Papers Presented at the 4th China-Canada TCSL Symposium 2007
第四届中加汉语教学研讨会论文 **2007**

Main Theme:
"Explorations on Teaching Chinese Language and Culture"
主题：**"汉语语言与文化教学的探讨"**
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Foreword: President's Message

尊敬的汉语教师和朋友们，

在经济全球化的趋势下, 持续而快速的经济成长肯定了中国在新世纪中的崛起. 国际社会， 论是友是敌, 各行各业, 不分公私, 对这个新兴超级强国, 都有了深切认识与理解的强烈需求, 并引发了一股无与伦比的学习中国语言和文化的热潮. 中国为了向国际社会保证和平崛起, 推动和睦世界的理想, 配合汉语与文化教学的发展, 顺应全球汉语学习者的需求, 成立了国家汉语国际推广领导小组办公室, 推动了全球孔子学院网络的建置, 展开了国际汉语桥工程的工作;创立世界汉语水平考试, 汉语教师能力考试, 国际志愿者计划, 公派汉语教师计划, 和世界汉语教师培训计划;确立了新世纪多媒体教材和中国周边国家汉语教材的编写计划, 举办了世界汉语大会, 世界孔子学院大会, 和世界汉学大会. 短短几年, 成绩斐然, 汉语与文化的教学已经成为国际共同关注的事务。

汉语在国际商业上的实用价值业已提升, 而以儒家和谐思想为代表的中国传统文化, 不仅是制衡普世功利化负面趋向的重要对策, 更是促进世界和谐与共同发展的良方. 以加拿大为例, 作为第二语言推广了二十多年后, 汉语已经成为加拿大第三个最多人使用的语言, 中国文化已经成为加拿大多元文化中不可或缺的一部份. 此次大会主题为"汉语语言与文化教学之探究", 目的在呼吁汉语教师对文化教学理念与范畴的全面思考研究与实践, 面对新世纪中汉语语言与文化教学和教材方面的新挑战, 寻求因应与改革措施, 以期在汉语语言与文化教学上开创更好的远景. 本次大会的深层旨意和中国国家汉办建置全球孔子学院网络, 以及召开"世界汉学大会"的底蕴不谋而合, 也可说是北美地区汉语教学界的正面反应与回响吧. 此外, 以汉办北美汉语教材中心和北京语言与文化大学出版社为主轴的精品书展的重点, 也特别强调了语言与文化教学教材的推介. 各界对书展的反应热烈, 期待积极. 此次会议和书展的意义十分重要, 对汉语的国际推广也将有深远的影响。

我们真诚感谢中国国家汉办许琳主任, 刘京玉处长;中国驻温哥华总领馆杨强总领事, 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. 我要特别感谢汉办北美汉语教材中心陈俊波主任, 和北京语言大学出版社王飙副总编辑. 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. 本会执委会委员筚路蓝缕, 齐心合作; 会议委员会主席吴丽珠老师总理庶务, 责不旁贷; 常务理事和义工们任劳任怨, 热心奉献; 我要对他们致最高的谢意. 最后, 感谢大家热列与会, 共襄盛议。

陈山木
加拿大中文教学学会 会长
April 27, 2007
Richmond, BC, Canada

Keynote Speech:

"A Preliminary Examination of the Concepts, Contents, Principles, Methods, and Research Fields Involved in the Cultural Aspects of TCSL"
By Robert S. Chen, Ph.D., University of British Columbia

"汉语文化教学的概念, 内涵, 原则, 方法, 与研究范畴初探"
陈山木博士, 英属哥伦比亚大学

在经济全球化所带来的文化全球化的趋势下, 第二语言的教学面临了全新的挑战与契机. 汉语作为国际第二语言的角色与功能, 已成为新世纪中国国家政策的指标. 全球孔子学院网络的建立, 就是实践这个指标的重点工程. 在加拿大集锦文化的建构中, 汉语文化教学更责无旁贷地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. 汉语作为第二语言教学中的文化教学因此日益重要. 中国学者在这方面的研究与实践不遗余力, 成果丰硕. 本文仅就汉语文化教学的概念, 内涵, 原则, 与研究范畴作一般性的叙述, 全面性的探究, 与综合性的评析, 藉以 抛砖引玉, 呼吁大家对汉语文化教学与教材的重视与研讨.

在概念上, 文化教学建基于语言与文化相互依附, 相互制约, 和相互促展的关系上. 语言沟通意见, 传达思想, 承载文化, 而文化制约了语言的结构与运用规则. 第二语言学习的最终目的在于寻求跨文化的交际, 沟通, 与理解. 第二语言的习得也同时意味着对另一种文化的生活态度, 风俗习惯, 典章制度, 心理模式, 思维方式, 价值观念, 道德标准, 哲学传统, 和审美情趣的理解, 认同, 与欣赏. 反过来说, 熟悉第二语言的物质方面的表层文化, 才能学到地道的目的语. 理解第二语言的习俗制度方面的中层文化, 才能掌握目的语的交际能力. 通晓制约第二语言的民族心理与思维方式的深层文化, 才能提高目的语的水平. 语言教学与文化教学一体并重, 不分轩轾. 因此, 汉语作为第二语言的教学中文化教学的内涵, 原则, 与方法可以初步厘定, 而其研究范畴也可以加以廓清.

