The Confucius Institute at the University of Iowa

Friday and Saturday April 25-26, 2014


University of Iowa Campus

Organizers: The Confucius Institute at the University of Iowa and East China Normal University in Shanghai

Sponsors: UI International Programs, UI Center for Asian & Pacific Studies (CAPS), UI Foreign Language Acquisition Research and Education (FLARE) Program, UI Division of World Languages, Literatures and Cultures (DWLLC), and the Office for the Vice President for Research

爱荷华大学
Confucius Institute at the University of Iowa

爱荷华大学孔子学院

Fourth International Symposium on Chinese Applied Linguistics (ISCAL)

第四届国际汉语应用语言学研讨会

April 25- 26, 2014

2014 年 4 月 25 日至 26 日

Table of Contents

Organizers and Committee .................................................................1
Schedule of Events ..............................................................................2
Keynote Speeches ..............................................................................6
Presenters ............................................................................................9
Abstracts of Presentations .................................................................11
Confucius Institute at the University of Iowa
爱荷华大学孔子学院

Fourth International Symposium on Chinese Applied Linguistics (ISCAL)
第四届国际汉语应用语言学研讨会

April 25-26, 2014
2014年4月25日至26日

Organizers
主办方
The Confucius Institute at the University of Iowa (UI)
&
East China Normal University (ECNU) in Shanghai

Program Committee
大会组委会
Dr. Chuanren Ke (Chair), The University of Iowa
柯传仁博士（主席），爱荷华大学

Dr. Helen H. Shen, The University of Iowa
沈禾玲博士，爱荷华大学

Dr. Wenfang Tang, The University of Iowa
唐文方博士，爱荷华大学

Assistants to the Program Committee 大会组委会助理:
Ms. Xiaofei Pan, The University of Iowa
潘小斐女士，爱荷华大学

Ms. Erin Mullins, The University of Iowa
沐爱林女士，爱荷华大学
### Schedule of Events

**Friday, April 25** - **University Capitol Centre**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45 AM</td>
<td>Registration and continental breakfast</td>
</tr>
<tr>
<td>Room 1117</td>
<td></td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>Opening remarks</td>
</tr>
<tr>
<td>Room 1117</td>
<td>Dr. Ke Chuanren, Confucius Institute Director and Professor of Chinese, The University of Iowa</td>
</tr>
<tr>
<td></td>
<td>Dr. Wu Yongyi, Dean and Professor of the International College of Chinese Studies/College of Teaching Chinese as a Foreign Language, East China Normal University</td>
</tr>
<tr>
<td></td>
<td>Ms. Qin Juhua (覃菊华参赞), Consulate-general of the People’s Republic of China in Chicago</td>
</tr>
<tr>
<td>9:00 – 9:20</td>
<td>Group picture</td>
</tr>
<tr>
<td>9:20 – 9:50</td>
<td>Keynote Speech (1) by Dr. Jiang Nan (The University of Maryland at College Park)</td>
</tr>
<tr>
<td>Room 1117</td>
<td>A Psycholinguistic Exploration of Language Proficiency Among Advanced CSL Speakers</td>
</tr>
<tr>
<td>9:50 – 10:05</td>
<td>Break</td>
</tr>
<tr>
<td>10:05 – 11:20</td>
<td>Panel 1: Studies on Chinese Character Learning and Teaching</td>
</tr>
<tr>
<td>Room 1117</td>
<td>Chair: Hu Xiao</td>
</tr>
<tr>
<td></td>
<td>Investigation into the Effects of Orthographic Strategy in Teaching Chinese Characters to English Beginners</td>
</tr>
<tr>
<td></td>
<td>Hu Xiao</td>
</tr>
<tr>
<td></td>
<td>University of California, Santa Barbara</td>
</tr>
<tr>
<td></td>
<td>An investigation of Chinese Characters and Vocabulary Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Zhang Tianlu</td>
</tr>
<tr>
<td></td>
<td>The University of Iowa</td>
</tr>
<tr>
<td></td>
<td>An Empirical Study on Teaching Radicals to Beginners with the Character Primer</td>
</tr>
<tr>
<td></td>
<td>Liu Ying &amp; Fang Ximin</td>
</tr>
<tr>
<td></td>
<td>The Defense Language Institute Foreign Language Center</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11:20 – 11:35</td>
<td>Break</td>
</tr>
<tr>
<td>11:35 – 12:25</td>
<td><strong>Panel 2: Studies on Assessment of Chinese Speaking and Writing</strong></td>
</tr>
<tr>
<td></td>
<td>The Linguistic Breakdown Phenomenon in Advanced L2 Chinese Oral Production</td>
</tr>
<tr>
<td></td>
<td>Assessing L2 Writing Development: The Case of Chinese as a Foreign Language</td>
</tr>
<tr>
<td>12:25 – 1:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:25 – 3:05</td>
<td><strong>Panel 3: Studies on Chinese Vocabulary Learning and Development</strong></td>
</tr>
<tr>
<td></td>
<td>Non汉字文化圈汉语学习者的多义语素意识研究 Experimental Research on Polysemous Morphological Awareness of Learners from Non-Chinese Character Cultural Sphere</td>
</tr>
<tr>
<td></td>
<td>Semantic Gap Filling Ability in Chinese as a Foreign Language</td>
</tr>
<tr>
<td></td>
<td>L1 Transfer and Chinese as Second Language Learners’ Comprehension of Noun-Noun Combinations</td>
</tr>
<tr>
<td></td>
<td>The developmental research of semantic access in second language words among the less proficient English-Chinese bilinguals</td>
</tr>
<tr>
<td>3:05 – 3:20</td>
<td>Break</td>
</tr>
<tr>
<td>3:20 – 4:10</td>
<td><strong>Panel 4: Studies on Chinese Teacher Development</strong></td>
</tr>
<tr>
<td></td>
<td>叙事探究下的 CSL 教师成长史研究——实践性知识的积累 Narrative Inquiry of CSL Teachers’ Growth History: the Steady Accumulation of the Practical Knowledge</td>
</tr>
<tr>
<td></td>
<td>对外汉语教师“跨文化教学意识”调查分析 An Investigation of Chinese teachers’ Intercultural teaching Consciousness</td>
</tr>
<tr>
<td>4:10 – 4:25</td>
<td>Break</td>
</tr>
<tr>
<td>4:25 – 5:15</td>
<td><strong>Panel 5: Studies on Chinese Listening Skill and Perception</strong></td>
</tr>
<tr>
<td></td>
<td>Cognitive factors in speech perception by CFL listeners</td>
</tr>
<tr>
<td></td>
<td>初级汉语汉字式与拼图式听力测试对比实验研究 Presenting in Chinese Character or Photograph and Character with Pinyin for Elementary Chinese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Chair</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:15 PM -</td>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please meet at UCC Southwest Entrance (by CVS Pharmacy) for group transportation to Peking Buffet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday, April 26-University Capitol Centre</td>
<td>Continental breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 2520D</td>
<td>Keynote Speech (2) by Dr. Tao Hongyin (University of California, Los Angeles) Teaching Chinese Discourse Pragmatics: Theory and Practice</td>
<td></td>
<td>Dr. Tao Hongyin</td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td>Room 2520D</td>
<td>Panel 6: Studies on Chinese Pronunciation and Speaking Pedagogy</td>
<td></td>
<td>Zu Xiaomei</td>
<td>Nankai University</td>
</tr>
<tr>
<td></td>
<td>Corrective feedback and uptake/repair patterns in Chinese classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>基于影片的口语互动教学模式初探</td>
<td></td>
<td>Liu Zengjiao</td>
<td>Nanyang Technological University</td>
</tr>
<tr>
<td></td>
<td>An Preliminary Study on Film-based Oral Interactive Teaching Mode</td>
<td></td>
<td>Liu May</td>
<td>Singapore</td>
</tr>
<tr>
<td></td>
<td>&quot;Experimental Study for Teaching Tones to Australian Learners of Mandarin&quot;</td>
<td></td>
<td>Zhang Ting</td>
<td>Nanjing Normal University</td>
</tr>
<tr>
<td></td>
<td>基于影片的口语互动教学模式初探</td>
<td></td>
<td></td>
<td>The Confucius Institute at Queensland University of Technology</td>
</tr>
<tr>
<td></td>
<td>An Preliminary Study on Film-based Oral Interactive Teaching Mode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Zu Xiaomei 祖晓梅</td>
<td></td>
<td>Nankai University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Li Hua 李华</td>
<td></td>
<td>Beijing Language and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>故事:介语语料库在语例统计中的效用考察——以易混淆词的统计分析为例</td>
<td></td>
<td>Beijing Language and</td>
<td>Culture University</td>
</tr>
<tr>
<td></td>
<td>An Evaluation on the Utility of Chinese Interlanguage Corpus in the Statistics of Confusing Words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Li Hua 李华</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>混合式教学模式实验探索：面对面课程和远程课程的组合方式对学习汉语听力学习的影响</td>
<td></td>
<td>Guo Jing 郭晶</td>
<td>Institut national des langues et civilisations orientales, France (INALCO)</td>
</tr>
<tr>
<td></td>
<td>How different combinations of distant courses and face-to-face courses in a blended learning influences students' learning of Chinese listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building an Innovative Online Language Teaching and Learning Program: A Collaboration between NTNU and UTA</td>
<td></td>
<td>Liang Neal</td>
<td>The University of Texas at Arlington</td>
</tr>
<tr>
<td>Room 2780</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 2520D</td>
<td>Panel 8: Studies on Chinese Grammar Acquisition (1)</td>
<td></td>
<td>Qi Chunhong</td>
<td>Yunnan Normal University</td>
</tr>
<tr>
<td></td>
<td>东南亚三国学生汉语趋向补语习得研究</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Study of the Acquisition of Directional Complements of Chinese by Learners of the three counties of south-east Asia</td>
<td></td>
<td>Qi Chunhong</td>
<td>Yunnan Normal University</td>
</tr>
</tbody>
</table>
### Chinese L2 Acquisition of The Displacement Ba-construction: Developmental stages, L1 transfer, and pedagogical implications
**Lu Yuan** 陆原
The University of Iowa

### A Learner Corpus Investigation of CFL Learners’ Lexico-grammatical Development of Result-state Resultative Verb Compounds
**Zhang Jie** 张洁
University of Oklahoma

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 2:45</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 – 3:35</td>
<td>Panel 9: Studies on Chinese Learners’ Individual Differences</td>
<td>Chair: Luo Han 骆涵</td>
<td>Northwestern University</td>
</tr>
<tr>
<td></td>
<td>Construction of a Chinese Language Learning Anxiety Scale: Towards a Theoretical Model</td>
<td>Luo Han 骆涵</td>
<td>Northwestern University</td>
</tr>
<tr>
<td></td>
<td>An Investigation into the Relationship among Intermediate L2 Chinese Learners’ Foreign Language Anxiety, Foreign Language Listening Anxiety, and Listening Comprehension</td>
<td>Li Yu 李昱</td>
<td>The University of Iowa</td>
</tr>
<tr>
<td>3:35 – 3:50</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:50 – 4:40</td>
<td>Panel 10: Studies on Chinese Grammar Acquisition (2)</td>
<td>Chair: Kou Yupeng 寇昱鹏</td>
<td>The University of Iowa</td>
</tr>
<tr>
<td>Room 2520D</td>
<td>Analyzing Syntactic Complexity of Chinese L2 Writing: What Unit and What Else?</td>
<td>Kou Yupeng 寇昱鹏</td>
<td>The University of Iowa</td>
</tr>
<tr>
<td></td>
<td>留学生“才”、“了”共现的习得考察</td>
<td>Bo Wei 薄巍</td>
<td>Sun Yat-Sen University</td>
</tr>
<tr>
<td></td>
<td>The co-occurrence error of “cai” and “le” in CSL(Chinese as Second Language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:40 – 5:40</td>
<td>Open discussion and closing remarks</td>
<td>Ke Chuanren 柯传仁</td>
<td>The University of Iowa</td>
</tr>
<tr>
<td>Room 2520D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:40 – 8:00 PM</td>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: UCC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recital Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 0072</td>
<td>Concert featuring Dr. Hao Huang from Wuhan Conservatory of Music. Half of the recital will be on Western opera, aria and art songs. The other half will be Chinese opera and art songs. The concert will last for 1 hour with reception following in 2780 UCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 –10 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Keynote Speeches

Keynote Speech (1) - Friday, April 25, 2014

Presenter: Jiang Nan

Title: A psycholinguistic exploration of language proficiency among advanced CSL speakers

Abstract

I will use the presentation to describe a study that is intended to examine the linguistic and psycholinguistic profile of advanced CSL speakers and share some preliminary findings. The study is part of a larger project intended to explore what linguistic features are under an individual’s control at different and globally assessed levels of proficiency (see Long, Gor, & Jackson, 2012, SSLA). An instrument consisting of 11 tests was developed for the study. It was administered to a group of CSL speakers who had reached Level 2 or higher on the Interagency Language Roundtable scale, along with a group of native speakers of Chinese in order to assess their ability in perceptual control of phonological, lexical, semantic, and syntactic features. Results related to semantic development, automaticity in word recognition, and autonomy in sentence processing will be discussed.

