ideas from other institutions will be eagerly assimilated to further nourish the growth of the Chinese program at KPU.

### Parallel Session 5B

#### “华语课程体系构建与实施——以越南河内国家大学为例”

杜氏清玄 Thi ThanhHuyen DO

越南国家大学 Vietnam National University

课程体系构建对于开展实际教学工作至关重要，对教学活动具有指导性作用。作为专门教授外语的高校，我们的课程体系的构建理念是强调课程的实践性、灵活性、重视语言基础理论、注重课程的国际化，有效发展学生的语言表达能力、扩大其视野。中文系的教育目标是为社会培养华语专业人才，培养出来的学生不仅要精通华语听说读写等能力，而且还要具备中国及世界文化知识、了解中国国情。

论文对目前的课程体系的现状进行研究。采用访谈及问卷调查法对学生和老师等“利益相关者”进行调研，提出课程体系的优点及存在的问题。同时搜集国内外相关的课程体系来进行横向比较，得出相应的结论。在此基础上，对课程体系框架进行修改、调整。此外，在实施的过程中，每年都会对课程体系做适当的调整，尽可能让其符合学生和老师的教学工作需求，增加其切实性。

#### “CROSS-CULTURAL APPROACH TO CHINESE LANGUAGE TEACHING”

Vladislav V. Kruglov

Center of pedagogical proficiency

Today, a cross-cultural approach is beginning to play an increasingly important role in the methodics of teaching foreign languages. According to this approach students develop their skills and knowledge of both cultural backgrounds (their native and foreign) in their equal status, in their

mutual intersection and integration. Foreign language and culture are mirrored, and it reveals the unconscious features of the native language and own culture. Nowadays Russian schoolchildren and students who learn Chinese cannot properly represent their country in a foreign language. The main problem is that modern textbooks of the Chinese language lack cross-cultural components, in the majority of student books a great emphasis is placed on the study of foreign language culture. By introducing a cross-cultural approach to the teaching of the Chinese language, we can argue that the youth of Russia and China will realize the importance of the dialogue of cultures and the rich historical and civilizational experience of the two great powers – Russia and China. Finally, this approach helps to comprehend "Datong" (Great harmony, consistency), in other words, it will establish and develop the solidarity of Russian and Chinese societies.

#### **“INTENTIONALITY AS A LINGUODIDACTIC PRINCIPLE OF TEACHING CHINESE LANGUAGE”**

**Maslovets Olga**

**Moscow state institute of international relations (MGOMO-University)**

Nowadays, the world is looking for a new model of geopolitical stability, which takes into account the new reality and the new balance of power in the world. The multipolar model of the world order, which is mostly beneficial to the Russian interests, can work in this case. It is the emerging multipolarity that should determine the geopolitical strategy of our State for the coming years. To implement such strategy, the society needs specially trained personnel who have a pragmatic, calm, balanced and objective opinion on the vital issues of our time and on the newly emerging challenges.

It is possible for the education system as a whole to solve this problem, if we speak about foreign language (Chinese language) education, this can be achieved in the framework of a new ideology of teaching a foreign language based on the anthropocentric education paradigm, as well as in the framework of innovative educational technologies and strategies based on the principle of intentionality which considers the educational process as a process of dialogue between cultures, and the educational space as a culture-like space where new words are born.

#### **“现代教育技术条件下汉语口语教学设计”**

**曹彩虹 Caihong CAO**

**北京语言大学汉语学院 Beijing Language and Culture University**

技术是支配人类社会生产方式的决定性因素，以信息技术为核心的现代教育技术必将颠覆传统的教学方式。未来的语言课堂教学越来越变成为学生创设语言学习情景、聚合语言学习语伴的平台，而教师则会逐渐演变成为这个平台的搭建者与管理者。本文正是通过分析现代教育技术条件下口语教学出现的新特征如教学内容的情景化、教学方式的分离化、教学媒介的多样化、教学环境的多元化、教学时间分散化等，对新的技术时代的汉语口语课程的教学进行了整体设计，并围绕词语、语言点以及课文等内容进行了可操作的教学方案设计。口语教学设计试图通过课堂这一有限的时间与空间整合这些新特征实现对汉语作为第二语言学习者的口语技能的训练。

