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摘要:

中国的语言学没有研究外来词(借词)的传统,于1984年才出版了第一部由刘正谈、高名凯等编纂的《汉语外来词词典》。编者碰到了两种基本问题:一,查考每个外来词的来源。二,把汉语的外来词汇与本族语词汇明确地区别开来。本文首先探讨给外来词这一概念下定义的一般条件和前提,从历史和共时的观点得到两种不同的外来词概念。分时代地列举汉语曾经从其他语言借来的一些词汇的例子后,本文主要试论现代汉语里外来词(借词)的类型、特点和标准,并提出要进一步促进汉语外来词研究及编纂有关工具书的建议。

Innovations in Beginning Chinese Teaching Methods

In American Universities

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Chinese language teaching has been widely spread in the United States only about thirty years. We began later than universities in the United Kingdom. Before World War II, a few American universities started Chinese language courses, but the enrollment was low. Now many American universities offer Chinese courses.

When universities began introducing Chinese language courses thirty-some years ago, teachers had little experience with effective methods. They had to study and do their own research. Other foreign languages, such as German, French and Spanish, had a long history in the university curriculum. Professors teaching those languages had many years of experience and research to draw on. Their teaching methods and materials were changing, but they already had a strong base. Also, teaching English as a foreign language was developing very quickly at that time. Those professors also had solid experience and proven methods. Naturally the Chinese language teachers studied the methods being used by other language teachers to develop their own methods. Therefore, before I discuss beginning Chinese language teaching methods, I would like to analyze briefly the methods used in teaching European languages as foreign languages.

I. Commonly used European language teaching methods

A. The Grammar-Translation Method

This methodology was developed originally to teach Latin and Greek, but it was applied to the teaching of modern languages in the late 19th and early 20th centuries.

Its chief characteristics were these. Students first learned the rules of grammar and bilingual lists of vocabulary. Translation exercises followed. Then a test was given. The native and target languages were compared constantly, and the students had few opportunities to listen to or speak the language they were studying.

The method suffered from a lack of orientation, and many students found it strenuous and boring.

B. The Direct Method

Developed in the 19th century and advocated by Berlitz and Jospersen, this methodology was based on the way children learn their native language.

This method holds that language should start with the "here and now," simple objects and actions from everyday life. Teachers use pictures to avoid translation. Students hear complete sentences from the beginning. Correct pronunciation is emphasized, and grammar is taught through practice. Students reach reading goals with the use of dictionaries.

The chief potential drawback to this method is that the unstructured situation without corrections can result in the students speaking fluently but not correctly. Most university students are adults, so learning as children do doesn't always work.

C. Audiolingual Method

Rooted in behaviorist psychology and structural linguistics, this method was developed in the 1940s and adopted by the Defense Language Institute. In the 1950s and 1960s, it was very popular.

Under this method the native language is banned from the classroom. Students learn through "stimulus-response" techniques. Teachers use pattern drills extensively and keep grammar to a minimum. Textbooks have three basic parts: the dialogue, pattern drills and application activities.

The potential drawbacks here are that many students become frustrated by the lack of grammar discussion, and the monotonous repetition of drills doesn't always yield bilingual speakers. In the last two decades, this method has had great influence on teaching Chinese. The result has been satisfactory. If we can improve certain features of this method, it will serve us even better.

D. Cognitive Approaches

Developed by Noam Chomsky, this methodology derives from cognitive approaches in psychology and the belief that the mind is actively acquiring new knowledge.

The goal is to develop in students the same types of abilities that native speakers have. The instructor must move from the known to the unknown. The teachers and textbooks must be able to bring the students to situations that will promote the creative use of the language. Students learn to understand the rules rather than memorize, which means grammar must be explained in detail. In this method, language is always to be meaningful.

A possible problem with this method is that the teacher may spend too much time explaining grammar.

E. The Multiple Approach

Also known as the Cleveland Plan, this method was introduced by de Souza in the 1920s.

