Papers Presented at the 3rd China-Canada TCSL Symposium 2006
第三届中加汉语教学研讨会论文 **2006**

Main Theme:
"TCSL Textbooks and Teaching Resources in the New Century"
主题："新世纪汉语教材与教学资源之探究"
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"新世纪汉语教材与教学资源之探究"

尊敬的汉语教师和朋友们，

　　全球性的 "汉语学习热" 已经使得汉语作为第二语言的教学成为国际共同关注的事务。中国国家对外汉语教学领导小组办公室，为了顺应海内外汉语教学的发展和汉语学习者的需求，积极展开了在全世界建立五百个孔子学院作为汉语教学国际推广点的工程。在这个情况下，汉语作为第二语言的角色将面临全新的挑战，而汉语教学与教材也必将接受严峻的的考验。

　　此外，国际社会对经济全球化和文化全球化趋势所作的宏观调控，正日益迫使第二语言的教学与教材采取相应的革新措施。如何顺应各国语言教育政策，配合各国文化和生活习俗，应用科技创新与网络平台，运用积极有效的教学法，开发生动而实用的教材，满足各国学生学习汉语的特殊需求，深化汉语作为第二语言的角色与功能，已经成为新世纪汉语教材编写的重要指标。尤其在加拿大集锦文化的建构中，汉语教学责无旁贷地更要完成使中华文化成为加拿大多元文化重要环节的伟大任务。汉语教学与教材的革新无疑地更是一个刻不容缓的议题。

　　加拿大中文教学学会有鉴于此，将今年研讨主题定为" 新世纪中汉语教材与教学资源之探究 "， 来探讨汉语教材与教学资源所面临的挑战，寻求因应与改革的措施，以期开创汉语教学更好的远景。我们也特别邀请汉语教材出版界最大的，也最具权威的北京语言大学出版社，在大会期间举办加拿大有史以来最大的汉语教材精品书展， 好让海外的汉语老师和家长们有机会参阅评比最新和最精彩的汉语教材。今天，我们更将在学会网站上启动"教材与教学资源中心"，向全国的汉语教师与家长们，免费提供有关汉语教材与教学资源的最新资讯。

　　我要特别感谢中国国家汉办许琳主任，王鲁新处长，刘京玉处长，中国驻温哥华总领馆教育组薛亚霏参赞，夏建辉领事，卑诗理工大学孔子学院院长谷丰博士和杨良经理。他们长期以来的赞助，鼓励和支持，是本会工作的原动力。我也要感谢北京语言大学出版社社长戚德祥博士和总编辑刘珣教授。他们排除万难，促成此次书展，对汉语教学的国际推广功不可没。本会教学资源委员会主席吴小燕博士筚路蓝缕，草创教学资源中心；会议委员会主席吴丽珠老师总责庶务，筹划三会；常务理事和义工们一年来任劳任怨，热心奉献；我要对他们致最高的谢意。最后，感谢大家拨冗与会，共襄盛议。

会長 陈山木
2006/04/28

TCSL 教材的发展趋势

北京语言大学　　刘珣

在加拿大汉语教学和世界汉语教学面临大发展的今天,研究汉语教材问题和教学资源问题，显得更为重要。

本文的两个主要论点是：汉语教材的发展应从汉语教学的特点出发,顺应世界第二语言教学总的发展趋势，走综合化的路子；同时汉语教材的编写要体现适应不同学习对象的需要的多样化的原则。

1."非普遍教授语言"与汉语教材的不足

长期以来，汉语在北美特别是美国被称为"非普遍教授语言"（ Less-commonly taught language ）。

这种情况也形成了长期以来汉语教材的单一性。以中国大陆出版的汉语教材为例，绝大多数都是供院校的大学生用的，教材的适用范围、类型、品种很不齐全：初级教材很多，中高级教材少；成人用的多，儿童用的少；纸质教材多，利用现代信息技术、网络多媒体教材少。特别是教材所体现的教学法单调划一，缺乏新的探索，缺少创意。

2.关注第二语言教学法发展的新趋势

第二语言教学出现了一些新的趋向：

在掌握基础知识和基本技能的基础上，培养目的语的交际能力，是第二语言教学的根本目标；

以学生为中心，让学生成为学习活动的主体，教师和教材都要为学习者活动服务，是第二语言教学的指导思想；

重视认知因素，进行智力型教育，培养学生正确的学习方法和学习策略，让学生主动地、创造性地学习；

重视情感因素，减轻学习者的心理压力，增强学习的自信心和成就感，不断激励学生的学习动机；

充分利用或营造语言环境，加大目的语的输入，不仅在课堂中而且在社会实践中学习和运用目的语；

充分利用现代化的教育技术手段，形成立体化的教学，增强学习效果。

以上这些第二语言教学界绝大多数人的共识，对汉语教学来说，也是同样适用的。因此这些共识应当成为我们教材编写遵守的主要原则。但如何运用这些原则编写汉语教材，则还需要充分考虑到汉语教学的特点和各地汉语教学的实际。

