



# 汉语语言学与语言教学国际研讨会

May 29–30, 2012 • University of Hawai'i at Mānoa

International  
Symposium on  
**Chinese**  
Linguistics &  
Language Teaching

会议手册  
**Program**



NATIONAL FOREIGN LANGUAGE RESOURCE CENTER  
*University of Hawai'i at Mānoa*  
nflrc.hawaii.edu



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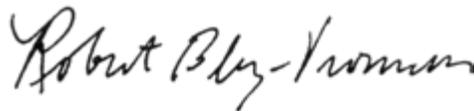
# E KOMO MAI = WELCOME

Aloha!

We are pleased to welcome you to the inaugural International Symposium on Chinese Linguistics & Language Teaching at the University of Hawai'i at Mānoa (UHM) in Honolulu, Hawai'i. This two-day event (May 29–30, 2012) will bring together 30 leading Chinese linguists and Chinese language teaching researchers from the U.S., mainland China, Hong Kong, and Singapore and provide a unique opportunity to explore and share new knowledge with the goal of fostering the growth and the integration of these two fields. Topics will include Chinese syntax, phonology, semantics, pragmatics, discourse, cognitive linguistics, sociolinguistics, corpus linguistics, and language acquisition and their applications and implications for language teaching.

The symposium is proudly sponsored by the College of Languages, Linguistics, & Literature (LLL), the National Foreign Language Resource Center (NFLRC), the Confucius Institute, and the Department of East Asian Languages & Literatures at the University of Hawai'i at Mānoa, and the Department of Chinese Language and Literature and the Center for Chinese Linguistics at Peking University. We are also pleased to include the UHM Center for Chinese Studies, The Hong Kong Polytechnic University, Beijing Language University, Wuhan University, and the Arizona State University Confucius Institute as important symposium co-sponsors. I would also like to take this opportunity to thank Professor Song Jiang (Department of East Asian Languages & Literature) for his conceptualization, nurturing, and leadership of the symposium and Mr. Jim Yoshioka (NFLRC) for his coordination of logistics.

We hope you will enjoy and be inspired by the exciting presentations and discussions about Chinese linguistics and language teaching at this truly international, collaborative event.



Robert Bley-Vroman

*Dean, College of Languages, Linguistics & Literature*



# ORGANIZERS

## SYMPOSIUM ORGANIZING COMMITTEE

**Jiang Song** (姜松), *Conference Chair, Department of East Asian Languages and Literatures*  
**Jim Yoshioka**, *Program Coordinator, National Foreign Language Resource Center*  
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## ACADEMIC COMMITTEE

**Bai Jian Hua** (白建华), *Kenyon College (肯尼恩学院)*  
**Cui Xi Liang** (崔希亮), *Beijing Language University (北京语言大学)*  
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**Claudia Ross** (罗云), *College of the Holy Cross (圣十字学院)*  
**Shen Yang** (沈阳), *Peking University (北京大学)*  
**Shi Ding Xu** (石定栩), *Hong Kong Polytechnic University (香港理工大学)*  
**Madeline Spring** (司马德琳), *Arizona State University (亚利桑那州立大学)*  
**Wang Hong Jun** (王洪君), *Peking University (北京大学)*  
**Wen Xiao Hong** (温晓红), *University of Houston (休斯顿大学)*  
**Zhang Min** (张敏), *Hong Kong University of Science & Technology (香港科技大学)*  
**Zhang Zheng Sheng** (张正生), *San Diego State University (圣地亚哥州立大学)*  
**Zhao Shi Ju** (赵世举), *Wuhan University (武汉大学)*

## SPECIAL THANKS TO ...!

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**Ho'oluana**



# SPONSORS

## UH COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE (LLL)



The College of Languages, Linguistics, and Literature is one of the four Arts and Sciences colleges of the University of Hawai'i at Mānoa. LLL offers a broad curriculum in English studies, foreign and heritage languages, second language acquisition, and linguistics. Composed of six departments and several programs and centers, LLL has capitalized on Hawai'i's location in the Pacific to provide, in addition to traditional fields of study, curricula with a focus on Asia and the Pacific unique in the nation. The College regularly teaches 25 languages, mostly Asian and Indo-Pacific, and has the capacity to teach 50 more according to demand. The programs in the College offer a full range of degrees, from the BA, to the MA, and the PhD.

Our faculty has long been recognized for its commitment to innovative research in language and literature and for the excellence of its teaching, with an emphasis on small classes (averaging 20 students) and close interaction between teacher and student.

Website: [lll.hawaii.edu](http://lll.hawaii.edu)

## UH NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)



Drawing on institutional strengths at the University of Hawai'i in foreign language teaching, applied linguistics, and second language acquisition, the National Foreign Language Resource Center (NFLRC) undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages. We engage in research and materials development, conduct workshops and conferences for language professionals, and distribute a wide variety of publications on center projects and programs.

In order to improve the nation's capacity for teaching and learning foreign languages, the United States Department of Education awards grants under the Language Resource Centers program for the establishment and operation of centers that serve as national resources. In 1990, the University of Hawai'i at Mānoa was granted funds to develop the National Foreign Language Resource Center, one of three such centers at the time. The number has since grown to fifteen. Find out more about the NFLRC, its projects, products, and personnel at [nflrc.hawaii.edu](http://nflrc.hawaii.edu)

*The University of Hawai'i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A100001*

## UH CONFUCIUS INSTITUTE



The Confucius Institute at the University of Hawai'i at Mānoa (CI-UHM) is a part of the University's Center for Chinese Studies. It is funded by the Confucius Institute Headquarters (Hanban) of the Ministry of Education of the People's Republic of China and is operated jointly by UHM and the Beijing Foreign Studies University (BFSU), a university well-known in China for training the nation's diplomatic corps. The CI-UHM was established on November 6, 2006.

The UH Confucius Institute responds to local and national needs in promoting education about Chinese language and culture. Website: [confuciusinstitutehawaii.org](http://confuciusinstitutehawaii.org)

## DEPARTMENT OF CHINESE LANGUAGE & LITERATURE, PEKING UNIVERSITY

北京大学中国语言文学系



The Department of Chinese Language & Literature of Peking University is one of the most prestigious faculties with the longest history in China. The Department of Chinese Language and Literature was originally known as "Wen Xue Men," established in 1910 when the Imperial Capital University (1898–1911) set up schools for seven disciplines, including economics, law, literature, natural sciences, agriculture, industry, and business. It was the first independent teaching institution on Literature in a Chinese university. As one of the important departments of Peking University, undergraduate, postgraduate, and doctoral courses are available in the Department of Chinese Language & Literature. The department includes more than 10 teaching and research sections and centers, including Classical Literature, Modern Literature, Contemporary Literature, Civilian Literature, Literature & Art Theory, Modern Chinese Language, Ancient Chinese Language, Chinese Linguistics, Applied Linguistics, Chinese Classical Documents, Phonetic and Experimental Lab, and the Center for Chinese Linguistics. Its primary role is to promote the understanding of Chinese language, literature, and history; to further the ability of students in the use of the Chinese language; and to study the development of Chinese civilization and its place in the modern world. Website: [chinese.pku.edu.cn](http://chinese.pku.edu.cn)

## CENTER FOR CHINESE LINGUISTICS, PEKING UNIVERSITY

北京大学汉语语言学研究中心



The Center for Chinese Linguistics (CCL) at Peking University, established in January, 2000, was designated by the PRC Ministry of Education as a Key Postsecondary Research Institution in the Humanities and Social Sciences in September of the same year. The founding director was Lu Jianming (陆俭明) and the founding associate director was Jiang Shaoyu (蒋绍愚). Beginning in April, 2007, Wang Hongjun (王洪君) assumed the directorship and Guo Rui (郭锐) the associate directorship. The Center comprises four research sections – Modern Chinese, Premodern Chinese, Ancient Chinese, and Chinese Dialectology – and one journal, *Yuyanxue luncong* (《语言学论丛》Linguistic Forum). Additionally, there is a materials resource center. Researchers, both full-time and part-time, are hired each year from China and abroad as needed by specialty to work collaboratively on large-scale research projects. In early 2003, in collaboration with the Chinese Department of Peking University, the Center set up two laboratories for research on a national scale with the aim of developing China's human resources in corpus databases for linguistic studies and Chinese language information processing. The Center has completed over 20 large-scale research projects of national significance since its founding, including systematic research on categorization of language form and meaning in Modern Chinese; a platform for

language teaching and research based on large-scale English and Chinese parallel corpora; studies in discourse structure and linguistic categories in Modern Chinese; techniques in digitized archiving and preservation of oral language and orally transmitted culture. At present, the CCL is carrying forward its mission in each of these areas under the leadership of Prof. Wang Hongjun and establishing a reputation for itself as a first-class international center for research, data resources, and scholarly exchange in Chinese linguistics. Website: [ccl.pku.edu.cn](http://ccl.pku.edu.cn)

## UHM DEPARTMENT OF EAST ASIAN LANGUAGES & LITERATURES (EALL)



EALL is the largest department of its kind in the country and offers a curriculum unparalleled in its breadth, depth, and variety of courses in Chinese, Japanese, and Korean Language, Linguistics, and Literature.