Bio

Nan Jiang received his Ph.D. in Second Language Acquisition and Teaching from the University of Arizona in 1998. He taught at Auburn University and Georgia State University before joining the Program in Second Language Acquisition at the University of Maryland as an associate professor of SLA.
His main research interest involves the study of cognitive/psycholinguistic processes and mechanisms involved in adult second language acquisition of both English and Chinese. Specific areas include bilingual language processing, lexical representation and development in L2, the integration of linguistic knowledge in adult L2 learning, and the relationship between language and thought. His research has appeared in all major journals of SLA and Applied Linguistics.

**Keynote Speech (2) - Saturday, April 26, 2014**

**Presenter:** Tao Hongyin  主讲人：陶红印

**Title:** Teaching Chinese Discourse Pragmatics: Theory and Practice

**Abstract**

Discourse pragmatics and other communicative properties are often held squarely against rule-based grammatical approaches as being on the opposing end of approaches to language learning and teaching. While in the early days extreme proposals have been made regarding these approaches, many scholars have come to terms with the notion that these two approaches are not necessarily incompatible, as manifested in various world language content standards. However, exactly what these approaches entail and how they can be consolidated and implemented in actual teaching and learning are still very much subject to debate.

In this talk I propose that an important step to take toward resolving such issues is to look to discourse, i.e. language use in context, and pay attention to the social cultural functions associated with language use. I will present data from natural conversation, media, and other authentic sources and show how a discourse pragmatic approach can contribute to our understanding of the relationship between grammar and communication and how language teaching can benefit from such an understanding. The examples/teaching modules to be presented will touch upon issues in pronunciation, ellipses, utterance-final particles, and terms of address.

**Bio**

Hongyin Tao is professor of Chinese language and linguistics and applied linguistics at the University of California, Los Angeles. He is also the director of the Chinese language program at UCLA.
Prior to UCLA, he taught at the National University of Singapore and Cornell University. His areas of expertise include Mandarin discourse and grammar (e.g., Units in Mandarin Conversation: Prosody, Discourse, and Grammar); applied linguistics (e.g., Working with Spoken Chinese); social and cultural linguistics (e.g., Chinese under Globalization), and corpus linguistics (e.g., the US component of the International Corpus of English and the UCLA Corpus of Written Chinese). He has published over 90 scholarly publications.

Among more than a dozen editorial memberships, he is Executive Editor of the journal Chinese Language and Discourse and its companion book series, Studies in Chinese Language and Discourse, both with the John Benjamins Publishing Company.

Finally, he is director of the US Department of Education sponsored Chinese project at the Center for Advanced Language Proficiency Education and Research (CALPER) based at Pennsylvania State University and currently the President of the Chinese Language Teachers Association, USA.
Confucius Institute at the University of Iowa

爱荷华大学孔子学院

Fourth International Symposium on Chinese Applied Linguistics (ISCAL)

第四届国际汉语应用语言学研讨会

April 25-26, 2014

2014 年 4 月 25 日至 26 日

Presenters

报告人名单

<table>
<thead>
<tr>
<th>Name (姓名)</th>
<th>Email</th>
<th>Affiliation (单位)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bo Wei (薄巍)</td>
<td><a href="mailto:bowei_2010@163.com">bowei_2010@163.com</a></td>
<td>中山大学中文系</td>
</tr>
<tr>
<td>Fang Ximin</td>
<td><a href="mailto:fangximin@gmail.com">fangximin@gmail.com</a></td>
<td>The Defense Language Institute Foreign Language Center</td>
</tr>
<tr>
<td>Guo Jing (郭晶)</td>
<td><a href="mailto:jing.guo@inalco.fr">jing.guo@inalco.fr</a> <a href="mailto:gj62000@gmail.com">gj62000@gmail.com</a></td>
<td>Institut national des langues et civilisations orientales (INALCO) 法国巴黎东方语言文化学院</td>
</tr>
<tr>
<td>Hu Xiao</td>
<td><a href="mailto:xiaohu@umail.ucsb.edu">xiaohu@umail.ucsb.edu</a></td>
<td>East Asian Language and Culture Studies, University of California, Santa Barbara</td>
</tr>
<tr>
<td>Jiang Nan (蒋楠)</td>
<td><a href="mailto:jiangnanumd@gmail.com">jiangnanumd@gmail.com</a></td>
<td>University of Maryland at College Park</td>
</tr>
<tr>
<td>Kou Yupeng (寇昱鹏)</td>
<td><a href="mailto:yupeng-kou@uiowa.edu">yupeng-kou@uiowa.edu</a></td>
<td>Second Language Acquisition Program FLARE, The University of Iowa</td>
</tr>
<tr>
<td>Li Hua (李华)</td>
<td><a href="mailto:lihua@blcu.edu.cn">lihua@blcu.edu.cn</a></td>
<td>北京语言大学对外汉语研究中心</td>
</tr>
<tr>
<td>Li Yu (李昱)</td>
<td><a href="mailto:yu-li-1@uiowa.edu">yu-li-1@uiowa.edu</a></td>
<td>Second Language Acquisition Program FLARE, The University of Iowa</td>
</tr>
<tr>
<td>Liang Neal</td>
<td><a href="mailto:syliang@uta.edu">syliang@uta.edu</a></td>
<td>Department of Modern Languages, The University of Texas at Arlington</td>
</tr>
<tr>
<td>Liao Jianling (廖建玲)</td>
<td><a href="mailto:jlia@cied.org">jlia@cied.org</a></td>
<td>CIEE (Council on International Educational Exchange) Study Center in Shanghai</td>
</tr>
<tr>
<td>Liu Fang (刘芳)</td>
<td><a href="mailto:liufangbnu@163.com">liufangbnu@163.com</a></td>
<td>CET 学术项目</td>
</tr>
<tr>
<td>Liu May (刘渼)</td>
<td><a href="mailto:may.liu@sccl.sg">may.liu@sccl.sg</a></td>
<td>南洋理工大学新加坡华文教研中心</td>
</tr>
<tr>
<td>Liu Yan</td>
<td><a href="mailto:yl286@duke.edu">yl286@duke.edu</a></td>
<td>Chinese Program, Asian and Middle Easter Studies, Duke University</td>
</tr>
<tr>
<td>Liu Ying</td>
<td><a href="mailto:liuying01@yahoo.com">liuying01@yahoo.com</a></td>
<td>The Defense Language Institute Foreign Language Center</td>
</tr>
<tr>
<td>Liu Zengjiao (刘增娇)</td>
<td><a href="mailto:zengjiao.liu@sccl.sg">zengjiao.liu@sccl.sg</a></td>
<td>南洋理工大学新加坡华文教研中心</td>
</tr>
<tr>
<td>Lu Yuan (陆原)</td>
<td><a href="mailto:Yuan-lu-2@uiowa.edu">Yuan-lu-2@uiowa.edu</a></td>
<td>Second Language Acquisition Program FLARE, The University of Iowa</td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Institution</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Luo Han (骆涵)</td>
<td><a href="mailto:luohan78@gmail.com">luohan78@gmail.com</a></td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Qi Chunhong (齐春红)</td>
<td><a href="mailto:810982089@qq.com">810982089@qq.com</a></td>
<td>云南师范大学华文学院</td>
</tr>
<tr>
<td>Tao Hongyin (陶红印)</td>
<td><a href="mailto:tao@humnet.ucla.edu">tao@humnet.ucla.edu</a></td>
<td>University of California at Los Angeles</td>
</tr>
<tr>
<td>Wang Shuai (王帅)</td>
<td><a href="mailto:callmeshuai1983@163.com">callmeshuai1983@163.com</a></td>
<td>北京大学对外汉语教育学院</td>
</tr>
<tr>
<td>Wu Menji (吴门吉)</td>
<td><a href="mailto:wumenji@iupui.edu">wumenji@iupui.edu</a></td>
<td>美国印第安纳波利斯孔子学院</td>
</tr>
<tr>
<td>Wu Yongyi (吴勇毅)</td>
<td><a href="mailto:wuyongyi@hanyu.ecnu.edu.cn">wuyongyi@hanyu.ecnu.edu.cn</a></td>
<td>华东师范大学对外汉语学院</td>
</tr>
<tr>
<td>Yang Bei</td>
<td><a href="mailto:tao25@wisc.edu">tao25@wisc.edu</a></td>
<td>University of Wisconsin at Madison</td>
</tr>
<tr>
<td>Yang Li (杨黎)</td>
<td><a href="mailto:lyang1@k-state.edu">lyang1@k-state.edu</a></td>
<td>Kansas State University</td>
</tr>
<tr>
<td>Yang Shuyi (杨舒怡)</td>
<td><a href="mailto:shuyi-yang@uiowa.edu">shuyi-yang@uiowa.edu</a></td>
<td>第二语言习得程序 FLARE, The University of Iowa</td>
</tr>
<tr>
<td>Yang Wanbin (杨万兵)</td>
<td><a href="mailto:yangwanbing@hwjnu.edu.cn">yangwanbing@hwjnu.edu.cn</a></td>
<td>暨南大学华文学院/华文教育研究院</td>
</tr>
<tr>
<td>Zhang Jie (张洁)</td>
<td><a href="mailto:jiezhang@ou.edu">jiezhang@ou.edu</a></td>
<td>部门现代语言学、文学与语言学，University of Oklahoma</td>
</tr>
<tr>
<td>Zhang Tianlu (张天璐)</td>
<td><a href="mailto:tianlu-zhang@uiowa.edu">tianlu-zhang@uiowa.edu</a></td>
<td>Chinese Program, The University of Iowa</td>
</tr>
<tr>
<td>Zhang Ting (章婷)</td>
<td><a href="mailto:t18.zhang@qut.edu.au">t18.zhang@qut.edu.au</a></td>
<td>南京师范大学</td>
</tr>
<tr>
<td>Zu Xiaomei (祖晓梅)</td>
<td><a href="mailto:hyzx@nankai.edu.cn">hyzx@nankai.edu.cn</a></td>
<td>南开大学汉语言文化学院</td>
</tr>
</tbody>
</table>
Fourth International Symposium on Chinese Applied Linguistics (ISCAL)
第四届国际汉语应用语言学研讨会
April 25-26, 2014
2014 年 4 月 25 日至 26 日

Abstracts of Presentations
报告摘要

Fourth International Symposium on Chinese Applied Linguistics
第四届国际汉语应用语言学研讨会
Day 1 – Friday, April 25, 2014 第一日：2014 年 4 月 25 日星期五
Panel 1: Studies on Chinese Character Learning and Teaching
第一组：汉字学习与教学研究
Paper 1 of 3 论文三篇 其一
Presenter: Hu Xiao

Title: Investigation into the Effects of Orthographic Strategy in Teaching Chinese Characters to English Beginners

Abstract

Research Value:

Acquiring Chinese characters is a great challenge for foreign students, especially students from non-character culture background. What makes thing worse is that there are not efficient strategies in teaching Chinese characters. This essay tries to testify the efficiency of orthographic strategy by comparing it with the traditional teaching strategy on the basis of experimental studies with British university students and primary students.

Take the features of Chinese characters and learners into consideration, the researchers and educators have developed various strategies in speeding up the process of learning characters and make it not only more effective but more enjoyable. Consequently, there are more and more strategies in improving the effectiveness of teaching characters. Studies indicate that among the various commonly used cognitive strategies, the orthographic-knowledge-based strategy is most heavily used. Orthographic
knowledge can greatly enhance students’ memory, since Chinese characters should be interpreted as a combination of components rather than a collection of unrelated strokes. According to many previous studies, the most effective way of teaching characters is to emphasize the radical structure of a character at the time that the character is first encountered, because the links between character and radicals can then be constructed. My dissertation tries to analyze the use of orthographic-knowledge-based strategy in teaching English speakers Chinese characters and testify its effectiveness by the questionnaires and studies with the Chinese majors.

Theories:

1. The cognitive process of learning characters: Gestalt psychology. The “Gestalt” which fully explained and demonstrated graphic visual perception of the organization should also deal with Chinese characters on the identification and understanding of fundamental as a guiding role.

2. Baker and Torgesen’s theories on orthographic knowledge, Helen Shen’s theory of “the orthographic-knowledge-based learning strategies”.

Methodology:

This investigation is based on the teaching practice with British freshmen in East Asian Study of The University of xx and beginning learners at Year 5 in xx Primary School. The adult and child students are respectively divided into two groups. Each group is taught the same characters but with different strategies. After the class, their learning results are measured by tests or dictations and then analyzed through a deep comparison. All the data in the studies were analyzed in SPSS V17.0. With a deep and critical analysis, the research tries to find out the reasons for all the differences in students learning results.

Major Findings:

Through comprising their performance, tests scores and error analysis under two different strategies, this essay found the orthographic teaching strategy showed its advantages in activating the classroom, strengthening students’ memory of particular types of characters as well as avoid of making certain mistakes. Therefore, in the future teaching practice, the orthographic strategy should be applied appropriately with other strategies.

References


Title: An investigation of Chinese Characters and Vocabulary Learning Strategies

Abstract

Significance of the Study:

Foreign language (FL) anxiety is a complex and multidimensional phenomenon. It refers to “the feeling of tension and apprehension specifically associated with second language (L2) context, including speaking, listening, and learning” (Mac-Intyre & Gardner, 1994). Qualitative studies have shown that anxiety affects FL/L2 learning. Those students who are more anxious in their foreign language learning may not find their study enjoyable (Gregersen & Horwitz, 2002), which will be led to a negative impact on their performance.