在内涵上, 汉语文化教学包括专门性文化知识, 基本文化背景知识, 以及语言文化因素等三方面的教学. 专门性文化知识的教学可以提供深层文化底蕴, 培养高层次的交际能力, 是高级或专修阶段的课程. 基本文化背景知识的教学提供有关目的语的基本国情, 和有关社会民生, 文史艺术, 风俗习惯等一般文化背景知识. 基本文化背景知识以内容参与交际, 可以帮助学习者掌握目的语. 在初级和中级阶段中, 它通常先以母语立项简介, 再与课文内容结合教学. 语言文化因素的教学提供隐含在语构, 语义, 和语用等三系统中的民族心理模式, 思维方式, 哲学传统. 语言文化因素制约了语言的理解, 使用, 与交际. 它是文化教学中最基本, 也是最重要的内涵. 在初级阶段中, 它通常与汉字, 词汇, 语法, 与语用教学相结合, 可以收到事半功倍的效果.

进一步说, 汉语语构文化的教学包括字构, 词构, 句构, 和话语结构 四种内涵. 它主要是在阐释分析汉语的字, 词, 句, 和话语语构中所隐含的民族心理, 思维, 传统, 和文化特色. 它可以实质而有效地促进学习者对汉语的理解与掌握. 汉语语义文化的教学解说汉语与母语的词义或语义的差别, 讲述受生活与文化制约的语汇, 如成语, 典故, 喻语, 谚语, 联语, 谜语, 歇后语与熟用语, 并分析汉语词汇所反映的社会意涵和民族思维传统, 以便促进学习者对汉语深层意涵的掌握, 减少跨文化交际中的误解和障碍. 汉语语用文化的教学通过对民族习俗的解说, 来理解汉语的语用规则和文化规约, 如称呼, 问候, 道谢, 道歉, 敬语, 谦词, 褒奖, 辞让, 隐私, 禁忌, 宴请, 送礼, 和客套应对话语等. 它通常与语言结构, 功能, 和意念的教学相结合, 是培养汉语语言交际能力的重要课题.

在原则上, 文化教学是要让学习者理解语言中的文化内涵, 掌握正确的文化知识, 并将它转化为跨文化文际的能力. 因此, 文化教学应以母语与目的语的文化对比为基础, 来解析跨文化交际中出现的因难和障碍. 习俗文化与观念文化一般随社会经济生活的变化而变动, 因此文化

教学除了以民族共同的文化为主外, 必须反映出顺应时代的发展变化, 否则不利于培养正确的语言交际能力. 中国改革开放以来, 这个原则尤为重要.

在方法上, 汉语文化教学注重三先. 一是先用母语阐释, 再转用目的语注释. 二是先开始语言文化因素和基本文化背景知识的教学, 再提升到专门性文化知识的论介. 三是先直接阐述文化知识, 进而与语言结构, 功能, 和意念教学相结合, 通过项目练习, 揭示文化内涵, 最后将文化知识转化成交际技能.

在研究上, 文化教学既然是第二语言教学的重要一环, 其研究范畴自然可以上溯到第二语言习得理论与假说的研究领域. 今就个人管窥所得, 列举数端, 加以界定:

1. **在"对比分析"的研究方面,** 西方学者已经从对比两种语言的结构异同与分析第二语言习得的干扰点及错误, 扩大到对语构, 语义, 与语用文化的对比分析. 中国学者在70年代开始了这方面的研究, 而大部份汉语课本也都有了"反复练习"的设计, 然而对比语言文化因素的研究却尚待积极开拓.

2. **在"中介语"的研究方面,** 汉语文化因素和中介语的偏误, 重复性, 与僵化现象的关系或影响还是一个急待研究与廓清的领域.

3. **在"第二语言习得顺序"的研究方面,** 汉语语法与句式的习得顺序和过程已有中国学者进行研究, 但未有确论, 许多观点尚待更多的实证. 而文化因素教学的顺序更有待研究.

4. **在"普遍语法假说"的研究方面,** 乔姆斯基的"语言原则参数理论"对汉语作为第二语言的学习者是否适用, 尚无人加以实验论证.

5. **在"文化适应假说"的研究方面,** 有关文化适应内涵的界定, 以及其适应过程与汉语作为第二语言的知识内化和运用过程中间相关程度的研究有待更多的实证.

6. **在"偏误分析"的研究方面,** 中国学者80年代后期就开始对外国学生的病错句进行分析研究, 论文数十篇, 成果丰硕. 但是对"文化因素负迁移," 也就是说, 语用与语篇方面的偏误与文化因素的关系却急待深入研究.

7. **在"运用分析"的研究方面,** 中国学者在90年代早已开始, 但是只局限于语法与句式的分析. 文化因素与语境的关系与影响, 尚待深究.

8. **在"实用分析"的研究方面,** 汉语作为第二语言的教学历时四十年, 但是对跨文化交际, 沟通, 经营, 与管理等实用方面的分析研究, 却有待大力开拓.

