

摘要

题目：泰国学生汉语话语标记使用情况及教学建议

作者姓名：王海旭

学位：文学硕士

专业：国际中文教育

日期：2023

导师：

主导师：陈尊严博士

副导师：宋翠婷博士

本文的研究目的是通过分析归纳常用现代汉语话语标记类型及用法，考察清莱皇家大学汉语专业学生话语标记的使用情况，并针对泰国学生汉语话语标记教学提出教学建议。研究对象为 35 名泰国清莱皇家大学人文学院中文系汉语专业的泰国国籍学生。通过语料库分析法和问卷调查法，得出结论如下：

通过分析归纳常用现代汉语话语标记的类型，将现代汉语话语标记分为三个类别，分别是“话题类标记”“信息组织类标记”和“情感态度类标记”。在语用层面，将话语标记的功能分为语篇组织、人际互动和语境顺应三大功能。

通过调查问卷收集到的数据发现，清莱皇家大学汉语专业学生在使用话语标记时出现错误率的部分集中在信息组织类和情感态度类话语标记。

在话题类别中，整体的错误率普遍较低。错误率较高的转换话题和终止话题两个子类别的平均错误率分别为 21.25%和 20.94%。

在信息组织类别中，保持连贯的平均错误率高达 38.60%，填补空白也有 34.21%的错误率。这显示学生在确保对话或文本整体连贯性、提供细节或完整性方面存在一些挑战。在情感态度类别中，避免冲突的平均错误率最高，达到 49.17%。

结合上面的数据，本文针对泰国学生汉语话语标记的教学提出具有针对性的教学及学习建议。1. 在教学方面，教师要重视话语标记的语用规则，要增加对话语标记的关注度，培养学生主动学习话语标记的意识，营造一个学习话语标记的良好氛围。2. 在教材方面，要增加话语标记的数量，适当提高话语标记在口语教材中的重现率，适当增加针对性的练习，丰富练习的形式。3. 针对出现偏误频率较高的话语标记类型要重点讲解和分析。

关键词：泰国学生，汉语话语标记，教学建议

Abstract

Title : A Study of the Usage of Chinese Discourse Markers of Thai Students and Teaching Strategies Suggestion

Author : Mr.Wang Haixu

Degree : Master of Arts

Major Field : Teaching Chinese as an International Language

Academic Year : 2023

Advisors

Dr.Somyos Chanboon

Major Advisors

Dr.Nattaya Singsutin

Co-Advisors

The purposes of this research were to examine the use of discourse markers by students majoring in the Chinese language at Chiang Rai Rajabhat University by analyzing and summarizing the types and uses of commonly used modern Chinese discourse markers and to make pedagogical suggestions for teaching Chinese discourse markers to Thai students. The subjects of the study were 35 Thai students majoring in Chinese at the Department of Chinese Language and Culture, Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai, Thailand. The data collected by using corpus analysis and questionnaire survey method. The findings were as follows: the results from the analysis and summary of the types of commonly used modern Chinese discourse markers appeared that the modern Chinese discourse markers could classify into three categories, namely, "topic markers", "organizational marker " and "attitude markers". At the pragmatic level, the functions of discourse markers were divided into three major functions: discourse organization, interpersonal interaction, and contextual adaptation.

The data collected through the questionnaire found that the error rates of Chinese language students at Chiang Rai Rajabhat University in the use of discourse markers were mostly found in the organizational markers, and the attitude markers. In the topic marker, the overall error rate was generally low. The subcategories of switching topic and terminating topic had higher error rates of 21.25% and 20.94%, respectively.

In the organizational category, maintaining coherence had a high error rate of 38.60%, and filling in gaps also had an error rate of 34.21%. This showed that students had some challenges in constructing the coherence, detail, and completeness of the dialogue or text. The attitude marker was avoiding conflict at the highest average error rate of 49.17%.

Taking the above data into account, this study proposed targeted teaching and suggested teaching Chinese discourse markers to Thai students as follows: 1.) In terms of teaching, teachers should pay attention to the pragmatic rules of discourse markers, pay more attention to discourse markers, cultivate students' awareness of active learning on discourse markers, and create a favorable atmosphere for discourse markers learning, 2.) In terms of teaching materials, the number of discourse markers, the reproduction rate of discourse markers in speaking materials, targeted exercises, and the forms of exercises should increase. 3.) The types of discourse markers with a high frequency of errors should be more focused on being explained and analyzed.

Keywords : Thai students, Chinese discourse markers, Teaching suggestions