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**South Ukrainian National Pedagogical University named after
K. D. Ushynsky**

Harbin Engineering University

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The second issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to acute issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside with psychological aspects of overseas students' and teachers' adaptation to study / work abroad.

The given articles may be of use to researchers, graduate students, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Pedagogics and Psychology.

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by Harbin Engineering University

South Ukrainian National Pedagogical University named after K. D. Ushynsky,
Odessa, Ukraine

Harbin Engineering University

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本文分析了“培养未来东方语言翻译的教学条件”这一术语的本质，该术语在实践中反应为教育目标的有效实施，在教学过程中为教师指定的积极影响力。

本文研究的主要教学条件由：学生在汉语翻译方向的积极性；人文学科与汉语翻译培养过程中语言和技术上周期性的互动；学生主动在汉语和外语之间的专业翻译工作；大学教育条件下翻译的培训和学习活动的形式更新；在一个多元文化空间翻译的意识和不断进步的态度。

作者指定了有效的培养汉语翻译的教学条件。

关键词：教学条件，语言学教育，未来的汉语翻译，东方语言学，大学教育

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苏源

乌克兰南方国立师范大学

大学地址：乌克兰敖德萨州老码头街 26 号

新疆中亚留学生汉语口语成绩测试现状调查研究

选题在参考国内外已有研究成果的基础上，以汉语口语成绩测试作为研究领域，运用语料考查法、问卷调查法、观察法、访谈法等社会语言学研究方法，选取新疆高校中亚留学生作为研究对象，调查该群体目前汉语口语成绩测试的现状，进而分析影响其测试的相关因素，以此检验目前对外汉语教学与测试的优劣得失。

论文由四个章节组成。第一章绪论，主要阐述本选题的缘起、研究目的与意义、理论基础、研究设计以及相关研究综述。第二章是对新疆中亚留学生汉语口语成绩测试试卷、试题、测试质量的分析。第三章是新疆

中亚留学生汉语口语测试现状问卷调查与分析。第四章结合全文的调查结果，提出相应的对策和建议。

关键词：中亚留学生，汉语口语，成绩测试

1. 绪论

受地缘优势、综合国力影响力、留学成本等因素的影响，近些年来新疆留学的中亚留学生越来越多。截止到 2012 年年底，在新疆学校学习的共有来自 63 个国家的 5173 名各类来华留学人员。留学生人数名列前 10 位的国家中，有 9 个是中亚和周边国家，合计 4335 人，占来疆留学生总数的 87.34%。“国外高校代表纷纷表示，中亚国家学习汉语的学生在不断增加，而疆内高校的外国留学生也多来自中亚国家，很多留学生选择学习汉语专业。”随着“汉语热”的兴起，近年来针对中亚留学生进行汉语作为第二语言教学实践的研究也成为重要课题，并且陆续出现了一些研究成果。通过中国知网（CNKI）检索和相关资料记录的情况来看，研究成果大多集中在汉语学习与教学现状研究；自尊、动机、策略、焦虑等相关因素影响研究；汉字、语音等汉语本体教学；中华文化传播等方面，研究者们很少关注作为汉语口语教学最后一个环节——口语成绩测试的情况。值得注意的是，已有研究成果证明中亚留学生对汉语口语“情有独钟”，所以关注中亚留学生这个群体以及想进一步了解他们汉语口语成绩测试的情况，是笔者选择这个课题最早的初衷。

2. 研究目的与意义

现状调查研究重在现状总体描述评价与发现问题，所以本文的研究有两个目的：第一个是通过问卷调查、访谈、语料收集等方法，分析新疆中亚留学生汉语口语测试的现状，以期对现状的整体情况进行比较宏观的、全面的描述与评价。由于这个目的是为下一步总结与分析服务，所以这一步是基础。第二个是以上述研究为基础进行现状分析，发现中亚留学生汉

语口语测试存在的主要问题与不足，并尝试提出相应建议、对策。这是最终目的。从研究目的可以看出本研究的重点是对于总体现状描述的全面性、客观性与准确性，难点是如何在分析现状的过程中发现问题，发掘出有价值的东西，进而给出对策和建议。

实践意义：有针对性地指导中亚留学生汉语口语的教学，提高汉语口语教学效果。另外对于中亚留学生汉语口语的课程设置以及教材编写也可提供一些参考资料。

理论意义：通过现状分析，丰富和加深对中亚留学生汉语口语测试本身的理解和认识，较深入地揭示汉语测试的本体特征和规律。为新疆中亚留学生汉语口语测试的相关研究提供相对可靠的数据，也为今后可持续研究提供可参考性资料和宝贵的调查经验。

3. 新疆中亚留学生汉语口语成绩测试试卷分析

笔者于 2015 年 3 月 1 日——4 月 1 日在新疆师范大学国际文化交流学院，新疆大学国际文化交流学院以及新疆财经大学国际教育学院相关汉语教研室收集口语考试试卷，编制试卷的教师从事汉语口语教学时间为 3-5 年。由于每个学校情况不一样，再加上时间、资源等因素的限制，笔者搜集的试卷仅为各校 2013-2015 两学年四个学期的汉语口语期末考试试卷，为了尽量保证样卷的代表性，三个学校不同汉语层次的中亚留学生都兼顾到，共抽取 30 份试卷。

