ORGANIZERS

This work is funded by the Language Fund under Research and Development Projects 2015-16 of the Standing Committee on Language Education and Research (SCOLAR), Hong Kong SAR.
The Fifth International Conference on Chinese As a Second Language Research (CASLAR-5)

A Word from the CASLAR President and Conference Co-chair

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

Istvan KECSKES
Distinguished Professor of the State University of New York
President of CASLAR
A Word from the Conference Co-chair

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

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

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

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

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

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

Shek-kam TSE
Faculty of Education
The University of Hong Kong
Teaching Chinese Culture Through Language Use
Istvan Kecskes
Distinguished Professor of the State University of New York
President of CASLAR

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

1) Encoded in the language
- nǐ chī le ma? (Have you eaten?)

2) Triggered by the language
- yì qǐ qù gòu wù ba! (Let’s go shopping)

3) Presented through the language (information about cultural facts, beliefs, customs are given through language).

The presentation will discuss the first point: how culture is encoded in the Chinese language. Discussion will focus on the following categories:
1) A word: chī (‘ eat ’)
2) Gender
3) Popular culture-related expressions
4) Formulaic language use.

Centre for the Advancement of Chinese Language Education and Research (CACLER), the University of Hong Kong: A hub to promote Chinese language education and research locally, regionally and globally

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

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

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

In its relatively short history, the CACLER has enjoyed considerable success in attracting over 100 external funding and consultancy contracts, amounting to a total sum in excess of $323 million since its inception, awarded for sustaining the numerous large-scale, cross-sectional and longitudinal research projects it has
In 2007 a Centre research paper earned the inaugural Richard M. Wolf Memorial Award, an award granted by the International Association for the Evaluation of Educational Achievement (IEA) to the most significant academic contribution in the field of educational research.

A learned journal article entitled 'The Influence of the Language that Hong Kong Primary School Students Habitually Speak at Home on their Chinese Reading Ability in School', was awarded the Research Output Prize 2008.

The 3rd phase of the “Seed Project of Cantonese Opera - Integrating Cantonese Opera in Education” was awarded bronze prize in the 2009 Arts Development Awards”.

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

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

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

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

- In 2007 a Centre research paper earned the inaugural Richard M. Wolf Memorial Award, an award granted by the International Association for the Evaluation of Educational Achievement (IEA) to the most significant academic contribution in the field of educational research.
- A learned journal article entitled 'The Influence of the Language that Hong Kong Primary School Students Habitually Speak at Home on their Chinese Reading Ability in School', was awarded the Research Output Prize 2008.
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About CASLAR-5

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

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

Organizers

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

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

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

Organizing Committee:

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

Coordinators:

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

Conference Co-Chairs:

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

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

Please note the following:

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

Conference Venue

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

1. Oral presenters will be allocated 20 minutes for their presentation.
2. All presentation handouts should be provided by the presenters.
3. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
4. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
Conference Program
14th June, 2018

School Visit Tour
• Gathering venue: BEST WESTERN PLUS Hotel Hong Kong
  (No.308 Des Voeux Rd W, Sai Ying Pun, HK Island)
• Gathering time: 9:00am
• Route 1: YMCA of Hong Kong Christian College in Tung Chung, Lantau Island
  Pedagogy: Drama in Chinese as a Second Language Education (DICS)
• Route 2: Delia Memorial School (Broadway) in Mei Foo, Kowloon
  Pedagogy: Reading to Learn (R2L)
• Route 3: HKMA David Li Kwok Po College in Yau Ma Tei, Kowloon
  Pedagogy: mLang (mobile technology assisted language learning)
• Dismissal time: ~12:00noon

Remarks:
School visit tour is on a first-come-first-served basis and the choice of route will be
subject to the Organizing Committee’s final decision.

14th June, 2018
14:30 - 15:00 RH Theatre Registration
15:00 - 15:45 RH Theatre Grand Opening
15:45 - 16:15 RH Theatre Tea Reception
16:15 - 17:45 4/F, MW Complex Featured Session / Parallel Session 1
17:50 - 18:35 RH Theatre CASLAR Executive Board Meeting
  (All participants are welcome)

15th June, 2018
8:30 - 9:00 RH Theatre Registration
9:00 - 9:15 RH Theatre Dean’s Remark
9:15 - 10:30 RH Theatre Keynote Speech I
  Speaker: Professor Jenn-Yeu Chen, National Taiwan Normal University
  Theme: The many faces of language in language learning: Implications for SLA theories and pedagogy
10:30 - 11:00 RH Theatre Tea Reception
11:00 - 12:30 4/F, MW Complex Featured Session / Parallel Session 2
12:30 - 13:30 CYM canteen Lunch Break
13:30 - 14:45 RH Theatre Keynote Speech II
  Speaker: Professor Claire Saillard, Université Paris-Diderot
  Theme: Aspectual classes in Chinese and their operability for teaching

16th June, 2018
8:00 - 8:30 RH Theatre Registration
8:30 - 8:45 RH Theatre Organizing Committee’s Remark
8:45 - 10:00 RH Theatre Keynote Speech III
  Speaker: Professor Joe Winston, University of Warwick
  Theme: Participatory drama as a pedagogy for Chinese second language teachers: theory and practice, challenges and rewards
10:00 - 10:15 RH Theatre Tea Reception
10:15 - 12:45 4/F, MW Complex Featured Session / Parallel Session 5
12:45 - 14:00 CYM canteen Lunch Break
14:00 - 15:30 4/F, MW Complex Featured Session / Parallel Session 6
15:30 - 15:45 5/F, CYM Tea Break
15:45 - 16:30 RH Theatre Open Forum
16:30 - 17:00 RH Theatre Closing Speech

Remarks:
*RH Theatre: Rayson Huang Theatre
*MW Complex: Meng Wah Complex
*CYM: Chong Yuet Ming Amenities Centre
Conference Sub-themes (For details, please refer to Appendix 1)

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

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

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

4. 漢語作為第二語言語法問題研究
   Grammar Issues in CASLAR

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

6. 漢字習得與漢語作為第二語言的認知研究
   Educational Technology in Teaching CSL

7. 漢語作為第二語言的教育技術研究
   Cultural and Cross-cultural Issues in CASLAR

8. 漢語作為第二語言的教育技術研究
   Assessment in CASLAR

9. 漢語作為第二語言能力評估研究
   Pedagogical Development and Research in PoCSL Hong Kong

Notes for presenters of Featured Sessions

1. Featured presenters will be allocated 30 minutes for their presentation, followed by 10 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. All presentation handouts should be provided by the presenters.
3. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
4. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
5. The session chairperson will be the timekeeper and will give a signal to the oral presenters when they have 15 mins and 5 mins and 1 min left respectively.
Notes for presenters of Oral Presentations (Parallel Sessions)
1. Oral presenters will be allocated 15 minutes for their presentation, followed by 5 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. Presenters can choose to continue their presentation in the 5-minute Q&A session, given that no time compensation will be provided for Q&A.
3. Presentations under same sub-themes will be grouped in the same room in each session.
4. All presentation handouts should be provided by the presenters.
5. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
6. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
7. The session chairperson will be the time keeper and will give a signal to the oral presenters when they have 10 mins and 5 mins and 1 min left respectively.

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

Timeslot Arrangement for Featured Sessions / Parallel Sessions*

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Time limit for each presentation:
(1) Featured Sessions: 40 mins (30 mins + 10 mins Q&A)
(2) Parallel Sessions: 20 mins (15 mins + 5 mins Q&A)
* Please refer to Appendix 2 for the most updated Conference Programme

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

Inquiries
Should you have any inquiry, please feel free to contact us via email (caslar5@hku.hk) or by phone (852) 3917 1519 or (852) 3917 5167.
特邀主題演講(一)Keynote Speech 1
The Many Faces of Language in Language Learning: Implications for SLA Theories and Pedagogy

Jenn-Yeu Chen
National Taiwan Normal University

Abstract

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

References

Cenoby, Ping Li, and Henriëtte Hendriks. "Acquisition et interaction en langue étrangère, Analyse comparative des processus d’acquisition en L1 et L2, no. 20 (June 20, 2004): 51–86.

特邀主題演講(二)Keynote Speech 2
Aspectual Classes in Chinese and Their Operability for Teaching

Claire Saillard
Université Paris Diderot-Paris 7

Abstract

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

In this talk, we will try to compare positions that may be described as 'universalist' to 'languagespecific' proposals, in order to answer two possibly related questions: do they differ in explanatory power? Do they differ in operability for Chinese language teaching?
Participatory Drama as a Pedagogy for Chinese Second Language Teachers: Theory and Practice, Challenges and Rewards

Joe Winston
University of Warwick

Abstract

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

References

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

Zhengjun Lin
Northeast Normal University

Abstract

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

Keywords: FACE expressions, metonymy, metaphor, meaning extension, collocating and collocation
Resorting to Discourse Structure and Argument Grid for Shifting from Helplessness to Hope

Carlotta Sparvoli
University College Cork

Abstract

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

1. 我们在教室里学习。
   Wǒ zài jiàoshì xuéxí.
   'We study in the classroom.'

