

**Third International Conference  
on Chinese Linguistics  
ICCL-3**

**Hong Kong, July 14 - 16, 1994**

*Preliminary Announcement*

Following ICCL-1 held in Singapore, 1991, and ICCL-2 in Paris, 1992, the Third International Conference on Chinese Linguistics, under the auspices of the International Association of Chinese Linguistics, will be held at the City Polytechnic of Hong Kong, Hong Kong, on July 14 - 16, 1994.

Papers are invited on all aspects of Chinese linguistics. Several special themes have been identified, including *Diachrony*, *Evolution*, and *Pedagogy*, and a para-session on *Computer and the Chinese Language* will be held immediately prior to the Conference.

Abstracts should be neatly type-written and not more than one page. Two copies are required, one with the author's full name and institution, and the other without.

**Deadline for receipt of abstracts : February 6, 1994**

**Conference language : Chinese and English**

Further information on the Conference may be obtained from :

Conference Secretary  
ICCL-3  
Language Information Sciences Research Centre  
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Materials for University-Level Beginning Chinese:  
How Well Do Běijīng University's Textbooks Meet the Needs?

by George C. Y. Wang

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- II. Materials to be covered in the first two years
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**I. What kind of materials do students need**

According to theories of language teaching and my own experience, the Chinese language materials for university students should emphasize the following points.

1. At the beginning level, units should be short.

Students should be able to finish a unit in a week even in a non-intensive course. Explanations of grammar and pronunciation should be brief also, for students need to have time to practice orally in every class session.

2. Teaching materials must be appropriate for students with a range of talent for language, not just the gifted.

3. The textbook should present points of grammar and linguistics that solve students' learning problems, but the purpose remains to teach how to use the language, not the fine points of grammar and linguistics. Explanations should be brief; exercises should be the primary means of learning.

4. Practice materials and exercises should target students' difficulties. Textbook writers must have teaching experience, not just a knowledge of the language, to know what practice and exercises are essential.

5. The beginning level is the most important. Within a limited time and using limited vocabulary, students must learn how to distinguish and make sounds, to master basic sentence structures, to recognize and write Chinese characters. Only when students know these things can texts focus on expanding vocabulary and increasing the sophistication of usage.

6. Textbooks should emphasize equally four skills: listening, speaking, reading and writing. In the initial part, however, the textbook should concentrate on oral practice. When students have reached a certain level in speaking, the textbook should teach the characters for turning the spoken word into the written word. Students need to learn to write what they have learned to say. This provides a review of the vocabulary and structure while giving reading practice. When students practice reading, it is best that they read a group of characters or a sentence rather than just individual characters. Textbooks need to present different

exercises for learning individual characters and for reading sentences. After students learn three hundred characters, then the textbook can introduce new compounds made from those characters. The many compounds used in daily conversation should be introduced first.

7. Materials are not limited to textbooks. These should include video and audio tapes. Audio tapes should not just be passages from the textbook; these should include varied materials. Tapes should be participatory rather than passage.

8. Textbooks should offer frequent quizzes, for these are important steps in learning. Quizzes should cover pronunciation (distinguishing and making sounds), grammar, vocabulary, and Chinese characters. Quizzes should measure students' understanding and their ability to express themselves in the language.

9. Materials should connect with the social environment and cultural elements of both China and the students' country.

## **II. Materials to be covered in the first two years**

In deciding how much material to give students in the first two years we must take into account how much material they can absorb. My analysis of the past five years (1986-1991) indicates that the majority of students can absorb the amount shown on the following chart.

Chart 1: Skills Mastered in First Two Years

	Sounds	Words	Patterns*	Characters
Listening	300	2,500	300	-
Speaking	300	2,500	300	-
Reading	-	-	-	1,500
Writing	-	-	-	1,000

\*Includes special words necessary to explain use

This assumes that during the first year students spend, in a fifteen-week semester, eight hours a week in the classroom, eight hours in the language lab and eight hours in homework and individual practice. In the second year, students spend six hours a week in the classroom, six hours in the language lab, and six hours in homework and individual practice. In the first two years, then, they spend 420 hours in class, 420 hours in language lab, and 420 hours in homework and practice—a total of 1,260 hours. We may give students more things to learn, of course, but my experience has been that very few of my students can master any more than this.

The amount of material in each category that students should master varies from semester to semester. During the first semester of the first year, I advocate that students should master pronunciation and sentence structure with a minimum number of words and characters. Therefore, I suggest that in that semester students should be able to master the skills shown in the following chart.

Chart 2: Skills Mastered First Semester of First Year

	Sounds	Words	Patterns	Characters
Listening	200	300	60	-
Speaking	200	250	60	-
Reading	-	-	-	200
Writing	-	-	-	150

In the second semester, students should be able to master the following additional skills.