3.汉语教学界有关教学法的争论

面对其他第二语言教学法流派纷呈的局面,汉语教学应该走什么教学路子（ approach ），这是一个需要深入探讨的问题，也是汉语教学界长期争论的问题。

美国在上世纪八、九十年代，随着所谓"Proficiency movement"的兴起，曾有过一场有关汉语教学法的争论。争论的焦点是以语言功能教学为主，还是以语言结构教学为基础。

90 年代初的争论，到今天看来也还没有真正结束；争议的问题不仅是语言教学方面，还涉及到文化与语言教学的关系。

这也在一定程度上反映了 TCSL 教材的编写必须面对的汉语教学的复杂的情况。

造成这一情况的原因很多，其中汉语被看作是第四类的"真正的外语"是一个重要的因素。

4.作为"真正的外语"的汉语教材编写，需要走"结构、功能、文化相结合"的综合化路子。

对以印欧语系为母语的学习者来说，汉语是最难学的"第四类语言"，除了汉字以外，主要是因为汉语的语言形式，它所体现的结构规则，甚至语言中所包含的文化因素，都与印欧语系的语言不一样。他们在学习汉语时，其母语的规则体系对建立汉语新的规则体系不仅没有什么帮助，反而形成了干扰，他们需要克服母语已经养成的习惯——诸如词形的变化，而建立一套全新的汉语规则体系。这就使得在汉语教学中，语言结构的学习显得十分重要。

另一方面，功能的教学同样重要。早在 80 年代初中国学者就提出了"结构与功能相结合"的教学原则，90 年代又提出"结构、功能、文化相结合"的教学路子。都是为了从汉语的特点出发，顺应新世纪第二语言教学的总趋势，在汉语教学中较好地解决长期以来一直有争议的"结构、功能、文化"三者的关系问题。我们认为结构是基础，功能是目的，文化是条件；在汉语作为第二语言教学中，这三者缺一不可。

中国大陆的大部分学者和汉语教师们，都认为"结构、功能、文化"三结合，是符合第二语言教学总趋势，同时又能针对汉语作为"真正外语"这一特点而提出的综合化的教学路子，同时也是教材编写的路子。

5.汉语教学大发展的新形势，要求教材体现适应不同学习对象和需求的多样化原则

汉语教学大发展的新形势，迫切要求汉语教材多样化，以满足不同学习者的不同需求：

　　除了学院式、系统化的教材外，更需要大众化、普及式教材；

　　除了成人、大学生用的教材外，更需要中、小学生、少儿教材；

　　除了纸质教材外，更需要多媒体网络教材；

　　特别需要吸取其他第二语言教材的长处，在教学方法上进行改革和探索。

近年来中国大陆的学者、教师，在教材的编写中注意进行新教学方法的尝试：

（1）速成、强化教学研究

（2）"字本位"教学的研究

（3）交际法教学的一种模式——图片教学研究

（4）中小学、少儿汉语教材的研究

（5）多媒体网络教材研究

（6）对 TESOL 教材的研究与借鉴

以上挂一漏万地介绍了中国对外汉语教学界和出版界对汉语教材和汉语教学资源进行研究、制作的几个方面。它在一定程度上也反映了中国的 TCSL 教材发展的新趋向。

对外汉语教材出版的探索与实践

北京语言大学出版社社长兼总编辑　　戚德祥

一、北语社参加本次会议的动因

1、教材建设是实施对外汉语教学的重要组成部分。

教材建设关系到学校的培养目标、课程体系、教学内容、教学方法和教育技术，是学科发展水平的综合体现。我认为，中文教材的研究与实践也应是中文教学不可缺少的内容。北京语言大学是中国唯——所以对外汉语教学为主要学科的高等学校，我们有责任、有义务致力于对外汉语教材的建设。就我们出版社而言，不仅是一个教材、图书出版单位、还是汉语教材研发单位和语言培训单位。因此，我觉得我们的加入会使此次研讨会内容更加丰富，会给代表们提供更多的对外汉语教学和教材信息。

2、对外汉语教材研发出版是北语社的主要工作。

我社是依托北京语言大学第二语言教研优势与教学资源建立起来的。出版社成立 20 年来，主要人力、物力和财力都投入于对外汉语教材研发出版。迄今为止，我社已出版各类对外汉语教材、教学辅助教材和学术著作 1500 余种。尤其近两年来，我社坚定地走特色化、专业化发展之路，不断创新，出版的汉语教材无论在内容质量、编印质量还是在丰富品种上，都有了飞速的发展，仅 2005 年出版的新品种汉语教材就是过去两年出版的总和。同时，我社还在源源不断地开发更多的立体化教材，以最大限度满足世界不同地区汉语教学的需要，为提高世界中文教学水平服务。