在"第二语言教学大纲"的研究方面, 中国学者杨寄洲历经数年编纂了"对外汉语教学初级阶段教学, 语法, 词汇, 功能, 情景, 与考试大纲," 受到普遍的赞同与接受. 但是汉语文化教学最重要的基石, 一个"量化和序化的文化等级和文化教学大纲," 却仍未建立. 这是新世纪里汉语作为第二语言教学中最迫切需要研究的课题, 有赖大家努力研讨并加确立.

Keynote Speech:

**"Digital Tools for Chinese Language Learning and Teaching:
CKC Code and its Online Dictionary"
By Dr. Esther S. C. Chan & Dr. K. H. Tse
The Hong Kong Institute of Education**

When we study, it is inevitable to look up the dictionary. The traditional searching methods of the Chinese dictionaries are mainly based on the radicals, stroke sequence, or spelling. For those who have used dictionaries would have encountered the frustration of not knwoing how to find specific characters. For example when you are using a dictionary with the radical searching, what are the radicals of "凹, 五, 七, 九"? For dictionaries with the stroke searching method, what are the stroke sequence or the total strokes of "凸, 龋, 龜, 龘"? For dictionaries with the spelling searching method, what are the spelling of "蠽, 夼, 氹"?

With the development of information technology, it is much easier to look up the specific character from the on-line dictionary or CD-ROM. But what about when we do not know how to input this character? It seems we have to learn at least one Chinese input method so as to further our study. Among all the different input methods, which one is the easiest to learn?

Chinese input methods can be categorized into 3 modes: keyboard input, handwriting recognition and speech recognition. To people who are acquainted with Chinese handwriting, handwriting recognition input is the easiest way to handle. The disadvantage of it is the low input speed. Besides not all computers are equipped with writing pads. Speech input is also easy to use but most of the program can only recognize one user's voice. That means you can use your own computer only. And if you do not know the pronunciation of the character, it is difficult to use. That is why keyboard input is the most popular method.

Chinese keyboard input methods also can be divided into 3 categories: by encoding, by pronunciation and by character structure. The encoding method (Chinese Commercial Code/Chinese Telegraph code) was used in the old days for transmitting Chinese text over telegraph. Since the the coding is based on the words' radical and total strokes, it is extremely difficult to remember. The pronunciation methods, such as Pinyin, Bopomofo, Cantonese and Hokkien, is based on the rules of phonetic spelling. If users have already mastered the rules, it is easy to use. However, if users do not know how to pronounce the character, e.g. 夭, it is impossible to input. The character structure methods such as Wubi[1], Cangjie[2] and Dayi[3], can solve the problem of pronunciation. However, the encoding rules and all the character components laid out on a standard QWERTY keyboard are difficult to learn.

The CKC Chinese input method is based on the character structure as well but it only uses the 10 digits for encoding. It makes use of the characteristic of the square shape of the Chinese characters

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[1] http://en.wikipedia.org/wiki/Wubi_method
[2] http://en.wikipedia.org/wiki/Cangjie_method
[3] http://en.wikipedia.org/wiki/Dayi_method

and partitions the characters into 4 parts: upper left corner, upper right corner, lower left corner and lower right corner. Each part is represented by a digit that means CKC uses up to 4 digits to represent a character. Users do not need to know how to pronounce it or even how to write it correctly because each character is only perceived as a picture that is divided into 4 parts.

CKC Character Encoding Rules

The strokes or the shapes of the Chinese characters components are classified into 10 groups.

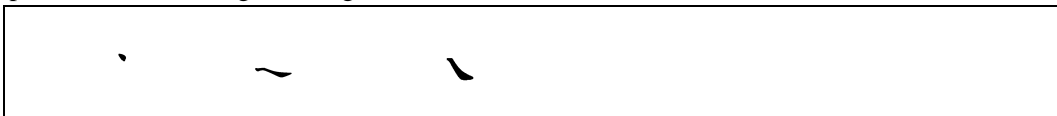"0" represents a left-falling stroke or a stroke with left-turning.

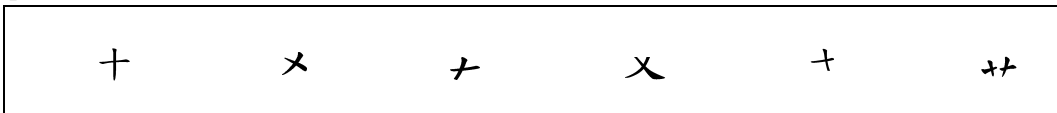"1" represents a horizontal stroke or a horizontal rising stroke written from left to right.

"2" represents a vertical stroke or a left slanting stroke.

"3" represents a dot or a right-falling stroke.

"4" represents a cross or the radical of "Grass".

