

学校编码: 10384

分类号\_密级

学号: 26520141151281

UDC

厦 门 大 学

硕 士 学 位 论 文

基于多种教学法的高级汉语口语教学模式  
设计——以波兰密茨凯维奇大学汉学系为  
例

Teaching Design of Advanced Chinese Speaking Mode  
Based on Multiple Teaching Methods

孙慧怡

指导教师姓名: 常大群 教授

专业名称: 对外汉语教学

论文提交日期: 2017年3月

论文答辩时间: 2017年5月

学位授予日期: 2017年6月

答辩委员会主席:

评阅人:

2017年 月

厦门大学博硕士学位论文摘要库

## 厦门大学学位论文原创性声明

本人呈交的学位论文是本人在导师指导下,独立完成的研究成果。本人在论文写作中参考其他个人或集体已经发表的研究成果,均在文中以适当方式明确标明,并符合法律规范和《厦门大学研究生学术活动规范(试行)》。

另外,该学位论文为( )课题(组)的研究成果,获得( )课题(组)经费或实验室的资助,在( )实验室完成。(请在以上括号内填写课题或课题组负责人或实验室名称,未有此项声明内容的,可以不作特别声明。)

声明人(签名):

年 月 日

厦门大学博硕士学位论文摘要库

# 厦门大学学位论文著作权使用声明

本人同意厦门大学根据《中华人民共和国学位条例暂行实施办法》等规定保留和使用此学位论文，并向主管部门或其指定机构送交学位论文（包括纸质版和电子版），允许学位论文进入厦门大学图书馆及其数据库被查阅、借阅。本人同意厦门大学将学位论文加入全国博士、硕士学位论文共建单位数据库进行检索，将学位论文的标题和摘要汇编出版，采用影印、缩印或者其它方式合理复制学位论文。

本学位论文属于：

1. 经厦门大学保密委员会审查核定的保密学位论文，于 年 月 日解密，解密后适用上述授权。

2. 不保密，适用上述授权。

（请在以上相应括号内打“√”或填上相应内容。保密学位论文应是已经厦门大学保密委员会审定过的学位论文，未经厦门大学保密委员会审定的学位论文均为公开学位论文。此声明栏不填写的，默认为公开学位论文，均适用上述授权。）

声明人（签名）：

年 月 日

厦门大学博硕士学位论文摘要库

## 中文摘要

本文以波兰密茨凯维奇大学汉学系为例,对基于多种教学法的高级汉语口语教学模式进行设计与应用。随着对外汉语教学研究的逐步发展,针对不同国家学生学习特点的国别化教学研究、针对提高教师教学效果的各种教学法研究都成为对外汉语教学界的研究热点。本文笔者于2015年10月至2016年8月赴波兰密茨凯维奇大学汉学系任教,在任教期间进行了基于多种教学法的高级汉语口语教学实践。笔者在实践中对教学模式进行不断反思和总结,使得教学模式设计得以不断完善和发展。

本文以建构主义理论、系统功能语言学理论、认知科学理论、二语习得理论、社会学等理论为基础,对波兰学生的学习需求、学习策略及民族性格特点进行调查分析,并结合波兰高校汉语教学现状以及指导波兰语言教学的《欧洲语言共同参考框架》的教学理念,从多种教学法中筛选出符合波兰学生学习特点的任务型教学法、体演文化教学法和内容依托式教学法开展教学模式设计和教学实践。经过一年的教学实践后,笔者分别利用spss数据分析和问卷调查的方式开展教学对比试验和满意度调查,结果表明基于多种教学法的高级汉语口语教学模式教学效果显著高于传统型教学模式,且新型教学模式符合波兰学生的学习特点和需求,提高了高级汉语口语课堂的教学效果。另外在课程内容的满意度调查中,体演任务最受学生欢迎,其次分别为个人演讲任务和项目任务,因此波兰教师可根据以上调查结果合理设置三种教学任务的比例。

**关键词:** 波兰; 多种教学法; 高级汉语口语; 教学模式设计

厦门大学博硕士学位论文摘要库

## Abstract

This paper takes the Department of Sinology of Mickiewicz University in Poland as an example to design and apply the advanced Chinese oral teaching model based on various teaching methods. With the gradual development of the teaching Chinese as a foreign language, the study of various teaching methods for improving the teaching effect has become a hotspot in the field of teaching Chinese as a foreign language in different countries. In this year, the author went to the Department of Sinology at the Mickiewicz University, Poland, from October 2015 to August 2016. During the period of teaching, the author carried out advanced Chinese oral teaching practice based on various teaching methods. The author in practice in the teaching mode of continuous reflection and summary, making the teaching model design to continue to improve and develop.

