

Literaturverzeichnis

- Du, Houwen. 1981. "Hanyu keji wenti de yuyan tedian" (Sprachliche Besonderheiten der chinesischen Fachsprachen der Wissenschaft und Technik). In: *Yuyan Jiaoxue yu Yanjiu* (Sprachunterricht und Sprachforschung), Nr. 2, 87-101/160
- Kupfer, Peter. 1990. "Zur Differenzierung und Charakteristik des Fremd- und Lehnwortschatzes im Chinesischen". In: *CHUN*, Nr. 7, S. 31-54
- Zhou, Youguang. 1993. "Wenhua chuanbo he shuyu fanyi" (Kulturaustausch und Terminologieübersetzung). In: Chen, Jianmin/Tan, Zhiming (Hrsg.): *Yuyan yu Wenhua Duoxueke Yanjiu* (Interdisziplinäre Forschung zur Sprache und Kultur), Beijing, 1-15

摘要

作者张镇环在谈到“科技翻译课程中的术语教学问题”时提出，专业用语在翻译工作中起着越来越重要的作用。为此，专门培养翻译人才的院校将专业用语的教学纳入其教学设置。但他们的教学方案各不相同。有些院校将语言教学，翻译课程与专业知识的传授分别进行，有些院校将翻译课程与专业知识放在同一课程内进行。至于应将专业知识的传授全部或部分纳入翻译课程，还是将专业知识课程与翻译课程分开进行，目前莫衷一是。所有这些科技专业翻译的教学方案的共同问题是术语问题。其原因之一：科技领域众多，发展飞速；之二：由此而产生的术语数量突飞猛增。面对这种现实，就是再完善的课程设置也只能给学生提供某一专业术语的基本知识，给学生传授编纂科技术语和科技翻译的基本要领，使学生掌握独立解决问题的能力。所以术语教学和正确使用专业用语的操练是科技翻译教学中一个重要的环节。本论文介绍科技翻译教学中的一些经验和体会，并就双语术语教学中的教学法，例如：汉语科技术语的基本构成原理及其所面临的困难，比较参照阅读的方法等，有关教材的选编问题，双语科技术语的编纂以及汉语科技术语与外来词的关系进行探讨。

Recommendations of the U.S. National Task Force on Basic Chinese¹

1. Background

The aim of this project, funded by the American National Endowment for the Humanities, has been to bring together as many of the leaders in the field of Chinese language instruction in the U.S. as possible to develop a consensus on the design and content of basic Chinese language programs. The project was sponsored by the National Foreign Language Center (NFLC) at The Johns Hopkins University in Washington, D.C. and directed by the late Professor A. Ronald Walton, formerly Deputy Director of the NFLC.

In the fall of 1992, Deputy Director Walton organized a six-member Task Force and charged it with the task of developing a comprehensive program guide for basic Chinese. The members of the Task Force included three high school teachers of Chinese: Mr. George C. Henrichson of Berkshire School in Massachusetts, Mrs. Margaret M. Wong of Breck School in Minnesota, and Dr. Wei-Ling Wu of W. Windsor-Plainsboro High School in New Jersey; and three college teachers of Chinese: Professor Yung-O Biq of San Francisco State University in California, Professor Clara Yu of Middlebury College in Vermont, and Professor Cornelius C. Kubler (Task Force Chair) of Williams College in Massachusetts. Professor Galal Walker of The Ohio State University served as Project Consultant.

An Advisory Board consisting of thirteen specialists in the Teaching of Chinese as a Foreign Language helped identify the topics to be investigated and provided comments on the materials produced by the Task Force.² The members of the Task Force and Advisory Board were selected to be as representative as possible of the field of Chinese language teaching in the U.S., with careful attention paid to such factors as geographical distribution and the balance

¹ This article is a revised version of a paper read at the annual meeting of the (American) Association for Asian Studies in Honolulu, Hawaii on April 11, 1996. I hereby acknowledge financial support received from the Foundation for Scholarly Exchange in Taipei which made possible the revision of the paper.