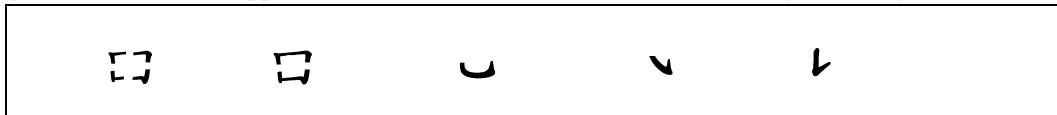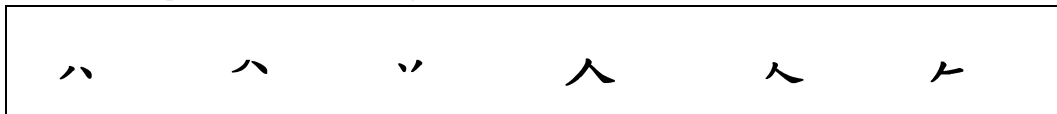"5" represents the combination of a falling stroke runs through 2 horizontal strokes.
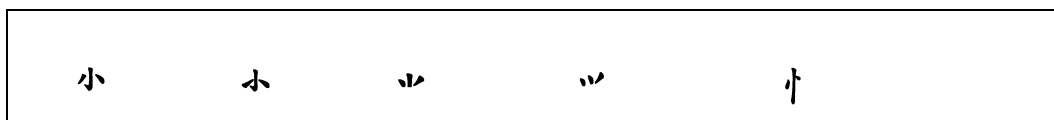

"6" represents a square.

"7" represents a corner, 2 upper corners, 2 lower corners or a stroke with right-turning.

"8" refers to the shape of the numeral "Eight" in Chinese or its variants.

"9" represents the shape of the Chinese character which means "Small", its variants and the radical of "Upright Heart".

小	小	ㅛ	⺍	忄

For easy memorization, users can use the following rhyme to remember the relationship between character strokes and their respective codes:

一横二竖三点捺，
叉四插五方块六，
七角八八九是小，
撇与左钩都是零。

The main steps of composing a CKC code to form a single Chinese character are:

1. Take the stroke of the upper left hand corner as the 1st code.
2. Take the stroke of the upper right hand corner as the 2nd code.
3. Take the stroke of the lower left hand corner as the 3rd code.
4. Take the stroke of the lower right hand corner as the 4th code.
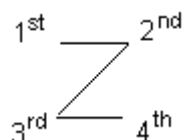
For example, the character of "教", the 1st code is "4", the 2nd code is "8", the 3rd code is "0", the 4th code is "4". The CKC code is "4804".
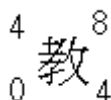
Sometimes, the CKC code may not necessarily be 4 digits. For example, the character of "大", the 1st code is "4". Since the stroke "cross" represents both the upper left and upper right corners so it does not need the 2nd code. This rule also applies to the lower left and lower right corners. The stroke "Eight" represents them both, thus only 1 digit "8" is needed. For this character the CKC code is therefore "48".

CKC Online Dictionary

The CKC Online Dictionary is designed for users who are not familiar with Chinese. It provides English definitions so users will not be hindered by the Chinese definitions which they are not so familiar with. The Putonghua and Cantonese pronunciation demonstrations can help users learn how to pronounce. The information on spelling, radical and stroke index can help users to look up more details from traditional dictionaries.

