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碩士研究生學位論文

題目：澳門現存外國人編寫的早期
漢語教材綜論

Comprehensive Overview of Early Chinese Textbooks

Written by Foreigners Existing in Macao

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摘要

本文详细地介绍了 1742 年——1949 年间由外国人编写的 56 本汉语教材在澳门的保存情况,及它们的主要内容和编写体例。在此基础之上,笔者通过分析、综合、比较、归纳等方法,总结出该批汉语教材文献的四个特色,并挖掘出其特色成因。继而笔者详尽地分析了本文最核心的部分,即该批汉语教材文献资源对汉语各语言要素的认识、处理方式及贡献。在语音要素方面,“威妥玛式拼音”方案对汉语语音描写产生了巨大的影响,编写者对汉语语音音变现象的描述对现代汉语具有启发意义;在汉字要素方面,编写者意识到汉字是外国人学习汉语的难点和重点,马若瑟创造性地提出要通过“音、形、义”三者结合的方式学习汉字,同时编写者选编的汉字及编写的部首表等都对汉语汉字教学产生较大影响;在汉语词汇方面,该批汉语教材文献为汉语词汇史研究提供了详实的记录,我们可以通过这些记录了解当时的基本词汇和词汇的来源和演变;在语法方面,编写者意识到汉语语法和印欧语系语法有着很大的差别,汉语的语序和虚词是其重要的语法手段,在词法方面他们非常重视词类划分,很难得的是他们在句法方面形成了初步的句法观念及句式、句类和复句的观念,此外他们在讲解汉语语法时采用的方法也值得借鉴。之后,笔者从对外汉语学科角度再次分析此批汉语教材文献资源,笔者分析了该批文献资源的分类、汉语教材的构成情况、编写者在编写教材时所体现的五个编写原则和教学原则、教材对学生汉语听、说、读、写、译各语言能力的培养及其对当代对外汉语教材编写的启示。

笔者在本文的末尾列出此批汉语教材中特别需要关注的著作,并且认为葡籍汉学家及翻译官伯多禄应该引起汉学界的注意。笔者还研究分析本批汉语教材文献资源具有五个文化价值:本批材料属于汉学研究范畴;它们填补了对外汉语教学史的空白;它们为汉语语言学提供了真实的语料,并且能够揭示语言的演变历史;它们同样为汉语方言学提供了丰富的记录,也揭示了汉语方言的变化特点;同时它们对当代对外汉语教学实践具有重要启示作用。

关键词: 汉语教材、体例及内容、特色及特色成因、语言要素、处理方式、贡献、分类和构成、编写原则和教学原则、汉语语言能力、启示、关注重点、文化价值

Abstract

This thesis detailed introduces the preservation of 56 Chinese teaching materials written by foreigners from 1742 to 1949 in Macao, and the main contents and writing styles of them. On this basis, through analyzing, synthesizing, comparing and concluding, I sum up the four characteristics of these materials, and find out the features causes. Then I analyze the core part of this paper in detail, which refers to the understanding and treatment of Chinese language elements, and their contributions. In phonetic factor, "Wade System" has great impact on describing Chinese phonetics, and the authors' descriptions of sound change phenomena are enlightening for modern Chinese. In Chinese characters factor, the writers realize Chinese characters are difficult and key points for foreigners who learn Chinese, and Joseph Marie de Prémare creatively put forward that learn Chinese characters should combine the "sound, form, meaning" of them, and the selection of Chinese characters and the table of radicals have greater influence on the teaching of Chinese characters. In vocabulary element, these materials provide a detailed record for the history of Chinese vocabulary, and through them we can understand the basic vocabulary of that time and the source of the vocabulary and their evolution. In grammar factor, the authors realize there are big differences between Chinese grammar and Indo-European languages grammars; and Chinese word order and grammatical function words are significant grammar means in Chinese; and in morphology, they attach importance to word-class-dividing; and the remarkable thing is some writer form the concept of the syntax, the types of sentences and complex sentences; in addition, we should borrow ideas from the methods they use to teach Chinese grammar. Afterwards, I analyze these materials again from the perspective of teaching Chinese as a foreign language, I analyze the classification of these resources, the composition of Chinese teaching materials, the 5 principles of compiling and instruction reflected in the teaching materials, and Chinese textbooks' methods on how to foster the language ability of listening, speaking, reading, writing and translating and their inspiration on contemporary Chinese teaching materials design.

In the end of this thesis, I list the Chinese language teaching resources which need particular concern, and I think the Portugal scholar and translator — Pedro Nolasco da Silva should arouse the attention of Chinese scholars. Through research, I analyze the five cultural value of these resources: they belong to Sinology research field; they fill the gaps in the history of teaching Chinese as a foreign language; they provide a real original corpus for Chinese linguistics, and they can reveal the evolution history of Chinese; and they not only offer a rich record with Chinese dialects, but also reveal the changes of Chinese dialects; at the same time they throw light on contemporary teaching Chinese as a foreign language practice.

Keywords: Chinese language teaching materials, styles and contents, features and their causes, language factors, treatments, contributions, the classification and composition of the textbooks, the principles of compiling and instruction, inspiration, focus, cultural value

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