2. 他住在哪儿? 他在北京住。
   Tā zhù zài năr? Tā zài Běijīng zhù.
   'Where does he live? He lives in Beijing.'

I will show that sentences like (2), can be considered as "smart errors", due to the overextension of the structure that are typically presented in class and in most text books, that is the locative prepositional construction. Similarly, I will discuss the errors due to a defect in the acquisition of the specific argument feature of the predicate instantiating the given form-meaning pair (Croft 2003). For instance, a typical reason of confusion, and hence, of L2 learners’ frustration, occurs in the acquisition of structures that are different due to the specific argument grid of the main predicate, as (1) and (2), where the locative phrase is preverbal and postverbal, respectively.

3. 我们在教室里学习。
   Wǒ zài jiàoshì xuéxí.
   'We study in the classroom.'

Keywords: Second Language Teacher Education, Backward Design, Experiential Learning, Content-based Instruction, Online Interaction, Curriculum Development.
Developing Literacy Skills in Chinese

Andrew Scrimgeour
University of South Australia

Abstract

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

References


Such “smart errors” are particularly frustrating for learners, because students are typically left with the idea that Chinese grammar structures are idiosyncratic and impossible to be rationally explained. In this way, I will contribute to showing that the reference to discourse structure and syntax-semantic interface is crucial in second language teaching, also when it comes to Chinese. In fact, it can help learners in soothing the anxiety of learning a language that, otherwise, would be perceived as grammatically inconsistent.
叙事、抒情散文进入作为第二语言的中文教学之路径

陈亚丽 (Yali Chen)
首都师范大学

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

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

传统的叙事抒情散文，篇幅短小，内容比较单一，即便有长文，总分总或是总分的结构布局也都是一目了然的，学习者阅读时比较容易读懂。将散文作品引入作为第二语言的中文教学的原因有两个：一是散文的语言比较规范，大多是完全符合语法规则的；二是叙事抒情散文的语言，是“活”的语言，它是作者的生命体验、人生智慧的结晶，不像教材里某些语言是生编出来的；三是散文的语言相对来说比较优美，审美效果比较好，这样的语料，会自然地引起学生的阅读兴趣。

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

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

專題演講（四）Invited Featured Session 4

礼貌驱动的汉语道义情态表达

彭利贞
浙江大学

摘要
本文拟用语用学中的礼貌（politeness）来解释现代汉语道义情态（deontic modality）表达和语义改变的一些现象，主要有（一）道义情态的演变过程非道义情态发展出道义情态的现象；（二）同一道义情态以多个语言成分来表示，甚至出现表达同一种道义情态的两个道义动词连续出现的现象；（三）用量级低的道义情态表示量级高的道义情态的现象。所有这些现象的存在，都是因礼貌的驱动，都可以从道义的直接与间接（directness and indirectness）加以解释，也就是说，道义情态内部，也存在礼貌与不礼貌的问题。

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

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

道义情态有来自说话人内部的，也有来自说话人外部的。以说话人内部来源的道义情态表达指令，显得直接而可能威胁面子；因为礼貌的驱动，说话人会设法使用间接手段来表达道义情态，这可以解释“必须”与“得（děi）”、“必须”与“有”有命令，“不允许”与“不可以”等的联系与区别。

礼貌驱动也体现在道义强度的控制上，说话人为了照顾面子，可以选择道义等级低的表达来达到对道义量级高的表达，这可以解释：在特定的语境下，说话人说“许可”（“可以”），其实说的是[必要]（“必须”），说话人说“免除”（“不必”），其实要说的是[禁止]（“不必”或“不可”）。
一般說，大約公元3、4世紀漢字和漢文（文言文）傳入到韓半島一些國家。但實際上這個命題需要修改。當時韓半島的初期形態國家剛建立了國家體制，必需要建立多種政治思想和組織，就是需要外國先進文化。先進文化的進口一定帶其國家的語言。因此，當時韓半島收入是漢字和用其的書籍，應需要專門漢語翻譯家。漢語翻譯家的讀音是漢音，主要任務是把書籍翻譯成當時韓半島的語言；也承擔把翻譯文以支配階級對教育。音還是漢音；字形是原字形；文言是漢文及變格漢文（誓記體、鄉札、吏讀等）；教育是用原文及翻譯。因此，大量詞匯也是用漢音。所以，要修改“公元3、4世紀漢字和漢文（文言文）傳入到韓半島一些國家。”

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

會使用漢語不充足成爲支配階級，已超過漢語使用能力，當時支配層需要的是政治理論或者對政治幫助的思想理論而已。公元8世紀在韓半島裏設置了專門培養譯管機構。從此開始到至今韓半島裏使用漢字分兩類，就是漢文科及中文課。在韓國把漢文科認為國學的一部分，把中文課認為外語科之一部分。雖然現在韓國采用以諺文（舊訓民正音）為唯一官方文字；以韓語為唯一官方語言，這些認識沒有大的變化，漢字代替諺文；漢文代替韓語而已。

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

關鍵字：多元語言觀 語言政策 語言規劃 跨國銜轉孩子 非華孩子 華語
Motivating Non-Chinese Speaking Students (NCSS) to Learn Chinese through Co-Teaching Models in Vocational and Professional and Education and Training (VPET)

Leung, Fanny Ching Wai
Vocational Training Council

Abstract

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

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

Keywords: Motivation and Learning, Non-Chinese Speaking Student (NCSS), Diverse Classroom, Co-teaching, Chinese as a Second Language (CSL)
Needs and Trends: A Look at Business Chinese Teaching

Wei Gong (龚薇)
Princeton University

Abstract

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

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

To address the aforementioned three issues, this research project will revisit Business Chinese teaching in three aspects. Currently Chinese for Special Purpose (CSP) also follows the framework of English for Special Purpose (ESP). Because of the variety within each language, perhaps there is no “one size fits all” approach that will satisfy the needs of the students. In addition, there are scholars who argue that Business Chinese should also follow the approaches of general Chinese teaching. So, the first part of this project will focus on investigating if ESP or other approaches would be the most suitable for Business Chinese teaching.

In the second part of the project, both a synchronic and a diachronic survey on Business Chinese textbooks will be conducted to trace the development of Business Chinese teaching, from which we could also see the future trends in Business Chinese teaching. The third part will focus on pedagogical methods which efficiently involve diverse students in active use of Business Chinese. The researcher will interview experienced instructors and students of Business Chinese, observe classroom teaching, review sample teaching plans, assignments, and projects from various institutions, including Brown University, Columbia University, Harvard University, Mount Holyoke College, Northwestern University, and University of Pennsylvania. Based on first-hand and second-hand materials, the researcher will discuss what pedagogies can be adopted to engage students with various backgrounds and needs in active use of what they gain from Business Chinese class.

Key words: CSL, CSP, Business Chinese, designing materials, instruction
通过任务型教学提升学生口语互动能力

林季华、田筱芳、萧美玲

Evergreen Secondary School

摘要

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

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

关键词：口语互动、任务型教学、真实语料

小玩意 大意義

李洁芳、容运珊、戴忠沛、岑绍基

香港大学教育学院中文教育研究中心

摘要

小时候就算不懂折纸，都一定有玩过纸飞机、纸船、东南西北这些小玩意，用上一张简简单单普通的纸就可以变成千变万化的玩具。

研究者在澳大利亚公立学校的汉语课堂中一节课，用上了折纸船活动的启发及应学生的要求，就不断去钻研加入折纸元素在课程中。2007年研究者加入香港大学中文教育研究中心，支援非华语学生学习中文计划至今，举办教师工作坊及到校与教师协作不同的主题折纸，这亦是老师和学生最期待及最感兴趣的环节。

教学将折纸与节日文化完美地结合，例如：新年、秋节、母亲节、父亲节、端午节、中秋节、诞节和圣诞节等，学生喜气洋洋地学习折各式各样的折纸作品，完成的作品用来点缀课堂、撰写贺卡送给亲朋好友。设计活动方面，学生透过动手做，让课程变得更活泼生动，学生除了在折纸过程中感受到节日的气氛外，亦加深了对节日文化的认识。制作手指偶、小书、过三关游戏的“交差及圆圈”，更有助他们认识更多与主题相关的新词，及掌握新字词的拼写，减少了写错字的机会。

因此在配合教学的主题加入这个折纸小玩意的环节，营造轻松的环境，使学生有机会进行训练手、眼、脑的协调，令学生写字能力得到提升；而且可以培养专注力、忍耐力和创作力。此外，更大意义是增加了学生参与课堂的投入程度，并提高他们在「听、说、读、写」四方面的能力。