Based on the theory of constructivism, systematic functional linguistic theory, cognitive science theory, second language acquisition theory and sociology theory, this paper investigates and analyzes the learning needs, learning strategies and national character characteristics of Polish students. Combined with the present situation of Chinese teaching in Poland and the guidance of "Common European Framework of Reference for Languages", I select from a variety of teaching methods accord with the Polish student characteristics, task-based teaching method, the pedagogy of performed culture and content-based instruction to carry out the teaching design and teaching practice. After one year's teaching practice, the author respectively using the SPSS data analysis and questionnaire to carry out the teaching experiment and satisfaction survey, the results show that based on a variety of teaching methods, the teaching effect of senior Chinese spoken language teaching mode is significantly higher than the traditional teaching mode, and the new teaching mode can meet the Polish students' learning demand and characteristics, so that improve the effect of the senior Chinese oral teaching. In the satisfaction survey of the course content, the pedagogy of performed culture is the most popular one among the students, the second one is personal speech task and third one is project tasks, respectively, so the teachers can set up the proportion of three methods of teaching task, according to the above survey results reasonably.

**Key words:** Poland;a variety of teaching methods; advanced Chinese spoken language; teaching model design

厦门大学博硕士论文摘要库

目 录

<b>第一章 绪论</b> .....	<b>1</b>
<b>第一节 选题背景</b> .....	<b>1</b>
<b>第二节 研究意义</b> .....	<b>1</b>
一、理论意义 .....	2
二、现实意义 .....	2
<b>第三节 研究综述</b> .....	<b>3</b>
一、关于学习策略调查的研究 .....	3
二、关于任务型教学理论的研究 .....	4
三、关于“体演文化”教学法的研究 .....	6
四、关于内容依托式教学法的研究 .....	8
五、国内关于波兰对外汉语教学现状的研究 .....	10
<b>第四节 研究方法</b> .....	<b>11</b>
一、问卷调查法 .....	11
二、文献研究法 .....	11
三、观察实践法 .....	11
四、对比实验法 .....	12
<b>第二章 三种教学法的内涵与相融性</b> .....	<b>13</b>
<b>第一节 相关概念梳理</b> .....	<b>13</b>
一、任务型教学法 .....	13
二、体演文化教学法 .....	17
三、内容依托式教学（CBI） .....	20
<b>第二节 三种教学理念的相融性</b> .....	<b>22</b>
一、任务型教学法与体演文化教学法 .....	22
二、内容依托式教学与任务型教学法、体演文化教学法 .....	23
<b>第三章 波兰汉语教学现状及学习需求分析</b> .....	<b>25</b>
<b>第一节 波兰高校汉语教学现状及不足</b> .....	<b>26</b>
<b>第二节 《欧洲语言共同参考框架》教学理念分析与启示</b> .....	<b>28</b>
一、“面向行动” .....	29
二、“多元语言能力” .....	29
三、“交际能力”和“语言能力” .....	30
四、“科学评估” .....	30
五、“终身学习” .....	34

第三节 波兰学生学习策略调查.....	34
第四节 波兰学生口语课学习需求调查.....	36
第五节 波兰学生民族文化特点分析 .....	38
小结.....	39
<b>第四章 基于多样化教学法的波兰高级汉语口语教学设计 .....</b>	<b>41</b>
<b>第一节 波兰高级汉语口语教学模式设计 .....</b>	<b>41</b>
一、小组合作式.....	41
二、个人演讲式.....	44
<b>第二节 波兰高级汉语口语大纲设计 .....</b>	<b>46</b>
一、教学对象.....	46
二、教学时间.....	46
三、教学目标.....	46
四、教学原则.....	47
五、教学内容.....	49
六、教学评价体系.....	53
<b>第三节 波兰高级汉语口语教学案例 .....</b>	<b>54</b>
一、项目任务教学示例.....	54
二、体演任务教学示例.....	57
三、个人演讲式教学示例.....	58
<b>第五章 基于多样化教学法的波兰高级汉语 .....</b>	<b>61</b>
<b>口语教学设计评估与反思 .....</b>	<b>61</b>
<b>第一节 实验组 A 班、控制组 B 班教学效果对比分析 .....</b>	<b>61</b>
一、实验目的.....	61
二、实验对象及变量.....	61
三、实验材料.....	62
四、实验步骤.....	62
五、对比实验结果分析.....	63
<b>第二节 实验组 A 班分组教学效果对比分析.....</b>	<b>68</b>
一、实验目的.....	68
二、实验对象及变量.....	68
三、实验材料.....	68
四、实验步骤.....	68
五、对比实验结果分析.....	69
<b>第三节 实验组口语课满意度及喜好调查.....</b>	<b>69</b>
一、汉语口语课满意度调查与分析.....	70

