computer approaches to teaching Chinese characters; employing systematic methods of teaching Chinese characters to develop intensive reading skills; considering the roll of mnemonic techniques used by learners to memorize characters; and exploring the connection between Chinese character teaching techniques and its relationship to vocabulary teaching.

To gain a better appreciation and understanding of the full scope of this conference, you are urged to visit the conference website at: http://www.fask.uni-mainz.de/inst/chinesisch/hanzirenzhi.html

where more information about the content of the papers can be found. In addition, the proceedings of the conference are currently being edited and will be published in 2006, thus adding a very special volume to the CFL reading literature. Because of the conference's success, plans are being discussed to continue the conference on a bi-annual basis, with the next meeting to be held in France. All the participants are extremely grateful to Professor Andreas Guder of the Department of Chinese, School of Applied Linguistics and Cultural Studies, and his tireless staff for the wonderful planning, organization, and hospitality extended to all of us lucky enough to attend the conference.

Michael E. Everson

首届汉字认知国际研讨会在德国顺利召开

2005 年 8 月 24 日至 8 月 26 日，德国美因茨大学位于格尔默斯海姆（Germersheim）市的应用语言学和文化学学院举办了首届《西方学习者汉字认知国际研讨会 (Hanzi renzhi – How Western Learners Discover the World of Written Chinese)》。来自中国，美国，英国，法国，葡萄牙，德国等国的 40 多位学者在德国西南部的宁静城市 - 格尔默斯海姆（Germersheim）济济一堂，其中包括著名汉语认知心理学家、汉语语言学家、外语教学家和现代汉字学家，各与会者从各个专业领域的角度出发，首次共同讨论、探求了如何使西方学习者更容易进入汉语汉字世界的途径。

中国驻德国大使馆教育处公使衔教育参赞刘京辉博士、德国美兹大学副校长 Jürgen Oldenstein 教授、前台湾教育部长、现任台湾中央研究院副院长曾志朗教授、法国汉语教学协会会长白乐桑教授（Joël Bellassen）及德语区汉语教学协会会长顾安达教授（Andreas Guder）等到会祝贺。

正是由于汉字系统的独特性、唯一性和复杂性，此次跨学科的国际研讨会希望集合多种学科和研究方向，为汉语作为外语教学的发展做出贡献。也希望赢得欧美国家在其外语政策中对非亲属语言和文化更多的支持和重视。

此次研讨会得到了德国德意志研究联合会（DFG）、中国国家对外汉语教学领导小组办公室（HANBAN）、德国美因兹约翰内斯古腾堡大学、德国杜塞尔多夫中国中心（DCC）、德语区汉语教学协会等单位的大力资助和支持。

研讨会期间，亦开始了欧洲对外汉语教学协会的筹备工作，希望能在各方的支持下更好地促进中国和世界各国的文化和学术交流。研讨会的论文集将于 2006 年在北京出版。

Andreas Guder （顾安达）

Participants and their topics / 研讨会参与者及其报告题目

ALLANIC, Bernard 安雄 (Rennes, France) *The "Missing Link" in the Teaching of Chinese Characters as a Foreign Language*

BAI, Zhou 柏舟 (Hangzhou, China) *Graphemic Principle of Chinese Writing Systems and the Approaches of Hanzi Acquisition*

BASSETTI, Benedetta (London, UK) *The Effects of Hanyu Pinyin on Second Language Phonology in Learners of Chinese as a Foreign Language*

CHAO, Der-lin 赵德麟 (New York, USA) *Chinese Character Instruction and Literacy Development: New Methods and New Materials*

CHEN, Hsuan-Chih 陈烜之 (Hongkong, China) *Visual Encoding in Reading Chinese*

DA, Jun 笪骏 (Murfreesboro, USA) *Reading News for Information: How much Vocabulary a CFL Learner Should Know*

DEW, James E. 杜爾文 (Santa Barbara, USA) *Language is Primary, Script is Secondary. The Importance of Gaining a Strong Foundation in the Language Before Devoting Major Efforts to Character Recognition*

DING, Chongming 丁崇明 (Beijing, China) *非汉字圈汉语学习者汉字学习的教学策略*

EVERSON, Michael E. (Iowa, USA) *Developing Orthographic Awareness Among CFL Learners: What the Research Tells Us*

FENG, Liping 冯丽萍 (Marseille, France) *汉字认知的脑神经机制研究*

GUDER, Andreas 顾安达 (Germersheim, Germany) *Struggling with Chinese: New Dimensions in Foreign Language Teaching*

HAYDEN, Jeffrey J. (Honolulu, USA) *Why Johnny Can Read Chinese: Working Memory, Cognitive Processes, and Reading Comprehension*

HUANG, Peirong 黃沛榮 (Taibei, China) *字詞本位的中文教學法*

INHOFF, Albrecht (Binghamton, USA) *Eye Movements and Symbol Recognition during the Reading of Chinese Text*

JIANG, Xin 江新 (Beijing, China) 针对西方学习者的汉字教学：先认后写、多认少写

JING-SCHMIDT, Zhuo (Cologne, Germany) *Teaching Meta-knowledge as Key to Acquisition of Chinese Characters*