If users are not familiar with the CKC code, they can copy the characters from the screen into the text box of the Online Dictionary. The CKC code will then be shown so that the users can learn them. Users can also use the "wild card" key ("Num Lock" on the numeric pad) to represent the uncertain code and then select the desired character. This also makes the lookup possible.
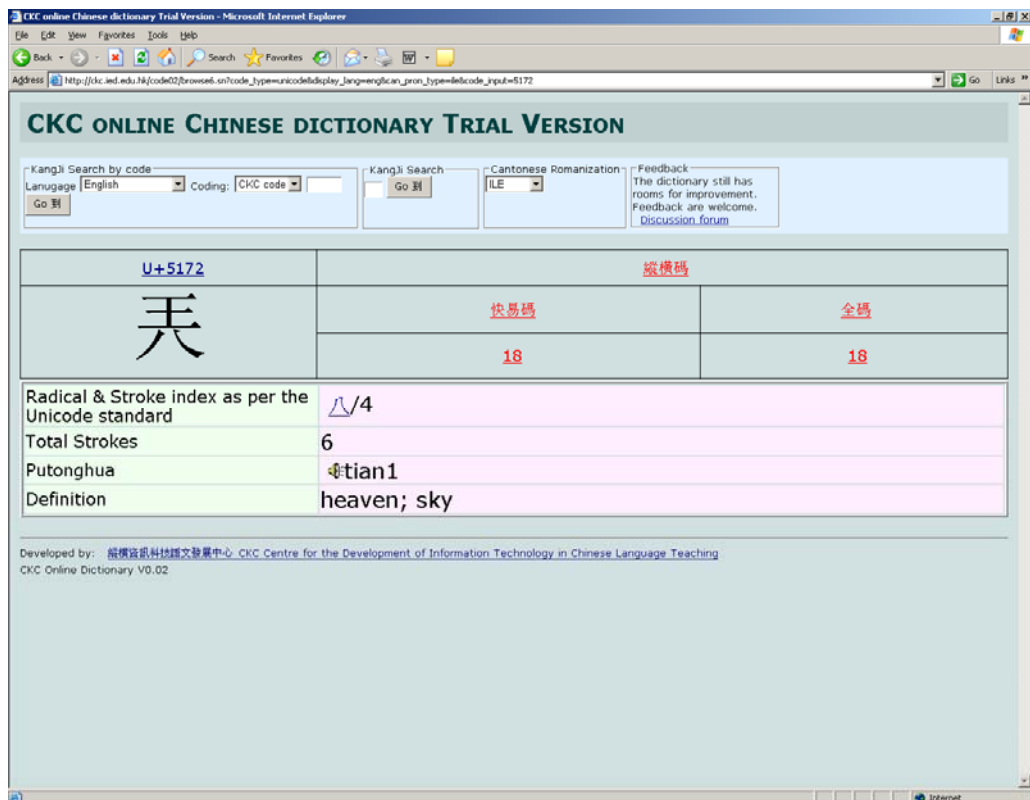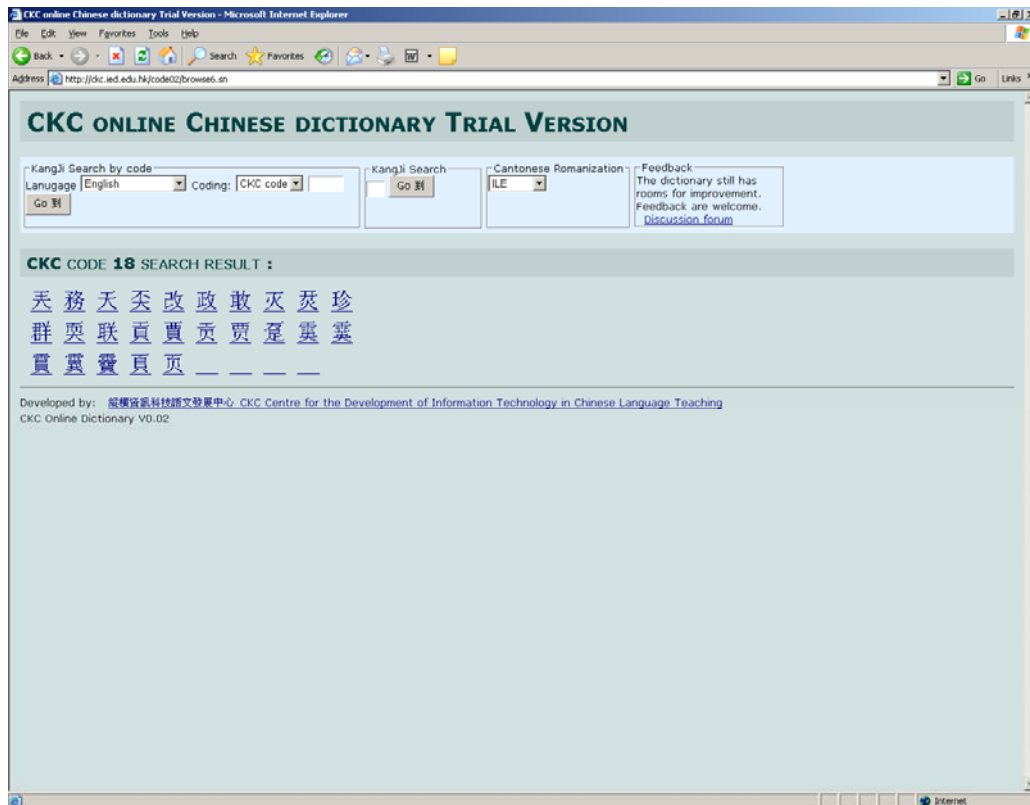
CKC Phrase Encoding Rules

CKC Input System provides the function of phrase input. Indeed Chinese input is based on phrase as an entity. This is like typing a word in English. In English, we think of a word as an entity and we type it on the keyboard without breaking it down to alphabets. For example, for the word "today", we type the 5 alphabets naturally without thinking of the individual alphabets that forms the word. Though some Chinese input methods provide the association characters, by typing the first character, a list of association characters will appear for selection. However, this kind of method is inconvenient and inefficient. While CKC provides this function, it also allows the input of phrases to enhance the efficiency. For users who are not familiar with Chinese, this function can consolidate their memorization of phrases. To input an arbitrary phrase, we only need to specify up to 6 digits. The principle of encoding a phrase is to iteratively apply the encoding rule for each individual character that forms the phrase, from the 1st till the 5th character of the phrase. The rest of the phrase do not contribute nor affect the formation of its CKC code and therefore can be ignored. This limits the number of keystrokes required to input any arbitrary phrase to 6, saves lots of keystrokes and time. There are 4 variations of rule that can be applied to derive the corresponding CKC code:

2-character phrase

Get the first 3 digits at most of each character. This is known as the "3 + 3" rule. The minimum number of digit of this phrase is 2 and the maximum is 6, it is because a minimum of 1 digit can represent a single character. For example the phrase "一日" requires only 2 digits , that is "16". After entering the CKC code, users have to complete the input with the key "asterisk". If a phrase has the maximum of 6 digits, the completion key can be saved.