At the undergraduate level, language skill courses help students develop a high level of proficiency in both the spoken and written aspects of the languages. Other courses provide both introductory survey coverage and advanced, theme-specific investigations of the literary cultures of East Asia and the linguistic analysis of Chinese, Japanese, and Korean. Cultural awareness as well as language proficiency are further promoted through extra-curricular activities such as student clubs, video/film showings, lectures, and study abroad programs. Our students have the opportunity to participate in study abroad programs in Hainan, China, and Kobe and Machida, Japan, and Seoul, Korea. The graduate programs are designed to provide students with advanced professional training in two tracks: 1) language/linguistics and 2) literary studies. Website: [hawaii.edu/eall](http://hawaii.edu/eall)

## CO-SPONSORS

### CENTER FOR CHINESE STUDIES, UNIVERSITY OF HAWAII AT MĀNOA



The UHM Center for Chinese Studies is currently constituted of 58 professorial rank faculty and 5 instructors specializing in Chinese studies in 20+ disciplines and professional schools, offering 150+ courses at BA, MA, and PhD levels to nearly 200 student majors. It is the largest such training and research center in the world outside of Asia. Website: [ccs-uhm.org](http://ccs-uhm.org)

### THE DEPARTMENT OF CHINESE AND BILINGUAL STUDIES, THE HONG KONG POLYTECHNIC UNIVERSITY



The mission of the Department of Chinese and Bilingual Studies at the Hong Kong Polytechnic University is to offer high quality programmes which will equip preferred graduates with high levels of biliterate and trilingual skills and abilities which are to be used effectively in profession-based areas, and to conduct applied research that contributes to the study of Chinese in a bilingual context as well as bilingualism in a Chinese context, and that incorporates modern views and methods in disciplines related to such study. The Department constitutes of Chinese Language Centre, Centre for Translation Studies, and Language Testing Unit. The research strategy of CBS has mainly focused on applied research related to biliteracy and trilingualism, yielding practical, concrete results with application value. The Department has built a group of diverse and high-quality faculty members whose expertise

covers such areas as Bilingual Communication and Bilingual Education, Chinese linguistics, Corpus Linguistics and Computational Linguistics, Japanese Language Studies, Language Assessment and Chinese Language Education, Teaching Chinese as a Second Language and Second Language Acquisition, Translation Studies, etc.. Website: [cbs.polyu.edu.hk](http://cbs.polyu.edu.hk)

## BEIJING LANGUAGE UNIVERSITY



Beijing Language University was founded in 1962 and was originally named the higher preparatory School for Foreign Students. In 1964, it was renamed as Beijing Language Institute by the State Council. And then in 1996, with the approval of the Ministry of Education, the school was designated as the Beijing Language and Culture University. In 2002, it changed to its current name, Beijing Language University. It is the only international university in China with its main task set at teaching the Chinese language and culture to foreign students. Website: [www.blcu.edu.cn](http://www.blcu.edu.cn)

## COLLEGE OF CHINESE LANGUAGE AND LITERATURE, WUHAN UNIVERSITY

武汉大学文学院



武汉大学文学院的前身是1917年武昌高等师范学校设立的国文部。1928年国立武汉大学成立时正式命名为文学院。1953年, 国家院系调整, 组建新的中文系。2003年恢复文学院的建制。文学院现有教职工90人, 研究生和本科生1300余人。现任院长赵世举教授。学院下辖中国文学系、汉语言文化系、大学语文部、古籍整理研究所、武汉大学中国语言文学实践教学中心、武汉大学普通话培训与测试工作站等机构。学院具有中国语言文学一级学科博士学位授予权和博士后流动站。其汉语言文学专业是国家特色专业, 包括语言学及应用语言学、汉语言文字学、对外汉语教学、汉语国际教育和语文教育、对外汉语和人文科学试验班等。文学院还设有国家汉办设立的汉语国际推广教学资源研究与开发基地、教育部语言文字信息管理司指导建立的中国语情监测与研究中心等研究机构。 Website: [chinese.whu.edu.cn](http://chinese.whu.edu.cn)

## ARIZONA STATE UNIVERSITY CONFUCIUS INSTITUTE



The Confucius Institute is ASU's direct response to the need for creating a sustainable, in-depth source of knowledge about China for Arizona citizens. It is the first of its kind in the state. The institute is committed to promoting Chinese language and culture studies in schools as well as throughout the Arizona's general public.

ASU CI was established through a partnership with Sichuan University and the Office of Chinese Language Council International (Hanban), under the Ministry of Education in China. The Institute is part of a global network of Confucius Institutes dedicated to the understanding of the Chinese language and culture around the world. Website: [confuciusinstitute.asu.edu](http://confuciusinstitute.asu.edu)

## THE OPEN UNIVERSITY OF CHINA



The Open University of China (formerly the China Central Radio and TV University) carries out distance educational activities using an integration of three networks, including a satellite TV network, computer network, and people's network. This integration has become a prominent feature and strength of the open education in China.

The primary role of the OUC is to provide opportunities of higher education for professionals in different industries and enterprises and other members of the society, to conduct non-degree education through on-the-job training and training for rural practical skills, providing

# SYMPOSIUM INFORMATION/SCHEDULE

## REGISTRATION

This symposium is free and open to the public. Just sign in when you arrive (lobby).  
Seating is on a first-come, first-served basis.

## PRESENTATIONS

All presentations (20 minutes each) will take place in the Center for Korean Studies auditorium.

## COFFEE SERVICE

Complimentary coffee service is available in the lobby.  
PLEASE NO FOOD OR BEVERAGES ALLOWED IN THE AUDITORIUM.

## RESTROOMS

The women's restroom is located on the first floor under the stairs on the left side. The men's restroom is located on the second floor at the top of the stairs. An elevator is available to the right of the stairs for those who need it.

## TUESDAY, MAY 29

9:00–9:30	registration / coffee service (lobby)
9:30–9:45	<p><i>Introduction:</i> <b>Jiang Song</b> (姜松), <i>Symposium Chair</i></p> <p><i>Welcome:</i> <b>Gary Ostrander</b>, <i>UHM Vice Chancellor for Research &amp; Graduate Education</i> <b>Robert Bley-Vroman</b>, <i>Dean, UHM College of Languages, Linguistics, &amp; Literature</i></p> <p><i>Announcements:</i> <b>Jim Yoshioka</b>, <i>Symposium Coordinator</i></p>
9:45–10:45	<p><b>SESSION 1: LINGUISTIC RESEARCH AND LANGUAGE ACQUISITION</b></p> <p>Chair: Jiang Song (姜松), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</p> <ul style="list-style-type: none"> <li>■ 汉语教学与当代语言学理论—汉语教师需要学习了解当代语言学理论 – Lu Jian Ming (陆俭明), <i>Peking University</i> (北京大学)</li> <li>■ Linguistic Knowledge: Knowing About vs. Knowing How – Claudia Ross (罗云), <i>College of the Holy Cross</i> (圣十字学院)</li> <li>■ Cognition and Chinese Language Acquisition – Hong Gang Jin (靳洪刚), <i>Hamilton College</i> (汉弥尔顿大学)</li> </ul>
10:45–11:00	break

11:00–12:20	<p><b>SESSION 2: LEXICON AND VOCABULARY INSTRUCTION</b></p> <p>Chair: Shi Ding Xu (石定栩), <i>Hong Kong Polytechnic University</i> (香港理工大学)</p> <ul style="list-style-type: none"> <li>■ 在汉语虚词教学研究中要重视比较的方法 – Ma Zhen (马真), <i>Peking University</i> (北京大学)</li> <li>■ 语法研究和对外汉语教学—从评注性副词说起 – Shi Ding Xu (石定栩), <i>Hong Kong Polytechnic University</i> (香港理工大学)</li> <li>■ 关于汉语二语教学教材的词汇分级 – Wang Hong Jun (王洪君), <i>Peking University</i> (北京大学)</li> <li>■ 语言系统的中枢与汉语教学的关键—再谈词汇主导教学模式 – Zhao Shi Ju (赵世举), <i>Wuhan University</i> (武汉大学)</li> </ul>
12:20–1:20	lunch
1:20–2:20	<p><b>SESSION 3 – SYNTAX AND PEDAGOGICAL GRAMMAR (1)</b></p> <p>Chair: Zhang Min (张敏), <i>The Hong Kong University of Science and Technology</i> (香港科技大学)</p> <ul style="list-style-type: none"> <li>■ 章法与句法的互动制约—以四种语体里的高频句型为例 – Fang Mei (方梅), <i>Chinese Academy of Social Sciences</i> (中国社会科学院)</li> <li>■ <b>Postverbal Constraint as a Scalar Phenomenon: The Case of Modern Chinese Verb-Directional Constructions</b> – Zhang Min (张敏), <i>The Hong Kong University of Science and Technology</i> (香港科技大学)</li> <li>■ 国际汉语教学中的疑问句教学专题研究 – Shao Jing Min (邵敬敏), <i>Ji Nan University</i> (暨南大学)</li> </ul>
2:20–2:35	break
2:35–3:35	<p><b>SESSION 4 – COGNITIVE LINGUISTICS AND LANGUAGE TEACHING</b></p> <p>Chair: Wang Haidan (王海丹), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</p> <ul style="list-style-type: none"> <li>■ <b>Cognitive Linguistics and Teaching Chinese as a Foreign Language</b> – Yu Ning (於宁), <i>Pennsylvania State University</i> (宾夕法尼亚州立大学)</li> <li>■ <b>The Conceptual Structure of Chinese Classifiers and Their Implications in Classifier Acquisition and Teaching</b> – Jiang Song (姜松), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</li> <li>■ <b>Bringing out the Saliency of Metaphorical Concepts in Language Teaching: The Case of “chī” in Mandarin</b> – Wang Haidan (王海丹), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</li> </ul>
3:35–3:50	break
3:50–4:50	<p><b>SESSION 5 – LANGUAGE TYPOLOGY AND LEARNER'S LANGUAGE SYSTEM</b></p> <p>Chair: Zhou Lie Ting (周烈婷), <i>Chinese International School, Hong Kong</i> (香港汉基国际学校)</p> <ul style="list-style-type: none"> <li>■ 中介语与相关语言系统的对比研究 – Zhou Xiao Bing (周小兵), <i>Sun Yat Sen University</i> (中山大学)</li> <li>■ 语言交换理论 – Xu Da Ming (徐大明), <i>Nanjing University</i> (南京大学)</li> <li>■ 现代汉语语序像似性的类型学根源 – Zhou Lie Ting (周烈婷), <i>Chinese International School, Hong Kong</i> (香港汉基国际学校)</li> </ul>