² The names of the members of the Advisory Board, with their institutional affiliations at the inception of the project, were: Professor Susan Blader, Dartmouth College; Professor T. Richard Chi, University of Utah; Professor Madeline Chu, Kalamazoo College; Mr. Robert W. Demeritt, Shawnee Mission Public Schools; Ms. Claire Kotenbeutel, J. Madison Memorial High School; Mrs. Lucy Lee, Livingston High School; Dr. Ming Lee, California State University; Mrs. Lisa Crooks Lin, Central-Hower High School; Professor Jing-Heng S. Ma, Wellesley College; Professor Scott McGinnis, University of Oregon; Professor S. Robert Ramsey, University of Maryland; Mr. Reuben Yang, Anchorage Public Schools; and Ms. Elaine Zanicchi, Bronx High School of Science.

between high school vs. college teachers, native vs. non-native speakers, public vs. private institutions, etc. Among the Task Force and Advisory Board members were represented, as either current or former officers or board members, all the major Chinese language organizations in the United States.

The result of the Task Force's efforts is a manual, entitled NFLC Guide for Basic Chinese Language Programs (hereafter referred to as "the Guide"), which is scheduled to be published before the end of 1997 by the National Foreign Language Resource Center at The Ohio State University.³ The Guide, which covers all aspects of basic Chinese language learning and teaching, has been prepared to meet the needs of Chinese language teachers, teacher trainers, materials writers, test developers, and administrators who are involved in establishing new or managing existing basic Chinese language programs in the United States.

2. Conclusions

The Task Force members concluded that primary emphasis in basic Chinese should be placed on creating a base or foundation so that all future learning is an elaboration of what has already been learned. The focus should be on the mastery of a few basic components (e.g., the sound system, a transcription system, the mechanics of stroke order) and the introduction of learning paths for many others (e.g., grammar, vocabulary, cross-cultural communicative conventions, characters). Above all, learners must master the single most important learning path: learning how to learn. Within such a context, where processes and strategies are emphasized over "product", as much inventory may be introduced as learners can comfortably internalize and use.

The central concern of the members of the Task Force has been the notion of "basic Chinese", regardless of instructional setting. There are common requirements on the skills and abilities learners must master to communicate with members of Chinese culture or to interpret Chinese language artifacts such as written texts, films, or speeches. These requirements apply to all learners, regardless of the learning environment, since they are determined not by teachers, courses, or textbooks, but rather by Chinese native speakers, Chinese culture, and the nature of the Chinese language. Accordingly, a core model of program design and management, termed the "Ideal Program", was developed to serve a wide variety of learning environments. Topics covered in the "Ideal Program" include pedagogical issues (such as developing learners' skills in learning, culture, and the

³ The NFLC Guide for Basic Chinese Language Programs constitutes Volume III in the Pathways to Advanced Skills series. It may be ordered from National Foreign Language Resource Center, The Ohio State University, 33 West 11th Ave., Suite 311N, Columbus, OH 43201-2013, USA.

"four skills" of listening, speaking, reading, and writing); curriculum design; program administration; and assessment.

While the content and goals of basic Chinese should be uniform across learning environments, there will, of course, be differences in how the various goals are best met in each particular learning environment. A separate component, termed "Common Local Conditions", is therefore provided to assist in translating the core model into the realities of specific programs. Under "Common Local Conditions" are treated students (including student recruitment, learner motivations, learning styles, and learners with prior background in Chinese); staff (teachers, supervisors, and administrators); and learning environments (e.g., high schools, colleges, Chinese heritage community language schools, study abroad, and articulation of learning environments).

3. Recommendations

In the course of its over three years of work, the Task Force formulated sixty-four recommendations to the field concerning the learning and teaching of basic Chinese in the U.S. Each of the recommendations is discussed at length in the body of the Guide, which also contains extensive related material and runs to over 200 pages of text.

While the recommendations were written with the American educational context in mind, they may also be of some interest to European colleagues. The sixty-four recommendations are, therefore, reproduced below for the reader's reference. Since the recommendations are in very condensed form, it is suggested that readers refer to the complete text of the Guide for a full understanding of the background and implications of the various recommendations.

- Recommendation 1: While instructors play an important role in facilitating and managing the learners' learning of Chinese, instructors should recognize that it is the learners who bear the responsibility for learning and who are at the center of the enterprise.
- Recommendation 2: The emphasis of basic Chinese should be on teaching learners how to learn and helping them develop into self-reliant, life-long language learners.
- Recommendation 3: Learners should be given a thorough orientation to the Chinese language and to the study of Chinese.
- Recommendation 4: Language learning and teaching should always be immersed in a cultural context.
- Recommendation 5: In the Chinese language classroom, the focus should be on learning the language in its behavioral cultural context.
- Recommendation 6: Culture should be taught through language, i.e., via the four skills of listening, speaking, reading, and writing.