關鍵詞：小玩意 主題折紙 節日文化 主題相關的詞彙 大意義
旅館華語教學實踐與教材編寫
—以韓國漢陽女子大學華語文與文化學習團

林正昕 陳昱安 王萯芳
文藻外語大學 高雄師範大學

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

口语能力的培养与评价活动
Jun Wang, Jianfeng Cao, Naihu Wen, & Kwee Hua Lim
新加坡维多利亚学校，Singapore Centre for Chinese Language

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

团队教师遵循促进学习的评价原则，设计评价活动，让学生进行同侪互评，过后教师提供点评和反馈。讲故事的活动共分三轮：(1) 进行口语表达技能输入，让学生了解语速、语调对口语表达的作用，根据教师提供的故事题目，在全班前编演一段故事，由其他小组同学进行同侪互评，教师给予反馈。 (2) 在互评与教师的点评后，学生对语速、语调就有比较深入的认识。接着，学生每人单独录一段讲故事的录音，上载到线上平台，由其他同学和教师分别给予评价。 (3) 学生再以小组的形式，在全班前编演一段与第一次讲的故事不同的故事，并说出自己的感受，再由同侪互评和教师点评。在这一过程中，教师也根据学生的反应，及时调整评价量表，以更切合学生的需求，更有针对性。

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

关键词：口语能力、促进学习的评价、语言技能
以中文繪本提升非華語兒童學習中文之閱讀成效
與學習動機—以越南籍小學生為個案研究

魏彩華、王瓊珠
高雄師範大學、國立高雄師範大學

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

綜合理論結果發現結論如下：
一、教師進行規劃使用中文繪本進行中文讀寫教學時，結合學校中文科主題與學生生活經驗，教學目標與流程適當安排，有效進行繪本中文教學。
二、教師進行繪本教學時，設計相關延伸活動，營造輕鬆無壓力的中文學習環境，有助於學生學習。
三、使用中文繪本教學設計所面臨的困難與因應策略為：繪本挑選、上課時數受限於學習學期、學生程度低導致活動設計難度高，及學生習慣傳統講述教學法，易導致學生缺乏長時期及須採進階式教學。
四、透過繪本教學，能提升學生學習動機及提升閱讀理解能力，進而提升寫作能力。
五、與其他教授跨國銜接教師共同分享經驗及分享省思，找出解決問題的方式，將「教」與「學」的效益發揮到最大。

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

陳笑芳、戴忠沛、容運珊
香港四邑商工總會陳南昌紀念學校、香港大學

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

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

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

關鍵字：朗誦 智障 非華語學生 說話能力 個案研究
Supporting Young Children to Learn Chinese As a Second Language in CLIL classrooms: Dynamic Enrichment Learning Mode (DELM)

Elizabeth K. Y. Loh, Tikky S. P. To-Chan & Che-ying Kwan
The University of Hong Kong/ The Education University of Hong Kong

Abstract

There are about 17,000 kindergarteners (for 3 to 6 years old) learning Chinese as a second language (CSL) in Hong Kong (HK). Research shows that these children’s Chinese language (CL) ability is at least 3 years behind their native Chinese counterparts while encountering difficulties in learning (Tse & Loh, 2014). It is also a challenge for the teachers to cater for such huge learning diversity, as HK kindergartens mainly use the theme-based approach without deliberate consideration of CL curriculum (HK Education Bureau, 2006). Without professional training in CSL teaching, teachers have little knowledge of how to provide these students with adequate support. The present study aims to examine the possibility and effectiveness of implementing a CSL curriculum for CSL students in “content and language integrated learning” (CLIL) classrooms where Chinese is used as the medium of instruction (Lin, 2013; Lin & Wu, 2015; Lin & He, 2017), and how well it works with the existing theme-based curriculum. “Dynamic Enrichment Learning Mode” (DELM) was developed and implemented in six kindergartens with 131 CSL learners. This CSL-focused DELM was designed based on the Second Language Acquisition (Krashen, 1982) and CL orthographic (Leong et al., 2011) theories and comprises the following: (1) tailor-made individual (one 30-minute session every fortnight) and group (two 30-minute sessions every week) enrichment learning activities; (2) using both CSL and mainstream theme-based curricula; (3) authentic learning materials (e.g. picture books and specially written children’s songs based on the learning objectives of each unit); (4) diversified learning activities (e.g. interactive language games, matching games, free writing games etc.). CSL students learn together during the enrichment activities, and then return to their ordinary classes to learn with their native Chinese classmates to benefit from both the CSL and theme-based curricula. This enables them to immerse in a safe, comfortable environment with rich target language input while not having to separate from their Chinese counterparts.

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

任务型教学提高学生口语表达能力

Phuay Kiang Koh, Zhenyi Xu, Anji Gao, Mei Li Chng & Peng Leng Seow
Bedok Green Secondary School

摘要

为了提高学生的口语表达能力，我校教师(11,239),(989,980)在参考了吴中伟教授的《对外汉语教学》一书中提到的“用中学”，我们教师团队计划以任务型教学结合教材的学习重点，培养学生的口语表达能力。教学对象是中二快捷华文课程的学生。学习任务是“食在好吃的美食采访”学生需要制作一个美食采访的录像。把过去所学的知识与技能，应用在完成学习任务中，从“用中学”，提高口语表达的能力。

学习过程分三个阶段：第一阶段：任务前需要教学新的学习重点外，还需要调动学生的先备知识，让学生在完成任务时，具备所需的语文知识和语言技能。在采访中有足够的相关词汇，以及知道如何提出有关美食的问题。在学习过程中，通过形成性评价促进学习，提升学习效果。第二阶段：应用所学的知识与技能，学生分组进行美食采访。例如在采访的准备过程中，用五官感知说明美食的特点，用行动描写描述烹煮的过程，以及应用六合法在采访中提问。学生分组采访的过程拍摄成录像，提交学习成果。第三阶段：聚焦学习，从各组的采访录像中，了解学生对语言知识与技能的掌握程度。教师应用评量表评分，评定学生的口语表达能力后给予评语。

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

关键词：任务型教学、口语表达、用中学
從「一語」到「二語」：
探究香港前線教師在中文第二語言教學的專業成長歷程

岑紹基、戴忠沛、彭志全、李潔芳、宋小萍、
張華民、容運珊、姜芷晴、黎偉杰
香港大學

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

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

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

關鍵詞：前線教師 中文第二語言教學 專業成長 非華語學生 師資培訓支援

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

Gu Pan
The University of Hong Kong

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

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

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

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

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

Keywords: curriculum model; community-based tasks; intercultural communicative
competence; knowledge, skills and attitude
The Effectiveness of Using Functional Grammar to Develop Chinese Practical Writing Teaching Materials for Non-Chinese Speaking Students

Mark S. K. Shum, P. T. M. Cheung, JoJo W. S. Yung & Jessica M. Y. Young
The University of Hong Kong

Abstract

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

Keywords: Functional Grammar  Non-Chinese speaking students  practical writing teaching materials
续写任务促学医学汉语词汇的效应

徐富平、王初明
暨南大学、广东外语外贸大学

摘要

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

关键词：续写任务 医学汉语 词汇习得 促学效应

Bringing Comprehensible Input to Chinese Classes

Michelle Smith
University of California, Los Angeles

Abstract

This study discusses ways to provide comprehensible input through contact with non-modified literary texts to a mixed class attended by both heritage and non-heritage students learning Chinese in their third year. As we know language learning is a long and laborious process in which reading plays an essential role. However, due to the time and efforts required to decipher and to retain the knowledge of Chinese characters, college students in this study, like the students of Chinese elsewhere in the US, are only exposed to textbook texts with no or very little exposure to authentic literary texts in their first two years of language study. This type of exposure is necessary but certainly not sufficient for increasing students’ proficiency. When students enter their third year, strategies must be purposefully developed to widen students’ scope of target language exposure from textbook texts written for language learners to non-modified authentic texts intended for native speakers of the language. This study proposes to share such strategies as: 1) how to provide students with comprehensible input through contact with authentic literary texts while still taking into consideration of students’ not only limited but also varied knowledge of Chinese vocabulary, and 2) how to conduct comprehension checks to ensure understanding of the literary texts by all students.
以相互教學法提升中學生文言文閱讀能力的成效及對二語教學的啟示

馮心穎 (FUNG Sum Wing, Synthia)  
Bishop Hall Jubilee School

摘要

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

關鍵詞：閱讀教學、相互教學法、基本閱讀能力、高階閱讀能力

以戲劇元素活動幫助學習中文作為第二語言的高中生習得詞彙

Ziv Kan & Elaine Chan  
YMCA of Hong Kong Christian College/ Li Po Chun United World College of Hong Kong

摘要

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

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

關鍵詞：戲劇教學法、詞彙習得、中文作為第二語言
利用流動資訊科技增強「閱讀促進學習」教學法的教學成效
辛嘉華 (Sun, Ka Wa)
香港大學教育學院

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

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

論文發表子題 (二) Sub-theme 2
漢語作為第二語言詞彙習得與教學研究
Lexical Acquisition and Teaching in CASLAR

