

云南对外汉语教学的现状及发展趋势研究

Teaching Chinese as a Foreign Language in Yunnan

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2007

CERTIFICATE OF AUTHORSHIP/ORIGINALITY

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

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鸣谢

本成果是我于2006年至2007年一年时间在澳大利亚悉尼科技大学攻读硕士学位所完成的研究论文。本人的论文在2006年9月完成大约10万字的初稿，2006年9月至2006年12月又将论文进行整理，2007年1月向悉尼科技大学国际研究学院导师们提交初稿，并在导师帮助下进行修改，于2007年2月中旬完稿。

在悉尼科技大学国际研究学院学习研究期间，得到了该大学许多老师的帮助，特别是导师冯崇义博士，对我的研究论文进行了细致的指导和帮助。没有他们的指导和帮助，我很难在一年的时间内完成这一论题的硕士论文，对于他们的指导和帮助我表示由衷的感谢。

在这一年多的时间内，本人曾访问越南、泰国数所开展汉语教学的大学，也访问了国内十几所开展对外汉语教学的知名院校，通过对这些学校的调查了解，本人掌握了有关对外汉语教学的信息与资料，这些信息与资料对我对这一课题的研究帮助很大，在此向所有曾经帮助过我的前辈们、老师们、同行和朋友们表示衷心的感谢。我认为学习撰写一篇论文，是个不错的学习经验，通过整个撰写过程，可培养对于探索事物的正确态度与方法。整体来说，这整个过程是很有价值的！而这篇论文只是一个开端，若其中尚有不足之处，还望各位前辈和同行们不吝指教！

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摘 要

对外汉语教学是指对外国人的汉语教学。实际上,也包括对第一语言不是汉语的海外华人进行的汉语教学。对外汉语作为第二语言教学是一门综合的、交叉的学科,而这门学科也同时受着多门学科的启示和影响。随着这一学科的发展,全世界的学术界对其都越来越关注。

本文以云南省对外汉语教学的现状为主要研究对象,对云南省的对外汉语教学及其发展趋势进行了研究分析。本论文通过分析云南省对外汉语教学的现状,总结出云南省对外汉语教学所具有的优势、特点及其存在的问题。本文认为,云南对外汉语教学特有的优势有三,即与东南亚 5 国接壤的区位优势、丰富的少数民族文化优势和地方政府鼎力支持的政策优势。基于这些优势,云南省对外汉语教学形成了一些鲜明的特点,比如外国留学生到云南学习汉语留学目的呈现多样化、来自东南亚国家的留学生比重增大、云南省各高校到境外(东南亚)开展汉语教学的“走出去”计划初见成效等。本文也探讨了云南省对外汉语教学中存在的主要问题,诸如教学行政管理体制落后、对外汉语教学课程设置平面单一、对外汉语教学资源不足等。

总结得失利弊,为了未来更好的发展。本文为云南省对外汉语教学的未来发展提出了一些具体建议,包括转变陈旧的办学思想观念、建立全新的对外汉语教学管理体制存在的问题;进一步加强和整合云南省对外汉语教学教育资源、提高教学组织力;加强云南省对外汉语教学教材编写工作,突出云南边疆区域优势、突出东盟方向、突出云南少数民族文化特色。

Abstract

As the term suggests, teaching Chinese as a foreign language means to teach Chinese to foreigners, as well as to the overseas Chinese whose first language is not Chinese. Teaching Chinese as a foreign language is a comprehensive and multi-disciplinary academic program which has been influenced and inspired by many other disciplines. As it develops, teaching Chinese as a foreign language has been attracting more and more attention from the academic world.

This study focuses on teaching Chinese as a foreign language in Yunnan and provides an account and analysis on the current situation and trends in that area. It is an attempt to identify the advantages, characteristics and problems in teaching Chinese as a foreign language in Yunnan.

It is argued in this study that there are three advantages in teaching Chinese as a foreign language in Yunnan, namely the geographical advantage (bordering with 5 ASEAN countries), the cultural advantage (rich and diversified cultures of ethnic groups) and policy advantage (strong supports from the local governments). Owing to these advantages, teaching Chinese as a foreign language in Yunnan has developed its own distinctive features, such as a great diversity in objectives among international students, large proportion of international students from the ASEAN countries, and the achievement of the “going out” strategy that provides programs in teaching Chinese as a foreign language abroad. In addition, this study also probes the major problems in teaching Chinese as a foreign language in Yunnan, such as the outmoded academic administration system and the limited resources.

Some concrete suggestions have been made in this study for the future development in teaching Chinese as a foreign language in Yunnan, such as restructuring the teaching and administrative systems, enhancing the organizational ability of teaching and learning through further integration of teaching resources, and revision of teaching materials in the direction of putting more emphasis on the regional advantage of Yunnan in the areas of the strong bond with the ASEAN countries and the cultural diversities of the ethnic groups.