- Recommendation 7: Listening comprehension, an important and valuable skill, should be given special attention, including special exercises.
- Recommendation 8: Interactive and non-interactive listening should be distinguished. Learners should be provided with sufficient practice in each.
- Recommendation 9: In basic Chinese, listening comprehension and speaking should be emphasized. In this way, those learners who continue beyond the basic level will have a solid foundation of oral skills upon which to build, and those learners who do not continue will have learned something immediately useful to them.
- Recommendation 10: The focus of spoken language instruction should be speech, not written representations thereof.
- Recommendation 11: Learners should be provided with access to a transcription system, so as to facilitate visual representation of speech in the learning of spoken Chinese.
- Recommendation 12: By the end of basic Chinese, all learners should be familiar with the Pinyin romanization system, regardless of the particular system of transcription with which they may have begun their study of Chinese.
- Recommendation 13: Teachers should recognize that the main goal of language learning is communication. While acquiring a good pronunciation is important, as the months proceed, emphasis should gradually be shifted from perfecting pronunciation to attaining fluent communicative competence.
- Recommendation 14: In basic Chinese, emphasis should be placed on helping learners achieve solid control of the basic grammatical structures within a communicative context.
- Recommendation 15: Vocabulary should be taught in context. Avoid introducing excessive vocabulary, lest it interfere with the learning of language learning strategies and basic grammatical structures, which should be accorded higher priority.
- Recommendation 16: While individual and choral drills are both of value, it is communicative exercises that should be given the highest priority.
- Recommendation 17: A foundation in listening and speaking should be established before learners take up reading.
- Recommendation 18: Throughout basic Chinese, spoken Chinese grammar and vocabulary should be introduced before reading texts containing their written representations.
- Recommendation 19: The main focus of reading activities should be reading texts written in characters, in a variety of authentic fonts and formats, as they might occur in materials designed for native readers.
- Recommendation 20: Exercises should be provided which promote reading in meaningful contexts rather than in isolated sentences.

- Recommendation 21: At the basic level, reading should be introduced via short texts in written *koutouyu*. Gradually, bits and pieces of *shumianyu* may be introduced.
- Recommendation 22: Some authentic materials should be included in the reading curriculum, both for their intrinsic value and for the opportunities they provide learners to acquire strategies for discovering the meaning of unfamiliar material.
- Recommendation 23: Teachers should stress reading fluency and common combinations over coverage of a large number of individual characters.
- Recommendation 24: Characters should be taught in contexts, in small but regular doses, with information on their constituent components provided to learners.
- Recommendation 25: One type of characters – either traditional or simplified should be taught first. Then, as learners approach the end of the basic level of instruction, the other type should be introduced. In most cases, traditional should be taught before simplified.
- Recommendation 26: By the end of the basic level of instruction, learners should be able to recognize both the traditional and the simplified forms of all the characters that have been introduced.
- Recommendation 27: To help learners self-manage their study, they should, before the end of basic Chinese, be provided with a systematic introduction to the use of Chinese dictionaries.
- Recommendation 28: A foundation in listening, speaking, and reading should be established before taking up writing. At the basic level, reading should be emphasized over writing.
- Recommendation 29: During basic Chinese, all learners should become thoroughly familiar with the various strokes used in writing Chinese characters, so that they are able to copy almost any character correctly.
- Recommendation 30: Some characters should be taught for both production and recognition, others for recognition only. Learners at this level do not necessarily need to know the characters for everything they can say, especially the characters for common spoken words that are seldom used in writing.
- Recommendation 31: While learners should be able to recognize both traditional and simplified characters, they should normally not be required to learn how to write both systems. They should be given the choice of which system to use for their own writing, but should be required to use that system consistently.
- Recommendation 32: Those involved in establishing new basic Chinese programs should begin planning as early as possible. They should become familiar with and take advantage of information and support systems available from well established organizations.