3、结识更多的朋友，寻求更多的合作伙伴。

本届会议规模较大，来自加拿大各地的中文教师、学者汇聚一堂，共同探讨中文教学大计，这无疑为我们之间的交流和沟通提供了契机。在教育国际化发展如此迅速的今天，合作已成为发展的主旋律。在合作中谋求发展，在合作中获得

更大的效益，已成为大家的共识。北京语言大学出版社本着合作双赢的思想，愿意与大家成为很好的合作伙伴，共同推动加拿大中文教学的发展。

二、北语社致力于对外汉语教材出版的理念

我社致力于对外汉语教材出版的理念概括来说就是：两个满足，三个结合，四个意识。

即：坚持二个满足：满足教学需要、满足学生需要。

强调三个结合：对外汉语教学理论研究成果与教材设计相结合；对外汉语教材研究与教材开发相结合；对外汉语教学实际与教材编写相结合。

树立四个意识：精品意识、创新意识、合作意识、服务意识。

我认为只有做到这些，才能从单纯的出版、发行中摆脱出来，更加注重对外汉语教学的研究；才能研发更多更好的教材为对外汉语教学服务。

三、北语社致力于对外汉语教材出版的实践与探索

1、致力于研发符合汉语教学需求的汉语教材

随着对外汉语教学的蓬勃发展以及学科体系的日趋完善，从教与学两个角度上，都对对外汉语教材的建设提出了更高的要求。形势的发展，迫切需要体现汉语特点和地域特点、符合语言学习规律和教学规律、以学生为中心的高水平的汉语教材。近两年来，我社根据海内外汉语教学的需求，采取与国外中文教师合作研发等方式，出版了多种具有针对性、本地化的汉语教材。如我们已出版的有《新实用汉语课本》、《长城汉语》、《汉语乐园》、《基础商务汉语》、《快乐中国—学汉语》、《基础汉语》等系列立体化教材，即将出版的有《美猴王汉语》、《世界少儿汉语》、《轻松学汉语》、《嬉哈说唱学汉语》、《商务汉语》、《中国文化 100 题》、《人文中国》、《中国表情》、《图说中国》等包括儿童汉语、大中学生汉语、中国国情和文化读物在内的系列汉语教材。

我社在对外汉语教材研发中，按照第二语言教学的理论和方法，努力体现以下特点：

第一，以不同国家、不同地区汉语教学类型、课程类型和教学对象及其学习

目的为出发点，注重教材的针对性。

第二，遵循第二语言教学原则，注重教材的科学性和规范性。

第三，以语言技能训练为主，突出第二语言教材的实践性。

第四，在教材设计和编写过程尽最大可能来增强教材的趣味性。

第五，利用多媒体和现代网络技术实现教材的立体化。

我社每年投入 2000 多万元，按照汉语教材研发规划，在全世界进行教材招标，重点研发、出版面向不同国家和地区、不同层次要求的多样化教材。

2、致力于汉语教师及汉语教材使用培训

教师培训是提高教育质量的重要保证。汉语教学质量的提高取决于汉语教师教学质量的提高。因此，汉语教师培训是国内外汉语教师队伍建设的重点。北京语言大学语言培训中心设在我社，我们充分利用学校的资源优势，从 2004 年起，积极开展了国内外汉语教师的培训工作。

——我社承担了国家教育部"新疆中小学汉语骨干教师培训项目"，每年培训 300 名新疆中小学汉语教师，2004 和 2005 二年共培训 600 人。

——我社开展了外国中文教师和学生的短期强化培训及教材使用培训。2005 接受了来自美国、韩国的 4 个短期研修团，今年还将有 7 个短期团来我社研修、强化培训。我们力图通过短期汉语培训来推动国内外汉语教师队伍建设，也把我社的优秀教材推广到世界各地，从而促进汉语教学的发展。在这方面，我社愿意与与会代表进行广泛的合作。

3、致力于网络对外汉语教育

网络教育既是国际教育的发展趋势，也是实施对外汉语教学的重要手段。我社利用我校的教学资源，积极开展网络对外汉语教育。目前，我社正筹建"中国汉语学习网"，实施对外汉语学历教育、汉语培训、教师培训和汉语水平考试辅导，以满足世界各地汉语学习者的需求。同时，我社还在进行汉语教学资源网的改造，通过汉语教学资源网建设，实现与海内外作者、读者、客户的互通互动及管理的网络化、服务的迅捷化。

四、北语社汉语教材建设发展战略与规划

1.发展战略

坚持走"针对性、系列化、普及型、立体化"教材发展战略。即：

针对性：针对不同国家和地区学习者的学习特点开发本地化教材；

系列化：从同一难度等级教材的横向配套和不同难度等级教材的纵向配套两个方向配套开发教材；

普及型：根据各个国家和地区汉语学习者的基本需求和实际状况开发基础性汉语教材；

立体化：充分利用图书、多媒体电子出版物和网络出版不同介质的优势立体化开发教材。

2. "十一五"发展规划

总体规划

对汉语教材市场进行综合、全面地分析，实施"北语社汉语国际推广计划"。根据不同国家、地区汉语学习的实际情况，在强化品牌建设的同时，全面推出15个项目包含近50个产品线的汉语国际推广项目，塑造一批支撑我社并享誉全球的精品教材，以满足不同年龄、不同类型学习者的学习需求，突出我社汉语教材的强势。