As the focus of research in foreign language anxiety has been shifted recently to receptive skills, e.g., listening and reading, few studies have tried to investigate foreign language listening anxiety among intermediate L2 Chinese learners.

The present study aimed to investigate foreign language listening anxiety levels of intermediate L2 Chinese learners at The University of XXX. It also attempted to explore the relationship among foreign language anxiety, foreign language listening anxiety, and listening comprehension.

Research Questions:

1. Does intermediate L2 Chinese learners’ FL listening anxiety significantly impact listening comprehension?

2. Does intermediate L2 Chinese learners’ FL anxiety significantly impact listening FL listening anxiety?

3. Is intermediate L2 Chinese learners’ FL anxiety significantly related to FL listening anxiety?

Research Procedure:
The research consisted of three phases, and therefore three instruments respectively were used to collect data in this study.

In the first phase (Week 4 of the Fall semester 2013), foreign language classroom anxiety was measured by the Foreign Language Classroom Anxiety Scale (FLACS) (Horwitz et al, 1986). FLACS is a 33-item-questionnaire which investigates the degree of anxiety that learners experience in foreign language classrooms.

A revised version of Foreign Language Listening Anxiety Scale (FLLAS), originally developed by Kim (2000), was administered in the second phase (Week 4 of the Fall semester 2013). The survey consisted of 33 five-point scale items.

In the third phase, the listening portion of the mid-term exam was utilized as an index of listening comprehension (Week 8 of the Fall semester 2013).

**Major Findings:**

We anticipate that intermediate L2 Chinese learners’ FL listening anxiety significantly impacts listening comprehension, intermediate L2 Chinese learners’ FL anxiety significantly impacts listening comprehension, and intermediate L2 Chinese learners’ FL anxiety is significantly related to FL listening anxiety.

**References**


Title: An Empirical Study on Teaching Radicals to Beginners with the Character Primer

Abstract

Radicals are like phonemes or Greek and Latin roots, which form morphemes and words in English. Knowing the meaning of the roots helps learners to figure out the meaning of the whole word. Etymology not only helps learners of Chinese to better understand and more easily memorize Chinese characters, but also helps them decode the meaning and sound of unknown characters. In the meantime, they can learn about Chinese culture since Chinese characters are one of the oldest writing systems with thousands of years of history. The purpose of this study is to research the short-term effectiveness of teaching beginners declarative knowledge of Chinese radicals and characters and the skill to remember, comprehend, and analyze Chinese characters.

This study is primarily based on the cognitive model for Chinese orthographic awareness proposed by Ke (1996b; 2002), which is comprised of three successive stages, and Fan’s (2010) research on developing orthographic awareness among beginning Chinese language learners. The presenters argue that higher order thinking skills can be incorporated into learning activities even at ILR Level 0+, because if we keep asking low level students to memorize, comprehend and apply only, they are unlikely to retain the language in their long term memory. Instead, we can teach beginners declarative knowledge of Chinese radicals and compound characters. Learners need to analyze the structure and components of an unknown character and guess its pronunciation and meaning based on their knowledge of the rules. A hypothesis of early intervention with semantic priming using most frequently used characters found in beginning level textbooks is tested.

The research is also based on two presenters’ experience of teaching Chinese characters at the beginning level course. One presenter conducted the experiment on adult English native speakers in the summer of 2013. The method is made up of an intervention procedure and evaluation of the short-term effectiveness. The control group used the regular textbook, and Chinese characters were taught as they appear in the textbook. The intervention group was treated with a character primer at the beginning with a systematic introduction to the Chinese writing system including character formation rules liushu (六書), basic strokes, stroke order, and radicals organized by semantic groups. The radicals were presented along
with characters and words containing the radicals. Students worked on consciousness-raising questions during the learning process. Classroom observations and teaching journals from the perspective of the instructor are included. The evaluation is conducted in the form of a survey with a questionnaire and a test. Students’ views are reflected in their comments on the survey form. The other presenter conducted a similar experiment in 2006 and found out that there are some weaknesses in traditional Chinese character textbooks for Chinese as a second language. One weakness is that the selection of characters is not based on difficulty degree or frequency of usage of the characters. After taking the course designed by the presenter, the students can sustain their knowledge on Chinese characters and even can apply their knowledge to authentic materials.

Based on Student’s t-test results, we did not find a significant difference in the test of memory retention score between the intervention group and the control group. However, students in the intervention group were able to decode the meaning and pronunciation of more unknown characters correctly, compared to the control group. The difference was statistically significant. Four levels of orthographic awareness for the intervention group, recommendations to teachers on how to teach radicals and directions for future research will also be discussed.

References


Title: The Linguistic Breakdown Phenomenon in Advanced L2 Chinese Oral Production

Abstract

Second language (L2) Chinese oral skill has received the most attention among the four language skills in both Chinese teaching and learning practice, partially due to its prominent productive characteristics. Nevertheless, due to the complex process and variables involved in the L2 speech production, research on L2 speaking has been limited and research on L2 Chinese speaking is particularly scarce. Research has described L2 speech productions in different perspectives and dimensions. Levelt (1989) and Kormos (2006) describe speaking process as three stages consisting of conceptualization, i.e. meaning generation, formulation, i.e. grammatical and phonological encoding, and articulation. This study explores the linguistic breakdown phenomenon existed in advanced L2 Chinese learners’ speech production. Linguistic breakdown refers to the moments when a learner’s language is “no longer adequate to handle the communicative challenges presented” (ACTFL OPI TTM, 1999). Data are elicited by two types of tasks: monologic and dialogic oral tasks. Two research questions are asked:

1) What types of linguistic breakdown take place in advanced L2 Chinese learners’ monologic and dialogic oral productions? Are there any differences between the two task types in terms of learners’ linguistic breakdown patterns and types?

2) What strategies do advanced L2 Chinese learners employ to repair linguistic breakdown to maintain the speech production, and what is the effectiveness of such strategies?

Fifteen advanced college L2 Chinese learners participate in this study. Each learner completes two sessions of monologic and two sessions of dialogic oral production tasks respectively over the course of two months. For each oral task, learners are provided with a specific discussion topic and a task guideline two days prior to the task implementation day. For each monologic task, learners produce a five-minute oral speech individually. For each dialogic task, learners participate in an oral conversation, in a style similar to the Oral Proficiency Interview (OPI) with their Chinese language instructor. Students’ oral productions in both monologic and dialogic tasks are audio-recorded.
To answer the first research question, the linguistic breakdown occasions and moments are identified and categorized. Both qualitative and quantitative methods are used for data analysis, and data are also compared between the monologic and dialogic oral task types. To answer the second research question, the strategies learners employ to repair linguistic breakdowns are identified and analyzed for salient themes. Five participants are also invited to further elaborate on the repairing strategies they have used during oral productions. The effectiveness of those strategies is evaluated by two independent Chinese language instructors.

The findings show that linguistic breakdowns occur in the forms of lack of content generation, difficulties in grammatical or lexical item retrieval, lack of discourse blocks, loss of fluency, etc. (Wood, 2010). The patterns of linguistic breakdown also appear to be different between the monologic and dialogic task types. Learners employ a variety of cognitive and metacognitive strategies to repair linguistic breakdowns to maintain their speech flow. Such strategies however have various effects. This research adds knowledge to an understanding of the factors influencing L2 Chinese speech production, especially at the advanced proficiency level. It also helps to uncover a variety of “bottleneck situations” existed in the development of oral skill among advanced Chinese L2 learners. This provides valuable information for L2 Chinese teaching practice.

References


Title: Assessing L2 Writing Development: The Case of Chinese as a Foreign Language

Abstract

Scholarly attention has recently been paid to the exploration of research interfaces between second language (L2) writing and second language acquisition (SLA). Studies have found that some features of writing contribute positively to L2 learners’ language development (Manchon, 2011; Manchon & Roca de Larios, 2011), for example, the slower pace and permanent record of writing. Both of these features can promote learners’ noticing and explicit learning to facilitate language acquisition (Ortega, 2012; Williams, 2012). In addition, researchers have argued for inclusion of additional elements, such as L2 proficiency, to broaden the scope of research into the L2 writing-SLA interface. Prior studies (Leki et al., 2008) that explore the relationship between L2 proficiency and learners’ writing development conclude that L2 proficiency seems to play a complex role in the development of L2 writing, and thus call for more studies in the future.

This study further explores the L2 writing-SLA interface by including the variable of L2 proficiency and broadening L2 to one of the less commonly taught languages, the Chinese language. It explores the development of writing skills by L2 Chinese learners at different instructional levels in the foreign language learning environment. A total of 25 college-level students who were studying Chinese as a foreign language at two universities in the U.S. participated in this study. All participants, though at different universities, were asked to handwrite essays by responding to the same writing topics. Both in-class timed essays and out-of-class written assignments were collected for one academic semester. For the out-of-class assignments, participants were also asked to indicate the exam time duration they used to complete the written assignment.

Data were analyzed both holistically and analytically. The collected essays were first assigned a writing proficiency level according to the ACTFL writing proficiency guidelines. Then each essay was analyzed in terms of its fluency, accuracy, complexity, content, and organization, and each measure was subdivided into different sub-measures. For example, the accuracy of each writing was subdivided into character accuracy, lexical accuracy, and syntactic accuracy. All of the data were first analyzed by two researchers independently, and then a unified score for each sub-measure was obtained after discussion.
Preliminary analysis showed that learners’ overall proficiency of writing seems not to develop with their increased instructional levels, but some analytic measures of learners’ writings show improvement when learners’ instructional levels increase. In addition, similar lexical and syntactic features were found in writings of learners across instructional levels. Based on the results, implications of character instruction and writing instruction were also discussed.

References


题目：非汉字文化圈汉语学习者的多义语素意识研究

摘要

研究意义:

语素在汉语词汇学习中的重要性已得到普遍认同。然而，相关研究显示，汉语学习者采用语素义释词的正确率仅为24.6%（郭胜春，2004），这个百分比让我们开始对语素教学法进行反思。多义语素是汉语的普遍现象，也是为汉语母语者所熟悉的现象，那么汉语学习者在词语学习过程中对多义语素的习得情况如何？一般认为非汉字文化圈留学生的语素意识在中级水平阶段形成，有研究指出，中级以上汉语水平的欧美学生已经具有了一定的语素意识但仍不成熟，具体体现在误猜词义、误认同素异序词和缺乏辨析近义词的能力等。可见，在造成非汉字文化圈留学生词汇习得困难的诸多因素之中，多义语素是一个重要的原因。因此，对汉语学习者多义语素意识的探讨，有利于进一步促进对汉语学习者词汇习得的研究。

研究假设:

汉字是语素文字，汉字、音节和语素通常是三位一体，因此，汉语语素在构词上的意义尤为特殊。相对母语者来说，汉语二语学习者在词汇识别过程中更依赖于语素信息。然而，对于没有汉字文化背景的汉语学习者来说，多义语素会给汉语学习者的词汇学习带来一定的困扰，影响他们对词汇的理解。

研究方法:

本文以初、中级非汉字文化圈汉语学习者为研究对象，通过测试和实验，以定量和定性分析相结合的方法，从多义语素的角度对留学生的语素意识进行了考察。测试部分包括两项任务：一是语素辨别测试，其目的是考察留学生是否具有多义语素意识；二是解释熟字生词，其目的是考察留学生多义语素意识的发展程度和多义语素的输出能力。实验部分采用三因素混合设计，从多义语素的义项类型、构词能力和汉语水平三个方面，考察汉语学习者对多义语素的判断受到哪些因素的影响。

研究结果:
结果表明：非汉字文化圈留学生在初级水平阶段已初步形成多义语素意识，但这种意识还比较薄弱，尚处于发展的初级阶段，具体表现为多义语素的输出能力比较弱；此外，汉语水平对多义语素判断的正确率有重要影响，中级水平留学生的平均正确率明显高于初级水平留学生的平均正确率，且义项类型与构词能力之间交互作用十分显著。

参考文献


[8] 江新、房艳霞. 语境和构词法线索对外国学生汉语词义猜测的作用 [J]. 心理学报，2012，（1）.

[9] [德] 柯彼德. 试论汉语语素的分类 [J]. 世界汉语教学，1992，（1）.

Title: Semantic Gap Filling Ability in Chinese as a Foreign Language

Abstract

Semantic gap filling ability (or referred to as lexical inferencing ability in previous literature) refers to the ability to fill semantic gaps created by unknown words in a text. This ability has been found to be very important in second language (L2) vocabulary learning (e.g. Pitts, White & Krashen, 1989) and L2 reading (e.g. de Bot, Paribakht, & Wesche, 1997; Paribakht & Wesche, 1999). However, it is still unclear what factors would contribute to this ability. Understanding this question is significant because it will help instructors identify learners’ specific difficulties in semantic gap filling and address these difficulties in their future instruction.