- Recommendation 33: In deciding among instructor candidates, those in charge should give preference to well trained instructors whose main interest is teaching Chinese as a foreign language.
- Recommendation 34: If a program has two or more instructor positions, the advantages of including both native and non-native instructors on the teaching team should be considered when hiring new faculty.
- Recommendation 35: All teachers should be provided with opportunities for professional development.
- Recommendation 36: The assessment system should reflect program goals. If the development of listening and speaking skills is included among the program goals, then a way should be found to test these skills on a regular basis.
- Recommendation 37: Tests should reflect real-life language use as closely as possible, simulating tasks which learners will need to perform in country.
- Recommendation 38: When testing, there will be times when the different skills should be mixed and other times when they should not. Instructors should always be clear about the purpose of the test items they use and what it is that is being tested.
- Recommendation 39: After assessment is completed, feedback and counseling should be provided to learners in a timely manner.
- Recommendation 40: Assessments of all aspects of the basic Chinese language program – including the student body, instructional personnel, administrative staff, and support facilities – should be conducted at regular intervals to assure program vitality. Program assessment should include timely feedback to program staff.
- Recommendation 41: Those in charge should work actively to promote student recruitment. The program should be publicized widely and should present students and parents with a realistic overview of what learning Chinese is like.
- Recommendation 42: Instructors should be cognizant of their students' motives for learning Chinese, taking these into account when designing and implementing instruction. Instructors should strive to sustain and increase students' motivation, keeping in mind the considerable influence they may wield over students' motivation and morale.
- Recommendation 43: Instructors should be sensitive to the diverse learning styles of their students. In choosing methods and materials, instructors should include sufficient variety so that the different needs and interests of their students may be accommodated as effectively as possible.
- Recommendation 44: Chinese language programs should be as flexible as possible in accommodating learners with prior background in Chinese. If it is not feasible to accommodate such learners in a separate group, then self-study with periodic individual sessions with the teacher should be considered, either in lieu of or in addition to the regular group class.

- Recommendation 45: Instructors should avoid spending excessive class time correcting non-standard pronunciation and usage of learners who acquired Chinese in a native environment, unless it would cause problems in communicating with native speakers. Instead, they should focus on strengthening learners' overall communicative competence.
- Recommendation 46: Chinese language instructors should have regular access to channels for maintaining and enhancing their skills in pedagogy and in Chinese language.
- Recommendation 47: High-quality, sustained preservice and in-service programs for Chinese language teachers should be established at all levels of the educational system.
- Recommendation 48: Graduate schools should provide training and supervised apprenticeships for Chinese language teaching assistants.
- Recommendation 49: So as to be able to make informed decisions, supervisors and administrators should be cognizant of the special challenges involved in Chinese language learning and teaching.
- Recommendation 50: Supervisors and administrators should make the needs of their programs known to public and private funding organizations and, at the same time, network with their counterparts in other institutions so as to fully utilize existing resources.
- Recommendation 51: While important at the level of basic Chinese in all learning environments, it is especially important in the case of high schools that the oral skills be emphasized over the written skills.
- Recommendation 52: In the high school environment, preparation and other self-study activities should be encouraged so as to increase the rate and enhance the quality of learning.
- Recommendation 53: To ensure that all students have the opportunity to achieve proficiency and to facilitate the placement of continuing students in college programs, high schools offering Chinese should offer at least three years of instruction.
- Recommendation 54: At the college level, in-class practice should be carefully coordinated with an even greater amount of self-study by students out of class, taking into account the nature of the particular language learning activity involved and striving at all times to help students make the most efficient use of their time.
- Recommendation 55: Students and teachers should be awarded a number of course credits for Chinese courses that takes into account in an equitable manner the amount of time and effort spent.
- Recommendation 56: Chinese heritage community language schools should do all they can to foster contacts with local high schools and colleges that offer Chinese. Instructors at Chinese heritage community language schools should become aware of what is expected of students at the various levels in high

school and college and, in turn, should inform high school and college personnel about their own programs.