#### **“关于调动海外华裔学生汉语学习积极性的思考——以意大利 Livorno 华人学校为例”**

**李莉 Li Li**

**意大利比萨孔子学院 Portale Istituti Confucio in Italia**

近年来，对外汉语教学的热度持续高升，海外华文教学的发展也越来越迅速。因此，关于研究华文教学的研究成果也日渐丰硕；但相对于其他研究成果来说，关于调动华裔学生学习积极性的研究成果并不多见。

在教学活动中，学生的学习积极性对教学效果有着直接的影响，其重要性不言而喻。华文教学相对于“国内语文教学”以及“对外汉语教学”来说较为特殊。因此，影响华裔学生汉语学习积极性的因素更为多样，调动学生汉语积极性的方法也值得探究。本文以意大利 Livorno 华人学校为例，探讨了影响华裔学生汉语学习积极性的若干因素以及对应的解决策略，以期给华文教师在华文教学中提供一些参考。

### **Parallel Session 5C**

#### **“Experimental Research on Increasing the Effect of HSK Level 1 Mandarin Teaching Through Flipped Classroom Teaching Mode”**

**Fei WANG**

**The Confucius Institute, University of Liverpool**

Since the Belt and Road Initiative was proposed by President Xi in 2013, Mandarin learning has been increasingly popularized around the world. For example, at present, the number of mandarin learners in the UK has exceeded 160, 000 and is expected to reach 400, 000 by the year 2020. Thus Mandarin teaching has become unprecedentedly important and how to increase the teaching effect is the key to promote Mandarin learning around the world.

Although instructed language learning has a history of thousands of years of real life practice it is a comparatively young field of academic research. In particular, many Mandarin teachers, especially those who teach a degree course or language classes at colleges, are still using the traditional teaching mode in which teachers teach new content in class and students review the content after the class. However, in this mode, limited practicing time, inadequate motivation, and lack of linguistic environment easily slow down the learning pace and lead to poor results.

To solve this problem, the Flipped Classroom Teaching Mode has been raised, which aims at increasing teaching effect by combining normal courses with modern education technologies such as on-line courses, social media, language learning apps, etc. to extend class time and enhance student’s interest in learning. However, the investigation on this mode being applied in Mandarin teaching is insufficient.

Based on this situation, this study seeks to explore the effect of flipped classroom teaching mode on mandarin teaching through an experiment which involved two groups of college students who are doing HSK Level 1 courses in the UK. The experimental figures have shown that flipped classroom teaching mode can increase the effect of Mandarin teaching among HSK Level 1 learners. Nevertheless, how to design the class procedure to maximize the positive effects of flipped classroom teaching mode is also discussed.

#### **“Use On-line Software to Teach Chinese Characters”**

**Jun NI, Dublin Institute of Technology, Ireland**

Chinese is a non-alphabetic language. Chinese character teaching has been an important and difficult part of Chinese language teaching. It is challenging for foreign students, especially European students to learn Chinese characters. However, the learning of Chinese characters directly affects the improvement of students' Chinese proficiency. Traditional ways of teaching Chinese characters are time-consuming. The stroke orders and structure of Chinese characters are demonstrated by the Chinese teachers on the blackboard. Nowadays, computers and mobile technology have transformed the handling of characters. Existing on-line APP programs and Chinese character teaching websites are useful for students to summarize the common Chinese characters and basic radicals that they must master at beginner’s level and advanced level. The application of teaching websites and APPs enhanced students' enthusiasm for learning Chinese characters and greatly improved the teaching efficiency of classes. By learning basic radicals, students can quickly master Chinese characters through categorization and improve the efficiency of learning Chinese characters.