Previous studies on L2 semantic gap filling have shown that both L1 resources (such as L1 reading ability) and L2 linguistic knowledge (such as vocabulary and grammar) affect L2 semantic gap filling (e.g., de Bot et al., 1997; Nassaj, 2004; Paribakht, 2005; Wesche & Paribakht, 2010; Zhang, in press). In addition, there are two sources of information that readers can use when filling semantic gaps that are created by unknown words: word-internal information (i.e., morphological information) and word-external information (i.e., contextual information) (Koda, 2005). To make use of morphological information, readers need to first analyze a morphologically complex word, then decompose it into its morphemic constituents, and then combine the meanings of these constituents to infer the meaning of the word. This ability to analyze, identify, and manipulate morphemes in words is defined as morphological awareness (Koda, 2005). To use contextual information, readers need to identify, abstract, and integrate useful semantic information from the context (i.e., words, phrases, and sentences surrounding the unknown word). The ability to manipulate contextual information to construct meaning from the context is defined as contextual meaning construction ability in this study. Therefore, L1 reading ability, L2 linguistic knowledge (vocabulary and grammar), L2 morphological awareness, and L2 contextual meaning construction ability were proposed as potential predictors of L2 semantic gap filling ability.

To test the hypothesis, this study examined Chinese semantic gap filling ability among 82 learners of Chinese as a foreign language, including 64 native English-speaking learners (36 high proficiency learners and 28 low proficiency learners) and 18 Chinese heritage language learners.
Participants were asked to complete a number of tasks testing those potential predictors. Different factors were found to predict different groups of learners’ semantic gap filling ability in Chinese. For Chinese heritage learners, Chinese vocabulary knowledge was found to be the only factor that significantly predicted their semantic gap filling ability in Chinese. However, for high proficiency English-speaking learners, all factors tested were found to be significant predictors of their semantic gap filling ability in Chinese. For low proficiency English-speaking learners, morphological awareness was the only significant predictor of their semantic gap filling ability in Chinese. Based on the findings, suggestions are proposed about what to focus on in future instruction to improve diverse groups of learners’ semantic gap filling abilities in Chinese.

References


Title: L1 Transfer and Chinese as Second Language Learners’ Comprehension of Noun-Noun Combinations

Abstract

L1 transfer is an important topic in second language acquisition. It has been widely accepted that learners are affected by their L1s when they acquire L2 (Corder, 1967; Gass, 1996; Ellis, 1997). According to the Full Transfer/Full Access Hypothesis (FT/FA) (Schwartz & Sprouse, 1996), all features of L1 will be transferred to interlanguage at the initial stage. As learners improve in their L2 proficiency, they can reset features of target language based on L2 input therefore the role of L1 will dwindle. This study explored whether the two features in noun-noun combinations (position of modifier and head, expression of semantic relations) follow the transfer pattern predicted by FT/FA Hypothesis. Specifically, the study examined whether the FT/FA Hypothesis is applicable to the noun-noun combination comprehension of CSL learners with diverse L1 backgrounds and L2 proficiency.

120 low and high proficiency level learners with English and Thai as their L1s participated in this study. The instrument developed for this study was a comprehension task. It contained 24 Chinese noun-noun combinations within which 12 words shared the same noun-noun expression in Chinese, English and Thai (expression of semantic relations of MADE OF) while the other 12 shared the same expression only in Chinese and English (expression of semantic relations of LOCATED and HAS). The participants were asked to provide their interpretations of these words. Both quantitative and qualitative analyses were adopted to answer the following research questions: (a) Do learners from an L1 with modifier-head order outperform those from an L1 with head-modifier order? (b) Do learners from L1 which shares the same expression of semantic relations outperform those from L1 which doesn't? (c) Do high L2 proficiency level learners outperform those of low L2 proficiency level?

The results revealed that English L1 learners at low proficiency level outperformed their Thai L1 counterparts in overall comprehension and particularly in interpretation of words of LOCATED semantic relation which was not expressed through noun-noun combination in Thai and which was of relatively low L2 input frequency. While Thai L1 learners performed the same as English L1 learners in words of HAS semantic relation which was not expressed through noun-noun combination in Thai but was of high
L2 input frequency. Results suggest that L1 transfer did take place at initial stage of acquisition and was affected by input frequency. However, Thai L1 learners made a great progress as their L2 proficiency improved, indicating that learners can reset the target language features.

A qualitative analysis of the interpretations given by participants was also conducted to provide a deeper insight into the role of learner L1s. Findings were consistent: Thai L1 learners offered more deviating interpretations than their English L1 counterparts. The main type of deviations found among Thai L1 learners was "order-reverse" while among English L1 learners was "other semantic relations".

The data from both quantitative and qualitative analyses lends partial support to FA/FT Hypothesis. At initial stage, features of L1 will transfer to interlanguage whereas L1 transfer will be affected by L2 input frequency. At later stage, L1 transfer gradually decreases and the reset of target language feature will occur.

Based on the results of the study, pedagogical recommendations were made about Chinese noun-noun combination instruction. Instructors should be aware that learners of different L1s may face different problems in acquisition. Therefore, the instruction should help learners with the L1s different from Chinese in word order by drawing their attention to the differences and emphasizing the formation mechanism of Chinese noun-noun combinations.

References


摘要

近年来二语词汇教学中是否应借助母语对译词是一个热点问题。目前存在两种截然不同的方法。一种主张以二语词的母语对译词为中介教授二语词汇，称为“关键词方法”（key word method）。另外一种方法被称为“上下文方法”（contextualized approach），让学生通过上下文猜词语的意思，强调在学习之初就直接建立二语词汇和语义的联系，摆脱对母语对译词的依赖。有人直观地认为第二方法更有利于发展学生的词汇能力（lexical competence）。但问题并不那么简单，双语者能在多大程度上真正摆脱、甚至减少对母语对译词的依赖需要实证研究。

对于这个问题，心理学家和语言学家在双语表征（representation）领域进行了大量的研究。在系列研究结果的基础上，研究者一致认为，双语者的心理词典中词汇和概念是分层表征的，其中概念表征共享、词汇表征独立，但关于二语词汇表征是如何通达（access）到概念表征的还存在很大争议。争论的焦点是二语的语义通达是独立的还是必须借助母语的词形表征。关于这个问题形成了三种模型。单词中介模型（图1）认为二语的词汇表征只能借助母语的词汇表征通达概念表征[1—2]。概念中介模型（图2）认为二语词汇表征能够直接从词形表征通达概念表征[3]；修正层次模型（图3）认为母语和二语的词汇表征和概念表征之间都有联系，只是它之间联结强度不一样[4—6]：母语到二语的词汇表征联结强度弱，二语到母语的词汇表征联结强度强，而且母语词汇表征和概念表征的联结比二语词汇表征和概念表征的联结强。

图 1 单词中介模型     图 2 概念中介模型     图 3 修正层级模型

本实验采用二语语言内启动范式，以在不同语言环境中学习的非熟练英—中双语者为对象，考察英语被试的汉语语义通达中是否存在母语语音自动激活的问题，如用“鞋”启动“树”，这
两个词没有任何语义关联，但“鞋”的对译词“shoe”与“树”的发音相似。实验一和实验二均采用语义判断任务。实验一以在全中文的环境中密集学习了2-3个月的汉语三年级美国大学生为被试，实验二以在英文环境中学习的汉语三年级美国大学生为被试。实验一没有发现启动效应，实验二发现了启动效应。

总的实验结果表明，在英文环境中学习的非熟练英-中双语者的心理词典可能是单词中介模型（如图1），而在全中文的环境中密集地学习了2-3个月的非熟练英-汉双语者的心理词典可能是概念中介模型（如图2）。结果证明在英一中双语者第二语言的语义通达过程中存在着词汇中介到概念中介过渡的阶段，语言学习环境对双语者心理词典的构建起到了一定的作用。

参考文献


Duyck, W. & Brysbaert, M. What number translation studies can teach us about the lexico-semantic organization in bilingual, Psychologica Belgica, 2002,42:151-175


李利, 莫雷, 王瑞明. 非熟练中-英双语者跨语言长时重复启动效应. 心理学报, 2006, 40(5): 672-680

论文两篇 其一

主讲人：吴勇毅

题目：叙事探究下的 CSL 教师成长史研究——实践性知识的积累

摘要

正如同从单纯的、单向的、只关注“教”（怎么教）的教学法研究转向关注“学”（怎么学）的学习过程（二语习得研究）和“学习者”（个体因素研究、认知研究）研究一样，CSL 教师教育研究也面临着一种转向，即从教师标准的研制、培训内容的选择、培训模式的创新转变到教师自身专业发展、教师认知（过程）的研究。教师专业发展研究的大趋势是愈来愈重视教师个体专业发展过程和个性。在 CSL 教师教育研究转向的大背景下，本文采用叙事探究的方法，以三个教师“叙事”片段，从教师成长史的视角，讨论了 CSL 教师实践性知识的形成与积累过程，并指出叙事探究这种研究范式对教师专业发展，尤其是教师个人专业发展过程的研究，及其教师自身专业发展都有具有重要意义。
Fourth International Symposium on Chinese Applied Linguistics
第四届国际汉语应用语言学研讨会
Day 1 – Friday, April 25, 2014 第一日：2014年4月25日星期五
Panel 4: Studies on Chinese Teacher Development
第四组：汉语教师发展研究
Paper 2 of 2 论文两篇 其二
主讲人：王帅

题目：对外汉语教师“跨文化教学意识”调查分析

摘要

研究意义：

在第二语言教学界，“以培养学生的跨文化交际能力为主要目标”的观念已逐渐为大家所接受。根据前人的阐释，“跨文化交际能力”与传统语言教学中提倡的“语言能力”、“交际能力”是相关但不相同的概念，在培养方式上也有诸多区别（参看Byram1997）。培养目标的转变意味着不同的能力要求，教师在此过程中承担着重要的责任。综合前人研究，我们认为要在教学中贯彻跨文化交际能力的培养，教师应具备较强的“跨文化教学意识”。本文在厘清“跨文化教学意识”概念的基础上，对一线对外汉语教师进行调查，以期得到当前对外汉语教师“跨文化教学意识”的整体状况，并尝试对形成这种状况的可能影响因素进行分析。

理论框架：

根据“意识”的哲学意义以及前人对“跨文化教学意识”的研究，我们定义了跨文化教学意识的概念框架。如下图：

对外汉语教师的跨文化教学意识概念框架

[图示]
研究程序:

根据“跨文化教学意识”的概念框架，我们设计了“对外汉语教师跨文化教学意识问卷”，并用此问卷对进行调查和分析。试图回答的问题包括：1.当前对外汉语教师的跨文化教学意识现状如何？2.哪些因素可能影响他们的跨文化教学意识？数据收集之后，我们进行了如下分析：第一步，对问卷的信度和效度进行考察，确保问卷的有效性和可靠性；第二步，对数据进行描述统计，得出对外汉语教师跨文化教学意识的基本状况；第三步，对数据进行单因素方差分析，检测教师跨文化教学意识的影响因素。

研究结果:

根据描述统计结果，当前对外汉语教师的整体“跨文化教学意识”处在中等水平；根据单因素方差分析，学历差异和是否阅读跨文化交际类著作是影响教师跨文化教学意识水平的显著因素。

参考文献

毕继万（2005）第二语言教学的主要任务是培养学生的跨文化交际能力，《中国外语》第1期。

姬建国（2011）跨文化教学意识与国际汉语师资培训，北京：北京师范大学出版社，23页。

李泉（1996）对外汉语课堂教学的理论思考，《中国人民大学学报》第5期。

张英（2006）对外汉语文化因素与文化知识教学研究，《汉语学习》第6期。

周健（2004）论汉语教学中的文化教学及教师的双文化意识，《语言与翻译》第1期。

冯契（2001）哲学大辞典，上海：上海辞书出版社，1816页。

Title: Cognitive factors in speech perception by CFL listeners

Abstract

Significance of the study:

Listening is often the weakest skill for L2 learners. This study explores how the cognitive factors influence CFL learners’ perception. The results could help CFL learners develop some specific listening skills and interpret some reasons that input fails to become intake during L2 perception.

Theoretical framework/background:

According to the TRACE model (Elman & McClelland, 1988), several levels of processing are simultaneously active during NS speech perception and interact with each other. However, it is not clear whether various cues are processed in NNS perception and it is controversial whether L2 learners paid more attention to lexical (e.g. Conrad, 1985), morph-syntactic (e.g. Field, 2008) or other cues (e.g. Ito and Strange, 2009). This study explores whether and how the cognitive factors (including working memory and lexical, phonological and morph-syntactic cues) and some salient linguistic features of Chinese influence speech perception by CFL listeners.

Research procedure:

Nineteen NS of Chinese and 20 American learners of Chinese who have learned Chinese for three years in colleges participated in this project. The study combines the error detection task with a shadowing task in which subjects have to repeat the sentences that they hear immediately. They were required to repeat the incorrect words exactly, as opposed to restoring the “intended” words. The stimuli are 18 experimental sentences and 2 fillers. Each sentence has 15 syllables. The speech rate is a little faster than the normal rate. All the words in these sentences were chosen from Integrated Chinese which the learners had studied. There are three types of incorrect words: lexical error (a real or pseudo word that has semantic relationship with the original word); phonological error (wrong segment or tone); morph-syntactic error (incorrect classifier or aspect). In this design, tones and classifiers were served as salient
features of Chinese. We examined which cognitive factors facilitate NS and NNS to repeat the incorrect words exactly. The speech rates of the repetition were also observed.

**Major findings:**

The results indicated that the restorations occur in NS speech only when a segment is mispronounced. As for NNS, semantic cue appear to be the most salient in perception. NNS restored almost three times of “intended” words than NS. The unique features of Chinese appear to be an important factor in NS perception, while not in NNS perception. The results revealed that the working memory, semantic and morph-syntactic constraints and L2 linguistic features play important roles in NS perception while NNS prefer using the semantic cue to others due to the working memory capacity.