The Multiple Approach encourages spontaneous responses and avoids pattern drills. Cultural knowledge is emphasized in the teaching of the language, and the target language is the medium of instruction. Each lesson has a single emphasis, but listening, speaking, reading and writing are all taught at the same time. Grammar begins with explanations and moves to examples, and it doesn't dominate the class. The target language is introduced either through long dialogs with question-answer exchanges or through question-answer sentence exchanges.

The possible drawback here is that the strong emphasis on teacher-centered questions may put students on the defense. It also may prevent them from developing fluency, flexibility and creative skills.

F. Total Physical Response

James J. Asher developed this method in the belief that listening comprehension should be developed fully before any oral participation is expected.

He contends that understanding of the spoken languages is best achieved through movements students make in response to commands. Students aren't forced to speak before they are ready.

Some adults feel uncomfortable or embarrassed when this method is used.

G. The Natural Approach

Tracy Terrell developed this methodology.

Here all classroom activities are devoted to communication. Explanations and practice are done outside the classroom. Students are not corrected because that may be negative. They are given the opportunity to acquire language rather than being forced to learn it. Learning vocabulary is seen as the key to speaking.

The most obvious drawback of this method seems to be the lack of concentration on building toward accuracy. Another problem is that students may not be motivated to speak the target language if they are not required to do so.

H. The Silent Way

Introduced by Caleb Gattegno, this approach is based on the philosophy expressed by three key words: independence, autonomy and responsibility. The method assumes students work with their own inner resources and nothing else. The teacher guides students in the process.

In this method, teaching is subordinated to learning, which is not primarily through imitation or drill. The teacher remains silent, and material is never memorized by rote. The teacher and students use only the target language.

The drawback here is that learners don't work with authentic, culturally based materials, and they have few opportunities to hear native speakers.

I. Communicative Approach

Also called communicative competence, this approach has been familiar to teachers since the 1970s.

The goal is to learn a language for social communication, to use the language correctly and fluently. It advocates teaching a combination of listening, speaking, reading and writing and encourages students to communicate in the language from the beginning. The students rather than the teacher take the central position in the learning and teaching process. This method has many worthwhile techniques that teachers would do well to adopt.

The problem with this method is that the teacher must be skilled in leading the students when they have no or very little knowledge of the language. The necessary teaching materials, which have to be coordinated with situations, are lacking, so the teacher must design the materials and the presentation. Some of the currently used textbooks have units that teachers can draw on, but none gives substantial material.

II. Commonly used beginning Chinese teaching methods

Now I would like to discuss commonly used beginning Chinese language teaching methods developed in the United States in the last forty years or so. Among the pioneers were Professor Y. R. Chao, who invented a new spelling system and did important research on Chinese grammar and teaching methods, and Professor F. G. Li, a highly respected scholar at Washington State University.

A. The Yale Method

The Yale Method, also known as the Yale System, was created by professors at Yale University during World War II. They created not only a spelling system but also teaching methods and materials. Yale advocated oral learning first; reading and writing come a little later. Each lesson may be divided into the following steps.

1. Grammar explanation is given in English to a large group of students.
2. Groups of eight or nine students do drills, with each lesson divided among pattern drills, question-and-answer drills, number drills, sentence-making practice, memorization and conversation.
3. A large group practices translation and has the opportunity to question the teacher.
4. Students work in the language lab three or four hours for each lesson. They listen to tapes (some at normal speed and some at faster than normal speed) and answer comprehension questions.

Yale prepared its own series of textbooks--**Speak Chinese, Chinese Dialogs, Read Chinese (I, II, III)**--to use with this method. I participated in the preparation of some of those texts and in the development of the program. Many universities adopted the books and method. When the books became outdated, other texts--the **Spoken Standard Chinese** series and the **Written Standard Chinese** series--were written and the method was revised. These are still up to date and provide very good materials.