## WEDNESDAY, MAY 30

8:30–9:00	coffee service (lobby)
9:00–10:00	<p><b>SESSION 6: PRAGMATICS AND LANGUAGE COMPETENCE</b></p> <p>Chair: Bai Jian Hua (白建华), <i>Kenyon College</i> (肯尼恩学院)</p> <ul style="list-style-type: none"> <li>■ <b>Developing Pragmatic Competence in Chinese as a Foreign Language</b> – Bai Jian Hua (白建华), <i>Kenyon College</i> (肯尼恩学院)</li> <li>■ 不同背景的大学生汉语“请求”言语行为能力研究 – Wen Xiao Hong (温晓红), <i>University of Houston</i> (休斯顿大学)</li> <li>■ <b>Intercultural Pragmatics of Apology—An Empirical Study</b> 试析言语行为“抱歉”的跨文化语用性 – Hong Wei (洪玮), <i>Purdue University</i> (普渡大学)</li> </ul>
10:00–10:15	break
10:15–11:35	<p><b>SESSION 7: COMPUTATIONAL LINGUISTICS AND LANGUAGE TEACHING</b></p> <p>Chair: Zhang Zheng Sheng (张正生), <i>San Diego State University</i> (圣地亚哥州立大学)</p> <ul style="list-style-type: none"> <li>■ 从自然语言文本处理看中文阅读的教与学 – Zhang Zheng Sheng (张正生), <i>San Diego State University</i> (圣地亚哥州立大学)</li> <li>■ <b>A Study on Multi-speech Models of Mandarin and Multi-media Learning System</b> – Kong Jiang Ping (孔江平), <i>Peking University</i> (北京大学)</li> <li>■ 基于复合事件语义分析的现代汉语述补结构用法数据库的构建与应用 – Zhan Wei Dong (詹卫东), <i>Peking University</i> (北京大学)</li> <li>■ <b>A Corpus Approach to Learning Mandarin Modal Particles</b> – Dana Scott Bourgerie (白杰理), <i>Brigham Young University</i> (杨百翰大学)</li> </ul>
11:35–12:35	lunch
12:35–1:35	<p><b>SESSION 8: SYNTAX AND PEDAGOGICAL GRAMMAR (2)</b></p> <p>Chair: Shen Yang (沈阳), <i>Peking University</i> (北京大学)</p> <ul style="list-style-type: none"> <li>■ 汉语“哈”的意义和功能 – Cui Xi Liang (崔希亮), <i>Beijing Language University</i> (北京语言大学)</li> <li>■ 小句动词投射与“V+到/在NPL”结构的句法构造 – Shen Yang (沈阳), <i>Peking University</i> (北京大学)</li> <li>■ <b>The Descriptive Pivotal Construction in Modern Mandarin</b> – Rui Peng (彭睿), <i>National University of Singapore</i> (新加坡国立大学)</li> </ul>
1:35–1:50	break

1:50–2:50	<p><b>SESSION 9: SPEECH AND PRONUNCIATION</b></p> <p>Chair: Chan Shui Duen (陈瑞端), <i>The Hong Kong Polytechnic University</i> (香港理工大学)</p> <ul style="list-style-type: none"> <li>■ 汉语学习和汉语拼音教学 – Wang Li Jia (王理嘉), <i>Peking University</i> (北京大学)</li> <li>■ 通過語誤分析看香港普通話語音教學 – Chan Shui Duen (陈瑞端), <i>The Hong Kong Polytechnic University</i> (香港理工大学)</li> <li>■ 汉语作为第二语言的停延习得策略——以母语为英语的初、中级阶段的汉语学习者为个案 – Zhang Yan Cheng (张延成), <i>Wuhan University</i> (武汉大学)</li> </ul>
2:50–3:05	break
3:05–4:05	<p><b>SESSION 10: PEDAGOGY AND LANGUAGE EDUCATION</b></p> <p>Chair: Cynthia Ning (任友梅), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</p> <ul style="list-style-type: none"> <li>■ <b>How Literary Chinese Impacts Advanced Learners of Modern Chinese: Pedagogical Perceptions and Linguistic Research</b> – Madeline Spring (司马德琳), <i>Arizona State University</i> (亚利桑那州立大学)</li> <li>■ <b>21st Century Skills and Chinese Language Education</b> – Cynthia Ning (任友梅), <i>University of Hawai'i at Mānoa</i> (夏威夷大学)</li> <li>■ 汉办规划教材海外小语种国家使用情况分析 – Ruan Gui Jun (阮桂君), <i>Wuhan University</i> (武汉大学)</li> </ul>
4:05–4:25	closing ceremony & future directions

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汉语教学与当代语言学理论——汉语教师需要学习了解当代语言学理论

Lu Jian Ming (陆俭明), *Peking University* (北京大学)

说实在, 汉语教师水平的高低, 教学责任心的大小, 汉语教学质量的好坏, 其伸缩性是很大的, 或者说有很大的模糊性。本报告是针对具有一定水准、有一定教学责任心、希望自己的教学能获得较好教学效果的教师来谈的。在汉语教师中, 一说到学习语言学理论, 特别是前沿理论, 不少人总觉得那是从事汉语本体研究的学者要学的东西, 我们教汉语的老师用不上。其实不然。报告将会举出一系列的大量实例来说明, 汉语教师需要学习了解语言学理论, 包括最前沿的理论。

我们强调汉语教师需要学习了解当代语言学理论, 不是要汉语教师直接用这种语言学理论跟学生讲解汉语语音、词汇、语法的种种问题, 而是希望大家尽可能使自己也使学生对汉语教学里的种种问题, 不但能知其然, 而且能知其所以然, 从而有助于大大提高汉语教学质量。因此, 真要学习了语言学理论之后能有效用于汉语教学, 一定要在看懂、了解那理论知识的基础上, 做好三步转化工作——转化之一, 将论著内容转化为自己头脑里的知识; 转化之二: 用获得的知识思考汉语教学中的问题, 并转化为教学内容; 转化之三, 是语言上的转化, 那就是要用深入浅出、通俗易懂的教学语言来给学生讲解。怎么实现那转化? 也就是说转化的条件是什么? 报告将会作出明确的、合乎情理的回答。

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LINGUISTIC KNOWLEDGE: KNOWING ABOUT VS. KNOWING HOW

Claudia Ross (罗云), *College of the Holy Cross* (圣十字学院)

I began my career in Chinese as a linguist though I have been teaching Chinese for more than 30 years. Over time, I have become more and more sensitive to the difference between what I know, or what I want to know, as a linguist, and what my students need to know in order to communicate in Chinese. They are not the same things, or, at least, they don't take the same form. As I have become more experienced as a language teacher, I have incorporated less and less direct lecture about the structures that students are learning. At the same time, however, I have thought more and more about how to shape the learning environment (the classroom, the textbook, homework practice) to enable students to extract the linguistic information that they need in order to use structures correctly and appropriately. In this paper I will focus on the sometimes subtle distinction between knowing the linguistic facts about a structure, and knowing when and how to use that structure. I will focus on two structures presented in the first year of instruction in most Chinese courses: aspectual 了 and post-verbal manner adverbials.

I have chosen these two structures because they are each challenging to English speaking CFL learners, and because students often confuse the features of these two structures. Both involve action verbs. Both involve grammatical particles (了, 得), and even more confusing for students, the particles rhyme. The action verbs often take objects, and in both structures, there is a set of conditions that determine the relative placement of the object and the grammatical particle. Finally, although the semantic distinctions conveyed by these structures are also expressed in English, English expresses these meanings in ways that do not correspond directly to the Mandarin structures.

Linguists talk about these structures in terms of aspect, boundedness, completion, headedness, etc. Students need to absorb these concepts, but linguistic “jargon” often serves as an obstacle, not an aid, in the language classroom. We know that teenage and adult learners can process abstract information and use it to help them interpret behavior. But we know that learners need to practice using language in order to acquire it. How should language teachers introduce facts, and should they incorporate them into action, to maximize CFL learning?