Chart 3: Skills Mastered Second Semester of First Year

	Sounds	Words	Patterns	Characters
Listening	100	500	80	-
Speaking	100	400	80	-
Reading	-	-	-	300
Writing	-	-	-	250

In the second year, students should be able to master the same number of skills each semester. The total number will be greater than in the first year, as the following chart shows.

Chart 4: Skills Mastered the Second Year (Two Semesters)

	Sounds	Words	Patterns	Characters
Listening	-	1,700	160	-
Speaking	-	1,400	160	-
Reading	-	-	-	900
Writing	-	-	-	600

Although these were the statistics for my classes, others may find some variation. Many universities use three ten-week terms rather than two fifteen-week semesters, and there are other differences in length and intensity of courses. When authors write textbooks, they may give more material than my charts indicate because some schools will be able to use more.

### III. Special characteristics of Běijīng University's materials

#### 1. General characteristics

Published in 1987, the materials were written by authors with backgrounds in either education or linguistics. They understood students' needs and problems.

The eight-volume series is divided into three levels: beginning, intermediate and advanced. The materials flow well from one level to the next, but each level is complete and can be used separately.

#### 2. Contents

The beginning level emphasizes basic practice. The intermediate level consolidates previous learning and strengthens use. The advanced level focuses on reading and writing; the subject matters reflects China's society.

#### 3. Explanations

Each lesson in the beginning and intermediate levels gives clear analyses of grammar and pronunciation. At the beginning level, from lesson one to lesson eighty, every lesson stresses pronunciation.

#### 4. Exercises

The quantity of exercises is appropriate. Students should be able to complete these. The quality of exercises is very satisfactory, and the authors vary the types quite well. The exercises give a good review of each lesson.

### IV. Brief review of the three levels

#### 1. Beginning level--Hànyǔ Chūjí Jiàochéng

The authors are Dèng Yí, Xióng Yì, Zhào Yàn-Jiāo, and Wèi Dé-Quán. The contents of the three volumes include the following.

Chart 5: Contents of Hànyǔ Chūjí Jiàochéng

	Words	Patterns/Special Words
Volume 1	340	45
Volume 2	580	60
Volume 3	560	40
Total	1,480	145

These three volumes combine the audio-lingual and the communicative approaches. At the beginning level, from lesson one to lesson eighty, every lesson has pronunciation practice. Beginning with lesson 16, the authors introduce Chinese characters. The text of Volume 2, which begins with lesson 31, contains only Chinese characters, but the vocabulary is written in both characters and Pinyin. Volume 4 contains all

the characters in the first three volumes.

## 2. Intermediate level--Hànyǔ Zhōngqí Jiàochéng

The authors are Dù Róng, Yáng Yù-Xiù Gūo Zhèn-Huá, Qiū Pèi-Líng, and Máo Jǐng-Xiū. The contents of these two volumes include the following.

Chart 6: Contents of Hànyǔ Zhōngqí Jiàochéng

	Words	Patterns/Special Words
Volume 1	710	117
Volume 2	990	112
Total	1,700	229

The above figures include proper names. In addition to the main text, each lesson contains extra reading material that students can read quite easily.

## 3. Advanced level--Hànyǔ Gāojí Jiàochéng

The authors are Yáo Diàn-Fāng, Yáng Hè-Sōng, Zhào Yàn-Wǎn, Dài Guì-Fú, and Fù Mǐn. The contents of the two volumes include the following.

Chart 7: Contents of Hànyǔ Gāojí Jiàochéng

	Words	Patterns/Special Words
Volume 1	1,712	180
Volume 2	1,619	141
Total	3,331	321

These two volumes include the original versions of short plays and essays. Most of the explanation are in Chinese.

## V. Conclusion

These are very good textbooks. I think this series has more good points than older series. Some of the things I found particularly outstanding were:

- Pronunciation practice in each lesson in the beginning level, giving the serious student a good foundation;
- \* Practical grammar and pronunciation explanations;
- \* Extensive reading materials in the intermediate level, consolidating what students learned earlier;
- \* Reading selections as they appeared in the original sources in the advanced level volumes.

Although the series is very good, it could be even better. First, my students would profit if the use of Pinyin as well as characters continued beyond lesson 30.

Second, I recommend a supplemental book similar to Professor Madeline Chū's Patterns and Exercises, which accompanies Practical Chinese Readers.

Third, the authors used only simplified characters and did not include the traditional forms. Some advanced students wish to learn or at least see both.

Fourth, at the advanced level most of the explanations are in Chinese, which means teachers often will need to take extra time to explain fine points in the students' language.