**References**

Fourth International Symposium on Chinese Applied Linguistics
第四届国际汉语应用语言学研讨会
Day 1 – Friday, April 25, 2014  第一日：2014 年 4 月 25 日星期五
Panel 5: Studies on Chinese Listening Skills and Perception
第五组：汉语听力技能和听力理解研究
Paper 1 of 2  论文两篇 其二

主讲人: 杨万兵

题目：初级汉语汉字式与拼图式听力测试对比实验研究

摘要

研究意义：

传统的汉语第二语言听力测试，选择项均通过汉字呈现。但由于汉字语素-音节文字、绝大部分不能直接表音的特点，导致汉语第二语言学习者听懂了但不能正确选择答案，这种情况尤以初级水平汉语学习者为甚。在新 HSK 中，初级水平听力测试选择项改为汉字加注拼音，以及部分图片加以呈现（下文简称“拼图式”）。这两种呈现方式对初级水平学习者听力测试成绩有无影响？哪种测试方式具有更高的信度和效度？目前的“拼图式”是否存在改进的必要？这些都是汉语第二语言听力测试值得关注的问题。

理论框架：

1. 听力理解的本质在于“利用听觉器官处理有关言语信号”，与视觉符号如汉字等无关，听力测试也应尽可能排除其他语言技能的干扰，测试形式应尽可能体现听力理解的本质；

2. 听力理解存在自己的能力结构，听力测试应尽可能反应这些结构要素及其关系。

研究程序与思路：严格控制变量的实验研究

1. 采用新 HSK 2 级听力测试材料，以及据此改造的表述合适、难度相当的汉字式试卷，对 XX 大学 XX 学院的 121 名初级水平留学生进行测试。先汉字式后拼图式，期间间隔一周。

2. 实验采用单因素 2 水平重复测量设计。测试形式共有汉字式、拼图式两个水平，每种形式均按新 HSK 题目说明，听两遍。

3. 使用 SPSS19.0 对实验结果进行分析，考察两种测试方式下留学生的成绩差异、两种测试的结构效度差异，以及不同测试项目的效度差异，为题型选择提供实验依据。

主要研究结果：

1. 初级汉语水平被试在拼图式下的听力测试正确率显著高于汉字式；
2.理论上说，拼图式比汉字式更能有效地测试初级汉语水平被试的听力水平，但实验结果显示，拼图式的内
容效度和结构效度均比汉字式低；

3.汉字式中的单句理解项目、拼图式中的对话理解项目（图片呈现）的内容效度、结构效度都较低。拼图式中图片呈现的对话理解项目可考虑改为汉字加拼音式。

参考文献

[1]柴省三（2011）汉语水平考试(HSK)听力测验构想效度研究，《语言文字应用》第 1 期。

[2]陈宏（1997a）在语言能力测验中如何建立结构效度，《语言教学与研究》第 2 期。

[3]陈宏（1997b）结构效度与汉语能力测验，《世界汉语教学》第 3 期。

北京：现代出版社。

[5]金琰如，王佶旻（2012）初级阶段留学生汉语听力能力结构探究，《语言教学与研究》第 3 期。

[6]聂丹（2006）HSK(初中等)再测信度验证，《中国考试》第 5 期。

[7]王碧霞（2000）听能与听力理解困难的认知心理分析，《汉语学习》第 6 期。

[8]王小玲（2006）HSK（初中等）效度研究报告，《语言教学与研究》第 6 期。

[9]杨万兵，文雁（2012）初级汉语半听力与全听力测试对比实验研究，《语言文字应用》第 3 期。

[10]张凯（1995）汉语水平考试结构效度初探，《首届汉语考试国际学术讨论会论文选》，北京：
北京语言学院出版社。

研究》第 4 期。
Paper 1 of 3 论文三篇 其一

主讲人: 祖晓梅

题目: 汉语课堂纠错反馈后学习者回应/修正的模式

摘要

研究目的:

纠错反馈既是第二语言习得的关键因素之一，也是第二语言教学的重要教学手段之一。理解纠错反馈对第二语言学习的作用既具有理论意义，又具有应用价值。以往的实证性研究大多是在西方的交际课堂中进行的，汉语教学的相关研究成果比较少。希望此项研究将加深对于汉语课堂纠错反馈特点和作用的认识。

理论依据:

根据 Long 的互动假说、Schmidt 的察觉假说和 Swain 的输出假说，纠错反馈在互动中提供了负面证明，让学习者察觉到了自己的中介语与目标语之间的差距，调整了语言的输出，因此对第二语言习得有促进作用。有关纠错反馈的许多实证性研究也证明纠错反馈对二语习得有积极的效果。其中衡量纠错反馈效果的方法之一是纠错反馈后学习者的回应(uptake)/修正。虽然回应是否可以作为衡量第二语言习得发生的标志还存在着争议，但是很多学者认为回应特别是修正表明学习者注意到了纠错反馈的意图，并调整了语言输出,因此有利于第二语言能力的发展。

研究问题:

1. 汉语课堂纠错反馈与学习者回应和修正的关系是什么？
2. 学习者的回应/修正与纠错反馈策略的关系是什么？
3. 学习者的回应/修正与语言错误类型的关系是什么？
4. 学生水平和课型是否影响学习者的回应/修正？

研究方法:

此项研究分析了中国某某大学汉语学院六个班级的汉语技能课的互动情况。观察的班级为初、中、高级的听说课和综合课。汉语学习者来自韩国、日本、泰国、俄罗斯、美国、意大利、葡萄牙、土耳其等国家。参与课堂教学的 6 位教师中 5 位为女性，一位为男性。其中 4 位是汉语教学经验比较丰富的教师，两位为兼职的汉语语言学和应用语言学的博士生和硕士生。
研究者观察了六个班级的 24 节课，并进行了课堂录音和文字转写。然后对 24 节课（18 个小时）师生互动中出现的偏误处理序列（error treatment sequences）进行识别、归类和统计。数据统计的依据是 Lyster and Ranta (1997) 对纠错反馈和回应（uptake）的定义和分类，将纠错反馈分为：明确纠错、重铸、重复、元语言线索、请求澄清、诱导六种。回应分为修正和待修正两种。最后使用 SPSS 对相关数据作了 Chi-Square 检验。

研究结果:

1. 调查的结果表明：重铸是汉语课堂教师使用最多的反馈策略，达到 61%。其次是明确纠错 14%。
2. 学习者对纠错反馈的总回应率为 67%，修正率为 45%。其中重铸反馈后的修正率为 49%。
3. 学习者对语音纠错的修正最多，达到 72%，对语法的修正最少，只有 34%。
4. 不同课型之间的修正比例没有显著差别，但是不同层级之间的修正率有差别。高级班的修正率 37%，低于初中级的修正率。

讨论：（略）

对汉语教学的启发:

此项调查研究对汉语课堂教学的启发是：

1. 教师在纠错反馈后应该给学生回应的机会。
2. 采用重复、澄清请求、诱导等方式来增加学习者调整的语言输出。
3. 采用不同的策略凸显重铸的纠错意图，达到更好的反馈效果。

参考文献


祖晓梅（2008）汉语课堂更正性反馈的调查与分析，汉语学习 2008 年第 1 期。
题目：澳大利亚成人的汉语声调教学实验研究

摘要

研究意义：

语言是语言学习的重点也是难点。海外的汉语语音教学，缺少现实的语言环境，汉语学习者在规则指引下比较容易记得单字调，但是一旦进入语流，仍然普遍存在洋腔洋调的现象。主要体现在：一是过于突出单字调，而忽视了声调之间的连接，相互之间缺乏呼应与连贯；二是为了相接，字调的典型特征大为减弱。澳大利亚英语具有不同于英式与美式英语的一个显著特征，就是无论陈述句或疑问句，句调在末尾都呈上升趋势（Guy, 1984）。考虑到汉语字调与句调的复杂交互关系，这是否会导致澳大利亚成人汉语学习者呈现某种特别的声调偏误，尤其是对于句末的边界调？为此，我们采用问卷调查、录音听辨的实证方式，进行语音教学的对比实验研究，并结合在澳大利亚的汉语教学实践，提出了行之有效的声调教学方法。

理论框架：

1. 声调的特征描写：汉语可分为调根层次和调末层次（张洪明，2013），前者跟调域相关，呈现[+高]的特征；后者跟调型相关，呈现[+平][+升][+降]的特征。阴平[+高][+平]；阳平[+高][+升]；上声[+低][+升][+降]；去声[+高][+降]。汉语教学应突出各声调的典型特征。

2. 汉语教学的区域化：有效的汉语教学应该是基于学习者母语特点的语言教学，教师需要从目的语和本族语中“深入浅出”，了解学生的本族语对目的语的负迁移，而且这里的本族语应该是考虑到特定区域方音的本族语。

3. 双字调模型和 TPR 教学法：TPR 是全身反应法，声调教学时，结合声调的调域和调型特征，以普通话的双字调模型为范本（毛世桢，2008）。我们提供大量的双字调语料和陈述句单句语料，让学生进行身体与声音的配合练习，尤其强调上声的低域。

研究流程：

1. 问卷调查：基于教学实践和文献调查，问卷列出了以英语为母语的学生较难掌握的音段和声调选项，要求学生选择感觉最难学习的一项。结果 90% 的学生选择了声调。
2. 听辨实验：教师设计 20 个陈述句，156 个音节，包含了汉语的 20 种双字调组合，以及外国人学习中常见的声调难点和音段难点（留待以后进一步做音段偏误分析）。录音人是完成了 40 个小时的课堂汉语学习的 20 位澳大利亚成人。由三位受过语音训练的汉语教师，对语料加以听辨，结合语音软件的语谱分析，确定语料中的声调偏误情况。

3. 教学实践：使用自设的训练语料库进行有效训练（双音节词用于训练句中声调，陈述句单句用于训练句末边界调），采用 TPR 教学法进行教学实践。10 个星期后对同样 20 个句子录音，再由同样三位汉语教师判断声调偏误情况。根据与训练前的对比结果，分析其教学效果。

主要研究结果：

1. 采用 TPR 教学法训练后，句中各声调的偏误率降低，尤以上声最为明显。

2. 训练前，句末音节的音高模式多类似于阳平调，这是澳式英语惯用的上升句调造成的迁移效应。训练后，句末音节的字调趋于正常。

以一名被试的数据为例，图 1-4 给出了实验结果。所有 20 名被试的综合结果，正在整理中。

图 1：训练前和训练后的句中声调偏误率比较
图2: 训练前和训练后句末音高模式的分布

图3: 训练前句中上声的实际音高模式分布

图4: 训练后句中上声的实际音高模式分布

参考文献

毛氏桢（2008）《对外汉语语音教学》，华东师范大学出版社。114-116。

章婷，鹤谷千春（2013）汉语二语语音韵律的听辨实验与教学研究[J]《南京师范大学文学院学报》4：167-174。

张洪明（2013）汉语语言学与美国本土汉语教学[J]《世界汉语教学学会通讯》4:14-19


题目：基于影片的口语互动教学模式初探——以新加坡中三华文 B 口语课为例

摘要

研究意义:

传统教学材料以文本为主，教师多以线性顺序进行教学和呈现。随着多媒体技术的快速发展和计算机的广泛应用，视讯资料越来越多地被应用于二语教学中。教师可根据语言教学的目标和内容选择适当的影片组织课堂教学，从而达到引起学习者学习兴趣、提高语言综合技能的目的。然而现有的研究多阐述运用影片进行语言教学的可行性、重要性，而较少深入探究其在语言教学活动中的运用方法和策略，更鲜有关于如何利用影片教学增进课堂互动性的研究。本研究以开发影片资源和课堂教学实证研究为主，设计出一套利用影片进行口语互动教学的教学模式，提出了详细的教学步骤及教学活动，并在新加坡两所中学的中三华文 B 口语课开展为期一年的教学研究，验证了该模式的有效性。

理论框架:

本研究以 Keller（1983）的 ARCS（Attention, Relevance, Confidence, Satisfaction）动机模式，及《全美 21 世纪外语学习标准》（1999）提出的三种沟通模式（诠释理解、人际沟通、表达演示）为基于影片的口语互动教学模式探索和寻求理论支撑。在这样的教学模式下，影片以动态的方式呈现教学内容，构建与学习者生活和经验相关的、接近于真实情景的事件和场景，不仅吸引学习者的注意力和兴趣，也帮助其进行记忆的提取和运用。在此基础上进行的教学设计，通过师生互动帮助理解影片内容、学习相关语言要素和知识，通过各种配对练习活动进行互动对话、实现人际沟通，学生最终能够建立信心，进行表达演示，分享自己的观点和意见。

研究方法:

1) 研究对象：本研究以新加坡两所中学三年级华文 B 的学生为研究对象。其中，M 校学生共 24 人，C 校学生共 13 人，两班学生全部来自非讲华语家庭，华文程度低。实验者为该班华文教师，担任口语课的教学。研究历时一年，针对六部教学影片（分别对应中三华文 B 课本的六篇课文），每班进行 12 个课时的教学实验，每课时 60 分钟左右。

