

文化在華語作為第二語言教學中的融入性

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語言是人類溝通的主要工具，它和文化有著密不可分的關係。美國教育部早在 1996 年就將外語教學目標定為「5 個 C」，分別是：語言交際，文化溝通，相關知識，比較能力和社區活動 (communication, cultures, connections, comparisons, communities)。5C 中的文化溝通不但指出了文化學習與語言獲取有著密切的聯繫，同時也進一步強調了文化學習是外語教學中不可或缺的要素。對於第二語言學習者而言，要想精通第二語言就必須要注重跨文化意識的認知與培養。鑒於語言與文化不可分離的事實，目前將文化教學融入華語作為第二語言教學的方法，基本上已獲得華語教學界普遍的共識。華語語言學習必須與華語文化學習共同發展。然而文化本身內涵豐富，範圍廣博，其複雜性和多樣性對於如何具體實施文化課程的教學來說是嚴峻的挑戰。我的演講採用個案分析的方式，以華語文化教學為例，主要通過瞭解教學者和學習者對文化融入性的認知，進而探討文化課程實施的可行策略，亦即如何針對不同學習者的特點和語言能力，在有限的教學時間內選擇適合的文化教學材料和方法，從而達到第二語言教學的目標。

The integration of Chinese culture into teaching Chinese as a second language (TCSL) in Taiwan

A shift from a traditional to intercultural stance in second language education manifests both teachers and students' awareness of the inextricable and interdependent relationship between language and culture and teaching/learning culture as an integral component of language teaching. For example, as parts of its standards for foreign language learning, the American Council on the Teaching of Foreign Languages (National Standards in Foreign Language Education Project, 1996) advocated applying the "five Cs" of language education: communication, cultures, connections, comparisons, and communities. "Cultures" in the "five Cs" refers to the intimate relationship between language and culture, that is through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Cultural understandings are the underpinnings of communication and language learning, and therefore cultural learning is a crucial element in the language classroom(Damen, 2003). Given the recognition of culture as a vital part in second language teaching and learning, it is of great significance to examine the implementation of culture in TCSL. Culture, in this case Chinese culture, is very much a complex and multifaceted subject for scholars, educators and students alike to study, teach, and learn (Zhiqun Xing, 2006).

This presentation examines the integration of Chinese culture into TCSL in Taiwanese context, in particular at the Mandarin Training Centre (MTC) at the National Taiwan Normal University (NTNU). The participants include teachers and students who are currently teaching or studying Chinese language at the MTC. The investigation mainly focuses on the teaching practice at MTC, in particular the extracurricular cultural classes provided above the standard lessons. The discussion is based on the analysis of class observation, a questionnaire survey and subsequent in depth interview. Considering the preliminary results of this case study of MTC at NTNU, pedagogical implications and directions for further research are also addressed.

主講人簡介：

王豔君 (Isabel Wang)，澳洲籍，2014 年獲得塔斯馬尼亞大學 (University of Tasmania) 教育系博士學位，現任塔斯馬尼亞大學人文系助理教授。王教授無論在華語教學的理論及實務上，都有豐富經驗，本年獲得漢學研究中心獎助，來臺灣研究主題為「探討文化在華語作為第二語言教學中的融入性」。