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硕士学位论文

新加坡小学华文教材重点难点词语
复现情况考察与分析

Reoccurrence of Key & Difficult Words in Primary Chinese
Textbooks in Singapore: A Quantitative Analysis

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摘要

词语的复现问题是对外汉语教材编写中一个很重要的问题，其中词的复现率对学生词语学习的影响成为了很多研究者感兴趣的研究课题，也是教材编写者和教师关注的问题之一。学界越来越多的研究证实教材中词语复现的编排情况直接影响到学生对词语学习的效果，而考察教材中词语复现的情况也是评估一部教材词语编排是否遵循语言学习及认知规律的重要方法之一。

本文以新加坡两部小学华文教材《小学华文》和《小学高级华文》为研究对象，通过考察分析教材中 273 个重点难点词语的复现频率、复现间隔及分布等情况，了解这两部教材在重点难点词语选择与编排方面的状况，进而从认知心理学、二语习得、教材编写理论等多个角度评估和判断这本教材的词语编排的合理性，总结其优缺点，并提出改进意见。以期为该教材的修订、改版以及类似海外汉语教材的编写提供一定的理论启示及实证数据支持。

本研究以两部教材的课文部分作为研究范围，主要考察重点难点词语的复现情况。研究内容包括：重点难点词语的整体复现率、平均复现率、复现分布和间隔、同形异义和同性异类重点难点词语的复现情况。研究方法主要采用建立语料库、定量和定性相结合的方法。

从研究结果来看，词种量上，两部教材的平均每课的词种量偏大。复现率上，整体词语的复现率较高；重点难点词语的平均复现率远远高于 6 次这个最低标准。词频及分布上，两部教材都有超过半数的重点难点词语的复现次数高于 5 次，但是词频分布的主体都集中在复现次数为 1~5 这个区间，并未达到最低的复现标准，零复现率词语比重偏高。复现间隔上，在有效区间得到复现的词语数量偏小。

从两部教材对比结果来看，《小学高级华文》在重点难点词语的平均复现率、绝对高频词语数量以及有效区间复现词语数量几个方面都比《小学华文》高；在零复现词语数量上则比《小学华文》低。两者对比显示《小学高级华文》重点难点词语的复现情况要相对乐观。针对以上不足，本文给出了相应的建议与对策。

关键词：复现 重点难点词语 小学华文教材 新加坡

Abstract

Vocabulary reoccurrence is a very important issue in terms of textbook compilation in teaching Chinese as a foreign language. The phenomenon that the rate of word reoccurrence influences the learning effects has been drawing a great numbers of researchers' attention in recent years. More and more researches prove that there is a direct influential relationship between word reoccurrence and vocabulary acquisition effects. However, the investigation of word reoccurrence in a textbook is also one of the important methods in assessing whether the presentation of textbook's vocabulary obeys the laws of linguistics and cognition.

This paper targets two Singapore Chinese textbooks as research subjects, i.e. *Primary Chinese Textbook* and *Primary Higher Chinese Textbook*. By mainly analyzing the word reoccurrence rate, reoccurrence interval and distribution of the selected 273 key & difficult words, it looks into the word selection and arrangement of these two textbooks. Based on the theories of cognitive psychology, second language acquisition and textbook compilation, it further evaluates the rationality of word presentation in order to summarize their advantages and disadvantages and give suggestions. The current paper aims to provide some relevant theoretical implications and data support to the further compilation and revision of these two textbooks as well as the other overseas Chinese textbooks of the same type.

The scope of the study covers the text sections of two coursebooks, mainly from four angles related to the reoccurrence situation of key & difficult words including average rate of overall key & difficult word reoccurrence, average rate of the key & difficult word reoccurrence, the interval and distribution of the key and difficult word reoccurrence as well as the reoccurrence of key & difficult homonyms and multi-category words. The research methods are based on establishing a corpus and integrating quantitative and qualitative study.

From the research findings we could summarize the advantages and disadvantages of the reoccurrence of the two textbooks. As for the advantages, the

average overall rates of word reoccurrence for both of two textbooks are relatively high. The average rates of word reoccurrence of the key & difficult words for the two textbooks are much higher than the basic standard. More than half of the key & difficult words reoccurrence frequency is higher than 6 times. As for disadvantages, the data shows that the volumes of new words for both of two textbooks are too large. There are a big number of words that only reoccur in the textbooks for 1 to 5 times, which is lower than the minimum standard of word reoccurrence. The numbers of non-reoccurrence words are too high. The numbers of words which could reoccur in the most effective intervals are too small.

From the comparison of two textbooks, *Primary Higher Chinese Textbook* excels in several aspects including average rate of key & difficult word reoccurrence, the number of key & difficult words in absolute high frequency, the number of words reoccurred in effective intervals. However, the number of non-reoccurred words in *Primary Higher Chinese Textbook* is lower than that of *Primary Chinese Textbook*. The result shows that the word reoccurrence situation of *Primary Higher Chinese Textbook* is relatively positive than that of the other one.

Based on the disadvantages, the paper proposes some relevant suggestions and strategies.

Keywords: reoccurrence; key & difficult words; primary Chinese textbooks; Singapore

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