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## COGNITION AND CHINESE LANGUAGE ACQUISITION

Jin Hong Gang (靳洪刚), *Hamilton College* (汉弥尔顿大学)

In this paper, the author will discuss the recent advancement in studies of cognition and second language acquisition (SLA). Researchers in this field have demonstrated some substantial empirical results in areas of second language processing, cross-linguistic transfer, L2 perception and attention analysis, roles of implicit and explicit L2 learning, and usage-based L2 learning among others. The research findings have pushed the field to take on a new view of SLA in that:

- Language learning is both exemplar-based and rule-based
- Learning a language involves learning constructions - “recurrent patterns of linguistic elements that serve some well defined linguistic function” (N. Ellis, 2003, 2006)
- L2 learning is a process of gradually strengthening associations between elements
- Language learning is usage-based and frequency driven
- Learning is governed by the power law of practice
- Memory plays an important role in L2 learning

In a nutshell, language is learned from usage. This assumption has inspired and prompted much collaborative research in areas of corpus linguistic analysis, cognitive linguistics, psycholinguistic theories of the mental representation, emergentist view of dynamic system theory, and probabilistic and frequency-based theories of language. In the context of this field advancement, there is an urgent need for the field of Chinese as a foreign language (CFL) to join force with specialists in the above-mentioned fields to form a dynamic platform where language, communication, and cognition interplay.

Using the framework of Skehan (2002), the author will demonstrate how CFL researchers can be collaborating with Chinese cognitive linguists, corpus linguists, and general linguists in examining and explaining the CFL learning process from the following 4 perspectives:

- CFL patterning: How common CFL learning patterns form and developmental characteristics or problems arise because of L1 background and of salience and frequency of linguistic features
- CFL noticing: How some aspects of an L2 require awareness and/or attention-directing mechanism to linguistic features/forms and how some aspects of the L2 are unlearnable from positive evidence alone
- CFL controlling: How newly noticed CFL knowledge at different linguistic levels is purposely and accurately produced/used, and how CFL development is gradual and U-shaped acquisition
- CFL lexicalization: How instructors help learners move from usage-based language chunks to low scope patterns, to finally automatic use of constructions and schema

Ma Zhen (马真), *Peking University* (北京大学)

大家都知道,在汉语作为外语教学中,虚词教学很重要。怎么有效地研究汉语虚词、讲授汉语虚词?我们可以从多方面去探索,但是有一点我觉得很重要,那就是在虚词研究与教学中必须善于运用比较的方法。本文主要谈三个问题:

- 一、研究汉语虚词一定要运用比较的方法;
  - 二、要进行多角度、多方位的比较;
  - 三、比较,一定要注意步步深入。
- 每一方面都将以具体实例来加以说明。

Shi Ding Xu (石定栩), *Hong Kong Polytechnic University* (香港理工大学)

每个以汉语为母语的人都掌握汉语的语法规律,汉语语法理论是对于这种规律的总结。一般的汉语描写语法(如张斌2010)以说母语者的语感为叙述基础;只讨论能说的句子,不考虑不能说的;不讨论结构或结构之间的细微差别。一般的教学语法树(田小琳1994)也以说母语者的语感为叙述基础;以实用性为主要要求;以提高学生语文水平为目的;注重语法规范和病句的改正,注重修辞手段。

对外汉语的教学语法(邓守信2009)则不同。不能指望读者有汉语的语感;要让学习者能看懂;要能够为学习者提供正确而清晰的规则;能够解释不同结构或不同词语之间的细微差别,而且能够解释学习者犯错误的原因,也就是要讨论不能说的句子。

本讲座以三组评注性副词为例,探讨如何深入研究它们之间的差别,从理论高度加以归纳,从而为学习汉语的人解释清楚如何区别这些词语。这三组副词是“确实”和“实在”,“根本”和“完全”,以及“简直”和“差不多”。

Wang Hong Jun (王洪君), *Peking University* (北京大学)

本文讨论字本位在汉语二语教材编写中重要作用及其选择字词应该注意的几个问题:字频高不等于构词能力高,标音字、实字与虚字的不同功能,应该加重名性实字字频的权重,构词规则应该按规则性高低的不同分为三类分别对待,义场对汉语构词规则的描述有重要作用。

Zhao Shi Ju (赵世举), *Wuhan University* (武汉大学)

词汇当是语言系统的中枢和汉语第二语言教学最为重要的关键。构建科学适用的以词汇为主导的汉语教学模式,或能进一步提高教学效率。

#### 一、从语言机制看词汇的中枢地位

语言事实告诉我们,在语言系统中,词汇是各种语言信息的集合实体,它关联语音,承载语义,制约语法,影响语用,甚至蕴含文化。显然词汇是语言的中枢,它主导着语言的结构和机制。

#### 二、从汉语语法特点看词汇的基础性质

汉语语法有如下特点:(1)形态不丰富,语法意义更多地潜存于词汇语义之中。(2)词法与句法具有较高的一致性。只要掌握了词法,就可触类旁通。(3)句子的建构具有灵活性。没有严格的形态要求,往往根据意义表达的需要灵活构句,因此作为意义基本载体的词汇尤显重要。(4)汉语词具有多功能性。因此,必须具体掌握了词的语法个性,才能够正确运用。此外,就词汇与语法的关系而言,词是构建句子的最基本结构单位,又是语法的载体,因而它也就构成了语法的表达基础。

#### 三、从认知与习得规律看词汇的关键作用

就一般认知规律而言,感知在先,抽象在后。由于词汇与客观事物相联系,客观事物一般又具有人类共通性,便于把握。因而通过词汇讲解,学生容易感知领悟。掌握了词汇,以词汇为依托的较抽象的语法问题,也就容易学习了。

根据习得规律,人最容易感知的是词汇实体而非抽象形式,这可以从儿童和言障人的语言习得中得到验证。可见词汇是关键。

#### 四、关于词汇主导教学模式的设想

##### 1、基本理念

遵循认知和习得规律,紧贴汉语特点,构建综合立体型教学体系,以词汇为核心和纽带,集合贯通语音、语义、语法、语用、汉字知识,并适当兼顾文化,以课文形式呈现,给学生全面的、鲜活的、有利于实际运用的汉语知识和能力。

##### 2、模式设计具体步骤是:

- (1) 筛选现代汉语核心词,并研究核心词的场关系和梯级分布。
- (2) 抽取现代汉语语法要点,并进行归类整理。
- (3) 探讨被抽取的核心词和语法点的关联体系,并研究相关的语用问题。
- (4) 整合研究成果,并根据循序渐进原则编写配套教材。

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#### 章法与句法的互动制约——以四种语体里的高频句型为例

Fang Mei (方梅), *China Academy of Social Sciences* (中国社会科学院语言研究所)

Longacre 的 *The Grammar of Discourse* 根据有无时间连续性 (*temporal succession*) 和是否关注动作主体 (*agent orientation*) 这两个标准,把不同语体类型的语篇分为四大类:叙事语篇、操作语篇、行为语篇、说明语篇。典型的叙事语体具有时间连续性,关注动作的主体;操作语体具有时间连续性,但是不关注动作的主体;行为语体不具有时间连续性,但是关注动作的主体;而说明语体既不具有时间连续性,也不关注动作的主体。就已有的一些研究个案来看,以“时间连续性”和“动作主体”作为切入点进行观察,有助于发现不同语体的句法特征,有助于对一些特殊语法现象的产生动因做出合理的解释。

在汉语里有两类情形应特别予以关注,一种情形是,有些句法结构在某种语体里合语法,换一种语体就不可接受。另一种情形是,单说合语法,放到语篇里不适用。要想搞清楚上述问题,有赖于通过对跨语体语料的考察,对不同语体的句法特征进行概括。本文以叙事、操作、说明、证论四种语体为例,讨论了小句语法特征的语体差异,指出影响句法的合法性、以及对句法的塑造具有重要影响的篇章因素主要有两方面:1) 互动性。2) 事件性。前者是就交际类型而言,后者是就语篇的功能类型而言的。文章说明,通过对典型语体的材料进行对比分析,才能了解不同语用动因在汉语句法上的表现,进而揭示汉语里“章法”与“句法”之间的互动制约关系。

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#### POSTVERBAL CONSTRAINT AS A SCALAR PHENOMENON: THE CASE OF MODERN CHINESE VERB-DIRECTIONAL CONSTRUCTIONS

Zhang Min (张敏), *Hong Kong University of Science & Technology* (香港科技大学)

No other grammatical feature can better reveal the typological uniqueness of Modern Chinese among world languages than its strong tendency to disallow the occurrence of more than one constituent after the verb in a sentence (generally dubbed as the “Postverbal Constraint”): among 1,500 languages in Dryer’s (2009) sample, Chinese is the only SVO language that attests the constraint. In several recent papers (Zhang 2010, 2011, 2012) I have argued that the previous failure to generalize the constraint as an exceptionless regularity (cf. Huang 1982, Travis 1984, Li 1990, Sybesma 1992, Fang 2006, *inter alia*) lies in the lack of recognition of (a) the heterogeneous nature of Standard Mandarin, and (b) the gradable nature of the constraint. I have undertaken to show that in relatively more homogeneous dialectal data, the constraint manifests itself neatly as a scalar phenomenon, geographically and syntactically gradual, and proportional to the degree of historical

and current exposure to the northern non-Sinitic SOV languages. In Northwestern creoles (Category I), the maximum number of allowable postverbal constituent is zero; in Northwestern Mandarin and Jin (Categories II and IIIa) the number approximates 1; in Central-plain Mandarin (Category IIIb, including Pekinese) the number is 2 (double-object configuration only); and in Southern Mandarin and Southeastern non-Mandarin dialects (Categories IV and V) the number is 2, 3 or more. Against this backdrop, the Postverbal Constraint in Modern Standard Chinese (in the form of “no more than 2”) comes not as a surprise, but arguably as a confirmation of its creole nature.

