

華語教學通論
國立清華大學 中國文學系
Survey of Teaching Chinese as a Second Language
Department of Chinese Literature, National Tsing Hua University

Spring 2024 Course Syllabus

Instructor: 吳貞慧(1學分)、林雪芳(2學分)

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Time: 星期四 15:30 ~ 18:20

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吳貞慧 星期二 14:00–16:00

課程大綱第一週會提供最新版本 (Subject to change, 視情況調整)

課程目標

在全球流動的背景下，語言、文化、人口、資源、科技、物產、金錢等各方面都隨著流動。作為全球日常使用人口第二大語言，華語作為外語的學習人口正在蓬勃增長，學習的地域版圖不斷擴展。因此，以教授華語為職業和志業的教師人數也大幅增加。華語教學已成為本世紀華語社會中受到矚目的新興場域之一。

本課程旨在探討華語教學的性質和範圍，明確華語教學的定義，探討華語教學所涵蓋的內容以及學習者需要掌握的知識。同時，將深入研究華語教學的教學方法，探討教學的實踐場域以及不同形式的實踐課程。課程將分析華語教學的組成元素，探討在全球時代的背景下，華語教學所經歷的變化，以及主流趨勢和新時代的教學模式。此外，課程也將介紹華語教學的應用媒材和評量系統，並討論華語教學的未來可能的發展方向。

透過本課程，期望能引導對華語教學感興趣的大學部學生，培養求知與求新的精神，啟發他們探索和解惑，進一步提升在華語教學領域的專業素養。

Course Objectives

In the context of global mobility, aspects such as language, culture, population, resources, technology, products, and currency are all subject to movement. Mandarin Chinese, as the second most widely spoken language globally, has seen a significant increase in learners using it as a foreign language, expanding the geographical scope of learning. Consequently, the number of professionals and enthusiasts teaching Mandarin Chinese has also seen a

substantial rise. Mandarin Chinese teaching has emerged as one of the noteworthy emerging fields in Mandarin-speaking societies in this century.

This course aims to explore the nature and scope of Mandarin Chinese teaching, defining it clearly, and delving into the content it encompasses and the knowledge learners need to acquire. Simultaneously, it will extensively examine teaching methods, discussing the practical fields of teaching and different forms of practical courses. The course will analyze the components of Mandarin Chinese teaching, scrutinize the changes Mandarin Chinese teaching has undergone in the context of the global era, and explore mainstream trends and new teaching models for this new era. Additionally, the course will introduce the applied materials and assessment systems used in Mandarin Chinese teaching and discuss potential directions for its future development.

Through this course, we hope to guide undergraduate freshmen to cultivate a spirit of seeking knowledge and novelty, inspire them to explore and clarify doubts, and further enhance their professional competence in the field of Mandarin Chinese teaching.

課程敘述

本課程從全球視角出發，透過主題式講課、案例分析、批判性討論、小組任務型簡報等多元模式，引導學生正確認識現代華語教學領域。課程主題涵蓋多方面，包括華語教學的現況與趨勢、華語教學的範圍與定義、華語教學的課程介紹與分類、華語教學通用的教材分析、第二語言習得與教學法、華語課堂觀摩、華語課堂教學原則、華語課堂教案設計、華語分級與能力測驗、以及華語教師的職能素養等。

課程進行方式以聽講、討論和團隊實作為主，學生將參與課前的小組任務型備課，課上進行小組主題簡報並進行提問討論，並在課後撰寫個人反思筆記等。

Curriculum Description

This course takes a global perspective and guides students in understanding the field of modern Chinese language teaching through thematic lectures, case analyses, critical discussions, and group task presentations. Topics covered include the current status and trends in Chinese language teaching, the scope and definition of Chinese language teaching, curriculum introduction and classification, analysis of commonly used teaching materials, second language acquisition and teaching methods, observation of Chinese language classes, principles of teaching in Chinese language classrooms, lesson plan design, Chinese language proficiency levels and assessments, and the professional competence of Chinese language teachers.

The course will be conducted primarily through lectures, discussions, and team-based activities. Students are required to engage in pre-class group tasks, participate in group

presentations and discussions during class, and complete individual reflective notes after each session.

指定教材 Required Materials

何淑貞等 (2019)。華語文教學導論(修訂二版)。台北：三民。

參考資料 Reference Materials

余浩彰等 (2019)。華語文教學導論。台北：新學林。

趙金銘 (2019)。對外漢語教學概論。北京：商務。

鍾鎮城主編 (2015)。第二語言習得與教學。台北：新學林。

H. Douglas Brown (2014). Principles of Language Learning and Teaching 6/e 第二語言教學最高指導原則 6版。台北：東華。

Jane Orton, Andrew Scrimgeour (2019). Teaching Chinese as Second Language: The Way of the Learner. Routledge.