## **“Word Formation Models in the Teaching of Modern Chinese”**

**Liliya Kholkina**

While in scientific literature much attention is paid to the status and internal structure of the word in Chinese (Gorelov 1984, Semenas 1992, Packard 2000, 董秀芳 2005, Ceccagno, Scalise 2006), this issue is generally overlooked in the Chinese teaching literature. We will consider four aspects related to word formation that can be used in teaching Chinese.

1. Distinguishing between free and bound morphemes. In Chinese, most morphemes have their own lexical meaning, but not all of them are able to be used independently. Introducing the notion of bound morphemes on the early stage helps to avoid many typical mistakes like \*我的国, \*这个女, 这是月.
2. Memorizing the meaning of all the components of a multi-syllable word.
  - 1) helps to understand how the meaning is formed and facilitates memorizing,
  - 2) leads to a rapid expansion of vocabulary, when the familiar morpheme appears in new words,
  - 3) helps a lot when working with abbreviations,
  - 4) is important when working with set phrases and studying classical Chinese.
3. Understanding the structural relations between the components helps to avoid erroneous analysis and to guess the meaning of new words.
4. Analyzing productive derivational models becomes especially important when working with neologisms (which are often occasional), newspaper texts and the Internet language, since it is not always possible to find the interpretation of these words in the dictionaries.

## **“Using plates, sings, indicators and road signs in Chinese teaching: motivation for further improvement”**

**Taras Ivchenko**

**Russian State University for the Humanities**

It is a common knowledge, that after having studied Chinese for several years outside of China, students of Chinese usually encounter certain problems with understanding “real” Chinese in its “natural” surroundings. As a result, they pretty often feel depressed or disoriented, sometimes even considering to give up on further learning and improvement.

It seems that plates and all kinds of sings used in China can serve as a good tool, that might help us, to a certain extent, to remedy the situation and show clearly how Chinese is used in China. What exactly can we gain through application of this tool in class besides its obvious practical value (it always makes sense to understand what is written on the sings around you)?

1. Through plates and signs one can introduce vocabulary rarely encountered or even not encountered at all in Chinese textbooks at the basic level, but widely applied in frequently used sings and indicators, e.g. 此 ‘this’: 您在此 ‘you are here’; 由 ‘from, by’: 由此上楼 ‘way upstairs’, negations like 勿 ‘do not, must not’, 非 ‘not, is not’ etc.
2. Sings and plates enable us to introduce syntactic constructions of the written language, acquisition of which is not necessarily included into the curriculum, e.g.: 非本院车辆严禁驶入 ‘only for the vehicles of this Institute’ etc. One can use sings and plates to illustrate how written Chinese differs in its syntax and word usage from its oral counterpart. My personal teaching experience proves that it is of crucial importance for the further improvement of a learner to know what kind of language phenomena she/he might or is going to face on the higher stages of language acquisition.
3. Considering the fact that majority of the sings are translated (or, sometimes, mistranslated) into English, they can also serve as a visual illustration of the art of translation, especially in the cases



when a word for word translation is obviously not applicable, e.g.: 当心滑倒 ‘Caution! Slippery!’ (different wording, different syntactic structure). That is why we include all kinds of plates, signs, indicators and instructions in our manual of Chinese (New Horizons: a course for Beginners), which I also intend to introduce in my report.

### **“利用现代科技打造多种媒体的‘教学研’一体化的汉语国际教育品牌”**

**郝桂秀 谭聪聪 Guixiu HAO, H.Quick**

**北京和合快捷汉语国际文化传播有限公司暨和合快捷语言文化教育培训中心 Chinese Education and Training Center**

当今的人类社会迎来了“世界多极化、经济全球化、文化多样化和 社会信息化”的全新时代。面对这样的国际局势，汉语国际教育事业自然也迎来了前所未有的新局面。然而，无论是在对专业人才的培养，还是在对国内外汉语教育活动的开展方面，我们仍存在着重理论，轻实践，缺体系，不思变，无品牌，少创新等诸多问题。我们需要面对新局面在汉语国际教育领域借助现代科技手段，提升创新意识，鼓励创新精神，培养创新人才，打造多种媒体品牌。本文谨以一个汉语国际教育老兵和品牌创始人的视角，阐述一下十九年来，本人在借助教育科技手段，打造“教学研”一体化教育品牌方面所做的创新尝试和实验成果。