英漢書評中投射結構的跨文化評價研究

周惠
東北師范大學

摘要
作為學術論文的一種重要議題，書評對學術建設的成功展開與學術社團交流的順利進行起着至關重要的作用，因此引起研究者的普遍關注。其研究主要集中在跨學科、跨文化與語類特征研究等方面，研究視角有語用、力量動態理論、功能語法的語類理論與評價理論等。聚焦於書評語篇的評價意義是書評研究的新趨勢。但是然而為此，學者對英漢書評評價意義的跨文化研究為數不多。本研究旨在通過基於語料庫的英漢書評投影結構評價意義分析，探究書評語篇的跨文化差異。本文以下義學類英漢學術書評中投射結構的使用為切入點，通過自建兩個對比語料庫：英語學術書評語料庫與中文學術書評語料庫，考察英漢書評的評價意義的跨文化差異。文章對所收的書評進行量化統計與語篇分析（包括投影結構總體分布、著者行為的立場構建和作者立場的評價分析）, 結果發現: (1) 與漢語書評相比，英語書評投影結構的使用相對較少，尤其在著者行為和作者立場上存在顯著性差異; (2) 投射結構使用的差異體现出漢語書評評價潛勢與英語書評相比更偏向於經驗意義，而非評價意義。這些差異可能取決於不同學術文化、學科社團內的人際關係和寫作者身份的影響。本研究為進一步了解英漢書評語篇層面的跨文化差異並提升英漢學術書評撰寫提供一些啟示。

關鍵詞: 英漢學術書評; 投射結構; 評價意義; 跨文化比較研究
Relationship between Experience and Literacy Instructional Practices in Hong Kong’s CSL Teachers

Wong Yu Ka
The Chinese University of Hong Kong

Abstract

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

Keywords: Chinese as a second language (CSL) literacy instruction, Hong Kong’s CSL teachers, Hong Kong’s ethnic minority students
Predictors of Chinese Character Acquisition As a Second Language among Kindergarteners: a Three-wave Longitudinal Study

Tikky S. P. To-Chan, Elizabeth K. Y. Loh & Cathy O. Y. Hung
The Education University of Hong Kong & The University of Hong Kong

Abstract

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

“滚雪球”相关参数探析（提纲）

谢红华
日内瓦大学

摘要

对外汉语中最不受重视的词汇教学与研究面临着深刻的改革。如何克服词汇教学的零散性而体现词汇的系统性，解决学习者词汇量严重不足的问题，减少词汇偏误，成了当务之急。本文针对近年来比较流行的“滚雪球”词汇教学法，考察了法国出版的六本汉语通用教材词汇层面的“滚雪球”现状，分析其使用过程中存在的种种问题，重点从语素构词法的角度，细化“滚雪球”的程序，建立“滚雪球”的十四基本参数。目的首先是把“滚雪球”词汇教学法科学化与系统化，其次引起广大同行对词汇教学中构词法知识作用的高度重视，开展语素构词规律及其在教学中应用的全面研究，最终实现提高词汇教学效果的目的。

关键词：对外汉语，词汇教学法，“滚雪球”，构词法
What can language do with it? A Case Study of Chinese Immersion Teachers’ Academic Vocabulary Instruction in Teaching Math in U.S.

Gu Zheng
Michigan State University

Abstract

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

Keywords: Chinese immersion, academic vocabulary, across-disciplines

References


A Study on the Acquisition of Syntactic Framework Knowledge of Chinese

Gaofeng Shi & Hongbing Xing
Beijing Language and Culture University

Abstract

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

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

Keywords: Syntactic Framework; Vocabulary Acquisition; Word Knowledge
汉语字谜对 CFL 学习者掌握汉字的促进作用——从韩国留学生的汉语字谜解谜心理加工过程探讨

王小潞、王艺臻
浙江大学

摘要

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

关键词：汉语字谜；韩国留学生；字形字谜；意会字谜；掌握汉字
留学生的汉语词汇搭配知识习得的发展研究

穆雅丽 (MU, YALI)
北京语言大学

摘要

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

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

关键词：留学生 搭配知识 习得 发展

論文發表子題 (三) Sub-theme 3

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

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

Eagle, Shuyi
University at Albany, SUNY

Abstract

The purpose of the study is to examine the use of modals expressing necessity modal usage in four popular series of Chinese textbooks of elementary and intermediate levels and contrast the frequency of necessity modal use with real-world usage in the corpus databases from the Academia Sinica Balanced Corpus of Modern Chinese from Taiwan (SC) and from Beijing Language and Culture University (BCC).

The study attempts to reveal how necessity modals are introduced and used in the textbooks, and whether the usage is close to the real life, in hopes of providing current Chinese language educators with empirical results. A total of 16 Chinese textbooks of elementary and intermediate levels published in the United States, China, and Taiwan were reviewed. Findings show that 要 yào ‘must’ appears to be the most common modal to express necessity in the textbooks and the corpus databases but the use of other modals differs afterwards. Other most used modals in the textbooks are 一定 yídìng ‘must’, 得 děi ‘must’, 应 yīng ‘should; ought to’, of course; certainly’, and 除了 chúle ‘except; besides’. 一定 yídìng, 得 děi, and 除了 chúle are individually explained while 应 yīng and 当然 dàngrán receive no attention. However, 要 yào ‘should; ought to’, or ‘must’, and 必须 bìxū ‘have to’ show the high frequency of usage in the corpus databases but are not often used in the textbooks. The findings indicate that the use and practice of Chinese necessity modals in the textbooks does not genuinely reflect real-world usage. Chinese language educators need to be aware of the gap and provide learners of Chinese as a foreign language with authentic materials in order to prepare them for real-life situations.

Keywords: Chinese as a foreign language, foreign language acquisition, necessity, modality, textbook, corpus
語氣副詞“最好”的語法意義及教學應用

蘇政傑
玄奘大學

摘要

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

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

(1) 學校最好管理每一位學生。
(2) 你最好每隔90分鐘或兩個小時量一次血壓。

“最好”可以出現在句子開頭，構成“最好 + 主語 + 謂語”的格式。例如：

(3) 雪很大，天氣又冷。最好你哪兒也別去。
(4) 睡覺最好以右側臥位，避免俯臥或仰臥。

語義特徵上，“最好”表示“建議”與“意願”。“建議”義如下：

(5) 我們認為最好讓小孩子盡早學外語，以便增長其口說能力。

“意願”義如下：

(6) 希望她每天生意都好，最好有很多人來買她煮的面。

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

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

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

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

Keywords: CSL, Chinese grammar, language acquisition, Chinese character acquisition and recognition, SLA
一种改进课堂中文词汇教学的分析方法

胡向青、林伟业、谢锡金、陈志锐、容运珊
香港大学

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

从对外汉语教学的角度出发，语篇副词“最好”的教学建议如下：
1. 教师在教学及编写教材时，可以针对“最好”的句法、语义、语用特征逐一举例说明，解释。如教师在讲解“新郎”时，可举例说明“新郎”的句法、语义、语用。
2. 一旦学生了解、熟悉了语篇副词“最好”的用法，教师可以将以上的知识运用到语篇层面上，进行长篇语句的练习。如“新郎”可以被用在句子的不同位置，以改变句子的语气。
3. 语篇副词“最好”的教学中，教师还应引导学生注意同义或同词的区分，如“最好”的同词如“应”、“应该”等。

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

关键词：词汇教学，课堂教学语言，图式结构，及物系统，句内衔接
Topic and Subject in Mandarin and in the Languages of Europe: Comparative Remarks and Implications for CSL/CFL Teaching

Giorgio Francesco Arcodia, Bianca Basciano & Anna Morbiato
University of Milano-Bicocca/ Ca’ Foscari University of Venice

Abstract

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

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

Keywords: grammatical relations, information structure, semantic roles
Abstract

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

References


基于动态作文语料库的留学生汉语语块习得研究

许博 (XU, BO)
北京语言大学

摘要

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

关键词：汉语语块；HSK 动态作文语料库；差异性；统计分析
Xiēhòuyǔ par excellence and Their Differences with Truncated Proverbs

Victoria Bogushevskaya
Catholic University of Milan

Abstract

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

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

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

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

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

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

References:
Second Language Learners' Usage of Chinese Numeral Classifiers

Rosmawati
The University of Sydney

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

This study addresses this concern by profiling the usage of Mandarin numeral classifiers by three CSL learners. The data were collected from the essays they wrote in one academic semester during which they were preparing for a Chinese proficiency test. A total of 42 essays were collected from the three participants; the corpus size amounted to 23,125 Chinese characters. Native speakers' data were also included in this study for comparison purposes (natives' corpus size was 8163 Chinese characters).

