

关于初级汉语课“了”的教学设计与反思：

“了”在篇章中的使用

Strategies of Teaching “le” at the Beginning Level of Chinese as a Foreign Language:

Usage of “le” in Discourse

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摘要：本教学报告旨在分享初级对外汉语阶段“了”的教学策略，讨论如何利用与学生已有认知模型相匹配的语法呈现模式以及通过设计恰当的语境来帮助学生了解“了”的意义、功能和句式结构。本报告也通过分析学生使用“了”的口语作业与测试来评量这些教学设计的有效性，并对这一系列教学设计与方法进行了反思。

关键词：了，以功能为导向的语法教学，教学策略

Abstract: This pedagogical report shares a variety of strategies to teach “le” at the beginning level of Chinese as a foreign language. The report introduces various ways to help students conceptualize the meaning of “le”, understand the function of “le”, and scaffold the correct application of “le” by creating relevant mental models and function-driven contexts. Rationales and examples of these strategies are provided. Students’ recordings using “le” are analyzed to evaluate the effectiveness of these strategies. Reflections on lessons learned during this first cycle of experimenting these methods are also shared.

Keywords: le, function-driven grammar instruction, teaching strategies

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