二、三种课堂教学任务的喜好调查与分析 .....	71
<b>第六章 结语 .....</b>	<b>73</b>
<b>附录 .....</b>	<b>75</b>
附录一 .....	75
附录二 .....	83
附录三 .....	90
附录四 .....	90
<b>致谢 .....</b>	<b>99</b>

厦门大学博硕士论文摘要库

厦门大学博硕士学位论文摘要库

## CONTENTS

<b>Chapter 1 Introduction .....</b>	<b>1</b>
<b>Section 1 The origin of the study .....</b>	<b>1</b>
<b>Section 2 Significance of the study .....</b>	<b>1</b>
Item 1 The Theoretical significance.....	2
Item 2 The practical significance .....	2
<b>Section 3 Literature Review.....</b>	<b>3</b>
Item 1 Literature Review for Learning Strategies.....	3
Item 2 Literature Review for Task-based Language Teaching Theory.....	4
Item 3 Literature Review for the Pedagogy of Performing Another Culture .....	6
Item 4 Literature Review for the Content Based Instruction .....	8
Item 5 Literature Review for Teaching Chinese as a Foreign Language in Poland .....	10
<b>Section 4 Methodologies.....</b>	<b>11</b>
Item 1 Questionnaire Survey.....	11
Item 2 Documentary Research.....	11
Item 3 Practice and Observation.....	11
Item 4 Contrasted Experiment .....	12
<b>Chapter 2 The Connotation of Three Kinds of Teaching</b>	
<b>Methods.....</b>	<b>13</b>
<b>Section 1 Related Concepts .....</b>	<b>13</b>
Item 1 The Task-based Language Teaching.....	13
Item 2 The Pedagogy of Performing Another Culture.....	17
Item 3 The Content Based Instruction.....	20
<b>Section 2 The Integration of the Three Teaching Methods.....</b>	<b>22</b>
Item 1 The Task-based Teaching Method and the Pedagogy of Performing Another Culture.....	22
Item 2 The Task-based Language Teaching,the Pedagogy of Performing Another Culture and the Content Based Instruction .....	23
<b>Chapter 3 Analysis of Polish Senior Chinese Speaking Course</b>	
<b>Needs .....</b>	<b>25</b>
<b>Section 1 The Concepts of Polish Advanced Chinese Oral English     Teaching.....</b>	<b>26</b>
<b>Section 2 Analysis and Enlightenment of the Teaching Idea of     "European Language Common Reference Frame" .....</b>	<b>28</b>

Item 1 “Action Oriented” .....	29
Item 2 “Multi-Communicative Ability” .....	29
Item 3 “Communicative Ability”和“Expression Ability” .....	30
Item 4 “Scientific Assessment” .....	30
Item 5 “Lifelong Learning” .....	34
<b>Section 3 Investigation and Analysis on the Polish Students Learning Strategies .....</b>	<b>34</b>
<b>Section 4 Investigation and Analysis on the Needs of Oral Course in the Mickiewicz University .....</b>	<b>36</b>
<b>Section 5 Investigation and Analysis the Characteristics of Polish Students' National Culture .....</b>	<b>38</b>
<b>Summary .....</b>	<b>39</b>
<b>Chapter 4 Design of Polish Advanced Chinese Speaking Course ..</b>	<b>41</b>
<b>Section 1 Design of Polish Advanced Chinese Oral Teaching Mode ..</b>	<b>41</b>
Item 1 The Group Cooperation Mode .....	41
Item 2 The Personal Speech Mode .....	44
<b>Section 2 Design of Polish Advanced Chinese Oral Outline .....</b>	<b>46</b>
Item 1 Teaching Object .....	46
Item 2 Teaching Time .....	46
Item 3 Teaching Objectives .....	46
Item 4 Teaching Principles .....	47
Item 5 Teaching Content .....	49
Item 6 Teaching Evaluation System .....	53
<b>Section 3 Examples of Polish Advanced Chinese Speaking Course .....</b>	<b>54</b>
Item 1 The Example of Project-task Teaching .....	54
Item 2 The Example of Perform-task Teaching .....	57
Item 3 The Example of Personal Speech Teaching .....	58
<b>Chapter 5 Evaluation and Reflection of Polish Advanced Chinese Oral Teaching Design Based on Diversified Teaching Method .....</b>	<b>61</b>
<b>Section 1 A Comparative Analysis of the Teaching Effect of Class A and Class B .....</b>	<b>61</b>
Item 1 The Purpose of the Experiment .....	61
Item 2 The Experimental Object and Variables .....	61
Item 3 Experimental Materials .....	62
Item 4 The Experiment Steps .....	62
Item 5 The Analysis of Experiment Results .....	63

Degree papers are in the "[Xiamen University Electronic Theses and Dissertations Database](#)". Full texts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to [etd@xmu.edu.cn](mailto:etd@xmu.edu.cn) for delivery details.

厦门大学博硕士论文摘要库