The current paper aims to provide an additional piece of evidence supporting the argument. Modern Standard Chinese allows the following near-synonymous verb-directional constructions when the verb occurs with an object:

- (A) VD1D2O, e.g. 拿出来一本书 ná chūlái yīběnshū ‘...took out a book.’
- (B) VD1OD2, e.g. 拿出一本书来 ná chū yīběnshū lái ‘...took out a book.’
- (C) VOD1D2, e.g. 拿本书出来 ná yīběnshū chūlái ‘...took out a book.’
- (D) OVD1D2, e.g. 把书拿出来 bǎ shū ná chūlái ‘...took out a book.’

Though the syntactico-semantic-pragmatic differences among the four patterns have received extensive discussion in the literature (Zhang Bojiang 1991, Lu Jianming 2002, *inter alia*), their coexistence in Mandarin, particularly when they are used interchangeably, remains perplexing and unaccounted for. In light of the extended “Postverbal Constraint,” the paper argues that the coexistence of (A)(B)(C) in Modern Standard Chinese is no more than a syncretism of the three patterns roughly complementarily distributed in dialects. In other words, the following two sequences jibe well with each other:

1. Donly>A>B>C
2. I>II>IIIa>IIIb>IV, V

## 国际汉语教学中的疑问句教学专题研究

Shao Jing Min (邵敬敏), *Jinan Univeristy* (暨南大学)

国际汉语教学研究, 需要向纵深发展。其关键是加强专题性的教学研究, 尤其是跟交际密切相关的功能专题研究。前提是: 第一, 针对国际汉语教学中的重点和难点。第二, 一切从话语交际的实际出发。第三, 以语言表达为主, 结合语言的理解。

有关研究必须注意以下几点:

- 第一, 尽可能吸收现代汉语研究的最新成果。(不能只凭老经验, 知识和方法必须更新)
- 第二, 充分考虑到国际汉语教学的特点。(对象不是中国学生, 母语不是汉语)
- 第三, 注意教学对象的区别性特征。(不同国家不语言的学生有不同的难点)

有关课题例如: 汉语名量词与名词的选择组合教学专题、汉语动量词与动词的选择组合教学专题、动词重叠及其使用条件教学专题、形容词ABB式功能教学专题、汉语框式结构教学专题……。这些教学专题研究不同于单纯的学术性研究, 是密切结合教学需求进行的, 必然极大地提升汉语教学的水平以及层次。

本文选择现代汉语疑问句的专题教学, 具有典型性意义。内容包括三个方面: 一、结构类型教学; 二、功能类型教学; 三、问答类型教学。

一、疑问句结构类型教学, 教学原则:

1. 建立先易后难的程序; 2. 注重跟陈述句的变换关系。3. 考虑疑问程度的高低顺序。
4. 在同类疑问句的对比中彰显其特点。
  - (1) 是非问句。语气词类型 (吗字是非问、吧字是非问、啊字是非问) ; 语调是非问。
  - (2) 正反问句。不字正反问、没字正反问。

(3) 选择是非问。

(4) 特指是非问。

二、疑问句功能类型教学, 教学原则:

1. 常用先学。2. 简便先学。3. 密切结合上下文进行。

(1) 回声问 (结合前行句)

(2) 附加问 (结合先行句)

(3) 反诘问 (对比普通问)

(4) 设问 (结合一般问句)

(5) 叹词独用疑问句

三、疑问句回答类型教学。教学原则:

1. 以典型实例先行; 2. 重视主观意图; 3. 设定回答。

(1) 正常回答: 适量回答、超量回答、减量回答。

(2) 巧妙回答: 委婉回答、以问作答、幽默回答。

(3) 无力回答:

(4) 拒绝回答: 正面拒绝、委婉拒绝、转换话题。

具体设计:

1. 选择有趣的语言交际的实例 (有声读物和文字材料)。

2. 重视口头语言的重音、停顿、语调等手段的作用。

3. 编写对教学特别有用操作性强的程序。

4. 提供实战型的练习题。

5. 建立专题性语料库和题库。

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## COGNITIVE LINGUISTICS AND TEACHING CHINESE AS A FOREIGN LANGUAGE

Ning Yu (於宁), *Pennsylvania State University* (宾夕法尼亚州立大学)

Cognitive Linguistics (CL), which is a flexible theoretical framework for the study of language as an integral part of culture and cognition, focuses on linguistic meaning grounded in our embodied experience in and with the physical and cultural world. According to CL, linguistic meaning, as a matter of conceptualization, is not an objective reflection of the outside world, but instead is perspectival, construing the world in a particular way or adopting a particular perspective onto the world. Linguistic meaning is not a separate and independent module of the mind, but is inseparable from other forms of knowledge; it is therefore non-autonomous and encyclopedic, reflecting our overall experience as human beings, and involving knowledge of the world integrated with our other cognitive capacities. As a usage-based model of language, CL considers the knowledge of language to be experientially based in actual speech, and tends to conduct linguistic analysis of real language use (Geeraerts 2006).

As outlined above, CL has considerable pedagogical potential for second or foreign language teaching. In more than a decade over the past, education-oriented applied linguistics has been conducting research into second language acquisition based on the CL paradigm and trying to advance CL-inspired pedagogy for second or foreign language instruction (e.g., Achard and Niemeier 2004; Boers and Lindstromberg 2008; Boers and Littlemore 2003; De Knop, Boers and De Rycker 2010; Littlemore 2009; Pütz, Niemeier and Dirven 2001a, 2001b). The key CL concepts that are of particular relevance to second or foreign language learning and teaching include

construal, categorization, encyclopedic knowledge, metaphor, metonymy, embodiment, motivation, and construction grammar, which are claimed to either give rise to possible new ways of teaching languages or provide further support for existing teaching methodologies (Littlemore 2009). Surprisingly, however, studies applying CL to teaching Chinese as a second or foreign language seem to be very scarce in the literature. This paper will explore some possibilities in this respect focusing on the potential application of CL theory of metaphor - conceptual metaphor theory - to help learners gain “metaphoric competence” and “conceptual fluency” in Chinese.

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## THE CONCEPTUAL STRUCTURE OF CHINESE CLASSIFIERS AND THEIR IMPLICATIONS IN CLASSIFIER ACQUISITION AND TEACHING

Jiang Song (姜松), *University of Hawai'i at Mānoa* (夏威夷大学)

Cognitive linguistics based on embodiment believes that language comes from the experience of interaction among people, the objective world, and the cognitive process. All linguistic categories are embodied with an objective foundation. Taking body parts and bodily actions as research objects and drawing data from corpora, this paper outlines the development of Chinese classifier categories, focusing on the semantic structure of chosen classifiers based on their etymological origins. Using corpus data, this paper demonstrates that there are traceable motivations between the body part originated classifiers and the nouns they classify. The motivation can be identified as image schema transformation, metaphor, metonymy and functional associations. It further argues that, as abstract linguistic categories, the Chinese classifier system is formed based on Chinese people's understanding of themselves and the objective world. Based on this, the close relationship between the embodied bases of classifiers and classifier acquisition and teaching is discussed from language embodiment and pedagogy perspectives. It concludes that embodied bases of Chinese classifiers are an important reference for classifier acquisition, disclosing that the conceptual structure of a classifier and its associated nouns is important for teaching Chinese classifiers. A series of practical suggestions on how to teach Chinese classifiers in the classroom is provided.

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## BRINGING OUT THE SALIENCE OF METAPHORICAL CONCEPTS IN LANGUAGE TEACHING: THE CASE OF “CHI” IN MANDARIN

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Cognitive grammar has been considered very promising in language instruction for its natural basis and its usage-based nature (Ellis & Robinson 2008). A language system usually contains expressions and content with differing degrees of salience. Research (Schmidt 2001) has shown that second language (L2) learners can make significant gains when their attention is directed to cross-linguistic differences. The ability to comprehend and produce L2 expressions containing metaphors is an important indication of advanced level proficiency. Since successful L2 learning necessitates a greater level of explicit awareness of such expressions in the target language, it behooves cognitive linguists to bring out the salient features that seem to be universal across languages, but which have semantically, structurally or culturally unique usages, such as the concepts “eating” and “drinking.” Although the metaphorical features of “eating” and “drinking” in both English (Newman 1997, 2009) and Mandarin (Nie 2009, Ye 2010, Zhang 2010) have been extensively presented, the metaphorical differences between Mandarin “*chi*” and its English counterpart, “consuming, intaking” have not yet been explicitly explored. This study will examine the semantic structures and the collocation of “*chi*,” present a comprehensive analysis of culturally and linguistically salient “*chi*” constructions, depict the

mappings from the source domain to its various target domains, and show conceptual differences between the Chinese expressions and their corresponding metaphorical expressions in English. By revealing the extensiveness of the “*chi*” structure in Mandarin with reference to certain attentional domains (Talmy 2008), the author hopes to provide a panoramic view of its metaphorical salience and present pedagogical implications arising from this approach.