The findings suggested that the three learners used the general classifier 个 ge to a relatively higher proportion than the native speakers did. Apart from the general classifier 个 ge, the three CSL learners also used a variety of specific classifiers which were profiled, explored, and reported in details in this study. This study also found that the learners with higher proficiency used more types of classifiers than the learner with lower proficiency although the learner with lower proficiency used more tokens than one of the learners with higher proficiency. Interestingly, the accuracy rate in the usage of specific classifiers in all the three learners' essays was quite high.

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

Keywords: Mandarin Chinese as a second language, numeral classifiers, usage profiles
A Learner Corpus Investigation of CSL Learners’ Lexico-grammatical Development of Result-state Resultative Verb Compounds

Zhang Jie
University of Oklahoma

Abstract

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

Keywords: result-state resultative verb compounds, lexical development, grammatical development, productive knowledge, Chinese as a Second Language
Re-understanding the Categorical Attribute of Zai

Lili Zhu & Wenbin Wang
Heze University

Abstract

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

Keywords: Zai; verb; spatiality

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

Piccinini, Chiara
Catholic University of the Sacred Heart

Abstract

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

Observation on spoken language gives the possibility to identify semantic variations and marked use of the lexicon in a communication context. I will report the results of an analysis on a corpus collected in Taiwan of conversations among students and between students and experts on a specific subject chosen by students. Using the method of discourse analysis, I will take into consideration discourse markers such as 但 bu, 那 na, 这 zhe, oltre alla frase 对不对 dui bu dui, observing through the pragmatic method what values they have considered. The purpose is that of discovering new semantic roles covered by lexical items and frequently used in discourse practice.
从流水句的主语指认问题
看汉语结构的离散性和语义的勾连性
On Discreteness of Structure and Connectivity of Meaning of Chinese from the Perspective of Subject Identification of "Run-On" Sentences

Ai Rui
Beijing Information Science & Technology University

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

关键词: 流水句；主语指认；汉语；语义；空间性
汉语声调习得中的两个逆向效应现象

张航
George Washington University

摘要

相邻音素的互相影响通常分两种：一为延滞效应(carry-over effects，前音素影响后音素)；二为逆向效应(anticipatory effects，后音素影响前音素)。一般来说自然语言中元辅音和声调协同发音中的延滞效应都比逆向效应明显。然而，在第二语言汉语声调的习得中出现了两个相反现象：在声调协同发音和语调焦点标注中，逆向效应都比延滞效应更明显。

第一，在双音节词声调的协同发音中，当曲折调(二声或四声)位于高起点声调(即一声和四声)之前时，这个曲折调(尤其是二声)的准确率会严重下降。本研究通过比较准确率、测量被影响曲折调的基频数据以及错误类型的比较，确定词首的曲折调确实受到更多的逆向异化(anticipatory dissimilation)效应的影响。

第二，当汉语语流中某个焦点词需要在语调上特意强调时，一般会同时出现三个语音特征：(1) 焦点词的调域增大(即高音更高，低音更低，但关键调形保持不变)；(2) 为突出焦点词调域变化，焦点词后成分的调域会急剧缩小，这属于延滞效应；(3) 句中有其他成分语调保持不变。然而，在二语习得汉语声调的研究中发现，焦点词后成分的声调表现比较好，反而是焦点词前的成分声调准确率严重下降，这也属于一种逆向效应。

本文通过对这两个逆向效应现象的回顾表明(1) 二语声调习得不仅有母语迁移的影响，也受到普遍语音规律的约束；(2) 同是声调协同发音机制，在自然声调语言和在第二语言声调习得中会有不同表现。

关键词：汉语，声调，习得，逆向，异化
Chinese Prosodic Transcription – a Proposal

Triskova, Hana
Czech Academy of Sciences, Prague

Abstract

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

- **mā** stressed syllable carrying logical stress
- **mă** “normal” tonal syllable (cf. Chao’s “normal stress”)
- **mā** inherently weak tonal syllable (the cliticoids, 不 in Yes-No questions etc.)
- **ma** toneless syllables (the clitics such as 的, 吗, lexical suffix 子 etc.)

Example of transcription:

这是我的屋子。

Zhè-shì wǒ de wūzi.

“This is my room.” (neutral statement)
Knocking Tones Off Their Perch: Investigating the Intelligibility of Anglophone Young Beginner Learners of Mandarin Chinese

Neal, Robert
The University of Cambridge

Abstract

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

Keywords: Intelligibility, Pronunciation, Speech perception

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

Chen Chun-yin Doris
National Taiwan Normal University

Abstract

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

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

References

韩国留学生将汉语作为第二语言之语音偏误初探

毛樊乐
国立清华大学中国文学系

摘要

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

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

基于汉语语音是对外汉语教学的重要一个部分，本研究以中介语理论、二语习得相关理论及语言迁移现象作为理论根基，借鉴以往对韩汉语教学所取得的研究成果，运用个案分析的研究方法与前人取得的研究成果相对照。文献探讨总结出韩国留学生在学习汉语时出现语音偏误的规律，接着比对韩国留学生实际口语输出之语音偏误，分析范围包括汉语声母、韵母上的发音偏误，还有声调与变调上的偏误等。透过研究发现，整理分析韩国留学生可能产生之语音偏误，以及针对其偏误，对汉语教学提出教学上具体之建议。

关键字：汉语语音、对韩汉语教学、二语习得、发音偏误、教学对策

References (cont.)


哈萨克斯坦留学生对汉语声调产出和感知的实验研究

纪晓丽、张辉、龚箭
江苏科技大学、南京师范大学

摘要

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

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

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

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

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

華語散文的節奏分析及教學應用

An Analysis of the Rhythmic Patterns of the Proses in Mandarin Chinese

Wu Chinwei
National Taiwan Normal University

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

(a) 任你選一個方向，任你上一條通道，順著這帶著點的和風，放輪遠去，保管你這半天的漫遊是你性靈的補藥。這路上有清蔭與美草，隨地都可以供你休憩。
(b) 你到處可以掛單借宿，有酪漿與嫩薯供你飽餐，有奪目的鮮果恣你嘗新。
(c) 段落，多句末字以去聲收結，如「向、道、去、剎」等，前後句對仗工整，如 (a)「任你選一個方向，任你上一條通道」，如 (b)「有酪漿與嫩薯供你飽餐，有奪目的鮮果恣你嘗新」，首尾字詞的聲調相同；前後句法結構相同，句末雙音節詞都是動賓結構。
(d) 三個分句，音節數幾近相同，按句法結構停頓也幾近相同，「你/到處可以/掛單借宿」，有酪漿與嫩薯供你飽餐，有奪目的鮮果恣你嘗新。

關鍵詞：散文 (prose)、節奏 (rhythm)、音步 (foot)、韻律音韻學 (prosodic phonology)
Study Abroad and Tonal Training on the Prosodic Production of Second Language Learners of Mandarin Chinese

Chen Chun-Mei
National Chung Hsing University

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

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

Keywords: acquisition and development of CSL, acquisition of prosody in CSL
The Effectiveness of Situation-bound Utterances Identification in Chinese As a Foreign Language: A Preliminary Analysis

Sergio Conti & Carmen Lepadat
Roma Tre University/ University of Rome

Abstract

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

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

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

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

Jiayi Wang & Nicola Halenko
University of Central Lancashire

Abstract

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

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

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

Keywords: L2 Chinese pragmatics; formulaic language; study abroad
CSL for French Learners: a Contrastive Analysis of Expletive Negation in Chinese and in French

Alan Peyraude & Song Na
CNRS-EHESS, INALCO

Abstract

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

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

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

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

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

Anna Antonova, Maria Kunevich & Ekaterina Kralina
Higher School of Economics/University of Cambridge/Russian Presidential Academy of National Economy and Public

Abstract

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

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

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

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

Keywords: Technology and CSL, CALL, Acquisition of prosody in CSL
The Development of a Teaching Method for Chinese As a Foreign Language Based on a One-year Study

Caitriona Osborne & Qi Zhang
Dublin City University

Abstract

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

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

《商用华文》的翻转教学策略研究
——以新加坡国立大学为例

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

陈桂月 (CHIN Kwee Nyet)
新加坡国立大学 (National University of Singapore)

摘要

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

关键词：翻转教学策略、商用华文、布鲁姆教学目标、学习成效

Abstract

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

Zhang Qi & Min Ge
Dublin City University/ Chester University

Abstract

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

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

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

Keywords: technology and CFL, Chinese character acquisition and recognition
The Interaction of Radical Properties and Explicit Semantic Radical Instruction in Chinese Character Learning among Chinese As Second Language (CSL) Learners

Qi Xuedan, Lai Chun & Lyu Boning
Guangdong University of Foreign Studies/ The University of Hong Kong

