

摘要

来华留学生教育是我国高等教育国际化的重要组成部分,其语言教育有利于发挥来华留学人员的宣介作用,积极传播中国理念,丰富中外人文交流,促进民心相通。已有相关研究主要是关于宏观政策、留学生管理以及语言学习某一方面的研究,鲜有研究聚焦留学生群体,探究留学生语言教育政策的实施情况。本研究以汉语国际教育专业为研究范围,以汉语国际教育专业本科学历生为研究对象,主要研究以下三个问题:1)汉语国际教育专业来华留学生的语言能力如何?2)汉语国际教育专业来华留学生语言能力的影响因素有哪些?3)汉语国际教育专业来华留学生语言教育的规划路径如何?

针对以上研究问题,本研究采取混合方法研究设计,采用质性—量化—质性的研究思路,运用“顺序探索性设计”和“顺序嵌入式设计”,同时参考“并行性三角验证设计”,按照从个体到群体再到个体的步骤,分析和回答三个研究问题。具体而言,在先导研究(访谈和文献分析)的基础上设计调查问卷,经过试测形成正式问卷,利用 SPSS23.0 对 221 份有效问卷结果进行分析确定来华留学生语言教育政策的主要维度。针对研究问题 1,本研究通过调查问卷对其目前汉语水平以及自我评价的汉语能力进行描述性统计分析并利用教师访谈确定其语言能力;针对研究问题 2,本研究依据调查问卷的学习动机部分以及语言教育政策实施情况的因子分析结果,结合深度访谈结果对影响因素进行阐释与补充;针对研究问题 3,本研究通过个案研究的方式,通过分析比较三所高校对国家来华留学生语言教育政策的执行情况,结合教师深度访谈和课堂观察,探究来华留学生语言教育的规划路径。

就来华留学生语言能力而言,调查问卷数据显示,来华留学生的汉语水平在性别和是否获得奖学金上并无显著差异,留学生实际的汉语水平与其自我评价的汉语水平之间存在显著差异;教师访谈数据显示,留学生的汉语水平可以满足其日常学习和生活需要,其汉语水平在一、二年级进步较快,三、四年级进步较慢,并出现两极分化。

汉语国际教育专业本科来华留学生汉语语言能力的影响因素分为内部因素和外部因素。内部影响因素主要来自个人的学习动机,包括融入型学习动机和工具型学习动机。调查问卷因子分析结果显示,影响语言能力的外部因素包括教材、教学方法、学业评价、教学管理和课程设置。

个案研究发现,来华留学生语言教育政策的规划内容包括准入政策、师资政策、资源政策、教材政策、教学方法政策、学业评价政策、教学管理政策和课程

设置政策。来华留学生依据国家教育行政部门制定的准入政策进入高等教育机构学习，高等教育机构依据国家教育行政部门的师资政策决定其教师录用和培训的标准，在资源政策、教材政策、教学方法政策、学业评价政策和课程设置政策的相互作用下培养留学生的基本语言能力，即汉语听力能力、汉语口语能力、汉语阅读能力、汉语写作能力、汉语交际能力和中文信息素养。在此基础上，通过教学管理政策中的学习支持和活动组织，留学生的教学能力、学术能力、跨文化能力和全球胜任力逐步得到提升，从而培养出具有中国情怀和国际视野的高素质人才。

基于上述研究发现，本研究提出语言教育政策的研究框架应包括准入政策、师资政策、资源政策、教材政策、教学方法政策、学业评价政策、课程设置政策和教学管理政策，这八个维度共同促进了留学生语言能力的发展。此外，本研究以来华留学生为研究对象梳理了留学生语言教育政策的实施情况，这有助于政策制定者依据来华留学生的实际情况制定有利于留学生语言能力发展的语言教育政策。今后将进一步深化来华留学生语言能力发展路径的实证研究。