### **Parallel Session 6A**

#### **“Teaching Chinese as a Second Language with Multi-User Multimedia and Gamification”**

**Richard Mc Curry, Dr Sam Redfern**

**Newby Chinese Ltd**

In this paper we discuss the use of gamification in teaching Mandarin Chinese as a second language. We explore a number of effective types of gamification elements, each of which seeks to increase intrinsic and/or extrinsic motivation to progress with a programme of learning. We introduce an in-development gamified system for learning Mandarin Chinese, and explain its core concepts which include audio icons, mnemonics and mini-games to promote effective, fun learning. In our learning system, each student uses their smartphone or tablet while the teacher’s screen is displayed on a projector.

We have completed our first 2 BETA test groups, delivering 14 hours of content resulting in the learning of 50 Chinese characters and 200+ Chinese phrases. Tasks involve Character Recognition; Freehand Writing; Pinyin Input; Voice Input; Stroke Order; & Bi-directional Translation. Each of these learning objectives is achieved through a Teacher-lead interactive multiplayer environment, including challenges, tasks, and competitive mini-games.

**“Awesome, one of the most enjoyable and engaging classroom tools you’ll ever use. I can’t believe the progress the students have made after 12 sessions!”**

-Secondary school teacher, Ireland.

Our earlier concepts and pedagogical framework were previously published in an international IEEE conference (Games Entertainment & Media conference 2018, Learning Through Games Panel), where we received the following feedback from one of the conference chairs:

**“Not just Chinese, this is the best language learning platform I’ve ever seen,... period!”**

-Professor of Game Design, Quinnipiac University, USA.

#### **“Using Facebook Closed Group in Teaching Elementary Written Chinese at University Level”**

**Xiaoyu XIE**

**Irish Institute for Chinese Studies at UCD, University College Dublin**

This paper shows the impact of students using online social media on their smartphones to enhance their learning of Chinese as a second language at university level. It discusses new approaches which can assist Chinese language students to improve their written skills by using Facebook closed groups, transforming otherwise dull and boring work into a fun and engaging exercise.

A case study approach has been taken to investigate the response of typical Chinese language classroom students using Facebook closed groups as a learning tool. Results of the study show students were more engaged and interactive in lectures. Real-time participation in and correction of in-class exercises using the social media platform improved students Chinese written and communication skills tremendously.

### **“Chinese language teaching and learning through the French written press (2004-2018): What realities and perspectives”**

**Charlotte WANG**

**IPAG Business School**

Chinese is the 5th language taught in France behind English, German, Spanish and Italian. As a media topic, teaching Chinese is in the third place behind the teaching of German and English. This shift is an interesting phenomenon. What are the media talking about when the topic is treated? What realities reveal media discourses? The corpus of our work is made up of 292 articles published in the regional and national daily press in France, including 67 for teaching Chinese, 106 for teaching English and 119 for teaching German. The observation requests are done by using Europresse database for the period from the 1st of January 2004 to the 1st of September 2018.

The first findings show that the rapid growth of Chinese language teaching and learning has invariably been the main topic for the whole observation period. The weakening of the media exposure on this topic from 2012 on indicates that this news is losing its extraordinary value and Chinese language teaching and learning is more and more perceived as an ordinary phenomenon in France. On the contrary, the worrisome decline of German language learning and the numerous incentives to revive this language explain why teaching German has had the most important medialization during the past years. Finally, the media have focused on the fact that English learning is becoming an activity more and more early, even since 3 years old and English teaching's pedagogy is successful thanks to its playfulness. Further analyses in this article focus on the roles of different actors in developing Chinese, English and German languages teaching and learning in France as well as the other determining factors: governmental policies, schools, teachers, associations, individual initiatives, pedagogy, economical context, cultural distances, etc. The English and German experiences should shed light on Chinese language teaching and learning's promotion in France for the coming years.