I haven't yet had the opportunity to evaluate two new parts. First, the authors have used a new way, called Gòujiàn, to teach the writing of characters. They have abandoned the use of radicals and based their methods on the computerization of writing. As the volume in which they explained this system was not available, it's hard to know whether it will be an improvement over the traditional system.

Second, the audio (and video) materials that accompany the books were not available to me.

In selecting textbooks in the past, I have always advocated using German books for German students as these have provided appropriate practice materials. If German books cannot meet your needs, however, you must adopt China's or other nations' materials. (Currently several textbooks are being developed in various countries.) Meanwhile, I think Běijīng University's materials are worthy of your consideration.

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### 摘要

本文内容分以下各部:

1. 外国大学所需要的汉语教材。
2. 根据作者五年的统计分析, 美国大学密集教学头两年多数学生的吸收量。
3. ~4. 从质和量的角度, 衡量北京大学出版的教科书(汉语初级、中级、高级教程)。
5. 结论。

### 《学汉语》(月刊)简介

《学汉语》由北京语言学院主办, 是对外汉语教学的实用性刊物。1987年8月创刊, 向国内外公开发刊。

《学汉语》以帮助外国人学习汉语为宗旨, 读者对象主要是在华外国留学生和国外汉语学习者, 并为汉语教师和一般汉语工作者提供参考。它将以实用性、知识性、趣味性、通俗性的内容, 连续不断地为不同层次的汉语学习者服务。主要内容和栏目有: 汉语知识、汉语月课、汉语运用、课外辅助、学习问答、语法杂谈、词语杂谈、交际汉语、汉字学习、小说阅读、汉语节目、汉外对比、语病诊所、汉语文化、中国文化、习作园地、诗词赏析、北京人说北京话、外国人看北京、我与汉语等。

《学汉语》为月刊, 每月15日出版, 大32开本, 32页; 国内定价0.8元, 邮购每本加0.15元的邮资费; 国内统一刊号CN11-147/H; 国际标准连续出版物号ISSN1002-5790;

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### Der Chinesischunterricht an Frankreichs Gymnasien

Der folgende Bericht ist eine stark verkürzende Zusammenfassung des im Jahre 1991 herausgegebenen Weißbuchs des Französischen Chinesischlehrer-Verbandes (Association Française des Professeurs du Chinois: L'enseignement du Chinois dans le Secondaire en France. - 1991).

Dem Bericht vorangestellt ist ein **Vorwort** des Vorsitzenden der "Compagnie pour le Développement avec l'Asie de Stratégies Industrielles et Economiques", der, selbst u.a. diplomierter Sinologe, ausgeht vom Verlust der europäischen Vorherrschaft in Industrie und Technologie zugunsten Südasiens, dessen expandierende Wirtschaft in den Händen einer chinesischen Diaspora liegt. Vor diesem Hintergrund erhebt er die Forderung, daß Europa vom Fernen Osten lerne und das Chinesische als Fremdsprache in verstärktem Maße unter all denjenigen propagiere, die morgen Verantwortung in Wissenschaft, Industrie und Technik tragen. Konkret zielt er auf die Schüler und Studenten der naturwissenschaftlichen Disziplinen.

Die **Einleitung** des Weißbuches weist darauf hin, daß Frankreich im Bereich des Chinesischunterrichts an Gymnasien weltweit Pionier ist, sowohl was die Dauer seiner Geschichte wie die Zahl der unterrichtenden Schulen betrifft. Im folgenden definiert sich der Bericht als Ratgeber für das Erziehungsministerium bei dessen Aufgabe, den neuen Forderungen des Arbeitsmarktes nach chinesischsprechenden Fachkräften nachzukommen. Das Weißbuch verweist in diesem Zusammenhang mit Nachdruck darauf, daß das französische Gymnasium über reichliche unausgeschöpfte Ressourcen verfüge, die lediglich einer Mobilisierung bedürften. Eine Neudefinierung des Status der dritten Fremdsprache im Rahmen der anstehenden Reform des Gymnasiums erscheint dem Fachverband in diesem Zusammenhang eine denkbare Lösung für die Stärkung des Chinesischen im Sekundarbereich.

Die Genese der derzeitigen Situation erläutert ein **kurzer historischer Rückblick**: 1814 wurde am Collège de France der erste Lehrstuhl für chinesische, tatarische und mandchurische Sprachen und Literaturen errichtet, ein weiterer 1843 an der Ecole Nationale des Langues et Civilisations Orientales. Die Industrie- und Handelskammer Lyon finanzierte ab 1900 Chinesischunterricht, ab 1957 wurde die Sprache an Pariser Universitäten gelehrt. Mit der Erteilung von Chinesischunterricht am Lycée Expérimental Montgeron hielt das Chinesische schließlich 1958 Einzug ins Gymnasium. Ein Jahr später wurde die "licence" als universitäre Abschlußprüfung