汉语国际推广计划项目

我社汉语国际推广计划项目既有针对少儿、青少年和成人的各类汉语教材，又有面向外国人的、中国大陆出版的唯一的汉语学习杂志——《学汉语》。

(1)针对少儿和青少年的汉语教材区分为面向华裔和面向非华裔的汉语教材。

面向华裔已开发和正在开发的教材有:适合幼儿使用的《快乐幼儿华语》,适合海外中文学校小学和中学使用的《通用中文课本》、《开开汉语》、《新意中文》。面向非华裔的有:适合幼儿园使用的《美猴王汉语》、《嘻哈说唱学汉语》;适合普

通小学使用的《汉语乐园》、《世界少儿汉语》,适合中学使用的《轻松学汉语》,以及适合国际学校使用的《易达汉语》。

(2)针对成人的汉语教材主要分为课堂用教材、教辅读物、教师用书和工具书四大类。

【课堂教材】

针对不同国家和地区有针对性地开发本土化教材。针对欧美地区开发的综合类教材有用于孔子学院的、大型网络多媒体系列教材《长城汉语》;有用于大学的《新实用汉语课本》、《新世纪汉语》和《大为和海琳在中国》。

适合于长期进修教学的教材:《登攀》、《发展汉语》。

适合短期教学使用的教材《汉语强化教程》、《相会在中国》和《汉语短期强化系列教材》。

多媒体教材包括老品牌的立体开发,如《汉语会话 301 句》、《新实用汉语课本》、《中级汉语听和说》、《说汉语》、《汉语教程》等;也包括新品牌的开发,有与中国中央电视台合作开发的集语言习得、文化学习和中国风景名胜欣赏为一体的、采用高清技术拍摄的系列视听说教材《快乐中国--学汉语》等。

文化类教材有《中国文化四精编》、《感知中国》系列、《图说中国》、《镜头里的中国》等。

商务汉语教材有分为初、中、高三个阶段,以包括商务汉语言语技能训练教材和商务基本知识教材的《世纪行商务汉语》系列;有以综合训练为主的《经贸汉》;有以商务口语会话为主体的《基础商务汉语会话与应用》。

汉语选修课教材的开发旨满足学习者不同的学习兴趣和学习需求,有《汉语口语习惯用语教程》、《听故事学成语》、《外国人说熟语》、《中国概览》及《看电影学汉语》、《听歌学汉语》、《看动画学汉语》等。

【教辅读物】

既有不同程度的分级读物,如《中国结》系列、《汉语阶梯阅读》、《汉语快速阅读》等,又有"汉语有声读物系列";既有满足不同场合用语需求的《实用汉语学习丛书》,又有随用随学、携带方便的口袋书《汉语手边书系列》;既有各类

汉语知识学习用书，如《汉语虚词 30 讲》、《对外汉语教学实用语法》等，又有各类 HSK 考试用书，如《HSK8000 词词典》、《HSK 速成强化教程》、《HSK 应试速练》、《多媒体 HSK 模拟试题集》等等。

【教师用书】

有用于教师培训的《汉语教师培训系列教材》，有用于教学的《对外汉语教学挂图》和多媒体《对外汉语教学名师示范》，还有关于教学研究的理论与实践著作。

【工具书】

针对第二语言学习特点开发系列"外国人学汉语工具书"，包括由对外汉语教学专家王还先生主编的《王还汉语词典》和《汉语近义词典》；包括历时十年编写而成的《学汉语用例词典》；包括适合初级汉语学习者使用的、全部用拼音标注的《当代汉语学习词典》；包括各类专项词典，如《1700 对近义词使用区别》《汉语虚词词典》、《汉语近义词使用区别》、《现代汉语常用词用法词典》、《学汉语百科词典》等。

（3）《学汉语》杂志

是面向外国人的生活汉语杂志。既可从中学到实用的汉语，又能了解中国文化，同时也可作为最鲜活的课堂补充学习材料。我们将致力于把《学汉语》杂志办成国际型的汉语学习品牌杂志，使之成为汉语学习者的良师益友。

五、北语社汉语国际推广的优势

1. 拥有享誉世界的品牌

北京语言大学是中国唯一一所以对外汉语教学为主要任务的高等院校，北语社依托于学校的优势，成为中国唯一一家对外汉语教学专业出版社。

2. 拥有强大的作者队伍和高水平的专业编辑队伍

北语社建立了以北京语言大学 500 多名对外汉语专业教师为主体的作者队

伍。此外，北语社的作者还遍及海内外。

作为中国唯一的对外汉语专业出版社，我社在对外汉语图书的策划编辑出版方面积累了丰富的经验，具备雄厚的人力资源。 我社编辑不仅均为对外汉语教学及语言学相关专业硕士或博士毕业，而且也一直从事本学科的研究， 具有很强的策划能力，能很好地把握选题，与作者进行专业性探讨，而且在教材编辑阶段能够从专业角度保证该教材的知识准确性和论述严谨性，为教材提供最有力的编辑保证。