Abstract

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

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

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

Akimov, Yaroslav
University of Göttingen

Abstract

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

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

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

Keywords: Pragmatics of using Chinese as a second language; Acquisition of Chinese grammar and vocabulary; Discourse and register variation in CSL; Stylistics in CSL
Metalinguistic Contribution to Writing Competence: a Study of Monolingual Children in China and Bilingual Children in Singapore

Sun Baoqi
Nanyang Technological University

Abstract

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

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

Acquisition of Chinese State Complement by CLF Learners

Ren Fei
Georgetown University Washington

Abstract

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

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

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

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

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

Keywords: acquisition state complement L1 transfer interlanguage
使用象形文字來提升中文記憶能力
——以香港非華語中學生學習中文情況作為分析對象

張華民 (CHEUNG, Wa Man)
香港大學教育學院

摘要

研究目的

在市面上很少引用象形文字作為中文記憶的方法，希望大家可以加以運用。利
用象形文字去意會漢字的由來，觸類旁通，能加強中文字的印象。這樣既可提高
學生識字量，又可運用拆字方法去理解字的族群；繼而推敲詞彙以致句子的意
思。非華語相比華語的中文老師而言，更應有這樣的裝備。

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

象形文字（指篆書或之前的字體）雖然不適用於今天，但卻是根據實際的物體和抽
象的事情構造而成的，所以比較容易理解，尤其是前輩也是如此。如果能夠引用，
就可以體會其形態，有助於識字的推敲；繼而推敲字的意義，會意字和形聲字等也有所
依據，對非華語學生以不能“見字識音”而要硬記讀音的做法來得有效。

研究方法

以文本分析法作為研究方法，主要以非華語中學生的教材及其作品等作為研究對
象，從中比較文字、選取象形和筆畫的異同，以及參考個人教學經驗，觀察學生學
習的表現，作為研究。

主要結果及意義

結果發現，可以加快學生的識字量。繼而使學生學習詞彙和句子順順流，減少學
習障礙，收到比較理想的效果。比如在加快識字量方面，有意無意中滲透象形文字；講
授篇章、句子中加插相關的象形文字，加深學生對該字的印象。

關鍵詞

漢字文字；非華語中學生；中文字記憶；表意文字；加快識字量

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

Chuang Hui-Ju
Chinese – East Asian Lang & Lit, University of Hawaii at Manoa

Abstract

The applications of Cognitive linguistics to second language learning teaching
has been proved effective (Xiao, 2017; Xiao at el. 2003; Zen, 2012). However, there
is lack of studies on how cognitive linguistic approaches can facilitate English-
speaking Chinese learners in acquiring the spatial languages in a systematic way.

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

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

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

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

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

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

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

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

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

Abstract

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Keywords: Learning Objectives, Backward Design, Performance-Based Assessment, Millennial Learners, Curriculum Development
An Ecological Analysis of Social Networking Platform-Mediated Learning beyond the Classroom

Lyu Boning & Lai Chun
The University of Hong Kong

Abstract

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

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

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

Guo Sijia
Macquarie University

Abstract

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

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

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

Keywords: computer-mediated communication (CMC), CALL evaluation, TBLT, web-conferencing, online Chinese teaching
3D 虚拟世界中语言学习之理论与实践

籃玉如
国立台湾师范大学

摘要

基於社会文化二语习得理论(sociocultural theory of second language acquisition),有意义的语言学习与社会互动、情境文化以及个人相关生活经验息息相关。因此,语言教师首要之务为提供学习者可进行有意义互动机会之真实语境;然而,这亦是语言教师最具挑战的课题。近年因为科技的快速进展,3D 虚拟情境不仅广泛应用于商业游戏软件的开发,更因其具備真的情境以及支援沉浸式社会互动的特质,同时吸引语言教育者与研究者之关注。本文首先说明支持 3D 虚拟世界中语言学习的理论,包括社会文化二语习得理论、体現認知(embodied cognition)以及訊息处理理论(information processing theory);接着說明設計 3D 虛擬世界中語言學習活動之 CUE 原則(C: cognition,為語言技能教學;U: usage,為執行個人語言任務之語言使用;E: expansion,為執行合作語言任務中之語言交際)。並同時以两个實徵研究的證據支持本文之論述(分别以在台湾学习華語之 CSL 學習者以及在美国学习華語之 CFL 學習者為研究對象之研究),最後提出未来研究之建議。

關鍵字:3D 虛擬情境、沉浸式語言學習、體現認知、CSL/CFL

汉語在線快速閱讀“五步三階”創新模式研究

林小苹
在線和移動創新學習縱橫數碼應用研究國際聯席專家委員會

摘要

探索展示互聯網+中文創新學習新魅力,發揮縱橫數碼技術系統中的特點優勢。創設資源平臺在線快速閱讀系統,研究如何在互聯網技術環境下培養學習者自主發現式创新能力,提升快速閱讀、樂於閱讀及善於閱讀的能力,是縱橫數碼應用研究在線線快速閱讀實驗中一项重点内容。

縱橫數碼在線(自定义) 快速閱讀“五步三階”,自主發現式創新研究的设计,其一,旨在以訓練擴大視覺廣度、增大識別間距的“眼腦手協同並用”快速速讀看打”为內容,提升閱讀效率。

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

其三,結合文段的體現泛讀的閱讀理解練習,提升閱讀理解率,以培養學習者自主快速閱讀,樂於閱讀變善閱讀的能力為目的。

縱橫數碼在線(自定义) 快速閱讀自主發現式創新模式研究:在線快速閱讀系統提供具有“環節、過程、操作、特點”的橋軸在線系統,明確以“五步三階”,“選中-拖黑-變綠”的快速閱讀過程。

五步:1.選擇範例 2.定義編碼 3.連詞並句 4.快速閱讀 5.在線練習

在線快速閱讀三層次:1. 初讀 - 定義儲存 2. 細讀 - 文本看打 3. 複讀 - 提取資訊

根據 2009 年最初設計系統後,曾在中国內地四省 (廣東、廣西、江蘇、河南)十校 (小學、中學、特教)進行十周時間的初步嘗試實驗,從前測和後測資料的對比看,閱讀速度、理解率、閱讀效率三項成績提高均在 19%-22%之間。

在線快速閱讀系統的設計研究,並成功使用於“首屆漢語線上閱讀國際邀請賽” 自定义五步三階在線快速閱讀”,旨在讓學生在平時所喜愛的在線形式中,以眼、腦、手協同作用的動作技能和大腦認知對語言文字加工有機結合,在“選中-拖黑-變綠”中體現閱讀前注視“從左至右”、“不讀-不反視-流暢快速”。習得中提高專注力、訓練眼睛快速高效捕獲文字資訊的能力。近年在香港和內地實驗效果好,深受學生和社會歡迎。
An Intensive Flipped Classroom for Learning Mandarin Chinese: Design, Implementation, and Outcomes

Chin-Hsi Lin, Miao-fen Tseng, Henny Chen
The University of Hong Kong/ University of Virginia/ Moreau Catholic High School

Abstract

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

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

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

Rosenkvist, Wei Hing
Dalarna University

Abstract

The rapid development of information communicative technology today not only accelerates the pace of internationalization and globalization but also shape the modes of human communication. Facing this overwhelming challenge, the cross-cultural and societal aspects of pragmatics, intercultural communication competence has especially become one of the main focuses in second/foreign language education worldwide. Responding to this challenge, the latest issued official documents for Chinese as a second/foreign language education in China propose a renewed syllabus, emphasizing the importance of culture as an integral element in effective communication. However, how to integrate intercultural communication theories into present foreign language courses remains mostly on a theoretical level. Very few practical or empirical studies have been done in this academic arena. This motivated the implementation of an action research in which aims to explore the possibilities and limitations of integrating Chinese culture and intercultural communication theory into a present Chinese foreign language course for beginners. The research utilizes an interactive online learning platform to deliver a series of online tasks – “flipping the classroom” – to explicitly demonstrate how cultural differences affect the language used by Chinese, English and Swedish speakers. Through case studies and other brainstorming activities, the tasks gradually enhance the students’ awareness of cross-cultural differences in varying social situations.

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

Keywords: Chinese as a second language, culture, cultural pragmatics, intercultural communication, intercultural communicative competence, action research
以個案分析探討漢語學習者之學習難點

劉宜君
國立清華大學

摘要

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

關鍵詞：對外漢語教學、個案分析、自我學習效能
Translanguaging in Chinese-as-Second-Language (CSL) Classrooms for Kindergarten Non-Chinese Speaking Learners of Multilingual Multicultural backgrounds

Elizabeth K. Y. Loh, Tikky S. P. To-Chan, Emily P. He
The University of Hong Kong/ The Education University of Hong Kong

Abstract

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

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

Liu Lu
Newcastle University

Abstract

The small-scale study provides an empirical investigation of how to develop intercultural/cultural competence in Chinese foreign language (CFL) learners. There are two processes for data collection: analysing culture elements in four mainstream textbooks of CFL, and three semi-structured interviews that exploring learners’ experiences of these cultural elements in building their ICC were revealed from individual interviews, which suggested that elements within the “communicative statute” are more useful for developing ICC. Yet, the current literature states that an over-emphasis in language learning on “food, festivals and facts” is not conducive to developing ICC. In addition, cultural elements involved in textbooks were proven to be beneficial for learners’ whole language learning process, either in developing the linguistic skills or intercultural communicative competence. On the other hand, interviewees also reflected some negative experiences caused by the out-of-date cultural contents and inappropriate arrangement of cultural contents in textbooks.