2) 数据收集与分析：本研究使用了如下收集数据的方法：(a) 学生口语测试（前测和后测），(b)
学生小组聚焦访谈，(c)教师访谈，(d)学生课后反馈，(e)课堂录音。研究采用录音的方式录制口语测试、师生访谈和课堂的全过程。按照转写规范将这些语料全部转写成文字，依据科学的评估标准对每位学生的口语能力进行评估，将学生口试前后测结果与师生访谈等内容相参照，以增加研究结果的信度。

影片资源开发和教学活动架构：

根据母语学习的沟通目标、紧扣中三华文的学习重点，研究团队首先制作了六部教学影片，目的在于：(a)示范标准华语，(b)激励语言产出，(c)诠释互动情境。在此基础上以影片为触媒，以 ARCS 动机模式和三种沟通模式为本，设计了七种互动对话活动（AB式、完型填空式、概念图式、框架式、自评互评式、问与答式、事件式），主要以配对练习（pair work）的方式让学生两人一组进行讨论和对话，最后在全班面前进行表达演示。

下表简明地诠释了本研究的教学架构：

<table>
<thead>
<tr>
<th>教学步骤</th>
<th>教学内容</th>
<th>教学策略</th>
</tr>
</thead>
</table>
| 第一次课 | 引起动机 | * 引入教学主题
* 教师提问 | 1. 引起注意
2. 师生互动
3. 告知目标 |
| 观赏影片 | * 观看完整影片（概览）
* 教师提问和反馈 | 4. 建构熟悉的情境
5. 呈现教学内容 |
| 配对活动 | * 分段观赏影片（深入）
* 教师提问和反馈 | 6. 可理解的输入和输出
7. 教师提问和反馈
8. 师生互动 |
| 复习总结 | * 学生两人一组应用七种互动对话模式进行讨论、对话 | 9. 引发行为
10. 师生互动 |
| 课后 | 课后练习 | * 学生在课后完成练习
* 布置为下次课做铺垫的课后练习 | 11. 巩固学习 |
| 第二次课 | 引起动机 | * 引入延伸的教学主题
* 教师提问
* 温习学过的内容 | 13. 引起注意
14. 师生互动 |
| 配对活动 | * 学生两人一组应用七种互动对话模式进行讨论、对话 | 15. 师生互动
16. 建立信心 |
| 分组呈现 | * 学生两人一组上台呈现
* 教师点评
* 学生互评 | 17. 表达演示
18. 提供反馈
19. 同侪互评 |
| 复习总结 | * 教师小结本课内容 | 20. 成果检验 |

研究结果：

本研究论述了以影片作为教学媒介的口语互动教学过程。对实验数据的逐项分析结果表明：(a)按照教学目标设计和开发教学影片，以立体、动态的方式进行语言教学，有助于学习者融
入真实情景，联结自己的生活经验，增强学习兴趣和动力；(b)以影片为触媒的口语互动教学，能通过师生互动的过程提供可理解的输入，且有效地引发学生的语言输出；(c)设计循序渐进的配对活动进行互动对话练习，有助于学生建立信心，提高学生的口语互动能力。

参考文献


祖晓梅. 汉语课堂的师生互动模式与第二语言习得语言教学与研究[J]. 语言教学与研究. 2009(1).
题目：汉语中介语语料库在语例统计中的效用考察——以易混淆词的统计分析为例

摘要

随着计算机技术的日新月异以及语料库语言学的发展，中介语语料库规模越来越大，语料标注越来越细致，基于中介语语料库的研究越来越多，但未见就中介语语料库在语例统计中的效用进行评估的研究成果。而且，目前对中介语语料库中的标注主要是人工标注，人工标注具有灵活性和较高可信性，但也可能因标注者的个体差异而产生标注错误。因此，对于定量研究而言，基于汉语中介语语料库进行语例统计是否有必要？语例统计数据在多大程度上具有可信性？语料库在语例统计中是否存在局限性？

为了回答以上问题，本文以某某大学“HSK 动态作文语料库”这一较大规模的汉语中介语语料库为基础，以易混淆词（即当用词-误用词）为例进行统计分析，将提取自语料库的高频易混淆词与 4 本较为权威的易混淆词辨析词典进行比对，并对“产生”、“经验”、“深刻”、“把”等 4 个具有代表性的词在语料库中标注的可信性（用误用标注细分可信度、误用标注总数可信度这两个指标来衡量标注的可信性）进行考察。

研究结果显示：（1）高频易混淆词被词典失收的比例较高。词典作为学习工具书，只是静态地展示学习者容易混淆的词语并对其进行辨析，根据词典的收录词表，我们无从得知学习者对不同词语混淆程度的高低。而基于较大规模汉语中介语语料库的统计结果能够立体地展示混淆词的混淆频率和混淆复杂性（包括混淆方向和词际关系等）。（2）汉语中介语语料库人工标注存在着误标、漏标和错标的情况。总体来说，误用标注细分可信度较高，这表明提取自语料库的混淆词的对应关系大体无误；但误用标注总数可信度不高，这表明标注者对误用词的实际找出率较低，部分词语误用现象没有发现，这可能导致目前提取到的混淆词的混淆频次不够准确、混淆词表有遗漏。（3）基于汉语中介语语料库进行易混淆词统计存在标注带来的局限性和原始语料的局限性。原始语料的局限性表现在语料库规模、形式、内容、作者背景诸方面。

参考文献

卢福波（2000）《对外汉语常用词语对比例释》，北京语言文化大学出版社。
王还（2005）《汉语近义词典》，北京语言大学出版社。
杨寄洲 贾永芬（2005）《1700 对近义词语用法对比》，北京语言大学出版社。
赵新李英（2009）《商务馆学汉语近义词词典》，商务印书馆。
黄昌宁李涓子（2002）《语料库语言学》，商务印书馆。
张宝林（2006）“HSK 动态作文语料库”标注说明。
张博（2008）第二语言学习者汉语中介语易混淆词及其研究方法，《语言教学与研究》第6期。
摘要

研究意义：

为了帮助汉语学习者提高听力理解能力，尤其是听力微能力（杨惠元，1996），法国 XXX 大学率先向国家申请科研项目许可，尝试了一项新型的教学模式——混合式教学模式 (blended learning)。混合式教学模式是指将网络远程课程和面对面课程相结合，由一个远程教学平台来支撑的，并且以学生为教学中心的一种新兴的教学模式（Nissen，2006）。因为是一个比较年轻的学科领域，所以其理论基础和研究方法都还不成熟，有关混合式教学模式应用于汉语教学的研究文献更是罕见。2006 年以来，我们一直在 XXX 大学应用和研究该教学模式，并于 2007 年和 2012 年两次对混合式教学模式中面对面课程和远程课程的组合方式作了一些观察实验。据我们了解，还没有学者对此问题进行过系统的研究，所以我们想借本次会议的机会汇报一下我们的研究结果。

理论框架：

以目前 Charlier Bernadette 等人为代表的该领域最权威的科研小组所提出的混合式教学模式的特点为出发点，用 Jeannot Laurence & Chanier Thierry (2008) 的质量法为主、量量法为辅多数据交叉法作为研究方法

研究程序：

实验 1 研究问题：面对面和远程两种学习模式下如何引入语法词汇等语言基础部分的学习和听力训练？先在面对面课堂里学习语言知识，然后让学生们在远程平台上练习听力，还是先让学生们在远程平台上根据教师提供的内容自己学习语言知识，然后再去课堂上与教师作面对面的听力互动练习？这两个组合方式哪一个更合适听力学习？

实验 1 研究方法：15 名汉语学习者分为两组。在四个星期内学习了两个主题。在学习主题 1 的时候，组 1 在第一周的面对面课堂上和教师学习语言基础知识，在第二周时他们在远程平台上做听力训练。与此同时，组 2 用相反的方式学习相同的内容。他们在第一周时先在远程平台上
学习主题1的语言知识，然后在第二周时他们回到了课堂与教师进行面对面的汉语听力互动练习。第三、四周我们引入第二个主题，两组学生的学习组合顺序与他们学习主题1时的顺序互换。在第5周我们进行了一次匿名问卷调查，让他们对两种组合方式进行评估，并从中选出他们认为对听力学习最有效的组合。

**实验2研究问题**：继实验1后，我们在教学中让所有的学生都在课堂上以面对面的方式和教师学习语言知识，然后给他们提供两种听力练习方式：远程平台上自我听力练习和课堂上与汉语母语者面对面听力互动练习。课堂上与汉语母语者进行听力互动是我们于2009年引进的一种听力训练方式（Guo，2012）。活动中汉语母语者按照学习的主题和教师的要求即兴编排听力语料，以互动的形式让学习者进行听力理解活动。学习者可以随时向汉语母语者请求语言上的帮助。

我们很想知道调整后的混合课程里如何最有效地引人学生远程平台自我听力训练和他们与汉语母语者的听力互动。在导入语言知识后，是先让学习者在远程平台上做听力练习，然后再让他们回到课堂上与汉语母语者进行面对面听力互动？还是先让他们在语言知识课后直接与汉语母语者面对面互动，然后再远程平台上自己进行汉语听力的练习和自我提高？

**实验2研究方法**：10名学生被分成两组，每组学生在四周内经历了两种不同的听力练习组合顺序：先在远程平台上进行自我听力练习，然后在课堂上与汉语母语者进行听力互动；或者先在课堂上与汉语母语者进行听力互动，然后在远程平台上自己进行听力练习。在学期末我们进行了一次匿名问卷调查请他们评论两种组合方式对自己听力学习的影响并从中选择出最佳组合。我们还请他们对混合式教学模式对汉语听力学习的效率作以评估。

**主要研究成果**：

两种学习模式相比，学习者更喜欢面对面的学习。因为他们认为面对面学习模式下的交流更加清晰顺畅，网络远程模式下有时会因为出现一些技术问题而无法正常操作，遇到语言问题时他们不能马上向教师提问，有时会觉得自己十分闭塞，所以在第一个实验中，学习者认为对于语法和词汇等语言知识点的解释应该通过面对面的教学模式来进行。虽然更喜欢面对面学习，但是学习者也很重视远程学习。他们认为提高听力学习的质量需要远程课程的支持，面对面和远程两种模式的结合对听力学习才能最有效。

两次实验中学习者对两教学模式不同组合方式的利弊均有所评估，但很难从中选择出一种最佳的组合。我们认为其中一部分原因是由学习者个体个性特点不同造成的。结果也间接提示我们应该向学生提供可以选择的比较灵活的组合模式，并且要安排多样的听力互动活动以鼓励他们能够对最适合自己的学习方式进行思考和评估，从而促进他们元认知能力（metacognition）的发展。

学习者都十分喜欢混合式教学模式，而且认为该模式下的听力学习很有效。他们认为远程平台为他们提供了更多的学习资源和工具，他们能够自己支配时间和选择学习内容来进行听力训练，并按照自己的能力和进度来消化和吸收所学的知识。同时，我们也观察到远程平台的课程设置大大减轻了面对面课堂学习的教学负担，使教师能够安排诸如与汉语母语者互动交流等丰富多
样的教学内容。这样调动了学习者的积极性，遇到听力问题时他们也会更仔细地思考和分析，调动自己的元语言能力资源(metalinguistique)(Guo, 2012)，这样十分有助于学习。

参考文献

刘颂浩 2008 《汉语听力教学理论与研究方法》，北京：北京大学出版社
杨惠元 1996 《汉语听力说话教学法》，北京：北京语言文化大学出版社


GUO Jing (2012b) Améliorer la compréhension de l'oral en chinois langue étrangère: quelles compétences développer et avec quel scénario de formation hybride? Thèse de doctorat. Université Stendhal Grenoble 3


Title: Building an Innovative Online Language Teaching and Learning Program: A Collaboration between TTTT and UUU

Abstract

Background and Rationale of Project:

Language learners of 21st century are no longer satisfied with learning confined within the walls of classroom. Thorne and Black (2007) have claim that CALL has the potential to transform teaching that is teacher-centered in traditional classroom settings into multidirectional interaction. The technology has diversified the options for teachers and students by providing alternatives that transformed how languages are taught and acquired. Motivated by the lack of real life teaching experiences for pre-service teachers and the lack of communicative practices with native speakers for the L2 learners, in spring 2013, TTTT and UUU launched a joint collaboration aim to eliminate that kind of deficits prevalent in most of the Chinese programs. The purposes for this project are multifaceted. First, it provides a platform for pre-service teachers with opportunities to apply their knowledge in Chinese pedagogy in a real life context so that they gain first hand and authentic teaching experiences. Secondly, L2 learners of Chinese in the U.S. receive supplemental instructions through online extracurricular activities that not only enhance their regular classroom learning but also increase their interests in learning the language and culture. Thirdly, the program aims to ultimately develop a robust platform through which the collaboration between the trained pre-service teachers and overseas L2 learners of Chinese is possible and eventually accessible for all parties interested in gaining experiences that regular classrooms can’t provide. Ideally, this project would allow students from both sides to not only interact synchronously but also reciprocally supply with each other with what the other party is lacking: pre-service teachers contribute their knowledge and trainings in teaching Chinese into this project and thus gaining invaluable online teaching experiences; L2 learners of Chinese present real life teaching opportunities to their counterparts while receiving supplemental instruction to reinforce or enhance their learning in addition to those offered in their regular classroom settings.