3. 拥有专门的教材研发机构和培训机构

北京语言大学对外汉语教材研发中心和北京语言大学语言培训中心设在北语社，通过研发和培训，大力推动了北语社汉语教材的出版和推广。

4. 拥有高质量、多品种、立体化的汉语教材

北语社的对外汉语教材在销品种最多，种类齐全，纸质、音像、电子多媒体、网络教材四位一体，能够满足广大学习者的多种需求。

5. 拥有规模最大的汉语教材实验基地

北京语言大学每年接受各类外国留学生 10000 多人次，是北语社最好的教材实验基地和教材使用基地。

6. 拥有独立的海外拓展部门和优秀的国际合作人才

北语社设有海外拓展部，该部门职员均精通两门外语，具有丰富的国际合作经验，全面负责海外汉语教材的合作编写、合作出版、版权贸易、市场营销、使用培训及汉语教师培训。

7. 拥有较为庞大的国际营销网络

在世界 30 个国家有 150 余个代理和经销客户，形成了较为广泛、迅捷的营销网络。

"Aspects of Cultural Texts and Instruction in TCSL"

"汉语作为第二语言教学中的文化因素教材与教学"

By Robert S. Chen, Ph.D.
President, Canadian TCSL Association

语言是人类沟通意见，表达思维，记录思想与传播文化的主要工具。作为文化的载体，语言不可避免地具有地域性，社会性，历史性与民族性。不容置疑地，各民族的文化造成了语言结构与运用规律的差异，形成了语言特征，并制约了跨文化交际中语言的理解和表达。更进一步说，没有理解，交际双方将因偏误而产生矛盾与冲突。

在加拿大多元文化的政策下，在集锦文化的建构中，第二语言的学习意味着一种新的语言与文化的习得。而在一般跨文化的交际中，人们也需要理解文化差异，才能清除沟通障碍，避免交际偏误。为求交际成功与得体，人们首先需要依附或尊重所使用的语言的风俗习惯，生活态度，与典章制度，其次需要理解并运用其心理模式，思维方式，与价值观念，最后需要欣赏或认同其道德标准，哲学传统，与审美情趣。

语言与文化一体而不容分割。要真正理解或研究一种文化，必须掌握作为该文化符号的语言，而要习得并得体地运用一种目的语，必须同时学习该语言所表达的文化，特别是隐含在语言系统中，反映民族特性的，对交际有规范作用的文化因素。因此，第二语言习得必须肯定目的语与目的语文化的双重最终目标，而在强调多元文化的加拿大，汉语作为第二语言的教学更是责无旁贷地，必需紧密地结合相关的文化教学。

大体说来，汉语作为第二语言教学中的文化教学包括语言文化因素，基本国情和文化背景，以及专门性文化知识的教学。第一类专门性文化知识的教学，可以培养高层次语言交际能力，但不是一般语言教学课程。第二类基本国情和文化背景知识的教学是第二语言教学的一部份，一般或与课文融汇教学，或以母语立项简介。第三类汉语语言文化因素的教学最为重要，因为语言文化因素隐含在语构系统，语义系统和语用系统之中，制约着语言的理解和使用，甚至可能造成一定的交际误解和障碍。中國学者张占一，魏春术，赵贤洲，胡明扬，吕必松，陈光磊等人在这方面的研究很有成就。

汉语语用文化，指汉语语言的语用规则和文化规约。语用文化的教

学，是培养语言交际能力的重要课题。语用文化教学，一般结合功能意念或语用规则的教学，包括称呼，问候和道别，道谢和道歉，敬语和谦词，褒奖与辞让，宴请与送礼，隐私与禁忌，客套应对话语八项。

汉语语义文化指词汇所反映的社会涵义，民族心理和思维方式，包括词义或语义的差别，民族特有的事物和概念词汇，精神生活和文化制约的语汇，如成语，典故，寓言，喻语，谚语，俚语，谜语，联语，歇后语和熟用语。

汉语语构文化指字构，词构，句构和语构所体现的文化特色。汉语语构重意合，重整体涵盖，重宏观体验，重排偶对称，反映民族的哲学传统，心理模式，以及思维方式。今天由于时间的限制，我只能就国内学者研究不足的字构文化方面，提出一些个人研究的心得和看法。

汉语是世界上，唯一在文字结构中，隐含了大量文化意涵的语言。会意与形声字占了 80%。在汉语作为第二语言的习得中，汉字的学习是公认的难点，但汉字教学如能善用文化教学，必可提高学生兴趣，刺激他们的記憶力，而收到事半功倍之效。