B. The Rassias Method

Professor John Rassias' method grew from his experience in teaching French at Bridgeport University. In 1965 he started to teach French at Dartmouth and further developed his method. Other teachers, including Chinese language teachers, adopted it. His method is similar to the Yale Method. He advocated explaining grammar in large groups and then breaking into small groups to drill. He used trained advanced language students rather than professionals to conduct the drills. For European languages, it may be relatively easy to find well-trained advanced students, but this isn't true for Chinese. In a fifty-minute session, each of the eight or nine students has about fifty chances to speak. He also uses the language lab.

From June to August 1989 Professor Rassias will be leading a collaborative program to improve instruction in language and culture courses. This is the third such session, but this will be the first to include Chinese with European languages.

C. The National Defense Institute

Because the program is quite large, the Institute has prepared its own teaching materials. The method is very similar to the Yale Method. Because the Institute serves the military and many of the students are not college students, I won't discuss this further.

D. Other Methods

Many other universities have developed methods different from those mentioned above, but the programs are small and the developers have not published textbooks, so these are not well known.

III. Innovative teaching methods for beginning English-speaking Chinese language students

When I say beginning Chinese, I mean the first twelve credits. That would be best taught in two semesters.

A. Elements to consider in choosing teaching methods

No matter what we are doing, the method is important. This is true in teaching Chinese also. Some teachers are teaching very successfully, but some are not. There are many reasons for their success or failure, but the most important factor is the teaching method. Therefore, we Chinese language teachers must develop an efficient method that everyone can refer to.

Language is an ocean. You cannot see the boundaries. So where do we start? In Chinese, we say 万事起头难 "No matter what you do the beginning is the most difficult part." Western people say, "A good beginning is half of success." So we can see that all cultures agree that the beginning is important. If we have a good start, students move through the door into the mansion of the language. Once they are through that door, we can teach smoothly and they can learn easily. Beginning Chinese is this process of entering the door. They are not yet in the mansion. Teaching beginning Chinese is the most important part of any stage of teaching Chinese. If beginning Chinese students do not do well, they will not do well in intermediate or advanced Chinese. In fact, they may be unable to take intermediate Chinese. Therefore, beginning Chinese is extremely important to the entire program. That's why I am discussing only beginning Chinese in this paper.

Beginning Chinese is a course. It is formal teaching. When we discuss methods, therefore, we must discuss principles of education, of psychology, of linguistics. We must know how students think and feel.

In an English-speaking area, Chinese is a foreign language. We must pay special attention to the principles and practices of teaching a foreign language.

In an English-speaking area, the environment is not a Chinese environment. We must consider how to teach Chinese efficiently within a non-Chinese environment.

The Chinese language is not like other languages. When we teach Chinese as a second or foreign language, we have to consider the special characteristics of Chinese.

We teach Chinese in colleges and universities, and we must recognize that our students have a sound educational background. They can understand many things. They have a special purpose in studying the language. Whatever method we use, we must approach our students on the college level, not as youngsters or tourists, to meet their needs.

Earlier I described several methods used in teaching European languages. Each one has some good points, but not one is completely suitable for teaching Chinese. Therefore we must develop our own methods, and in doing so we must consider the elements I have just mentioned: education, psychology, linguistics, the environment, intellectual ability and purpose.

B. The goal of teaching

Our goals in teaching must be related to the students' goals in learning. The teacher's goal is to help students reach their goals. If the teaching method is good, it will assure that the teacher and students reach their goals. Students' goals vary, but in general most students want to be able to listen to, speak, read and write Chinese. That means that our teaching goals must be to teach students to use Chinese to communicate, to discuss, to negotiate, to express their own thoughts and emotions to Chinese people. We have to prepare our students to do this fluently.

C. The basic teaching principles

Teaching should begin with watching and listening. Then speaking, reading and writing should be added.

1. Watch Listen → Speaking → Reading → Writing

Each is of equal importance.

2. From the beginning, it is better to teach the spoken language and the characters at the same time.
3. Use teaching aids.
4. Pay attention to the results.