$$^1\text{一} \quad {}^6\text{日}$$

3-character phrase

Get the first 2 digits at most of each character. This is known as the "2 + 2 + 2" rule. The minimum number of digit of this phrase is 3 and the maximum is 6. For the phrase "加拿大" the code is "468048".

$${}^4_0\text{加}^6 \quad {}^8_0\text{拿} \quad {}^4_8\text{大}$$

4-character phrase

Get the first 2 digits at most of the 1st character, then the first digit of the 2nd and the 3rd characters. Finally get the first 2 digits at most of the 4th character. This is known as the "2 + 1 + 1 + 2" rule. The minimum number of digit of this phrase is 4 and the maximum is 6. For the phrase "身体健康", the code is "070030".

$${}^0_0\text{身}^7_0 \quad {}^0_2\text{体}^4_4 \quad {}^0_2\text{健}^5_4 \quad {}^3_0\text{康}_9$$

Multi-character Phrase

Any phrase which is composed of more than 4 characters is considered as a multi-character phrase. Get the first 2 digits at most of the 1st character, then the 1st digit of the 2nd, 3rd, 4th and 5th characters, the rest of the phrase are ignored. This is known as the "2 + 1 + 1 + 1 + 1" rule. The minimum number of digit of this phrase is 5 and the maximum is 6. For the phrase "纵横汉字输

入法" the code is "284334".

纵 横 汉 字 输 入 法

With the help of CKC Input System and its Online Dictionary, we hope learning and teaching Chinese will become easier.

4
Keynote Speech:

"China's Latest Compilation of Chinese Textbooks for Foreigner Children"
By Mr. Biao Wang, Beijing Language and Culture University Press

"中国大陆对外少儿汉语教材编写出版的最新发展"
王飙先生，北京语言大学出版社

摘要：
　　近十年来，中国大陆对外少儿汉语教材编写走过了由具备海外教学经验的中国大陆教师编写，到大陆国际学校老师编写，再到大陆外国际学校或中文学校老师编写之路，教材所体现的教学法兼具大陆教材的严谨和海外教材的活泼，越来越具有国际视野。

(Full Paper To Be Posted)

中国大陆少儿汉语教材的发展趋势

北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

王飙

一、总体描述

- 以编写者角度看，中国大陆出版的少儿汉语教材按照三条起始点不同的线索，正在分别快速发展：

  1、具备海外教学经验的中国大陆教师

  2、大陆国际学校老师

  3、大陆以外国际学校或中文学校老师

  其中，后两条线索正在逐步交合。

- 教材所体现的教学法兼具大陆教材的严谨和海外教材的活泼，越来越具有国际视野。

1、具备海外教学经验的中国大陆教师：
　教材归于两个系统

　　侨办系统：以海外华裔儿童为教学对象
　　汉办系统：以海外非华裔儿童为教学对象

以海外华裔少儿为教学对象

- 侨办系统
- 代表教材：《汉语》《中文》《海外小学中文课本》《通用中文课本》
- 教学对象：海外华裔子弟
- 教材作者：北京华文学院和暨南大学华文学院的教师

以非华裔少儿为教学对象

- 汉办系统
- 代表教材：《标准中文》《快乐汉语》
  　　　　　《跟我学汉语》《汉语乐园》
  　　　　　《美猴王汉语》

- 教学对象：非华裔儿童
- 教材作者：各大学具有国外少儿汉语教学经
  　　　　　验的教师

课程教材研究所

北大、人大

教材特点

- 作者都是语言学者和成人语言教学专家，内容严谨，体系严密
- 不尽了解少儿学习心理，教学方法老套，缺乏趣味性

如何改进

- 作为侨办系统和汉办系统的主要编教模式，仍将延续下去。在吸取前人经验的基础上，经过专业出版社的改造，可以越改越好。例证：《汉语乐园》

- 采用互动式愉悦型教学模式，针对儿童的生理和心理特点，充分调动儿童的视觉、触觉、听觉，通过统感刺激、手脑脚并用，使儿童在轻松的游戏中学习语言，使语言学习转变成游戏的需求。2005年7月出版，至今已销售22万册，成为大陆儿童汉语教材最有名的品牌。

- 2、大陆国际学校老师

简介

- 代表教材：《我的部首小字典》《汉字字母教程》《汉语韵律会话》《对话扑克》《识字扑克》《汉字字母挂图》
- 教学对象：在汉语环境中的华裔或非华裔少儿
- 教材作者：中国国际学校中的汉语教师

国际学校简介

- 国际学校长期存在而不为对外汉语教学界所知

- The International Baccalaureate Organization (IBO) 成立于 1968年，在124个国家有1895所学校，现有3－19岁学生 487,000多，汉语作为国际学校开设的一门外语课，IBO有IB中文考试

- 在中国大陆国际学校汉语教学有十几年历史，在中国香港、台湾和新加坡等，有几十年历史

教材特点

- 不以体系严谨见长，针对中国国际学校特殊教学环境，教学方法多有创新
- 了解学生的学习心理，注重教学趣味性
- 教师受益于国际学校的国际性，能自发本能地吸收国际上新的教学法，体现在教材中