关键词：来华留学生；语言教育政策；汉语国际教育；语言能力

Abstract

The education of international students in China is an important part of the internationalization of Chinese higher education. Their language education is conducive to playing the publicity role of foreign students in China, actively spreading Chinese ideas, enriching humanistic exchanges between China and foreign countries, and promoting people-to-people communications. The existing research mainly discusses macro policies, the management and certain language learning skills of international students while few studies focus on the international student community and investigate how the language education policies of international students is actually implemented. This study takes the major of Teaching Chinese to Speakers of Other Languages (TCSOL) as the research scope and undergraduate students of TCSOL as research object, and focuses on the following three questions: 1) What is the general situation of the language proficiency of international students of TCSOL? 2) What are the factors that influence the language proficiency of international students of TCSOL? 3) What is the language education planning path for international students of TCSOL?

In order to address the above three research questions, this study adopts a mixed-method research design which follows the designing sequence of qualitative research, quantitative research and qualitative research. Both sequential-exploratory design and sequential-embedded design are employed with reference to the concurrent-triangulation design. These three research questions are analyzed and answered based on the data collected from different stages, namely individuals, group and individuals. To be specific, the questionnaire is designed on the basis of pilot study including interviewing and document analysis. The formal questionnaire is formed after revising the pretesting one. Effective responses from 221 participants are analyzed by SPSS 23.0 to explore the main dimensions of language education policy for international students in China. For research question 1, the language proficiency of international students is demonstrated by descriptive statistical analysis of their present level of Chinese and self-assessed Chinese level and qualitative data from teacher interviews. For research question 2, motivation section of Chinese learning and factor analysis of the implementation of language education policies are used to analyze the factors that influence language proficiency, combined with the results from international students' in-depth interviews to explain and supplement the influencing factors. For research

question 3, by analyzing and comparing the implementation of international students' national language education policies in three typical universities as case study, together with teachers' in-depth interview and classroom observation, the planning path of international students' language education is explored.

As for the language proficiency of international students, the data from questionnaire shows that there is no significant difference in terms of gender and scholarship, and there is a significant difference between their actual Chinese language proficiency and self-assessed Chinese language proficiency. The data from teacher interviews show that the present Chinese proficiency of international students can meet their needs of daily life and learning, and their Chinese proficiency progresses faster in the first and second years, while slower in the third and fourth years when polarization of language proficiency is developed.

The factors influencing the Chinese language proficiency of TCSOL undergraduates can be divided into internal and external factors. The internal factors mainly come from personal learning motivation including integrative motivation and instrumental motivation. The results from the factor analysis of the questionnaire show that the external factors that affect TCSOL undergraduates' Chinese learning are teaching materials, teaching methods, academic evaluation, teaching management and curriculum.

The case study found that the planning content of language education policy for international students includes admission policy, personnel policy, resourcing policy, materials policy, methods policy, evaluation policy, teaching management policy and curriculum policy. International students are admitted into Chinese higher education institutions according to the access policy formulated by the national education administration. Higher education institutions carry out the criteria of teacher recruitment and training in accordance with the personnel policy made by the national education administration. Under the interaction of resourcing policy, materials policy, methods policy, evaluation policy and curriculum policy, the basic language competence of international students is cultivated. Basic language competence in this study refers to Chinese listening competence, Chinese speaking competence, Chinese reading competence, Chinese writing competence, Chinese communicative competence and Chinese information literacy. Then, through learning support and activity organization from teaching management policy, the teaching competence, academic competence, intercultural competence and global competence of international

students are gradually developed so as to cultivate high-quality talents with Chinese feeling and international vision.

Based on the above findings, this study proposes that the research framework of language education policy should include access policy, personnel policy, resourcing policy, materials policy, methods policy, evaluation policy, curriculum policy and teaching management policy, which are the eight dimensions that together contribute to the development of international students' language proficiency. In addition, this study compares the implementation of language education policies for international students in China, which can help policy makers to formulate language education policies that are beneficial to the language proficiency development of international students in China based on the actual situation of international students' learning in China. In the future, this study will further deepen the empirical research on the language proficiency development path of international students in China.

Key words: international students in China; language education policy; teaching Chinese to speakers of other languages; language competence