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中介语与相关语言系统的对比研究

## A CONTRASTIVE STUDY ON INTERLANGUAGE AND RELATED LANGUAGE SYSTEM

Zhou Xiao Bing (周小兵), *Sun Yat Sen University* (中山大学)

本文考察外国人学汉语的中介语与多种语言系统的对比。全文分4节。

一、中介语是一种语言系统

二、中介语跟静态语言系统对比

2.1 跟当代标准目标语的对比 (5种数学模式)

2.2 跟学习者第一语言的对比 (6个对比等级, 5个难度等级; 偏误来源)

2.3 跟学习者第一外语的对比

2.4 跟目标语方言的对比

2.5 跟少数民族语言的对比

三、中介语跟动态语言系统的对比

3.1 跟目标语幼儿习得的语言系统对比 (发掘习得共性; 证实语言假设)

3.2 跟历史发展中的目标语对比 (发现语言发展共性)

四、结语

中介语里某些偏离目标语的现象, 符合人类认知规则, 反映语言普遍性, 折射出中介语跟其他现实语言系统相似的共时特征和历时过程。

中介语跟目标语的偏离现象, 越多出现在其他语言系统中, 说明目标语相关语言点的学习难度越高。

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语言交换理论

Xu Da Ming (徐大明), *Nanjing University* (南京大学)

语言交换理论将社会交换理论延伸到言语交际、语言认同、语言规划等一系列不同层次的语言活动, 将人类语言行为作为社会交换行为来进行解释。互动社会语言学已经指出会话语义与合作行为的关系, 但是对于话轮现象的理解停留在形式和手段的层面。通过语言交换理论, 会话的行为意义得到进一步的认识。人类语言的多样性也在语言交换理论中得到功能性的解释: 言语交际的时空局限使语言产生了认同功能, 语言认同因此隶属于社会吸引, 成为交换行为的基础。语言交换不仅存在于个体层面, 也可以是在群体层面, 因此语言转换、语言借用、语言融合等社会双语现象得到解释, 语言规划与语言人权的关系也获得新的理据。在此基础上, 语言习得和语言教学也得到深一层的认识; 新的认识有机地连接了生物学导向和社会学导向的语言学研究。

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现代汉语语序像似性的类型学根源

## WORD ORDER ICONICITY IN CHINESE: TYPOLOGICAL AND HISTORICAL PERSPECTIVES

Zhang Min (张敏), *Hong Kong University of Science and Technology* (香港科技大学)

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现代汉语的语序与英语等不少语言相比无疑具有更高的像似性 (Tai 1985, 1989; Hsieh 1989)。与这一观察相关的是一个引人入胜却不易回答的问题, 即汉语为什么会如此? 这个问题也是Tai (2008) 提出的另一问题的一部分, 亦即所谓“汉语难题 (the Chinese puzzle)”:

汉语作为一个古老的语言,为什么在结构上竟会与手势语、克里奥尔语等年轻语言具有高度的一致性?本文认为,与其寻找难以证实的先验理由(a priori reason),不如基于Tai (2008)的假定,进一步从类型学和历史的角度探寻其缘由。本文首先逐一梳理汉语里可能具有自然动因的几种主要的语序规律,并认为任何与字节序(endianness)相关的语序规律,诸如“整体—部分”、“背景—目标”、“话题—说明”等,都与像似性无关,皆应归于功能(functional)原则而非像似(iconic)原则;与此相关,Tai (1985)的时间范围原则(PTSC)亦应取消而归入字节序原则。因此,现代汉语里最主要的语序像似性仅余时间像似性,亦即Tai (1985)的“时间顺序原则(PTS)”。这一特性的由来具有如下两个基本的类型学根源:(1)汉语在东亚VO,OV型语言板块间的夹缝地位,(2)本已为“并列复合型”语言的汉语在上古—中古之交发展为连动型语言。

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## DEVELOPING PRAGMATIC COMPETENCE IN CHINESE AS A FOREIGN LANGUAGE

Bai Jian Hua (白建华), *Kenyon College* (肯尼恩学院)

Linguistics deals with the study of syntax (rules of sentences), phonology (rules of sounds), morphology (rules of word formation), and semantics (how symbols and meanings are related). Pragmatics is the study of meaning in interaction, exploring how linguistic utterance could be interpreted differently as a result of different contextual forces. Research has shown that linguistic, strategic and pragmatic competencies are all essential elements of successful communication. Studies also review that a level of linguistic competence is a prerequisite to pragmatic competence, but the development of linguistic competence alone does not guarantee pragmatic competence. An effective CFL curriculum needs to deal with the development of students' pragmatic competence as well as their linguistic competence. Although significant progress has been made with the research in pragmatics in recent years (Levinson, 1983; Kasper, 1998; Zuo, 2000; to name a few), there is much need to integrate the research findings into the CFL curriculum design. The proposed presentation will start with an overview of the core tenets of pragmatics, and then deal with the pedagogical implications. The major part of the paper will be a critical analysis of our current pedagogical practice, classroom teaching and materials development, for the purpose of identifying ways of enhancing the area of helping our students develop pragmatic competence. In particular, I will address the issue of how research findings in pragmatics can be considered during each of the four phases of the curriculum design: materials development and selection, presentation of materials to the students, the design and implementation of learning activities and finally assessment. Specific instructional examples will be used to illustrate how the development of pragmatic competence can be incorporated in the different phases of teaching of Chinese as a foreign language.

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## 不同背景的大学生汉语“请求”言语行为能力研究

Wen Xiao Hong (温晓虹), *University of Houston* (休斯顿大学)

本研究运用Brown & Levinson (1987)的礼貌理论,探讨不同背景的学习者在不同的社会情景中实施“请求”言语行为的情况。参加者共84名:56名来自美国某所大学修汉语课的学生(28名华裔,汉语为母语;28名英语为母语),28名中国留学生。语料通过话语填充问卷收集,其中4个场景包含了两项变量:不同的权势关系和请求强加度。数据分析依照了Blum-Kulka, House & Kasper (1989)的言语行为分析标注指南并借鉴了Kasper & Rover (2005)的规约性手段与规约性形式的学说。

研究结果表明:1与本族语组相同,两组汉语学习者都主要用了规约性间接策略,华裔学生使用频率最高(95.5%);2两组学习者都显示出根据不同的社会情景调节语言策略的初步能力;3与华裔组相比,非华裔组运用了更多的句法形式,如修饰陈述及祈使句;4)有背景组在语块和情态动词“能”的运用上显然超过了无背景组,使用频率更接近本族语组;5在词语运用方面,与本族语组比较,两组学生都缺乏运用礼貌语“您”,缓和语气以降低请求强加度

的表达,如“吧,行吗,顺便,麻烦,帮我/忙,v一下,想”。这些表达在语言形式和意义的映射上不很直接明了,在有的情况下意义颇显多余,而在功能上却起着重要的礼貌作用。

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## INTERCULTURAL PRAGMATICS OF APOLOGY---AN EMPIRICAL STUDY

试析言语行为“抱歉”的跨文化语用性

Hong Wei (洪玮), *Purdue University* (普渡大学)

This paper presents the research findings from a cross-cultural comparison of apology strategies written in English by two groups of college students. The study analyzed thirty three authentic e-mail correspondences for class absences from students to professors in two undergraduate classes at an US institution, a technology class and a Chinese as a Foreign Language (CFL) class. The students in these two classes differentiate themselves in ethnicity, cultural background, and native language.

Research questions for this study include:

- Would the general strategies for apology be fully utilized by both groups?
- Would the course attendance policy have an effect on the apology strategies?
- Would possible exposure to Chinese culture of the CFL group contribute to the apology strategies?

In those e-mails, data analysis reveals that various apology strategies were used by both groups. In particular, it was found that the cultural background of the students and course attendance policy were two major factors that exert significant impact on students' apology patterns. As a contribution to the overall study of the speech act “apology,” this study provides insights in investigating the apologetic behavior of people with different cultural backgrounds within a given language. It is to conclude that, although expressed in English and in the same given situation, the data seems to present a great difference in the choice of apology strategies due to socio-pragmatic and cultural interventions, and the differences are attributed to the different perceptions on social distance, politeness, severity of offense, and obligation for apology. Pragmatic and cultural interventions in CFL curriculum are therefore complimented, and suggested to be emphasized for greater students' exposure to cultural authenticity.