3、大陆以外国际学校或中文学校老师

非华裔学生

- 代表教材：《轻松学中文》《嘻哈说唱学汉语》《中文滚雪球》《快乐学汉语》

- 教学对象：在非汉语环境中的华裔或非华裔少儿

- 教材作者：中国大陆以外国际学校的汉语教师

- 教材特点：以AP考试或IB考试为指归

华裔学生

- 代表教材：《新意中文》《双双汉语》
- 教学对象：在汉语环境中的华裔少儿
- 教材作者：国外中文学校的汉语教师
- 教材特点：注重文化，追求独创

二、大陆少儿汉语教材编写的一些趋势

- 由于国际学校和海外中文学校汉语教师的融入对外汉语教学界主流，同大陆编写的成年汉语教材相比，大陆出版的少儿汉语教材更容易吸收新教学法，更以学习者为中心，更贴近新的教学需求；对外汉语主流对国际学校和海外中文学校教材的影响（主要体现在专业出版社对于教材的把关），使得他们的教材编写更加科学合理。这种发展趋势必将影响到成年人汉语教材的编写与出版。

一个奇怪的现象

- 大陆对外汉语教学无论是教学理念还是教学法，无论同国内的外语教学界相比，还是同国外的外语教学相比，都呈现一种惰性

- 以我陋见，这种惰性在国外大学的中文教学界也比较严重

国际学校和海外中文学校中文教师的特性

- 国际学校中文教师同其他课程教师平行要求，更容易与国际接轨
  国际学校课程设置：Language A、Language B、Humanities、Technology、Mathematics、Arts、Sciences、Physical education

- 少儿学生学习汉语的特点，促使教师更讲究教学方法

教学法举例：TPRS教学法

- TPRS（Teach Proficiency Through Reading and Storytelling, 又叫Total Physical Respond Storytelling)教学法，Blaine Ray于20世纪90年代发明

- 上海美国国际学校章悦华博士是亚洲第一个使用这一教学法的教师，编写教材《快乐学汉语》

以学习者为中心举例：我的部首小字典

- 《我的部首小字典》是是一本字典型的练习册。它列出122个常用部首，配以象形插图，根据其意义分为四类，学习者可以将学到的生字按照部首分类填写在每个部首之下的空格中。

- 这种可以记录学习者自身学习过程的设计思路，极大地强调了学生的自主性和独特性，因为每个学习者"编"出的字典都是不一样的，这种创造性的学习活动无疑可以极大地激发学习者的学习兴趣。不仅如此，学习者在自己编字典的过程中，通过翻看目录、索引并根据部首填写汉字，可以更深刻地掌握汉字的上下左右的间架结构、声旁义符的构字规律、笔画索引的检字方法。

- 可以说，这是一本真正以学习者为中心的字典型练习册。

更贴近新的教学需求举例：轻松学中文

- 参考《21世纪外语学习标准》和AP中文考试要求，第一套正式出版的适合AP中文考试的汉语教材
- 课程设计："拉链理论（Zipper Theory）"
  真实语言与受限语言的平衡
  语言与文化的平衡
  语言知识与交际能力的平衡
  控制与扩展的平衡
  "语"与"文"的平衡
- 理论虽幼稚，但是教材很成功

AP考试介绍

The AP Chinese Language and Culture Exam assesses interpretive (理解诠释), interpersonal (人际交流), and presentational (表达演示) communication skills in Mandarin Chinese, along with knowledge of Chinese culture.

AP Chinese试卷结构

- Section 1

    Part A: Listening

    assesses interpersonal and interpretive communication skills

    Part B: Reading

    assesses interpretive communication skills

- Section 2

    Part A: Writing

    assesses presentational and interpersonal communication skills

    Part B: Speaking

    assesses presentational and interpersonal communication skills

三、总说

- 教材所体现的教学法兼具大陆教材的严谨和海外教材的活泼，越来越具有国际视野

- 装帧设计越来越接近国际水平，在少儿汉语教材出版领域，领先于港澳台以及国外。这一点虽于教材内容无关，但是越来越成为决定教材书稿流向的一个重要因素

谢谢！

5
Keynote Speech:

"普通话上声的数字化实验及对外汉语上声教学中的调位意识"
刘爱菊 博士，对外语言文化学院；许洁萍博士，信息学院计算机系, 中国人民大学

零. 引言

林焘先生（1997）说"洋腔洋调形成的关键不是在声母和韵母，而是在声调和比声调更高的语音层次。"说明在对外汉语语音教学中，声调教学至关重要。而声调教学中，上声更是需要突破的难点。从单字调看，上声比阴平和去声难学；从双字调看，带有上声的双音节词语的声调偏误率高（Kiriloff 1969，程美珍、赵金铭 1986，高洁 2006，夏晴 2006 等）。上声之所以不易掌握，是因为普通话语流中上声的发音存在很多变化，前人也已总结出了一些上声语流音变的规律，但对于为什么存在这些变化的探究却不多。为了进一步了解上声的本质，我们用计算机对单音节的上声进行了语图和声调上的分析。