二千多年以来，对汉字结构的解析，向来以爾雅和说文解字为主，对经文的注釋则以郑玄孔款达　重。但在二十一世纪的我们，在社会人类学，文化人类学发达之后，更有幸看到孔子看不到的资料，知道许慎不知道的甲骨文知识。我们因而发现一兮事实，那就是爾雅和说文解字有很大一部份是臆测猜想和说教。今后如何利用考古学，人类学，文化学，社会学，语言学的研究结果对中文文字结构作全盘的整理解析应是汉学界一個重要课题。

1. 民族名称：　华夏，中国，中华，华胥氏,夏后氏,华胥国。
　　　　　　　　尚书孔颖达注：服装之美曰华，礼仪之大称夏。
　　　　　　　　诗经/礼记：四夷九州之中，华夏民族之国。
　　　　　　　　说文：夏如蝉出。
　　　　　　　　金文：双手双足裸露之人。

2. 神话内涵：　尧，東，晓，烧，浇，鐃。
　　　　　　　　共工，洪，江，虹，灾。
　　　　　　　　说文：江河形声，长江之水工工，黄河之水可可。
　　　　　　　　唐蘭：有人认为專名如江河之类，声符没有意义。其
　　　　　　　　　　　实，工声如杠之直，可声如柯之曲。

3.　　祭祀仪式：獻，犧牲，祥，美，社，寺，特，詩，時，侍

4.　　母系社会：姓，好，娘，姐，妹，始，嫁，每。

5.　　父系社会：父，男，累，祖，婦，妾，接

6.　　征战习俗：馘，取，趣，劉，奴，努，怒。

7.　　商贸行为：貝，貨，貿，資，貧，貴賤，賀，賺。

8.　　观察意会：怕，愣，突，海，漸，活，嫌。

本文所举上述例子，说明了在汉字结构中隐含了大量的文化内涵。汉字教学若能配合文化教学，必可收到事半功倍之效。雖然文化教学的原则和方法，是一个有待进一步研发的领域，而建立一个量化和序化的文化等级和文化教学大纲更是刻不容缓的课题。我並要借这亇机会呼吁大家对文化教学和教材的重视。

Technologies Assisting Second Language Reading Comprehension:
The Application of the "Advance Organizer"

By Yuanmin Gao

As Al-Segheyer (2001) says, "In the realm of second language acquisition, the most recent effort to enhance the process of language learning has involved computer technology" which is "referred to as CALL" (Computer-Assisted Language Learning). E-mail and chat rooms are the most widely used computer-mediated communication forms for language learners to connect with native speakers. Networks have provided broader range of accessibility to collaboration, mutual proofing and shared writing. Internet offers all kinds of texts, esp. authentic texts to language learners in web-format, PDF versions, or in electronic book format, etc. Even though the field is young, it is more and more used as an essential component in language teaching and learning because computers seem to be capable of performing multiple tasks. Therefore, exploring the potential and modes of enhancing language learning with different media types has received great attention in recent years. An area of this is the impact of different modes and media on reading comprehension. In facilitating L2 reading comprehension, sound, pictures, animated pictures and video can enhance vocabulary acquisition and overall text comprehension (Chun & Plass, 1996a, 1996b, 1997; Hanley, Herron & Cole, 1995; Omaggio, 1979).

A variety of tools in assisting Chinese L2 and FL reading comprehension, such as different online dictionaries, are on the market. Among them, Wenlin is one of the most versatile. Its "instant look-up" gives you the ability to look up any word or character in any Chinese electronic text simply by pointing to it. You can look up words and characters by pronunciation (pinyin), by handwriting recognition, by stroke count, and by components (or radicals). In this case, it still cannot meet the demand

of providing readers with the necessary background knowledge which is very important for assisting reading comprehension. However, readers need to activate prior knowledge before beginning to read because the activated knowledge facilitates the reading process (Carell, 1985, 1988) no matter the L2 readers are heritage or non-heritage. FL learners learn the language in classroom with textbooks (Kagan & Dillon, 2001). Although heritage language learners have some language background from different aspects, they are not like native speakers who learn a language in childhood and continue using it throughout life in the native language community (Kagan & Dillon, 2003). The learners of Chinese as second language have the same problems as other language learners. For example, when assigned the writing topic of "Hero of the Nation (民族英雄)", more than 1/3 of the students of heritage intermediate class misunderstood the definition of "Hero of the Nation". The similar cases may also happen in reading, which means background knowledge is very crucial to their reading.

I. Research review

"A variety of studies on second language reading comprehension have shown the importance of context and background knowledge in the comprehension process" (Chun & Plass, 1996b, p. 504) with the efficient tool "advanced organizer".

The study of Ausubel (1960) proved the hypothesis that advance organizers -- the advance introduction of relevant subsuming concepts can facilitate learning and retention of unfamiliar but meaningful verbal materials. The following research of Ausubel and Fitzgerald (1961) confirms that related concepts are significantly effective. A number of other studies support the value of advance organizers, especially the role of visual organizers.