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从自然语言文本处理看中文阅读的教与学

Zhang Zheng Sheng (张正生), *San Diego State University* (圣地亚哥州立大学)

语言教学中越来越多地使用高科技,解决了一些以往不易解决的问题,如远距离教学、多媒体呈现、自学时的互动和反馈等;高科技在计算语言学和自然语言处理中也得到了广泛的运用,对语言学理论和语言习得过程的研究,都会起到相当重要的指导作用。

读中文比说中文难得多,使许多学习者视为畏途,也是中文教学的一个瓶颈。汉字的特殊性自然是一个很重要的因素,文献中也不乏汉字处理方面的研究。但中文阅读其他方面的问题却似乎未受到同等的注意。本文试图从自然语言文本处理的角度来重新审视中文阅读教与学的问题。

在自然语言文本处理中,电脑内码与汉字的对应已经建立,因此没有识字这一过程。但我们不能因此而低估中文文本处理的困难。实际上处理中文文本比起其他语言要难得多。电脑本身是没有语言知识背景的,我们不能对其作出任何假设,一切必须从零开始。

汉语学习者并非电脑,但他们在阅读中遇到的一些拦路虎恰恰是文本处理中的一些基本问题;虽然他们有一定的语言知识背景,我们同样不能做出任何不切实际的假设,而忽略一些貌似无足轻重的细节。如中文书籍印刷时单词间不留空格,给文本处理带来最基本的分词问题。没有词的确切,也就没有句子分析和高层次的处理。对于学习者来说,只会汉字也同样不能保证无误地做到词的辨认。人名、地名、机构名、缩减语等词汇之外的词条(OOV=out of vocabulary)均为文本处理的难题;这些词典中找不到的词条也恰恰是学习者的一大难题。

汉语语法标记的匮乏对电脑和学习者同样带来句子分析困难。背景知识的缺乏对电脑和学习者在诠释和歧义的辨析也带来同样的困扰。最后,由于区域、方言和文体的变异而带来的问题也是不可忽略的。

自然语言处理的启示,使我们能更清楚地了解学习者阅读方面的困难,因而能更有效地对症下药,解决中文阅读教学的问题。

## A STUDY ON MULTI-SPEECH MODELS OF MANDARIN AND MULTI-MEDIA LEARNING SYSTEM

Kong Jiang Ping (孔江平), *Peking University* (北京大学)

This paper introduces the multi-speech modality research of Mandarin in the Department of Chinese Language and Literature, Peking University and discusses the role and possibility in establishing a multi-media teaching system of Mandarin. In the study on speech production of Mandarin, five basic models, which are 1) the model of vocal fold vibration established by high-speed digital imaging; 2) the model of dynamic vocal tract establishes through X-ray and MRI, 3) the model of lip motion set through video and motion capture, 4) the model of palatal contact studied through electropalatography and 5) the model of speech aspiration studied through an aspiration belt, are introduced. The advantages and possibility of these models used for teaching Mandarin are discussed including the teaching and learning for people with hearing and pronouncing problems. Finally the application prospects in multi-media teaching and learning system of Mandarin are discussed.

## 基于复合事件语义分析的现代汉语述补结构用法数据库的构建与应用

Zhan Wei Dong (詹卫东), *Peking University* (北京大学)

现代汉语中两个谓词(记作V1, V2)构成的复合体(记作V1-V2)在结构关系上可能形成并列、连谓、主谓、状中、述宾、述补等。其中述补式V1-V2可以看做是语义层面的两个复合事件在句法层面的压缩形式。有的V1-V2已经压缩成词而收入词典(比如“看见、看上、夸大、证明”等),而有的V1-V2还没有压缩到词的程度,语感上仍属临时性的短语组合。比如下面的例子:

- (1) 他的抑郁症特严重,去看心理医生,结果反而把人家医生的心理给看坏了。(电视访谈节目中嘉宾与主持人的对话)
- (2) 岁月催人老,地中海略带咸味的风吹皱了卡纳瓦罗、赞布罗塔和加图索的脸,也吹锈了英雄的心。(新浪博客)

例中“看坏、吹皱、吹锈”这样的述补式V1-V2在用法上像复合词,同时能产性又很强。作为颇具汉语特色的一种结构形式,这样的V1-V2实例在对外汉语教学中一直是一个难点。为了更全面细致地了解现代汉语述补式V1-V2的构造类型和用法特点,我们设计并初步实现了一个现代汉语述补结构用法数据库(用户可通过互联网检索该数据库)。本文介绍该数据库的结构、设计思想、并探讨该数据库对语言教学的应用价值。具体内容分为三节:

第一节介绍数据库的主要信息和一些基本统计数据。这个数据库的述语和补语条目主要来自HSK词表。目前收录的条目情况如下表所示。

述语词级别	不分义项词数	分义项词数	结果补语条数	趋向补语条数
HSK(甲)	276	450	2100 (26.45%)	1514 (20.83%)
HSK(乙)	477	624	2551 (32.13%)	2562 (35.25%)
HSK(丙)	294	359	1149 (14.47%)	1136 (15.63%)
HSK(丁)	177	209	731 (9.20%)	641 (8.82%)
非HSK	445	490	1409 (17.74%)	1415 (19.47%)
合计	1669	2132	7940	7268

对每一个述补结构条目,库中都描写V1和V2的事件参与角色以及事件关联类型。我们把述补式V1-V2分成7种类型(代表例子如“洗累、晾干、哭湿、打赢、去成、累病、买贵”等),对

每个条目,都标注其类型归属。此外,还标注一个述补式V1-V2是否可以转换为状中式V2-V1结构(如“举高-高举”)

第二节讨论述补结构可能形成的歧义。比如“管住、装糊涂;买好、解释清楚;飞跑;认定、指定、敲定”等属于不同情况的有歧义的述补式V1-V2。在库中也予以标记。

第三节介绍如何基于数据可视化技术(Data Visualization)在网页上展示述补结构检索结果。比如一个述语跟多个补语的组合(或相反)可以用“核心-卫星”的辐射型网状模式呈现;再如通过V1-V2自动连珠方式可以更直观地演示多重复合事件的接续关系(如:赶路-跑累-累病-病倒-倒在地上),等等。

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## A CORPUS APPROACH TO LEARNING MANDARIN MODAL PARTICLES

Dana Scott Bourgerie (白杰理), *Brigham Young University* (杨百翰大学)

Although ubiquitous in the Chinese language, final modal particles (FPs) have long presented a challenge for linguists and pedagogues alike. The analysis of Chinese FPs has been taken up from a variety of perspectives, including from the point of view of discourse analysis, pragmatics, and semantics. Highly dependent on context, FPs resist straightforward description and are often simply glossed as grammatical categories. Native judgments are typically inadequate and many teachers struggle to give satisfactory explanations for L2 learners struggling to learn this important part of the language.

Recent innovations in information technology have spawned new ways of understanding and teaching language generally, but especially those features about which native judgment has been the main source of understanding. There are now available to teachers and researchers a range of open and subscription-based Chinese language corpora (*Academia Sinica Balanced Corpus of Modern Mandarin*, *The Beijing University Corpus*, *The Lancaster Corpus of Mandarin Chinese*, and *The Linguistic Data Consortium*, among others). Corpora have become a great boon to the study of FPs and other similarly elusive aspects of the language. Moreover, corpus examples provide for richer and more realistic examples as compared to dictionaries. The use of corpora also allows learners to see both formal and informal usage from different registers and genres.

This paper outlines corpus-based approaches to understanding and teaching Mandarin FPs in particular and advanced language generally. Initial results are also presented of a small-scale study on the effect of corpus use on advanced Mandarin learners' acquisition of grammatical features.

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### 汉语“哈”的意义和功能

Cui Xi Liang (崔希亮), *Beijing Language University* (北京语言大学)

本文主要探讨现代汉语语气词“哈”的情态意义和语篇功能。“哈”只出现在会话语境中,在语篇中不表达命题意义,只表达情态意义,其核心意义就是“寻求证实或认同”、“赞同或附和”、“表示惊异”,这些都是说者与听者互动的要求。“哈”表达的是说话人的一种主观态度,它是汉语对话语篇中交互主观性的标记。最后我们会把汉语的情态范畴作为一个系统进行检视,观察“哈”在情态系统中的地位。

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### 小句动词投射与“V+到/在NPL”结构的句法构造

Shen Yang (沈阳), *Peking University* (北京大学)

本文认为现代汉语“V+到/在NPL”结构是一种“位移-终点(motion-end)”双动词结构。该结构的语义差异和形式变化是结构谓层(VP)主句动词“位移特征”和补语层(SC)小句动词(到、在)“终点投射”互动的结果,即谓动词位移特征的强弱诱发和制约小句内部动词(到、在)进行“方向”或“存在”的终点投射。本文还提出,汉语的“位移-终点”结构不

同于介词型 (S型) 和名词型 (V型), 而是独立的动词结构类型 (s型)。本文还解释了为什么一些表示“事件发生场所”的附加性PP短语 (在NP) 也能够出现在谓语动词之后。

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## THE DESCRIPTIVE PIVOTAL CONSTRUCTION IN MODERN MANDARIN

Rui Peng (彭睿), *National University of Singapore* (国立新加坡大学)

The modern Mandarin sentences exemplified by the examples in (1) can be called the descriptive pivotal construction (D-PVC):

- (1)a. 三仙姑有个女孩叫小芹。
- b. 他买了张凳子三条腿。
- c. 他娶了个媳妇没文化。
- d. 他找了个对象挺能干。

This type of construction is seen as a subcategory of PVC (see e.g., Li 1986; Fan 1996) because they perfectly fit the defining characteristic of PVC, which, according to Li and Thompson (1981: 607), is that “it contains a noun phrase that is simultaneously the subject of the second verb and the direct object of the first verb.” D-PVC is roughly equal to what Li and Thompson (1981) called the *realis descriptive clause construction*, which has the function in discourse “to present or introduce a noun phrase to be described” (1981: 611). A D-PVC example is one complex sentence because it is usually pronounced with one single intonation contour. According to Li and Thompson (1981: 611), in a *realis descriptive clause construction*, the direct object (N) of the first verb (V1) is always indefinite. In my data, however, several types of examples with definite pivot nouns have been identified.