The Methodology:
The data presented in this talk are gathered mainly from the post-program surveys and actual session video recordings. The participants in this project are 29 Graduate students/pre-service teachers in the Department of Chinese as a Second Language at TTTT and 68 undergraduate students in UUU. Both parties have designated required work in their respective courses offered in spring semester 2013. The pre-service teachers were taking Chinese Language Teaching Practicum and the UUU students were taking Mandarin classes. The surveys asked about participants’ attitude/expectation toward the project, the learning outcomes from the program, the procedures/materials that are effective, the challenges they faced, and the improvements they would like to see in the future.

**Preliminary Results:**

The project employed a qualitative approach, gathering data through two sets of surveys and a series of online teaching sessions as evidence for L2 teaching, learning and research materials. Students at UUU are quite excited about this new program and have learned much ranging from pronunciation, vocabulary, new expressions, grammar points to cultural information. They also report that they have become more comfortable talking to native speakers after participating in the project. Most students expressed their eagerness to continuing the project in the future.

Teacher-students at TTTT report that they learned professional knowledge about lesson planning, self-evaluation and peer evaluation, teacher student online interaction, discipline and classroom management, learning assessment, effective teaching methods/materials. Pre-service teachers become much more confident in integrating technology tools to enhance teaching and learning in the cyber classroom. Other relevant findings will be presented in the conference.

Note: TTTT is a university in Taiwan while UUU represents a university in the U.S.

**Reference**

Fourth International Symposium on Chinese Applied Linguistics

Day 2 – Saturday, April 26, 2014  第二日：2014 年 4 月 26 日星期六
Panel 8: Studies on Chinese Grammar Acquisition（1）

第八组：汉语语法习得研究（1）
PAPER 1 OF 5  论文五篇 其一

主讲人：齐春红

题目：东南亚三国学生汉语趋向补语习得研究

摘要

研究意义：

目前关于趋向补语习得顺序研究存在的不足，例如语料不系统、不全面，考察的语法项目不统一，学习标准不够科学，缺乏纵向、动态研究等，因此得出的习得顺序结论不一致。关于趋向补语习得顺序的研究方法还有待于进一步修正。我们将通过我们的研究指出各个研究方法的局限。

理论框架：

我们主要运用 Larsen Freeman（1997）提出的动态系统理论、语料库语言学的理论、心理语言学的理论和第二语言习得理论来研究趋向补语的习得顺序及其内在动因。研究的问题包含三个方面：一是趋向补语的习得是否遵循一个固定的习得顺序，二是趋向补语的习得顺序受不受母语的影响，也就是不同母语背景的汉语学习者习得汉语趋向补语的顺序是否一致，三是趋向补语的习得顺序及其内在动因。

研究程序：

我们的研究以在中国某所大学搜集到的 80 万字的泰语母语者、越南语母语者和老挝语母语者汉语中介语语料库为依据，分初、中、高级三个阶段来统计三国学生习得汉语趋向补语的偏误类型、习得顺序。我们的各句式仍旧沿用肖奚强等（2009）的分类。即把汉语趋向补语的各句式分为 14 个句式。本文的习得标准要从两个方面入手：一是准确率是否达到 80%，二是使用频率是否达到汉语母语者的使用标准。也就是说如果该项目的使用频率达到或超过汉语母语者的使用频率，习得准确率又达到了 80%，并且到了下一个阶段没有出现下滑，我们就判定该项目在这个阶段就习得了。

我们还运用了相关分析检验基于语料库得到的数据的有效性，运用蕴涵量表对基于中介语语料库得到的习得顺序结论予以验证，同时结合 Mellow, J. D. and K. Stanley（2002：19）的泛化分析理论对已经得到的习得顺序进行验证。
主要研究结果：

一、三国学生趋向补语的习得遵循着一个大致的习得顺序，但是各句式的习得是动态的、非线性的，尤其是句式主+动+简单趋向动词(本义和引申义)、主+动+宾语+简单趋向动词(本义)、主+动+简单趋向动词+宾语(本义)的习得呈现出明显的非线性。

二、母语对汉语习得的影响并不仅仅表现在语言层面，还常常表现在对母语者语言认知能力产生影响的更深层面，即影响学习者的心理类型。

三、趋向补语的习得顺序受输入频率和趋向补语各句式的累积复杂性（cumulative complexity）的影响，无标记的、输入频率高的句式：主+动+简单趋向动词+宾语(引申义)最容易习得。

四、三国学生习得汉语趋向补语各句式的偏误类型和偏误比例大致相似，可以针对每一个句式的习得难点提出针对性教学策略。

参考文献

陈晨、李秋杨 2007 泰国学生汉语趋向补语习得情况考察，《现代语文(语言教学研究)》，第1期。

肖奚强、周文华 2009 外国学生汉语趋向补语句式习得研究，《汉语学习》第1期。

刘英林 1996 《汉语水平等级标准和语法等级大纲》，北京：高等教育出版社。

李建成 2009 趋向补语第二语言习得研究回顾，《南宁师范高等专科学校学报》第3期。

汪翔，宾友 2011 近五年外国学生汉语趋向补语习得研究述评，《广西教育学院学报》第2期。

钱旭菁 1997 日本留学生汉语趋向补语的习得顺序，《世界汉语教学》第1期。

杨德峰 2003a 英语母语学习者趋向补语的习得顺序，《世界汉语教学》第2期。

杨德峰 2003b 朝鲜语母语学习者趋向补语习情况分析，《暨南大学华文学院学报》第4期。

杨德峰 2004 日语母语学习者趋向补语习得情况分析———基于汉语中介语语料库的研究，《暨南大学华文学院学报》第3期。

马超 2008 从标记理论看复合趋向补语的习得，《德州学院学报》第5期。

冯丽萍、孙红娟 2010 第二语言习得顺序研究方法述评，《语言教学与研究》第1期。

冯丽萍、肖青 2011 第二语言习得发展研究中语料分析方法的适用条件——以韩国学生汉语主谓语句习得为例，《华文教学与研究》第3期。


Title: Chinese L2 Acquisition of The Displacement Ba-construction: Developmental stages, L1 transfer, and pedagogical implications

Abstract

Ba-construction is one of the most frequently used, yet complex syntactic structures in Chinese. Its linguistic complexity and functional specifications present a huge challenge for L2 Chinese learners and Chinese instructors. Hence, Ba-construction has long been one of the hot topics in L2 Chinese empirical studies. These studies yielded some common findings even though they had different theoretical considerations and methodological concentrations. One of the remarkable findings in common was the low production rate of the ba-construction among L2 learners of Chinese, especially at the lower proficiency level (Jin, 1992; Du, 2004, 2010; Wen, 2010, 2012). Low proficiency level learners have a lot of difficulties conceptualizing the function of the ba-construction and developing form-meaning mappings (Wen, 2010, 2012). Another noteworthy finding was that when the learners produced the ba-construction, they made numerous errors in the verbal complement or they completely dropped the verbal complement and left the verb bare in the ba-construction (Jin, 1992; Wen, 2010, 2012). This may be due to the markedness and complexity of the verbal complement. Although a lot of studies have shown robust evidence of the acquisition of the ba-construction and its interlanguage development among L2 learners, some issues remain unclear. The developmental stages and features along the whole course of interlanguage development of the ba-construction are worth exploring. The present study investigates L2 Chinese learner’s acquisition of the displacement ba-construction, which denotes spatial displacement or relocation of the ba-NP. This kind of ba-construction usually requires a directional verbal complement or a prepositional phrase to specify the locative change of the ba-NP.

We collected the oral data from two production tasks and analyzed the data from a follow-up semi-structured interview to answer the following two research questions:

(1) What developmental stages, if any, do L2 Chinese learners go through in the course of acquiring the displacement ba-construction?

(2) What are the characteristics, if any, of each developmental stage?
The results have shown that learners undergo three developmental stages to acquire the displacement ba-construction: (1) SVO word order + incomplete verbal complements (or bare verbs); (2) SVO word order + complete verbal complements; (3) SOV word order + complete verbal complement (or varied and complex verbal complements). The developmental trajectory of the displacement ba-construction is constrained by L2 processability and so is the L1 transfer. The pedagogical implications of these findings are also discussed.

References


Title: A Learner Corpus Investigation of CFL Learners’ Lexico-grammatical Development of Result-state Resultative Verb Compounds

Abstract

Significance of the study:

Resultative verb compounds (RVCs) are an important class of compound words in Chinese that serve important grammatical functions in Chinese discourse. As morphological constructions, 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 grammatical constructions, RVCs are one of the primary resultative constructions in Chinese that represent argument structure and change of state. This study focuses on result-state resultative verb compounds (result-state RVCs), the most intensively researched resultatives in Chinese linguistics due to their morphological and semantic complexities, and examines CFL learners’ lexico-grammatical development of result-state RVCs.

Theoretical framework/background:

CFL learners’ acquisition of result-state RVCs has not been given due attention until recently. In the lexical development of result-state RVCs, research on CFL vocabulary interlanguage errors has identified the types of verb-related errors (Xing, 2003; Zhang, 2008); however, a major drawback of error analysis is that they only focused on incorrect usages but not what learners could produce correctly. The first goal of this study is to investigate learners’ lexical development in terms of the frequency of use, vocabulary range, and compound compositionality, which are important indices of L2 lexical development (Read, 2000; Nation, 2001).

With regard to the grammatical development of result-state RVCs, researchers have only examined the internal structure of RVCs (Qiao, 2008; Yuan and Zhao, 2009). The grammatical function of RVCs at the sentential level has not yet been studied. The second goal of this study is to examine how CFL learners acquire this critical grammatical relationship between event type encoded by the result-state RVCs and aspect conveyed by the perfective aspect marker le.
More importantly, scholars have mainly examined CFL learners’ receptive knowledge of result-state RVCs. This study employs a learner corpus analysis to investigate the productive knowledge of result-state RVCs.

**Research procedure:**

The study draws data from a written learner corpus of 728 essays and compares learners to Chinese native speakers. The lexical development of result-state RVCs is investigated based on frequency of use, compositionality and lexical range, and lexical appropriateness. The grammatical development is examined by analyzing the interaction of result-state RVCs and the perfective aspect marker le.

**Major findings:**

Findings show that while the frequency of use, compositionality, and lexical range of result-state RVCs grow with learners’ overall language proficiency, the accuracy of result-state RVCs shows a certain degree of regression among the high intermediate and advanced learners. The data reveal 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 are provided as how to teach result-state RVCs.

**References**


Title: Construction of a Chinese Language Learning Anxiety Scale: Towards a Theoretical Model

Abstract

Rationale:

In the past two decades, the study of anxiety has attracted the attention of an increasing number of researchers and language instructors. Horwitz, Horwitz & Cope (1986) proposed that foreign language anxiety was a situation-specific anxiety construct independent of other types of anxieties. In addition, they offered an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), to measure foreign language anxiety. To date, the FLCAS, a generic foreign language anxiety scale, has been the most widely used instrument to measure foreign language learners’ anxiety for all target languages. However, the FLCAS mainly addresses foreign language speaking anxiety and it does not take into consideration the characteristics of specific target languages.

Many existing studies (e.g. Saito, Horwitz & Garza, 1999; Kim, 2000; Cheng, Horwitz & Schallert, 1999; Cheng, 2004) have shown that foreign language learners' anxiety is associated with the four skills rather than just with speaking. In addition, studies (e.g. Samimy & Tabuse, 1992; Aida, 1994; Norman, 1996; Le, 2004) seem to have indicated that the target language has an effect on foreign language anxiety.

Since Chinese is very different from English and other alphabetic languages due to its tones and character-based writing system, a measure of anxiety that is specifically designed for Chinese language learners may be necessary. As studies have suggested that speaking, listening, reading, and writing anxieties in foreign language learning are distinguishable constructs, the present study views the construct of foreign language anxiety as having four components: speaking anxiety, listening anxiety, reading anxiety, and writing anxiety.

The goal of the present study is to construct a reliable and valid Chinese Language Learning Anxiety Scale, which reflects the four components of foreign language anxiety and addresses characteristics of the Chinese language.
**Research Procedure:**

The scale development process consisted of the following three phases: 1) generation of an initial pool of items; 2) consultation with experts for content validity of the items; 3) administration of the revised pool of items to Chinese language learners for item analysis and tests of the reliability and validity of the scale.

The initial pool of scale items were based on existing anxiety scales and Chinese language instructors and learners’ perceptions. Experts were consulted for the content validity of the initial pool. Items approved by all the experts were then administered to CFL learners for item analysis and tests of reliability and validity.

428 (225 males, 202 females; 1 missing the gender indication) CFL learners at two large public U.S. universities participated in this study. These participants had an age range from 15 to 59 ($M = 20.9$, $SD = 3.9$). They were taking credit-bearing Chinese language courses at the two universities. Participants were asked to fill out a two-part survey. The survey was a combination of the 27-item Chinese Language Learning Anxiety Scale and a Background Questionnaire designed by the researcher.

**Major Findings:**

EFA and cross-validation analyses showed that Chinese Language Learning Anxiety has three components: Speaking Anxiety, Listening Anxiety, and Reading & Writing Anxiety, a finding that provides evidence for the construct validity of the Chinese Language Learning Anxiety Scale. Results of reliability analyses and correlation analyses indicated that the final 16-item Chinese Language Learning Anxiety Scale and its three sub-scales have good internal consistency reliability, convergent and discriminant validity, and criterion-related validity.