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

Keywords: cultural elements, ICC, research-based language teaching, teaching material analysis, CSL
Culture Learning Strategies of CSL Students in China: A Qualitative Case Study

Shen Xingtao
Shanghai International Studies University

Abstract

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

Keywords: culture learning strategies, CSL students

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

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

Chen Jianlin
Lanzhou University

Abstract

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

Keywords: Tibetan-Chinese-English Trilinguals; L2 proficiency; semantic assess; cross-language repetition priming
I Am Proud to Be Chinese” Mandarin Chinese Community Schooling in Britain: Language, Culture and Pupils’ Identities

Ganassin, Sara
Newcastle University and Durham University, UK

Abstract

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

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

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

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

Keywords: Motivation to learn Chinese; Acquisition and development of CSL (Chinese as a Second Language); Role of culture in the acquisition of CSL
Developing Strategies for Motivating Secondary Students to Learn Chinese

Shen Chen, Helena Sit & Hao Liang Sun
University of Newcastle/
Xin Jin Shan Chinese Language and Culture School

Abstract

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

● What are the major factors promoting or hindering the monolingual English speaking Australian secondary students to learn Chinese as a second language?

● What are the difficulties in maintaining the motivation of the students to learn Chinese as a second language?

● How can we develop an effective motivation strategies with a joint effort between the main-strain schools and local community schools?

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

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

This study is timely given the Australian government's warning that the number of non-heritage students studying Chinese at senior high schools is historically low. The research identifies the causes of low motivation and recommends a set of strategies and therefore proposes a working template of collaboration between mainstream schools and local community schools in promoting teaching and learning of Chinese.
漢俄商務經貿與商務信函之華語課程教材撰作與教法解析
周晏菱
中國科技大學通識教育中心

摘要
自 20 世紀 50 年代開始，對比語言學形成一門學科，成為語言學的一個重要的
獨立分支。雖然在語言共時層面的對比研究逐漸受到重視，但在語言對比研究的領
域內仍有多層面的開拓探索，特別是牽動經濟發展的商務經貿詞彙用語及句型構
式，與其附加而來的商務信函書寫撰作部分，著實需從語義認知學和語用類型學二
方面展開進一步分析。
隨著全球經濟交流往來密切，我國與世界各國及各區之間的經貿商務交往日益
頻繁，國際間用以溝通的商務經貿用語之重要性愈顯重要，除了經貿教程課件的
書面用語外，更重要且直接的溝通交流方式之一，即是公司間彼此的商務信函用詞
格式之撰寫。然而，可憐的是，在商務經貿課件中仍找不到任何的商務信函用語之
教材，如《漢俄商務經貿對語詞彙與句型收集》之附錄附註中，特別是隨著俄羅斯籍
來臺學習華語及從事商務貿易的經貿人士逐漸增多，相關的商務經貿教材教法泰
半以英美籍人士為主，隨著近期南進政策而逐漸加強東南亞方面，其他方面如漢
俄經貿商務及其信函用語之教材等則少數零星略顯疏漏。

以商務經貿為教學主軸的華語課程，實際具備「書面文法的靜態層面」和「口
說行為的動態層面」，二者組合成為整體的言語行為模式，藉由語言的對比方式，除
了可以探究內在性質類別及句法構式外，外在性言語的詞性比較對比，不僅能分
析句節之異，更能從此差異中歸納彼此共同點，相同部分以「整體—局部—細節」的
教學，讓學生嘗試摘取母語，以全中文方式練習；針對相異部分以「激活語言」，教
學以簡別引導取代直接意義說明，讓學生自主發現錯誤並漸進修整，減少第二語言學
習者在學習過程產生語言化石化之中介偏誤現象。本文的研究將就漢俄在商務經貿
與商務信函的同異處展開對比探究，討論其教材教法，使學習者不僅學習相關經貿
用語及書寫技巧，亦從中獲取相關知識。

論文發表子題(九) Sub-theme 9
漢語作為第二語言能力評估研究
Assessment in CASLAR
基于變易理论的過程式寫作教學訓練模型開發
龔成、陳志銘
南洋理工大學新加坡華文教研中心

摘要
作為學習的一種理論，變易理論認為學習的必要條件就是人們從現象的變易
中認識事物的本質。學習就是要認知事物的關鍵特性，要認知就要經歷變化。這一
理論認為學習者對事物的認知在很大程度上取決於他們體驗這個事物的方式，而他
們體驗事物的方式又取決於他們看到並注意到的相關部分以及這些相關部分之
間的關係。變易理論強調在教學過程中，教師要為學生的學習創造_war_的特定類
型，使用四種變化模式(對比contrast、類合generalization、區分separation、融合fusion)
使得事物的關鍵特性凸顯出來並更好的為學生們接受和吸收。
本文分享在新加坡中學一二年級所進行的一項寫作教學研究。該研究歷時兩
年，對學生進行五週過程式寫作網絡自評和修改訓練。研究發現，學生寫作成
績提升，寫作意識增強。單因素方差分析顯示研究矯正有效，相關係數分析結果
顯示學生寫作評量和後測之間的相關係數最高。表明能幫助學生寫作能力進步的
因素是由學生經歷了變化——根據評量表和評量引導問題來提出評量意見和建議，
與同伴進行有目的、有意義的書面和語口互動。這些印證了俗話“施比受有福”，
同時也證明知識的個人化構建和社會化構建共同造就了學習者的知識構建。
研究成功的關鍵因素是將評量作為學習的形式設計成教學活動。學生通過反
復評量練習以及同伴進行線上和線下的互動，建立了評量意識；內化了作文評
量標準。本文主要分享過程式寫作教學中怎樣的訓練模型是最有效和的，以及變易
理論如何以變促學，幫助學生更好地內化作文評量標準。

關鍵詞: 变易理論、變易模式、寫作教學訓練模型、作文評量標準
The Study of Teachers’ Response to Second Language Student Chinese Writing in Hong Kong

Ho Wai Ki
Delia Memorial School (Hip Wo)

Abstract

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

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

Perfectionism and Reading Achievement in Chinese As a Second Language

Chiang Yung-nan
Wenzhou-Kean University

Abstract

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

Keywords: perfectionism, reading achievement
香港應用學習中文科的語言能力描述

張連航 (Cheung, Lin Hong)
香港教育大學

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

完成應用學習中文 (非華語學生適用) 後, 學生應能:
1. 應付日常生活和工作環境的語言交際要求, 聽懂別人的話語, 採用適當語氣和說話方式, 以粵語溝通及交際;
2. 閱讀日常生活和工作環境的實用文書和資料;
3. 運用適當的詞語、句子完成常用的實務文書。
(參考《應用學習中文 (非華語學生適用)》資歷架構達標表現描述, 附錄二。)

如何解決上述教學的問題？我們覺得首先應該先對這個課程做進一步的了解與分析。

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

關鍵詞: 應用學習中文 少數族裔 語言能力 資歷架構
信以立志：應用「閱讀促進學習」教學法提升非華語學生學習說明文類的成效

嚴淑欣、岑紹基、羅嘉怡、劉國張、梁迭起

摘要

隨著「指定學校」取消，全港近二百所中學取錄非華語學生，當中學生數目、學生語文程度、文化背景等方面差異顯著。學生更要於中學畢業前，應考香港中學文憑考試（HKDSE）、中國語文或英国的綜合高等教育證書（GCSE）、國際普通中學教育文憑（IGCSE）、普通教育文憑（GCE）等國際考試。以香港為例，學生於中學修課，需應考中學文憑試（HKDSE）中文語文科或英國的綜合中等教育證書（GCSE）。本文提出一個中華文化背景的課堂中，學生在課堂上使用「閱讀促進學習」（Rose & Martin, 2012）教學法。通過共同備課、課堂觀察、筆記及課業文本分析，本研究旨在探討「閱讀促進學習」教學法對提升非華語學生學習說明文類的成效及其動機。本研究發現，學生更能理解文類圖式結構，並應用於寫作當中。

