

论文题目	高中计算机辅助汉字笔画教学课件应用效果研究
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摘要

目前在泰国中小学的汉语教学中，教师大多数不太注重汉字笔画的基础教学，导致学生在书写汉字的过程中产生很多偏误，比如：书写汉字笔形偏误、汉字笔顺顺序偏误和笔画数量偏误等。为了能找到适合泰国学习者的汉字教学法，笔者针对泰国的高中生作了使用计算机辅助教学课件和传统教学的教师教学模式的对比研究。

本研究以曼谷沙迪威女中汉语专业的两组高中生作为研究对象，一组使用CAI课件的教学模式。另一组使用教师的教学模式。通过学前和学后测试和评估调查统计比较分析，得出如下结论：（一）两个实验组学前测试的结果没有区别，她们的笔画认知和基础为零；（二）分析比较计算机辅助教学模式和教师教学模式的优点和缺点之后，发现计算机辅助教学模式比教师教学模式更能吸引和激发学生，让研究对象持续自我学习；（三）学后测试的结果证明，使用计算机辅助教学模式的实验组比使用教师教学模式的实验组成绩高；（四）研究对象对教学模式的评估结果可总结为，实验组（一）的评估结果各个方面都比实验组（二）高，即包括（一）内容方面；（二）图画、文字和语言方面；（三）试卷和练习方

面。由此可见，研究对象对计算机辅助教学模式的满意度比教师教学模式高，并且 CAI 课件教学模式使学生获得的学习成绩更高。最后提出相关教学和研究建议，应使用两种教学模式相结合，为了改进两种教学模式中存在的缺点，使教学更有效性，也对学生的学习起到最大的作用。

关键词：汉字教学策略/汉字学习策略/计算机辅助教学课件

Independent Study Title	Study on Application Effectiveness of a Computer-Assisted Instruction Program of Strokes of Chinese Characters for Upper-Secondary School Students
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ABSTRACT

Many instructors of Chinese at secondary schools in Thailand at present pay inadequate attention to the fundamental teaching of strokes of Chinese characters. This results in their students' numerous errors during a process of writing Chinese characters, for instance, incorrect directions of strokes, improper orders of strokes, and incorrect numbers of strokes. In order to seek a proper teaching method for Thai learners of Chinese, this study has compared results of two teaching methods. One method involves an application of a computer-assisted program. The other is a traditional method which is instructor-centered.

Two groups of upper-secondary school students at Satriwithaya School in Bangkok participated in this study. One group took a lesson in writing strokes of Chinese characters via an application of a computer-assisted instruction program. The

other took the lesson through a traditional teaching method as mentioned above. The researcher has analyzed and compared the results of a pre-instruction test with a post-instruction test. These tests were done by the two groups of students. Findings are as follows.

First, the outcome of the two groups' pre-instruction test displayed no distinctions. Their recognition and basic knowledge of strokes of Chinese characters was zero.

Second, the teaching method with an application of a computer-assisted instruction program was more attractive and exciting to the students than the traditional method. The former was able to maintain the students' capacity of self-study for the lessons.

Third, the score of the post-instruction test completed by the first group was higher than that of the second group.

Finally, the first group of students evaluated all aspects of the instruction more highly than the second group. These aspects included teaching content; pictures, characters, and languages used; as well as the test and exercises.

Based upon these findings, we realize that the students who had taken the lesson in writing strokes of Chinese characters with a computer-assisted teaching method were much satisfied with the instruction. Such a teaching method enhanced their learning, thereby, enabling them to obtain high scores in the post-instruction test.

In the final section, suggestions on pedagogy and future research have been provided. When teaching Chinese characters, we should combine the computer-

assisted application with the traditional teaching method. This is because not only does such a combination improve the defects of both teaching methods, but it can also enhance teaching efficiency and learners' development.

Keywords: Teaching Strategy of Strokes of Chinese Characters/Learning Strategy of Strokes of Chinese Characters/Computer-Assisted Instruction Program