**References**


Title: An Investigation into the Relationship among Intermediate L2 Chinese Learners’ Foreign Language Anxiety, Foreign Language Listening Anxiety, and Listening Comprehension

Abstract

Significance of the Study:

Foreign language (FL) anxiety is a complex and multidimensional phenomenon. It refers to “the feeling of tension and apprehension specifically associated with second language (L2) context, including speaking, listening, and learning” (Mac-Intyre & Gardner, 1994). Qualitative studies have shown that anxiety affects FL/L2 learning. Those students who are more anxious in their foreign language learning may not find their study enjoyable (Gregersen & Horwitz, 2002), which will be led to a negative impact on their performance.

As the focus of research in foreign language anxiety has been shifted recently to receptive skills, e.g., listening and reading, few studies have tried to investigate foreign language listening anxiety among intermediate L2 Chinese learners.

The present study aimed to investigate foreign language listening anxiety levels of intermediate L2 Chinese learners at The University of XXX. It also attempted to explore the relationship among foreign language anxiety, foreign language listening anxiety, and listening comprehension.

Research Questions:

1. Does intermediate L2 Chinese learners’ FL listening anxiety significantly impact listening comprehension?
2. Does intermediate L2 Chinese learners’ FL anxiety significantly impact listening comprehension?
3. Is intermediate L2 Chinese learners’ FL anxiety significantly related to FL listening anxiety?

Research Procedure:

The research consisted of three phases, and therefore three instruments respectively were used to collect data in this study.
In the first phase (Week 4 of the fall semester 2013), foreign language classroom anxiety was measured by the Foreign Language Classroom Anxiety Scale (FLACS) (Horwitz et al, 1986). FLACS is a 33-item-questionnaire which investigates the degree of anxiety that learners experience in foreign language classrooms.

A revised version of Foreign Language Listening Anxiety Scale (FLLAS), originally developed by Kim (2000), was administered in the second phase (Week 4 of the Fall semester 2013). The survey consisted of 33 five-point scale items.

In the third phase, the listening portion of the mid-term exam was utilized as an index of listening comprehension (Week 8 of the Fall semester 2013).

**Major Findings:**

We anticipate that intermediate L2 Chinese learners’ FL listening anxiety significantly impacts listening comprehension, intermediate L2 Chinese learners’ FL anxiety significantly impacts listening comprehension, and intermediate L2 Chinese learners’ FL anxiety is significantly related to FL listening anxiety.

**References**


Title: Analyzing Syntactic Complexity of Chinese L2 Writing: What Unit and What Else?

Abstract

Significance of the study:

There has been a shortage of research on L2 Chinese writing assessment since the late 80s (Ke, 2012). In addition, the T-unit (Hunt, 1970) for measuring syntactic complexity of European languages is questionable when applied to Chinese L2 written products, because Chinese is typologically different from European languages. This paper compares the applications of the T-unit and the Terminal Topic-comment Unit (TTCU) (Jin, 2007) on measuring L2 Chinese learners’ written syntactic complexity; it also looks at the cohesion of the data as an illumination of the structural sophistication, which also contributes to the syntactic complexity. Results yield implications for further research on L2 Chinese writing assessment and facilitate the holistic rating process of written products.

Theoretical background:

Test takers’ written performances are usually measured on three major dimensions, namely Complexity, Accuracy and Fluency (CAF). When it comes to complexity, especially syntactic complexity, defining a unit for numerical measure becomes more difficult because complexity is described with a certain level of ambiguity in the ACTFL Proficiency Guidelines. Jin (2007) introduced a unit specifically for measuring Chinese syntactic complexity. However, quantifiable measurement may not be enough for capturing the qualities of learners’ writing. Research studies have revealed that cohesion also highly correlates with the quality of L2 writing in both Chinese and English (Jin, 1999; Norment, 1994). The studies of L2 Chinese writing assessment, therefore, need to analyze multiple factors rather than maintaining a single perspective.

Research procedure:

Intermediate- and Advanced-level Chinese L2 learners’ written essays are elicited by a variety of tasks and analyzed in terms of (1) Length and Amount of utterances, clauses, T-units and TTCUs, and (2) Density of cohesive devices. Each piece of writing is also holistically rated by 3 experienced Chinese L2
instructors. The relationships among T-units, TTCUs, the cohesive devices, and the holistic scores of the data are calculated and compared.

**Major findings:**

Preliminary analysis shows that unit measurement and cohesion analysis are both indicators of written products’ overall qualities; and the use of TTCUs for measuring syntactic complexity is different from that of T-unit in assessing learners’ writing performances.

**References**


主讲人: 薄巍

题目: 留学生“才”、“了”共现的习得考察

摘要

研究意义及理论:

汉语本体研究中，关于时间副词“才”一直以来都在持续地研究，从针对“才”的语义分析到针对“才”与“了”的句法、语义分布及二者的兼容性考察等。而《高等学校外国留学生汉语长期进修教学大纲》提出“‘才’作为初级语法教学项目，表时间、数量和频度。”本文考察留学生出现的时间副词“才”与句尾“了”共现使用的偏误，发现中高级阶段该偏误比率仍较高。通过语篇正、误例的对比和对四部教材释义的考察，揭示出“才”、“了”共现偏误成因，以期考察二者习得情况。

研究程序:

本文考察的中介语料库总规模为624万字，发现时间副词“才”与句尾“了”共现使用的偏误。例如：(1)*一年后我们才一起生活了。(2)*这件事比较小的事情，但一个人不能解决，几个人一起才会解决了。

经统计，可以看出“才”、“了”共现偏误的初、中、高级偏误率呈现为∩型，统计见下表（表1）：

<table>
<thead>
<tr>
<th>考察项目</th>
<th>使用频次/使用频率%</th>
<th>偏误频次/偏误频率%</th>
</tr>
</thead>
<tbody>
<tr>
<td>初级</td>
<td>63 / 7.94</td>
<td>7 / 11.11</td>
</tr>
<tr>
<td>中级</td>
<td>458 / 57.76</td>
<td>60 / 13.10</td>
</tr>
<tr>
<td>高级</td>
<td>272 / 34.30</td>
<td>24 / 8.82</td>
</tr>
<tr>
<td>总计</td>
<td>793 / 100</td>
<td>91 / 11.48</td>
</tr>
</tbody>
</table>
为作较准确分析，本文将上述语料的偏误情况和正确用例情况进行对比，同时还将共现偏误成因分析为“才”与“完成义”、“量级义”的关联以及语篇中“时位词”的诱发，统计见下表（表2）：

表2. “才”不同语义与“了”共现偏误统计表

<table>
<thead>
<tr>
<th>考察项目等级</th>
<th>完成义(%)</th>
<th>时位词(%)</th>
<th>量级义(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>初级</td>
<td>42.86</td>
<td>57.14</td>
<td>0.00</td>
</tr>
<tr>
<td>中级</td>
<td>31.82</td>
<td>63.64</td>
<td>4.55</td>
</tr>
<tr>
<td>高级</td>
<td>57.14</td>
<td>42.86</td>
<td>0.00</td>
</tr>
<tr>
<td>总计</td>
<td>38.89</td>
<td>58.33</td>
<td>2.78</td>
</tr>
</tbody>
</table>

主要研究结果：

本文揭示了以下结论：

（1）语篇诱发：与正确用例相比，发现“才”与“完成义”、“时位词”、“量级义”关联时，容易诱发“才”、“了”共现偏误；

（2）教材误导：以英语媒介语为例，《汉语教程》、《汉语会话301句》等教材中“才”的释义单一对应“just”，且示例中未呈现“才”、“了”不共现规则。

参考文献

白梅丽 (1987) 现代汉语中“就”和“才”的语义分析，《中国语文》第5期。

陈立民 (2005) 也说“就”和“才”，《当代语言学》第1期。

陈小荷 (1994) 主客观问题初探——兼谈副词“就”、“才”、“都”，《世界汉语教学》第4期。

金立鑫 (2013) “就” “才”句法结构与“了”的兼容性问题，《汉语学习》第6期。

邵敬敏 (1997) 从“才”看语义与句法的相互制约关系，《汉语学习》第3期。

史锡尧 (1991) 副词“才”与“都”、“就”语义的对立和配合，《世界汉语教学》第1期。

岳中奇 (2000) “才” “就”句中“了”对立分布与体意义的表述，《语文研究》第3期。
The Confucius Institute at The University of Iowa is a collaborative effort between The University of Iowa, the Chinese Language Council International (Hanban), and East China Normal University (ECNU) in Shanghai. The Institute, which is part of the University of Iowa International Programs, draws upon the considerable expertise and resources in a number of colleges and units at The University of Iowa, including the following: College of Liberal Arts and Sciences, Foreign Language Acquisition Research and Education Program (Ph.D. Program in Second Language Acquisition), College of Education, Graduate College, and the Office of the Vice President for Research. The Institute receives critical support from its partner institution, ECNU. The ECNU International Exchange Division assists with the recruitment and orientation of the Institute instructors. These instructors come from two ECNU divisions: the Center for the Studies of Chinese Characters and their Applications and the International College of Chinese Studies.

The Institute’s efforts are directed toward two essential activities. The first is in the area of Chinese language and culture education and outreach. These activities include opportunities for preschoolers, primary and secondary school youth, college students, and adults of all ages. The second is in the area of Second Language Acquisition-Chinese research and CFL teacher training. The Institute has conducted Chinese applied linguistic research, developed CFL teacher training materials, and trained CFL language professionals under a series of grants from the Henry Luce Foundation, the Freeman Foundation, and the U.S. Department of Education.

**Director**
Ke Chuanren

**Program Coordinator**
Erin Mullins

**Curriculum Coordinator**
Ma Xi

**Chinese Language Instructors**
Li Binxin
Liu Yue
Du Dandan

**Graduate Assistant**
Pan Xiaofei

**Board of Directors**
Sally Mason, President, University of Iowa (Chair)
Chen Qun, President, East China Normal University (Vice Chair)
Barry Butler, Provost, University of Iowa
Youqun Ren, Vice President, East China Normal University
Downing Thomas, Associate Provost and Dean of International Programs, University of Iowa
James Watson, Professor of Anthropology, Harvard University

**Board of Advisors**
Professor Downing Thomas (Chair), Associate Provost and Dean of International Programs, University of Iowa (UI)
Professor Youqun Ren (Vice Chair), Vice President, East China Normal University
Professor Zang Kehe, Director of the Center for the Studies of Chinese Characters and their Applications, ECNU
Professor Wu Yongyi, Dean of the International College of Chinese Studies, ECNU
Professor Ding Shuzhe, Director of International Exchange Division, ECNU
Professor Judy Polumbaum, UI School of Journalism and Mass Communication
Professor Helen Shen, UI Department of Asian and Slavic Languages and Literatures
Professor Morten Schlutter, UI Department of Religious Studies
Professor Tang Wenfang, UI Department of Political Science
Professor Russell Ganim, UI Division of World Languages, Literatures and Cultures
Professor Cyndi Chen, Department of World Languages and Cultures Drake University
爱荷华大学孔子学院是爱荷华大学、中国国家汉语国际推广领导小组办公室（汉办）以及上海华东师范大学共同努力的产物。本院作为爱荷华大学国际学院的一部分，从爱荷华大学的许多学院与单位吸取到了广泛的专业知识与资源，这些学院与单位包括：人文与科学学院，外语与丝绸之路教育项目（第二语言习得博士项目），教育学院，研究生院，以及科研副校长办公室。本院还从合作伙伴机构华东师范大学处获得了重要的支持。华东师范大学国际交流处帮助本院招聘新教师。这些教师来自华东师范大学的两个部门：中国文字研究与应用中心和中文研究国际学院。

本院致力于两项重要活动。其一是中国语言与文化教育与推广。这些活动为学龄前儿童、中小学生、大学生以及各个年龄段的成年人提供了机会。其二是第二语言习得之中文研究与对外汉语教师培训。本院的专长在于对外汉语教师培训和汉语作为第二语言习得的理论研究。在 Freeman 基金会资助下，本院在过去的六年中一直致力于编撰一套能够适合于对外汉语教学教师培训的，体现二语教学主流的行之有效的课堂教学方法的 DVD（以及配套说明手册）。另外，Henry Luce 基金会资助下的题为《汉语作为第二语言习得：学习环境的过程分析和效果研究》这项研究预计将在 2016 年完成。

院长
柯传仁
院长助理
Erin Mullins

汉语教师
李彬鑫 刘越 杜丹丹

理事会成员
Sally Mason，爱荷华大学校长（理事会理事长）
陈群，华东师范大学校长（理事会副理事长）
Barry Butler，爱荷华大学教务长
任友群，华东师范大学副校长
Downing Thomas，爱荷华大学副校长、国际学院院长
James Watson，哈佛大学人类学系教授

顾问委员会成员
Downing Thomas 教授（顾问委员会主席），爱荷华大学副校长、国际学院院长
任友群教授（顾问委员会副主席），华东师范大学副校长
臧克和教授，华东师范大学中国文字研究与应用中心主任
吴勇毅教授，华东师范大学对外汉语学院院长
丁树哲教授，华东师范大学国际交流处处长
Judy Polumbaum 教授，爱荷华大学新闻和大众传媒学院
沈禾玲教授，爱荷华大学亚洲和斯拉夫语言文学系
Morten Schlutter 教授，爱荷华大学宗教学院
唐文方教授，爱荷华大学政治学系
Russell Ganim 教授，爱荷华大学世界语言文学文化学院院长
陈秀华教授，德雷克大学世界语言文化系