IV. How to carry out the basic teaching procedure

A. Watch and listen to films and videotapes

These let the students watch and listen at the same time. We can make situational videotapes based on each lesson's contents. Videotapes with dialog written in Chinese characters are particularly useful. Each lesson's videotapes can be approximately two or three minutes long, at least early in the course. As students progress, the videotape lessons may be longer. Before going to class, students should watch videotapes a few times by themselves, probably in a language lab. While they are watching, they are also listening, of course. After watching and listening a few times, most students will understand the major part of the vocabulary and structure. During the class time, the teacher will not have to spend a lot of time on explanations.

Why do I advocate watching the tapes before going to class? Because I think watching can help listening. Listening may help students understand what they see. Watching and listening to the situational videotapes supplies the language environment. Watching and listening provide a foundation for speaking. They lead the students toward speaking. Watching and listening can raise the students' ability for speaking. Speaking and writing are results of listening and watching. The purpose of the watching and listening is to become able to speak and write. Watching, listening and speaking help each other. If a student can watch situational videotapes before going to class, it may increase, deepen and strengthen the student's impression. This will help students learn the Chinese language. Of course during and after the class students may watch the video again.

What we see through the light is transmitted through our eyes to the brain. What we hear through the disruption of air is transmitted through our ears to the brain. If students only listen to what the teacher says, the message is transmitted to

the brain through only one channel. If students watch situational videotapes while listening, the message is transmitted to the brain through two channels. It is twice as effective.

B. The introduction of grammar

1. If students watch the videotape before going to class, they may already understand the lesson's vocabulary, pronunciation and patterns or sentence structure. Even if they understand just part, it saves precious classroom time. Teachers may use two ways to teach patterns. First, the teacher may use discussion, asking the students to explain what they understand and then adding what the students missed. Second, the teacher explains the patterns.

2. Because the students' vocabulary is limited in beginning Chinese, the teacher may use English, but the less the better.

3. After a pattern is introduced, the teacher must use good exercises and examples to support the learning. If the teacher only explains without giving practice or doesn't offer enough practice, students cannot remember a pattern. They will not be able to use the language. Practice is the best method for students to consolidate what they have learned.

4. The order in which the teacher introduces patterns is important. Those patterns we use in our daily life should be introduced first because students will find opportunities to practice these patterns. The same is true of vocabulary. Words we use in daily life should be introduced first. This makes the training practical, and valuable.

5. Comparing Chinese and English is helpful to the students. Let them know what the differences are. They must understand that speaking Chinese doesn't mean simply putting its vocabulary into the structure of their native language.

C. Pronunciation Practice

Pronunciation doesn't require much explanation, but it does require a great deal of practice.

Monosyllabic and polysyllabic words, the different tones and the combination of tones must be mastered. We must pay special attention to practice of tones.

We must help each student practice each intonation and then each intonation within a natural conversation.

We must make the students able to distinguish tones and similar sounds.

If some students have special difficulties with certain words, we have to focus on individual practice.

D. Speaking

To learn a foreign language, you must practice, especially speaking. Some students don't practice diligently, and some don't seem to practice at all. We must motivate them to practice diligently. We must get them over their reluctance to open their mouths, to risk making mistakes. We have to make every effort to get them to speak and to speak well. Pronunciation and intonation must be accurate. Some students who can read cannot speak. This is because they need repeated oral practice. We must push them to practice speaking again and again.

Speaking practice should be diversified. For instance, the teacher may use imitation, sentence making, question and answer, dialogs, short speeches and oral translations. Teachers should strive to help students speak Chinese naturally and break away from their own language.

Practicing speaking is the most important part of Chinese language teaching because its purpose is to consolidate what students learn. Only when students practice repeatedly can they put to use what they've learned. We should pay special attention to the following things.

1. Cut down on mechanical drills. Increase drills that offer an opportunity for creativity. Diversify the drills. Don't bore the students.