評量方式 Grading

課堂參與-出席/討論/提問 30%
Class Participation - Attendance / Discussion / Questions

課堂簡報-PPT/報告 25%
Class presentations – PPT / Oral Report

反思筆記-學習內容摘述/觀點/批判 25%
Reflection Journals - Summary / Points / Criticism

期末考 20%
Midterm & Final

生成式人工智慧倫理聲明

有條件開放使用

基於透明與負責任的原則，本課程鼓勵學生利用 AI 進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域 AI 協作、共學與素養培養指引」，本門課程採取有條件開放，說明如下：

1. 學生須於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式 AI 進行議題發想、文句潤飾或結構參考等使用方式。然而，在本課程的「閱讀提問、批判思考評論」、「教材評估與比較分析」之書面報告，學生不得使用生成式 AI 工具撰寫作業。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
2. 本門課授課教材或學習資料若有引用自生成式 AI，教師也將在投影片或口頭標注。
3. 修讀本課程之學生於選課時視為同意以上倫理聲明。

課程進度 Course Schedule

週	進度	作業
1 2/22	課程介紹與修課要求 進入華語教學世界 Course Introduction and Requirements The world of Chinese teaching	吳貞慧老師授 課 分組、上課
2 2/29	全球華語教學現況與趨勢 1. 非目標語社會 2. 目標語社會 3. 疫情前/疫情中/疫情後 Current Global Status and Trends of Chinese Teaching 1. Non-target language society 2. Target language society 3. Before/during/after the pandemic	林雪芳老師授 課
3 3/7	華語教學的定義與範圍 1. 華語教學的性質 2. 華語教學的內容 3. 華語教學的對象 Definition and Scope of Chinese teaching 1. The nature of Chinese teaching 2. Contents of Chinese Teaching 3. Objects of Chinese Language Teaching	林雪芳老師授 課
4 3/14	華語教學的課程 1. 地域與體制分類 2. 程度與技能分類 3. 課型與屬性分類 Chinese courses 1. Geographical and Institutional classification 2. Level and skill classification 3. Course type and attribute classification	林雪芳老師授 課

5 3/21	<p>通行的華語教材分析</p> <ol style="list-style-type: none"> 1. 地域分類 2. 對象分類 3. 專業分類 <p>Analysis of popular Chinese teaching materials</p> <ol style="list-style-type: none"> 1. Geographical Classification 2. Object classification 3. Professional Classification 	林雪芳老師授課
6 3/28	<p>打開華語人的視角</p> <p>分組發表 1</p> <p>Understanding the perspectives of CSL/CFL</p> <p>Group presentation 1</p>	文字反思筆記 1 林雪芳老師授課
7 4/4	清明節/兒童節放假	
8 4/11	漢語拼音與簡體字解析	林雪芳老師授課
9 4/18	<p>第二語言習得</p> <ol style="list-style-type: none"> 1. 內涵與範疇 Content and Scope 2. 第一語言習得簡述 3. 自然生成學派 Innatism 4. 行為學派 Behaviorism: 對比分析 	吳貞慧老師授課
10 4/25	<p>第二語言習得</p> <ol style="list-style-type: none"> 5. 認知學派 Cognitivism: 偏誤分析 6. 假說學派 Hypotheses: Krashen 假說 7. 中介語現象 Interlanguage 	吳貞慧老師授課
11 5/2	<p>第二語言教學法</p> <p>文法翻譯法 The Grammar-Translation Method</p> <p>直接教學法 The Direct Method</p> <p>聽說教學法 The Audio-lingual Method</p> <p>情境教學法 Situational Language Teaching</p> <p>團體語言教學法 Community Language Learning</p>	吳貞慧老師授課

	肢體反應教學法 Total Physical Response 暗示感應教學法 Suggestopedia	
12 5/9	第二語言教學法 默示教學法 The Silent Way 自然教學法 The Natural Approach 溝通式教學法 Communicative Language Learning 內容導向教學法 Content-based Instruction 任務型教學法 Task-Based Language Teaching 反向式教學法 Backward Design Method 主題式教學法 Theme Based Approach 翻轉教學 Flipped Classroom	吳貞慧老師授課
13 5/16	華語課堂教學原則與策略 有效備課與功能性教案設計 Principles and Strategies of CSL/CFL Lesson preparation and Teaching Plan design 各式華語課堂觀摩 Chinese classroom observations	文字反思筆記 2 (以第 8-11 週內容為主，繳交給吳貞慧老師) 林雪芳老師授課
14 5/23	華語教學的分級與能力測驗 1. TOCFL 2. ACTFL 3. CEFR 4. HSK Proficiency Tests of CSL/CFL	林雪芳老師授課
15 5/30	華語教師的職能素養 Functional literacy of Chinese teachers 華語教學的迷思 Myths of Chinese teaching	林雪芳老師授課
16 6/6	打開華語人的視角 分組發表 2 Understanding the perspectives of CSL/CFL Group presentation 3	林雪芳老師授課

17	期末考週	
6/13	Final week	