關鍵詞：「閱讀促進學習」教學法、讀寫能力、跨文化教學、自編教材、分層教學
運用「動中文 mLang」教學法提升中文作為第二語言學生的聽說能力

林雅蓉、辛嘉華、羅嘉怡、祁永華、梁迭起
港青基信書院、香港大學教育學院

摘要
踏入21世紀，資訊科技於日常生活中十分重要。研究團隊根據第二語言習得(Krashen, 2012；謝錫金等, 2012)、移動資訊科技輔助語言學習(Chinnery, 2006)等理論開發了「動中文 mLang」智能詞彙卡學習應用程式(下稱 mLang)，並發展出「動中文 mLang」教學法，配合學習者為本(Learner-Centered Psychological Principles)的原則，強調照顧學習者的認知、動機、社羣互動、照顧差異(McCombs & Vakili, 2005)，讓學生自主尋找他們生活中有關的事物，以科技把它帶入課堂。

本文會詳細介紹香港一所以中文作為第二語言學生為主的中學，如何運用本教學法的理念配合校本中文二語課程，以移動科技輔助學習，提升學生的中文聽說能力。

研究團隊會提供教學實例；透過學生的前後測成績比較、課堂分析、學生課業文本分析及師生聚焦小組訪談，探討如何透過 mLang 所創設無縫學習電子平台，以任務型教學及小組協作方式，做到同儕相互學習。

關鍵詞：移動科技輔助學習；中文作為第二語言學習；任務型教學；小組協作
以移动资讯科技辅助中文作为第二语言学生融入主流课堂

朱晓慧、辛嘉华、徐端怡、郝益华、刘彬娴
德爱中学、香港大学教育学院

摘要

踏入21世纪，资讯科技于日常生活中十分重要。研究团队于2013年开发了“动中文mLang”智能词汇卡学习应用程式（下称mLang），并发展出“动中文mLang”教学法，并在多间中学进行教学实践和研究。本文将报告香港一所取录少数非华语生的女子中学，如何运用“动中文mLang”教学法，根据第二语言习得（Krashen，2012；谢锡金等，2012）的理论，通过行动研究，包括课堂分析、师生小组访谈及文本分析，分析运用mLang所创设的无缝学习电子平台，教师可以以移动科技辅助教学，作为中文作为第二语言学生增加文化输入、利用多元文本巩固篇章学习，以及于课堂做到即时互动的协作学习；以提升中文作为第二语言学生学习中文的成效及自修能力。

关键词：移动科技辅助学习；中文作为第二语言学习；文化输入；多元文本

运用「戏剧学中文」教学法提升中文作为第二语言学生的学习动机

方惠琼、刘国强、胡宝秀、邓敬麟、刘彬娴、祁永华、罗嘉怡
明爱胡振中中学、香港大学教育学院

摘要

戏剧情式（Drama Conventions），是指以一系列具戏剧元素的教学活动策略。过往研究指出，戏剧情式对第二语言学习者尤为有利。当中，在课堂建构情景（Scenario）、运用教师入戏（Teacher in role）与学生入戏（Student in role）的戏剧情式施教，能提高学习过程中师生的互动性。

本文旨在探讨香港中文教师运用「戏剧情式」作为中文对第二语言教学的方法，以一所中学四年级的中文作为第二语言班别作为研究对象，根据第二语言习得（Krashen，2012；谢锡金等，2012）的理论，透过行动研究，包括进行课堂分析、师生小组访谈及文本分析，分析运用戏剧情式施教的课堂实践情况。研究发现，有效的戏剧情式应用设计，不但没有增加施教难度，反而增加学习者的动机，能吸引学习者自动参与学习，并尝试运用目标语表达，达成校本课程的学与教目标。

关键词：中文教学、戏剧情式、中文作为第二语言教学、课堂研究

关键词：中文教学、戏剧情式、中文作为第二语言教学
探討戲劇教學法「學生入戲」，促進初中中文二語學生
閱讀學習的成效研究：以魯迅《一件小事》為例

簡弘毅、劉國張、胡寶秀、鄭啟麟、劉彬教研、祁永華
港青基信書院、香港大學教育學院

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

鄺文堅、劉國張、胡寶秀、鄭啟麟、劉彬教研、祁永華
港青基信書院、香港大學教育學院

摘要

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

本文以一所中學中五國中文作為第二語言學生作為研究對象，通過課堂研究、師生焦點小組訪談以及文本分析法，探討教師運用戲劇教學法—「教師入戲」(Teacher-in-role)在中文作為第二語言閱讀教學的實踐成效：通過精心設計的戲劇互動學習活動，協助學生在過程中產生對閱讀中國經典文學作品的興趣，推動與文本的深層理解和文化，進而提高中文閱讀水平，並發展自主學習的能力。「教師入戲」作為本教學研究的核心要素，原因是它有效提升學生的閱讀圖式 (reading schema) (Neuman, Kaefer & Pinkham, 2014)，喚起他們的情緒，從而建構文本的「處境模型」(situational model)，產生讀者反應 (reader's response) (Iser, 1972)，對文本有更深刻的理解。此外，它能配合並促進其他的戲劇習性的學與教成效，達成教學目標起關鍵作用。

本文以一所中學中五國中文作為第二語言學生作為研究對象，通過課堂研究、師生焦點小組訪談以及文本分析法，分析運用「教師入戲」於高中閱讀課堂，指導經典文學作品《爸爸的花兒落了》的實踐情況和成效。

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

CSL 學習者含“万”語素副詞習得研究

左小雨
南京大學海外教育學院

摘要

副詞一直是漢語本體以及漢語作為第二語言教學的研究熱點，也是漢語作為第二語言學習者的學習難點。本文結合北京語言大學 HSK 动态作文语料库、中山大学留学生中介语语料库以及暨南大学留学生汉语中介语书面语语料库中含“万”语素副词的使用情况，设计了调查问卷。通过问卷调查和分析，参考相关本体研究成果，从用法情况、词义理解和综合运用这三方面考察汉作为第二语言学习者对含“万”语素副词的习得情况。整体看来，在含“万”语素副词习得上，副词词义是学习者学习的难点，利用语素进行词义分析有助于副词词义的理解。副词的情感色彩、适用对象的音节数量、词性、语体色彩、具体与抽象、心理动词与一般动词的差别、适用句类等易给汉语作为第二语言学习者造成混淆，对外汉语教学中要加强联系与区分。汉语学习者汉语水平从中级到高级的发展是一个动态过程。随着汉语水平的提升，学习者排除干扰项的能力增强。母语背景对含“万”语素副词习得有一定影响。韩国属于汉字文化圈，韩国汉语学习者过于依赖母语，有时会在含“万”语素副词词义理解上造成负迁移。

关键词：CSL 学习者；含“万”语素副词；问卷调查；习得研究

“倒”功能的辐射状范畴构建及其教学

吉婷婷 (Chi, Tingting)
北京语言大学汉语进修学院

摘要

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

关键词：倒 辐射状范畴 教学
Conceptual Metaphor of Localitive Dong and the Spatial Representation of Chinese

Li Yuchen
Hunan University

Abstract

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

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

A New Chinese Phonetic System

Lo Hoi Chiu

Abstract

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

Implications:
1. The new system is more simple (using only English letters and discarding –, ′, ’, ′, ′, ˇ, ˇ, ˇ) and is a complete Romanization of Chinese, but Pinyin is not;
2. The new system is much easier to learn for having no irregularities and ambiguities;
3. Because the new system expresses all speech sounds of Putonghua in Roman letters only, it can be used as a writing system for Mandarin Chinese. NonChinese learners of Chinese may choose it as a substitute for Chinese characters.
An Action Research about Dealing with Differentiation and Students Management in Chinese As a Second Language Classroom

Li Mengke
The University of Edinburgh

Abstract

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

Keywords: classroom management, Task-based, differentiations
从与时间副词的同现看汉语数量词的功能
——从时间副词“常常”说起
Sun Rihuan
大阪大学语言文化研究科

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

在学生使用数量词的错误中有这样一例：
(1) *我妈妈常常给我打一个电话。
（卢涛 2007）
根据语感，(1) 是很难成立的，需去掉“一个”变成：
(2) 我妈妈常常给我打电话。
卢涛（2007）中对此现象作了简略的分析："常常"所阐述的是一种恒常现象，动态的恒常性决定了受事宾语（对象物体“电话”）的非个体性，所以数量词“一个”是多余的。

本文同意分析中认为受事宾语“非个体性”导致其前面数量词多余这一观点，但我们认为以上分析有需要加以补充之处，包括：（一）对“动态的恒常性”决定数量词“一个”多余的原因该如何进一步解释；（二）我们发现以下有数量词与“常常”同现的情况，这些同现的情况该如何看待和解释。
(3) 他去餐馆常常只要一杯水。
(4) 我妈妈常常一个星期给我打三个电话。
(5) 去见导师谈论文的时候，他常常先泡一壶茶。

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

关键词：数量词；常常；纯抽象动作；显著性标记；作为第二语言的汉语
體現雙語雙文化教育之課堂經營特色研究
——以 YCIS、TAS、TES 為例

羅羽宸
高雄師範大學華語文教學研究所

摘要

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