2. Practice in sentences, not just words, using the normal speaking speed and intonation.

3. If a sentence is long, divide it into logical segments to practice. When students become familiar with it, put the whole sentence together in the drill.

4. To give proper practice, the teacher needs to work with small classes, no more than twelve students.

5. Practice old material to reinforce patterns already learned.

Only through repeated, rapid oral practice can we make students form the habit of speaking Chinese. Don't forget that language comes from practice and habit. Learning a language is just practice and more practice. Cultivate a new language habit. Compared to practice, other things are secondary.

E. Reading and writing

If a foreigner wants to understand Chinese culture, intellectual thought, philosophy, history, development of modern politics and economics, knowing how to speak a little Chinese is not enough. The student needs to be able to read Chinese. Therefore, reading is very important, too. I would like to point out some basic considerations in teaching reading and writing.

1. Introducing Chinese characters in the beginning course

English-speaking students have trouble learning to read Chinese characters. In European languages, usually people who speak the language can read and write it. Chinese is different because Chinese characters do not represent pronunciation. Many foreigners use Romanization to help them when studying Chinese. Many people advocate waiting until students have a strong foundation in speaking before teaching the reading and writing of Chinese characters. They feel the characters are too difficult. Many students who learn the characters late do not have a good result. In my opinion, we should teach characters in the beginning--no later than a month after the course begins. Because characters are difficult, we should start students learning them as soon as possible. In the beginning course, grammar is simple and the vocabulary is limited. Students have time to study the characters. Furthermore, at the beginning level, students are eager to learn the new language and take satisfaction in mastering the puzzle of Chinese characters. Besides, if you don't introduce characters at the beginning level, when students begin the second year, they will have twice as much work to do to learn the characters. It's very hard to learn the characters for two years in one. Students will find it too difficult and not very interesting. For these reasons, we should introduce characters as early as possible.

Writing is a kind of comprehensive exercise. During the beginning Chinese level, students can practice only colloquial, not classical, Chinese writing. We can divide the practice into two steps, depending on the students' ability. The first step is to practice single characters. Writing practice should start from stroke order. Teachers should require students to follow the stroke order strictly. If you can have them use Chinese brush, it's even better. Students consider this very curious and appealing. When you practice stroke order, you also may introduce commonly used radicals. You may use dictation to help students practice. The second step, when the students' vocabulary and patterns have increased, is to practice sentences, short messages, short letters and translations.

2. Introducing both styles

Should we introduce simplified characters or traditional

form first? That's an interesting question. Many people think that if students learn the traditional forms first, they can learn the simplified characters easily later. Many people think the traditional form is too difficult for beginners to learn. My opinion is that we should introduce both at the same time. Students should be able to read both forms and reproduce either.

We also can use videotapes to introduce stroke order. Students may watch the videotapes in a language lab to learn characters. During the class the teacher doesn't need to demonstrate every character, just explain the important part. This saves a lot of time.

Teachers should teach students to be able to distinguish between similar characters. When they can do this, they can read and write easily.

Teachers should dictate to students and ask them to write from memory regularly.

Teachers should ask students to write simple messages, simple letters, a diary and other things for practice.

Reading and writing materials should correspond to speaking materials so that they reinforce each other.

3. Jīngdù 精读 and lüedu 略读

Divide the reading into two kinds, namely jīngdù and lüedu. The first kind, jīngdù, requires students to read thoroughly, understanding every word and meaning. The second, lüedu, is casual reading, understanding the context of the material. Teachers generally have paid more attention to jīngdù because from jīngdù students can learn vocabulary, pattern and structure. But lüedu, in general, does not perform these functions, so teachers pay less attention to it. Actually, lüedu is also very important.

From the standpoint of teaching, jīngdù is the main part. Lüedu can be considered only as supplementary. From the standpoint of result, however, jīngdù is preparation; lüedu is the purpose. From this we can see the relationship between jīngdù and lüedu. We also can see the importance of lüedu.

Reading is an important way to absorb knowledge. This is true not only for mother tongues but also for foreign languages. When we teach Chinese, we cannot neglect reading. Let your students read.