口语测试属于主观性试题。主观性试题一般比客观性试题有较高的效度。因为主观性试题易于根据考试需要直接命题。但是因为评分过程中主观因素较大，评分标准不容易做到完全一致，所以它的最大问题是信度不高。因此我们先对本次调查所用试卷进行信度、效度分析。这部分的分析包括三个方面：评估员信度、试题信度和区分效度。以此来分析汉语口语成绩测试的质量。

4. 结论与对策

4.1 结论

针对新疆高校中亚留学生这个群体，我们展开关于汉语口语测试现状的调查研究，通过考察测试试题、试卷信度和效度、师生评价等方面内容，本文研究得出以下结果：

（1）试题方面：目前新疆高校汉语口语成绩测试普遍采用朗读、造句、问答、话题表达四种题型，看图说话题型使用的很少。在试题内容与形式方面，总体来看，题量、题型、题序以及试题内容的安排，都比较贴合大纲、教学实际以及中亚留学生的特点，试题的难度也适中，比较适合不同阶段留学生的口语测试。在试题顺序上朗读题型放在第一题的顺序比较合适。不同学校之间的试题在内容与形式上也有一些差别。笔者认为产生试题校际差异的原因可能各个学校的办学特色和办学质量有关。

（2）成绩测试质量评估方面：我们根据口语测试的特殊性以及客观资源的限制，采用评分员信度、试题信度和试题区分效度三个指标来评价。调研显示评分员信度总体较高，但从具体评分结果来看仍有一定的误差，也就是说评分工作仍存在主观性的问题。试题信度中等偏上，测试比较可靠，但从信度系数值来看，仍有改进的空间。试题的区分度在这三个指标中最高，说明试题的区分度很好，适合不同层次的留学生口语测试。从影响信效度的核心因素来看，测试目标、测试组织管理、评分的客观性等方面都是以后进一步改进工作要考虑的重点。

（3）师生评价方面：总体评价较高，绝大多数学生喜欢口语考试并且认为重要，能反映出自己的口语水平。初级阶段学生重视口语语音语调的学习，但是学起来比较困难，得分普遍不高，希望成绩能有所提高。从调研情况来看，相对于学生对于口语语音语调的重视，教师更侧重于对于语法的考察。对于测试的反拨效应研究还不够细致等问题。这说明我们的教师工作还需要继续改进。

4.2 对策

(1) 针对中亚留学生汉语口语测试信、效度的系统研究。面对越来越大的中亚留学生市场，以及他们对于汉语口语需求的旺盛，测试的信、效度研究以后一定会是一个研究热点。

(2) 建立中亚留学生测试语料库的设想。通过调研发现，各高校的汉语口语测试试卷、考试大纲、评分标准等跟测试相关的材料，大多在测后封存在资料柜内，资源的利用率很低。

(3) 建立一套系统、完备的测试语料库、试题库，无论对于测试本身，还是对于测试学理论研究，以及对于测试的决策和管理，都有很强的现实意义。

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Su Yuan

*Teacher of Confucius Institute at South Ukrainian National Pedagogical
University named after K.D. Ushynsky,
26, Staroportofrankovskaya Str., Odessa, Ukraine*

A SURVEY ON THE STATUS QUO OF SPOKEN CHINESE TESTING FOR CENTRAL ASIAN FOREIGN STUDENTS IN XINJIANG

This research accumulates the existing experience obtained in China and abroad regarding spoken Chinese testing techniques. The author describes the integrated examination method, questionnaire survey method, observation method, interview and other research methods within the sphere of social linguistics which are used to teach Xinjiang College Central Asia students to master Spoken Chinese. The gains and losses of the current linguodidactic approaches to the designated aspect, when dealing with Chinese and foreign students, are analyzed. The research is divided into four parts. In the first part the motivation, target, value, approach and theoretical basis of the research are described. Additionally, a number of related researches are analyzed. In the second part oral Chinese examination papers for Central Asian students are analyzed; the analysis consists of two stages: the analysis of the examination papers and the analysis of their quality. In the third part a questionnaire survey

of the current situation of oral Chinese examinations for Central Asian students is specified. In the fourth part some corresponding advice and suggestions are put forward in combination with the results of this research. The results are:

(1) The overall situation of oral Chinese examination for Central Asian students is fairly good. The examination is normative and orderly, both examinees and examiners are satisfied with it. However, there are some related aspects needed to be improved in the future.

(2) The questions and forms of oral Chinese examination should be made according to life experience as well as localized basing on the levels of Central Asian students' competence in Chinese.

(3) There are some examinees who are not constant to examination regulations or abide to a certain grading system.

In the view of the results of this research, there are three corresponding advice:

(1) Examinees should improve their attitude, study conscientiously, take an examination without any resort to cheating.

(2) Examiners should set more reasonable, scientific and effective papers, basing on the quality of teaching. Moreover, they need to avoid arbitrariness in examinations by self-improve.

(3) Administrators should strengthen examination management, especially examination regulations and the inside layout of an examination room.

Key Words: Central Asian students, spoken Chinese, test, examination methods.