Visual information can establish an analogy between the visual information and the corresponding mental mode, able to be directly mapped onto the mental model (Gentner, 1983; Schnotz & Grzondziel, 1996). Omaggio (1979) conducted a study to investigate the effects of pictorial context on reading comprehension in beginning college French, hypothesizing pictorial contexts as advance organizers can enhance reading comprehension. The research results show that pictures, which are helpful as the Prethematic Context visual advanced organizer, have significantly positive effect on second language text comprehension for aiding the reader in organizing his background knowledge and guessing the meaning of unfamiliar words and structures. Hadley (1993) also suggests that "the best visual context for subjects at relatively low proficiency levels is one that provides enough background knowledge to aid them in finding an appropriate overall scheme for comprehending the story, providing cues to the general nature of the passage as a whole without being confusing" (p. 144). Hadley (2001) reemphasizes "pictorial organizers are particularly helpful to students at the lower levels of proficiency and may enhance comprehension most for beginning and intermediate learners" in her revised edition of the same book (p. 151). In a similar experiment with adult ESL students, Hudson (1982) found that visual advance organizer leads to more effective externally induced schemata in comprehension to lower and intermediate level L2 readers. The study of Taglieber *et. al* (1988) explored the effects of three prereading activities -- pictorial context, vocabulary preteaching and prequestioning on reading comprehension with 40 university Brazilian EFL students. The results of open-ended test and multiple-choice test revealed that pictorial context and prequestioning strategies are more effective than vocabulary preteaching and the control group, which not only proved the hypotheses of prereading activities result in higher comprehension scores, the

pictorial context condition also added weight to Hudson's conclusion. Peek (1993) also suggests that visual aids may be able to help poor readers building mental representations based on the text.

Other studies demonstrate that video can function as a successful advance organizer in reading comprehension. Sherwood, Hasselbring & Bransford (1987) explored how video-based technologies create macro-contexts that can facilitate L1 reading comprehension. The findings of their experiments show that the use of video as advance organizer that provide rich macro-contexts can increase comprehension and learning. Hanley, Herron & Cole (1995) compared the effects of two visual advance organizers -- video and *pictures + teacher narrative*, on comprehension and retention of a written passage in a foreign language. For the students in the video group, an advanced organizer was presented by a video clip while for the comparative group, was presented by 4 still pictures related in context and teacher's narration in the target language. The empirical findings of this study support the use of a video clip as an advanced organizer to introduce a reading passage: the scores for students in the video group were higher on 9 of the 12 immediate tests. The summary score (1-12) for the video group was significantly higher than that for the *pictures + teacher narration* group. The score for the video group was significantly higher on the final test than that for the comparative group. These results prove video is more effective in enhancing comprehension and aiding retention than the static pictures because of "the inherent strength of video to contextualize better than still pictures" (p. 63). This video's ability may "provide a more memorable background store of information than static pictures and a teacher narrative" (p. 63). Plass (1998) also suggests that video is a good media as visual advance organizer on reading comprehension.

The increased availability of technology makes the authentic supports for language learning possible. Hadley (2001) points out that "one of the newest resources for language teachers in providing an enriched context for learning is the computer" (p. 163). Chun and Plass (1997) demonstrate that advance organizer can help language learners to integrate new information into the existing mental model in textual form, in auditory form, in video or in any combination of these presentation modes. Frommer (1998) agrees that computers, when used appropriately, can provide meaningful context as well as background knowledge. With multisensory, multidimensional and interactive features, computers can also aid memory and cognition.

The study of Chun and Plass (1996b) investigates the effect of a dynamic visual organizer with the multimedia application CyberBush, hypothesized to aid in top-down processing at the macro-level. The results support the value of visual advance organizers as facilitators of L2 comprehension as well as "dynamic visual stimuli or forms of information might be more easily remembered and better at helping learners to build mental images" (p. 514-515). The study of Mayer and Sims (1994) also shows that multimedia has strongest positive effects on low-prior knowledge and high-spatial ability students. Plass (1998) ever states that multimedia can aid reading comprehension as an advance organizer to activate different levels of prior knowledge with its particular adaptable features.

Stepp-Greany (2002) states that internet activities can also help language learners as advance organizers as well as other features "to deconstruct texts, see relationships, and complete task-based activities" (p. 174).

The effectiveness of "advance organizer" has been proved by many researches of second language reading comprehension. Its function of providing context and

background knowledge in the comprehension process varies according to the medium used, such as preteaching, static pictures, video and multimedia. The conclusions support that dynamic visual stimuli and multimedia applied tool are more efficient to activate prior knowledge.