### **“Using AI Technology to Create Dynamic Adaptive Curriculum”**

**Franz CHEN**

**Pondy Education Inc.**

Integrating Artificial Intelligence technology with self-learning materials and instruction can result in effective differentiated and personalized learning. See how programs use technology to generate dynamic and adaptive curriculum with affinity learning principles and in-classroom activities to maximize student learning.

Research on Chinese Foreign Language learners shows that the most successful students use specific strategies such as observations about the internal structure of characters. Using natural

language processing, key learning elements are grouped into clusters for similarities and co-occurrence. These clusters have affinity properties that are categorized into phonetic, visual, radical, character or context that optimizes language learning and enables individualized curriculum adaptation.

An effective online learning program facilitates the acquisition of pronunciations, characters and meaning while drastically reducing preparation work for teachers in creating PPTs, flashcards, and repeated oral exercises freeing them to focus on group and pair work for communicative interaction in the classroom. Distance Learning components can support and accelerate learning. The presenter will show how different programs incorporated AI technology and affinity learning principles to create blended learning and flipped classrooms. Participants will engage in interactive exercises demonstrating how affinity learning properties can be identified and used in instruction with gamified exercises to better engage and motivate students.



- **Friday 12 April**  
Registration, Opening Ceremony and Plenary Session --- UCD O' Reilly Hall (45)
  
- **Saturday 13 April**  
Parallel Session --- UCD Sutherland School of Law (73)  
Lunch --- UCD Confucius Institute
  
- **Sunday 14 April**  
City Tour --- UCD main entrance for coach pickup





## Transport to and from UCD Campus

### Dublin Airport to UCD(Belfield Campus)

#### AIRCOACH

Bus number 700: Dublin airport to Leopardstown/Sandyford.

Price for single is €10 , return is €16.

Exit airport to the bus stand, look for the Aircoach bus stop. Purchase bus ticket from either Aircoach bus desk or from Aircoach bus driver. Approximate time from the airport to UCD is 40 minutes. The bus departs every 15 minutes.

#### TAXI

A one-way trip by taxi from the airport to UCD costs €40-€50. Approximately, it takes only 25 minutes.

### UCD to Dublin Airport

#### AIRCOACH

Bus number 700: Leopardstown/Sandyford to Dublin airport

Price for single is €10 , return is €16.

Exit UCD campus by the main entrance, look for the Aircoach bus stop called “UCD Slip Road”.

Purchase bus ticket from the bus driver when boarding.

Please take note of your departure terminal, 1 or 2.

#### TAXI

To order a taxi from UCD to airport, please download the APP “My Taxi” or “Lynk Taxis”. Alternatively, exit campus by main entrance and hail a taxi. A one-way trip by taxi from UCD to airport costs €40-€50. Travel times may vary, you may need up to an hour travel time during rush hour.

### UCD to City Centre

#### BUS

Exit UCD campus by the main entrance, look for the bus stop called “Stillorgan Road UCD”. Take bus number 145, 46A, or 39a. Paying by cash, tell bus driver your destination ( Dawson Street ), expect to pay up to €3. Estimated travel time is 25-30 minutes.

#### TAXI

A one-way trip by taxi to the city center costs €20-€15. Estimated travel time is 15 minutes

### UCD to Heuston Railway Station

#### BUS

Exit UCD campus by the main entrance, look for the bus stop called “Stillorgan Road UCD”. Take bus number 145. Bus departs every 10-15 minutes. Estimated travel time is 45-50 minutes.

#### TAXI

A one-way trip by taxi to Heuston costs €30-€35. Estimated travel time is 25 minutes



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