

论文题目 有无 PRAAT 作为辅助工具的对泰汉语声调教学对比研究

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摘要

本研究的目的在于考察把 PRAAT 语音分析软件作为辅助教学工具运用于对泰汉语普通话四声教学中能否帮助学习者更有效地习得四声发音。为了达到此目的，本研究以泰国皇太后大学汉语言文化专业一年级的两个班共 46 名新生为研究对象，首先建立控制组和实验组，录下被试的四声发音前测。发音前测显示被试的四声发音存在偏误，包括在泰籍学生中出现的一种新的偏误类型，即上声的先降后升再降的多曲折调型。再次是对两组实施为期两周的声调教学，但只对实验组的被试展示通过 PRAAT 语音软件分析出的被试典型发音偏误声谱图和音高变化曲线，同时让被试听到对应的发音。声调教学结束后一周，再收集后测语料。

通过统计学测试，得出以下结果：在沿用传统四声教学法的控制组内只有阴平发音进步显著，其余三声的发音均没体现显著性进步；而有 PRAAT 加入教学的实验组内阳平和上声两个声调的发音都表现出了显著进步，但阴平的发音没有体现显著性进步，去声的发音却显著退步了。因此，研究表明 PRAAT 对泰国学生声调调型上的帮助大于调域，建议可有针对性地将 PRAAT 运用于阳平和上声的教学中。

关键词：PRAAT 软件/泰籍学习者/普通话四声发音

Independent Study Title Comparative Study of Teaching Mandarin Tones
to Thai Students with and without PRAAT Program

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ABSTRACT

The objective of this study is to explore whether applying PRAAT, as a supplementary teaching tool, can affect the acquisition of Mandarin tones of Thai learners. To test its effect, 46 freshmen majoring Chinese Language and Culture at Mae Fah Luang University were divided into two classes: Control Group and Experimental Group. The initial four-tone pronunciations of both groups were recorded in the pre-test, which shows similar errors in tone pronunciations, including a newly found type of error for the third tone. After the pre-test, tone teaching was implemented in both groups for two weeks, but visual and audio feedback of error examples was only given to the Experimental Group. Then, the four-tone pronunciations were recorded again in the post-test one week after the teaching.

Statistical tests were used to determine the effect of the supplementary teaching tool. Key results are as follows: in Control Group, where traditional tone teaching methods were used, students made significant progress only in the first tone pronunciations while the pronunciations of the other three tones were not significantly improved. On the other hand, in Experimental Group, where PRAAT was added to the teaching, students made significant progress in the second tone pronunciations and the third tone pronunciations; however, the first tone pronunciations were not

significantly improved, and an outcome of the fourth tone pronunciations even moved backwards. These results indicate that PRAAT is a more helpful tool in tone type than in tone domain. Therefore, it can be suggested to apply PRAAT in teaching the second and the third Mandarin tones to Thai learners with pertinence.

Keywords: PRAAT/Thai Learners/Mandarin Tone Pronunciations