This paper presents a detailed discussion of the semantics and syntax of D-PVC, to which not much attention has been paid in the literature. On this basis the taxonomy of D-PVC in modern Mandarin will be established.

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## 汉语学习和汉语拼音教学

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本论文将通过讨论目前国内外汉语拼音教学中普遍存在的一些误区, 说明汉语汉字最具本质性的特点以及与之关联的汉语拼音教学的基本特点。汉语是以单音节为基本单位的语言。书写汉语的方块形体的汉字, 在语音上对应言语中最自然的发音单位——音节, 在语法上对应可以构词造句的音义结合单位——语素。汉字、音节、语素在汉语里是三位一体的。这是汉语与西方语言最本质的不同, 也是汉语拼音和教学中最应该抓住的一点。

欧美学生通过汉语拼音认读汉字一般都习惯按照单个字母去拼读, 往往得不到切合自然语言的读音。因为汉语的带调音节、表义音节, 结构紧凑, 更适宜于合读 (尤其是韵母), 而不是按字母拼读。学习方法上的这种缺点与教师的教学有关, 许多教师没有建立正确的汉语拼音教学的基本观念, 混同了字母和语音、字音的拼写形式和实际读音的关系, 不了解拼音设计的“尚形原则”, 等等。如果自己不能透过字母教语音, 也就无法引导学生透过字母学语音。

由于汉语的特点, 汉语里语音的感知单位是音节, 构词单位 (在相当大的程度上也是造句的单位) 也是单音节语素——汉字, 因此如果抓住组成千言万语有声语言中的四百多个基本音节并配以精心选择的可以独立成词造句、能力较强之汉字——语素, 融语音教学汉字认读和话语学习为一体, 学以致用, 逐步巩固、扩大, 一定可以收到事半功倍的效果。

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## 通過語誤分析看香港普通話語音教學

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香港的普通話教學獨立於中國語文科之外, 為了要跟語文科有所分工, 教學主要集中在語音和詞彙的層面。然而對於語音教學的開展, 卻多數呈現一種無序的狀態, 也就是課文出

現什麼字詞語句，就學什麼字詞語句。只有在講授漢語拼音的時候，會按照發音部位排列的順序來處理普通話聲韻調的發音教學。本來語言學習以密切結合語境的訓練為理想，因此配合課文或圍繞某些話題來學說普通話可以說是合理的安排，但是結合生活語境的學習模式如果缺乏大量的語言材料輸入和運用機會，只靠課堂上有限時數的接觸，則學生的運用能力不見得有太大的提升，而對普通話語音乃至個別字音的把握也往往非常薄弱。通過分析大型測試所取得的語料所見，香港學生的普通話語音偏誤呈現出明顯受母語（粵語）發音影響的情況，並出現系統性的類型錯誤。本文將通過對學生的這些語音偏誤的深入分析，提出在現行課程框架下要求語音教學比較有成效，必須重新審視目前的教學安排；其中需要加入的環節，是結合粵語普通話語音對應規律的系統性語音教學，而簡單依循發音部位順序來編排的教學設計，也有重新檢討的必要。

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## 汉语作为第二语言的停延习得策略——以母语为英语的初、中级阶段的汉语学习者为例

Zhang Yan Cheng (张延成) & Xu Xiao Xia (徐晓霞), *Wuhan University* (武汉大学)

通过采集母语为英语的汉语学习者与母语为汉语的本族人的朗读、说话音档语料并作韵律特征标注，使用PRAAT语音软件进行分析、对比，从停延频率、时长、位置、韵律协变等角度概括汉语学习者使用停延的十大策略。

这些策略是：

一、停延的次数多，朗读说话中停延密集。二语学习者依赖停延来提取词汇句法，是其争取时间组织语言的一种策略；

二、与母语为汉语者相比，其“停”的比例大于“延”的比例，二语学习者在停延中倾向于使用停顿而非延时；

三、二语学习者朗读语段中的无声段比例要小于母语为汉语者，虽然其停延的密度大，停顿的次数多，但其分配给无声段的时间比例却比母语为汉语者的要小；

四、在句子的主谓成分之间会设置大的停延。由于名词、人称代词、名词性词组充当句子主语比较常见，二语学习者比较熟悉，所以习惯于在它们后面设置停延，而当发现句子的主语除了人称代词外还包括其他部分时，其会在整个主语之后又进行了一次较长的停延，这是二语学习者采取的一种调整补偿策略；

五、中级阶段的汉语学习者可以利用停延进行具有汉语韵律特点的韵律组块，而初级阶段的汉语学习者在朗读5个字以上的并列短语时一字一停延，还没有汉语韵律组块的意识；

六、二语学习者把标点符号当做是停延的书面标记，依赖标点符号进行停延，即使是在不需要停顿的地方也会因为标点符号的出现而进行停延；

七、二语学习者在篇章朗读时采用自下而上的加工策略，使其在整体上缺乏对篇章停延层次的统筹安排，整个篇章朗读的停延层次混乱；

八、在汉语作为第二语言的口语产出中，停延是二语学习者计划组织下阶段言语、自我修正和重复的策略。母语的迁移是导致母语为英语的发音人在说话时高频率地使用“所以”来进行填充停延的一个重要原因；

九、二语学习者在停延前后会发生基频重置，其F0重置的范围远远大于母语为汉语的发音人，这是他们停延时韵律协变的策略之一；

十、在汉语重音的韵律成素（音高、音长、音强）中，二语学习者倾向于利用延长音节时长来实现重读，他们在某种程度上把重读与停延联系在了一起。

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## HOW LITERARY CHINESE IMPACTS ADVANCED LEARNERS OF MODERN CHINESE: PEDAGOGICAL PERCEPTIONS AND LINGUISTIC RESEARCH

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Though often required to take Literary Chinese (*wenyanwen* 文言文) courses to fulfill the requirements for a major in Chinese, students generally approach such classes with trepidation and limited enthusiasm. However, these same students are often overwhelmingly positive about learning *wenyanwen*, once they see how profoundly it affects their study of modern Chinese. As the field of

TCFL advances with more students reaching higher levels of language proficiency through programs like The Language Flagship, the need for explicit linguistic evidence of how connections between literary and modern Chinese can be made and strengthened are increasingly critical.

Unfortunately, not all teachers of modern Chinese are aware of the depths and significance of these connections, and many still see a strong dichotomy between literary and modern Chinese. Proponents of this view often are satisfied when students display a superficial familiarity with a limited range of *shumianyu* 书面语, which mostly consists of lists of *chengyu* 成语 and set phrases or patterns structures.

This paper explores how those in the fields of TCFL can draw on linguistic research to offer a deeper understanding of the relevance of *wenyanwen* in Chinese. Such research is not limited to areas such as historical linguistics and phonology. Rather, it may also be found in disciplines like sociolinguistics and pragmatics, which examine how conventions in literary Chinese are incorporated into modern speech and written texts.

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## 21ST CENTURY SKILLS AND CHINESE LANGUAGE EDUCATION

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The dawn of the information age has radically changed human society. It has been promulgated that half of what we are teaching our students will be outdated by the time they graduate. 21st century skills aim to support our students as the information revolution grows more powerful. This session focuses on the impact of the call for 21st century skills on the language instructional field and showcases one textbook series, ENCOUNTERS—CHINESE LANGUAGE & CULTURE, as it attempts to respond to the challenge of the internet.

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## 汉办规划教材海外小语种国家使用情况分析

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本文以国家汉办规划教材《跟我学汉语》、《快乐汉语》、《汉语乐园》、《新实用汉语》、《当代中文》为研究对象,考察了韩国、日本、意大利、芬兰、泰国、越南等75个小语种国家的本土汉语教师对该五部教材使用的反馈情况,对如何因地制宜编写适合当地风土人情的高质量国际汉语教材提出了四条建议: (1) 教材编写需因地制宜,根据不同国家的实际情况来编写,加大日常生活相关的内容,增加中国和本土文化对比的内容; (2) 整合国内外专家的力量,合作编写教材,特别在字词解释和翻译方面,需要专门把关; (3) 走立体化教材编写的道路,开发各种与教材配套的学习手册,包括课后练习题、自我测试题库、汉字书写本、词语手册、语法自学手册等; (4) 尽快建立教材使用反馈信息回收平台,组织成立教材编写咨询委员会,每年对教材进行有针对性的修订。另外,本文还探讨了如何更加有效地进行海外本土教师师资及教材使用培训方面的问题。



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