II. Significance to reading activities of Chinese as second language

In teaching Chinese as second language field, based on my knowledge, some schools follow the pattern of teaching English as second language, offering such courses as intensive reading, oral speaking, listening, reading, writing and other culture related ones; some others offer integrated courses which involve different language knowledge and skills according to the course content and focus. Traditional teaching method, especially intensive reading courses may make students consider traditional skill and grammar instructions more beneficial than reading. Moreover, traditional classroom activities give CSL students the impression that reading is a process of form explanation and word-by-word decoding. However, many scholars have noted that "Language is too complex to be deliberately and consciously learned one rule or one item at a time" (Krashen, 1993, p. 13-14) because vocabulary teaching methods typically cover simple synonyms, and only give part of the meaning of the word with none of its social meanings or grammatical properties (Krashen, 1993, p. 15). Educational administrative authority has noticed the problem of teaching Chinese as native language. In recent years, Chinese course syllabus and textbooks are revised with more reading material resources, for they may also realize "The cure for this crisis is: reading" (Krashen, 1993, p. 1) because reading develops better reading comprehension, good writing style, adequate vocabulary, advanced grammar and good spelling (Krashen, 1993). That appears more important to TCSL; due to the

low literacy levels of most of the learners, one of the principal objectives of teaching is to help students establish their language competence of reading and writing.

Chinese is a very complex language with various language usages, writing styles as well as prominently rich historical and cultural background. That may bring about more difficulties to readers as second language. Advance organizer is a good tool to facilitate students' reading with background information. For example, when reading idiomatic stories, more than one student are likely to misunderstand their implications. According to my experience, when students read the story "Blind imitation with ludicrous effect" (*Dong shi xiao pin*), they mistakenly extend the beauty of the heroine *Xi shi* to her internal virtue. These extensions are against the common beliefs because for many centuries in Chinese culture, no record regards her as a patriot. In this case, if some cultural background information is provided beforehand, students' reading comprehension would be more accurate. Because China has a long history compared with many other countries, in Chinese reading if more background information about culture, history, theme, figures, etc. is provided, less misunderstanding will be brought about.

Based on the research results, advance organizer with technological media works much better than paper based background introduction. Therefore, multimedia programs should be more helpful than traditional background presentation in classroom. Out-of-school reading relies on more technical aids because it is harder for autonomous readers to get the background information, especially for second language learners.

III. Potentialities in practice

When the topic of practice is encountered, we can consider it from different angles, such as writing styles, etc. Writing styles can be considered as one factor to

guide integrating advance organizer into reading activity. For example, as far as reading news articles is concerned, the background information of the topic should be provided. If the topic of Hong Kong issue is touched (p. 38 of Chinese Breakthrough, U1L4 "China and Great Britain Hold Sixth Round of Talks on the Issue of Hong Kong" 中英就香港问题举行第六轮会谈), the historical and current background of the relationship between Mainland China and Hong Kong should be presented. Although this example is out of date, that can be applied to current Taiwan topic. If the sports topic is accessed (p. 153 "Chinese Athletes Win More Gold Medals at the Paralympic Games" 中国运动员在残疾人奥运会上再夺金牌), the background knowledge of the sports event needs to be supplied.

When popular literature reading materials are reached, not only the historical and cultural background but also the main characters and a hint of the plot (but not the ending) should be offered. That will entice students to want to know more about the books.

Background knowledge will ease students into the reading materials and make reading – especially the first 20 pages for novels in which new characters, settings, and story lines are introduced – more enjoyable, for that sometimes can build a bridge between the reading material and the readers' mental mode, such as a passage in another book, a story they heard, a film, or video they had seen or, something relevant to their own experiences.

Of course, all the background knowledge will be provided as advance organizer with different technological media. Some styles or topics need video format, others need multimedia. How much and how media is integrated to the background introduction depend on readers' need, developers' capabilities and technology accessibilities.

IV. Limitation and problems

Some people think that technology and multi/new media are a panacea in education, L2 education included. However, any kinds of the technologies have their own limitations and problems.

1. Need analysis is hard to be carried out for different reading materials and to different users.

2. Absence of real-time, face-to-face interaction: learners cannot benefit from classroom teacher - the most reliable source in local circumstances, the major source of native L2 input and synchronous guidance and feedback.

3. Technological problems frustrate users and poorly-designed electronic help causes user confusion.

4. The last problem is the most critical one. As a tradition, most of the time technical problems are inclined to be noticed and paid much more attention than conception. When I did a personal interview with an instructional designer and developer, he raised the question – whether we should treat technology as just a tool or we should involve it in our teaching as a necessary element rather than an aid. If we like to accept the new concept, the next thing is how can we make it possible?

Conclusion

"Zhang Zhigong (张志公) once said: 'Reading is not just learning and transmitting knowledge from the predecessor and others. It also influences the productivity, life, and the development of science and technology in the contemporary and future human society.'" (Zeng & Han, 1992). "'Reading' used to be the most basic method of knowledge acquisition. In the new era's growth of knowledge and economy, it should still be the indispensable way of spreading human culture" (Gan,

2001). Designing and developing facilitator such as advance organizer with technological media is very necessary to aid reading activities and very significant to acquiring knowledge and spreading culture. However, this field of both theoretical research and practice is really new in TCSL. How to make it work will depends on more efforts of need analysis and users' feedback.

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