According to educational psychologists' research, the average person receives more than eighty percent of total learning through vision, but more than ten percent comes through hearing.

In the United States, most language professors pay the most attention to reading. In many American high schools, students in their eleventh year must read nine or ten books. Some high schools require them to read more than that. Usually teachers have students read in a one to five ratio, e.g., five books in lüedu style for each book read in jīngdu style. Students must write reports on their reading.

In teaching Chinese, we should supply materials for both jīngdu and lüedu reading. The materials for jīngdu should be coordinated with spoken language materials and should include new patterns and vocabulary they are learning in the lesson. Each lesson's jīngdu materials should have two parts. The first should have sentences. The second should have short stories, at least two or three. Teachers can select one or two stories to read in the class.

Jīngdu should pay special attention to every character, every word, every sentence and the entire lesson. We should ask students to read rapidly and to read more than once. We must ask students to read accurately, smoothly, naturally.

Lüedu may be considered as supplementary material to jīngdu. We also can consider lüedu as a review of jīngdu. Sometimes when students finish jīngdu materials, they feel they haven't read enough, so we may use lüedu materials as jīngdu. We should have more materials for lüedu than for jīngdu. Lüedu materials may cover some new words or patterns, but these should be limited.

F. Assignments

Assignments should not be just copying words from the textbook. Assignments should not repeat the content of the text. Assignments should allow students to be creative, to stimulate them and give them an incentive to do the work. Assignments also should serve to help students consolidate and review what they are learning. Assignments should be varied, not just translating or just writing sentences.

Teachers should give assignments to be done in class and at home. In-class assignments should be those in which students and teacher work together, particularly when new or especially difficult material is being covered. At-home assignments are the ones offering the greatest opportunity for creativity.

Teachers should take special care in choosing the content of assignments, and should correct and return students' assignments immediately. The assignments are an important part of the students' learning. Good textbooks should provide good assignments. Good teachers should spend much of their time on planning and going over assignments.

G. Examinations

Many people advocate giving few exams, but actually exams--quizzes, mid terms, finals--are very important. Examinations and assignments not only can check students' progress but also can verify whether the teacher's methods are successful. Exams should cover more than just the contents of the textbook. They should not use exactly the same material given in assignments. Exams should ask students to think, not just memorize. The exams should check whether students can use the language, not their mastery of its mechanics. Each exam should have a particular purpose. The teacher needs to know just what the exam should reveal about the students' knowledge.

Teachers may give exams regularly. These may be oral and written. Oral exams may be given in the classroom or in the language lab. Teachers may give written exams in the classroom with strict supervision to see that students use no aids or give students take-home exams for which they may use references. Take-home exams allow students to be creative, not just give back answers they have learned. Classroom exams may include translation, but this should be limited. Multiple choice and fill-in questions should be included.

H. Language laboratory

A language laboratory should have all kinds of teaching aids for both students and teachers to use. These should include tape recorders, slide projectors, video cassette recorders, film projectors, overhead projectors and language masters.

Audio tapes and video tapes both are essential so that students may watch as well as hear. Teachers may use those commercially prepared or make their own.

The tapes should not just cover the textbook. They should present stories and situations based on the vocabulary or grammar. The contents should be coordinated with the textbook, the assignments and daily life. Some tapes should be for careful study and repeated use; some should be for casual use, having an element of entertainment.

Right after the students have listened or watched, they should do short assignments or take quizzes to check on what they've learned.

Language labs should have computer equipment for students to use in practicing reading and writing. Unfortunately, we have relatively little computer material for teaching the Chinese language, but these surely will be developed soon.

Language labs, classrooms, and the professors' offices should be near each other so the professors can go to language lab easily and supervise the students.

Professors need to urge their students to go to language lab regularly.

V. Conclusion

No matter what methods the teacher wants to use, one method will not work for everything over an entire year. A certain method may be particularly suited to teaching a specific word or pattern, but another method may be more effective in teaching other words or patterns. The Chinese language teacher must use various teaching methods.