- Recommendation 57: Chinese heritage community language schools should continue their efforts in the direction of increased standardization of their curricula. Materials used should take into account the needs, interests, and backgrounds of the learners.
- Recommendation 58: Chinese heritage community language schools should continue to strengthen teacher training, emphasizing teaching methods appropriate for Chinese-American learners who are learning Chinese as a second language.
- Recommendation 59: Chinese heritage community language schools should consider making use of available standardized tests for Chinese.
- Recommendation 60: Preparation for study abroad should be built into the basic Chinese language learning curriculum.
- Recommendation 61: Learners who have completed basic Chinese should consider study abroad so as to speed up the process of attaining proficiency in Chinese, especially in listening and speaking, and to improve their understanding of Chinese society and culture.
- Recommendation 62: Those responsible for Chinese language programs should make efforts to become aware of new technologies for self-managed learning and distance learning. They should be as creative and flexible as possible, periodically reassessing the situation in an effort to seek ever more effective and efficient ways of organizing their programs.
- Recommendation 63: Chinese language programs should be as flexible as possible in their placement of students with prior background in Chinese. When such students seem to fall between levels, consideration should be given to placing them at a higher rather than a lower level and providing them with materials and instructions for self-study, so that they may remedy their own deficiencies.
- Recommendation 64: Teachers and staff in Chinese language programs which regularly send students on to a higher level, as well as those in Chinese language programs which regularly receive students from a lower level, should make efforts to learn about each others' programs, and should cooperate in articulating a better sequenced, more continuous curriculum for students learning Chinese.

Cornelius C. Kubler

Schülerseminar "Chinesische Sprache und Kultur" für besonders befähigte Schülerinnen und Schüler in Baden-Württemberg

Bericht über das Schuljahr 1995/96

1. Ausgangssituation und Thema

Was ist ein Schülerseminar? An den Gymnasien in Baden-Württemberg besteht die Möglichkeit, eine Arbeitsgemeinschaft für Schülerinnen und Schüler einzurichten, die sich, aufbauend auf ihren besonderen Interessen und Begabungen, mit bestimmten Wissensgebieten eingehender beschäftigen wollen, als dies im normalen Unterricht der Fall sein kann. In einer solchen Arbeitsgemeinschaft wird besonderer Wert auf selbständiges Erforschen und eigenes schöpferisches Arbeiten der Teilnehmer gelegt. Jede Schule kann bis zu zwei Seminare beantragen mit selbst gewählten Themen aus den Naturwissenschaften, der Literatur, der Geschichte oder einer Sprache. Diese Seminare sollen mit zwei Wochenstunden möglichst schulübergreifend für mehrere Gymnasien angeboten werden. Die Lehrerin oder der Lehrer erhalten dafür vier Stunden auf ihr Deputat angerechnet.

Vor drei Jahren hatte ich zum ersten Mal am Max-Planck-Gymnasium in Schorndorf ein solches Schülerseminar mit dem Thema "Chinesische Sprache und Kultur" beantragt, was mir genehmigt wurde. Das Seminar konnte im Schuljahr 1995/96 fortgesetzt werden. Auf die Ausschreibung des Oberschulamts für ein 'Schülerseminar Schorndorf' zu diesem interessanten und für die Zukunft wichtigen Thema meldeten sich im Herbst 1995 insgesamt zehn Schülerinnen und Schüler aus drei Gymnasien, dem Limesgymnasium Welzheim, dem Burggymnasium Schorndorf und dem Max-Planck-Gymnasium. Sie kamen aus den Klassenstufen 8 bis 12 mit Ausnahme eines besonders begabten Schülers aus Klasse 5.

Fünf Teilnehmer, eine Schülerin aus der Klasse 12 des Burggymnasiums sowie drei Schülerinnen und ein Schüler aus dem Max-Planck-Gymnasium, hatten schon frühere Kurse besucht und waren nun 'Fortgeschrittene'. Diese konnten unter meiner Anleitung weitgehend selbständig arbeiten, sich gegenseitig unterstützen, ihre eigenen Lernmethoden entwickeln und zum Teil auch als Übungsleiter für die Anfänger eingesetzt werden. Dies betraf vor allem den Sprachunterricht in Lesen, Verstehen, Vokabulartraining am PC und Grammatik. Beim Erlernen der chinesischen Sprache hat es sich bewährt, daß Fortgeschrittene ihre Erfahrung weitergeben können und ihre eigenen Methoden verbessern lernen, ohne vom Lehrer gegängelt zu werden. So hatten die Fortgeschrittenen genügend Spielraum, sich neue Methoden zu erarbeiten und ihren speziellen Interessen nachzugehen. Ich konnte mich darauf konzentrieren, den Anfängern eine