KE, Chuanren 柯传仁 (Iowa City, USA) *A Model for Chinese Orthographic Awareness*

KUPFER, Peter 柯彼德 (Germersheim, Germany) *Eloquent but Blind – The Problem of Reading Proficiency in Chinese as a Foreign Language*

LI, Dasui 李大遂 (Beijing, China) 汉字的系统性与汉字认知

LIN, Chimiao 林季苗 (Lyon, France) 汉字分类及认知之研究与对外教学之应用

LING, Vivian 凌志韫 (Goleta, USA) *Survey of Studies Relevant to the Acquisition of the Chinese Script Published in the Journal of the Chinese Language Teachers Association*

LUO, Weidong 罗卫东 (Beijing, China) 北京语言大学汉字教学、学习情况调查及对策

OVERGAARD, Signe (Copenhagen, Denmark) *An Analysis of Various Scholary Approaches to the Acquisition of Chinese Characters by Students of Chinese as a Foreign Language*

RADACH, Ralph (Aachen, Germany) *Current Research on Reading in Phonographic Writing Systems: A Cognitive Psychology Perspective*

RICHARDSON, Timothy W. (Laie, USA) *Chinese Character Memorization and Literacy: Theoretical and Empirical Perspectives on an Old, but Potentially Useful, Strategy*

SHEN, Helen (Iowa City, USA) *Vocabulary Acquisition and Reading Comprehension: Evidence from Advanced Non-Native Chinese Learners*

SUN, Lam (Braga, Portugal) *The Building of a Systematic Knowledge of the Chinese Characters and the Enhancement for Text Reading Habits for CFL Beginners – Some Experiences*

TZENG, Ovid J. L. 曾志朗 (Taibei, China) *Visualizing Reading in the Brain: A Cross-Script Perspective*

WAN, Yexin 万业馨 (Beijing, China) 试论汉字认知的内容与途径

WANG, Jiping 王际平 (Shanghai, China) 浅谈对拼音文字为母语的汉语求学者的汉字教学

WANG, Ping 王平 (Shanghai, China) 汉字部件认知与对外汉字教学

WU, Daming 吴大明 (Leeds, UK) 电脑辅助的汉字认知系统

YAN, Song (Göttingen, Germany) *Central Processing of the Logographic Chinese Language and Alphabetic Languages – Implications for Learning a Second Language*

ZANG, Kehe 臧克和 (Shanghai, China) 汉字的视知觉规律研究

ZHANG, Jingshui 张景水 (Munich, Germany) 全息汉字认知软件 – *Hanzi Explorer*
ZHANG, Tianruo 张田若 (Beijing, China) 中国集中识字教学的认知机制
ZHANG, Xuetao 张学涛 (Beijing, China) 学习汉字的新概念 – 什么要学好 500 个基本汉字
ZHOU, Shangzhi 周上之 (Shanghai, China) 对外汉字 500 字学习法
ZHU, Zhiping 朱志平 (Beijing, China) 汉字教学与词汇教学的链接

(A collection of about 30 articles from the participants is scheduled to be published in Beijing in 2006.)

Fortbildung des *Hanban* in Frankfurt im August 2005

Etwa dreißig Kolleginnen und Kollegen, die in Deutschland in verschiedenen Kontexten Chinesisch unterrichten, nahmen im August 2005 eine vom *Hanban* in Frankfurt am Main durchgeführte Fortbildung wahr. Bei den beiden Lehrern, die das *Hanban* geschickt hatte, handelte es sich um Herrn Wu Zhongwei 吴中伟 von der Fudan-Universität und Herrn Zhang Jianmin 张建民 von der East China Normal University (Huadong Shifan Daxue) in Shanghai.

Die Themen waren: Vermittlung der chinesischen Aussprache, Prinzipien und Methoden des Grammatikunterrichts, neue Lehrwerke und ein Überblick über aktuelle CALL-Produkte für ChaF.

Was den Ausspracheunterricht betrifft, legte Herr Zhang uns drei zentrale Ziele ans Herz: Flüssigkeit, Verständlichkeit und inhaltliche Genauigkeit. Das Ziel sei dagegen nicht, dass die Lerner die Standardlautung perfekt beherrschten. Der Standard sei der Standard, nicht das Lernziel. Herr Zhang empfahl, schwere Laute zuerst zu üben. Als für nicht chinesische Lerner schwierig schätzte er die Laute der Palatalreihe *j, q, x* und die Alveopalatalen *zh, ch, sh* sowie den Retroflexlaut *r* ein. Zum Üben empfahl er allgemein Materialien, in denen die jeweils zu übenden Oppositionen in deutlich erkennbar distinktiver Weise vorkommen. Gerade im Anfängerunterricht spielt dabei *Hanyu Pinyin* eine gewisse Rolle, wobei die Verwendung von *-i* für verschiedene Laute sowie – aufgrund muttersprachlicher Interferenzen – die Buchstabenkette *-eng* als besonders schwierig einzuschätzen sind. Als hilfreiche Lernsoftware nannte er *Pinyin Dashi* 拼音大师. Die Satzintonation sei durch Nachahmungsübungen sowie Übungen zur Erhöhung der Sprechflüssigkeit zu trainieren.