Chinese language teachers should provide a natural, lively, varied oral practice environment. A good basic rule is: Lecture less, practice more. Pay special attention to what students learn, not just what you try to teach. Teachers must cover a certain amount of material within their scheduled time, but covering material is meaningless if the students do not master it.

$$\text{Results} = \frac{\text{Time spent teaching}}{\text{Quantity} \times \text{quality}}$$

Teachers can judge their own success or failure by the results of the students' assignments and exams. If necessary, the teachers should try to improve themselves immediately.

Teachers should arrange after-class language activities for students. For instance, almost every university has many Chinese students. Some of them speak pure Mandarin and want to practice their English. Chinese language teachers may match those Chinese speakers with Chinese learners. Have small groups get together at a certain time and place to speak English half of the time and Chinese the other half. Both sides benefit. Teachers also may be able to arrange for students to go to a Chinese-speaking area to study for a summer or year. But students don't have to go so far to hear Chinese. The teacher can take them to a Chinese community--a church, restaurant, festival, opera, movie, bookstore, etc. Students not only practice the language but also come to understand the culture.

If teachers see that students are having some difficulty with a certain thing, the teachers should try to determine exactly what the problem is and solve it immediately.

During the class, the students should play the central role. The teacher should help students to realize their learning potential.

The teacher should create a Chinese language environment for the students that encourages them to speak.

The proportion of time the teacher spends speaking should be much less than that of the students. Try to maximize the time for students to speak Chinese and minimize the time the teacher speaks English.

We must not forget that students have to work hard to learn. No method can succeed if the students don't want to learn.

Teachers should read publications in Chinese to keep themselves current on usage and should read professional journals and attend conferences to learn about any new methods or materials. Teachers should observe other language teachers at work. It is useful to see how commercial language schools work with students. During professional conferences, professors give papers and present theories. I suggest that conferences should include opportunities to observe teachers carrying out their theories in the classroom.

Theory is wonderful, but we must deal with application on a day-to-day basis in our classrooms and, therefore, at our professional meetings. For example, I would like at some future conference to not only present a paper about examinations but also give copies of an examination for comments by participants.

Textbooks go a long way toward determining the teaching methods we can use, so I hope that textbook publishers as well as my fellow teachers will consider what I've said.

Whatever methods or materials we use, we teachers must keep in mind that our students' goal is that of an old saying, 学以致用, "We learn in order to do."

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提要

美国各大学开始教授汉语时，汉语教师没有一定的教法可以遵循，于是乃多参考以欧洲语言为外语的教学法。因此本文第一部先就以欧洲语言作为外语教学的方法择要介绍。

美国普遍以汉语作为外语教学很晚，第二次世界大战期间耶鲁大学语言学教授、汉学专家及汉语教授多人合作，创始了耶鲁方法（亦称耶鲁制度）。不仅发明了耶鲁拼音方法，也编著了一套教材。由浅入深，自初级以至高级。使学生密集式学习。学到听、说、读、写技能。当时耶鲁方法及耶鲁教科书，在各地普遍被采用。一直到现在仍有很多大学在用。近年虽然各地出版了很多不同教科书，但直接、间接受耶鲁方法影响的很多。作者曾在耶鲁任教、编纂教科书、辞典，并负责行政工作。因此对耶鲁方法作了详细介绍。近年达盖兹大学瑞西亚教授把他的法语教学法推广到其他语言，作者也在本文第二部加以介绍。

作者一向提倡方法论。特根据教育理论、汉语的特质、学生学习汉语的目的、作者的教学经验、以及多次在各地考察与同业交换的心得，研拟了一套视听教学方法。在本文第三、四两部分分析。尤其是教学实务，即如何使教育理论配合实际教学，作了有系统的研究。供对外汉语教师、教科书著作者及学生参考。本文所述，是针对以英语为母语的学生为教学对象

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