壹. 普通话上声的数字化实验

1·1 我们从已录制的 20 个北京人的发音中找出所有单音节"a"的上声发音[1]（录音中同时也录制了嗓音）。下面的八幅图是从这些发音人中任选出的男女发音人在单音节"a"上声发音中存在的明显现象。

1·1·1图一是男女发音人所发上声的波形图（右图为男生，左图为女生，下同）。如下：
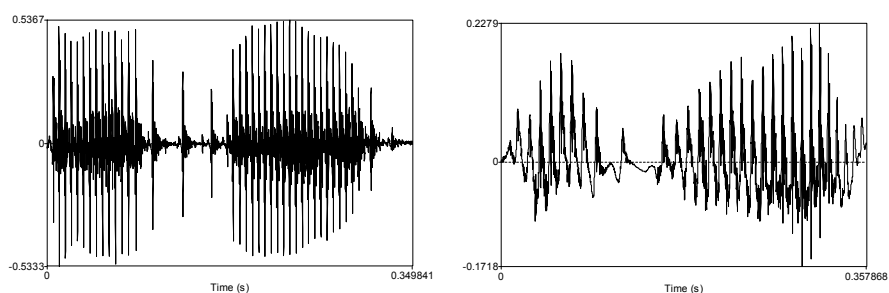
1·1·2图二 是男女发音人所发上声的嗓音图：
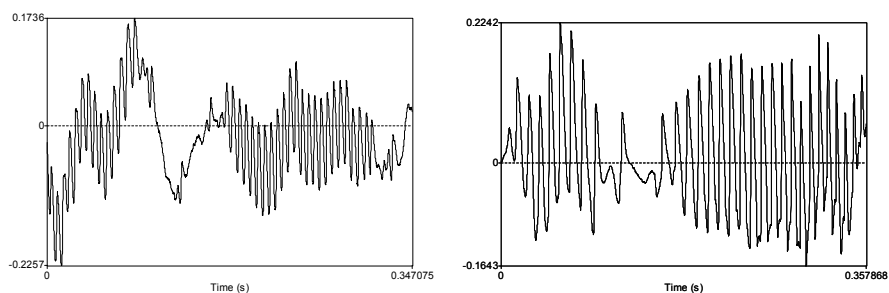
1·1·3图三是使用 praat 计算机软件提取出的声调曲线图：
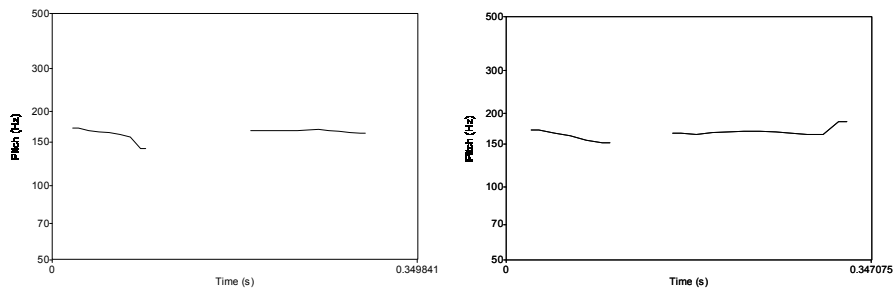
1・1・4 图四是用 praat 提取出的语谱图：
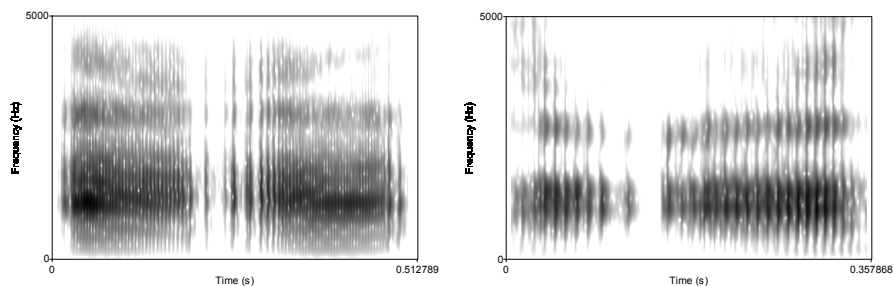
1・2 从这四组图上看，上声的发音存在一个明显的"暂停"过程，尤其是在声调曲线图上明显断开了。对此，我们暂称之为"上声的低闭合"段。从上声的计算机数字化试验结果看，上声单字调由三部分组成：前部分为低降调、调值接近 21，即人们常说的"半上"；中间部分为停顿时间，出现了暂短的嗓音"闭合"或嗓音被阻，调值提取不出来；后部分为低升调、调值接近 12，调型类似"阳平"。从图形上看，各部分的时长比大致为 3:1:3。

1・3 这个结果促使我们对上声本身及其变调等问题重新思考：如何看待上声单字调的本质？上声单字调与其变调之间是何种关系？在对外汉语教学和教材编写中如何处理上声及其变调的关系？

贰. 对外汉语上声教学中的调位意识

2・1 上声单字调及其变调的音位学解释
对于上声单字调，一般认为它是一种调值为 214 的曲折调。对于它在语流中双音节词语的变调，前人也总结出了"上声在非上前读半上"和"上上相连前上变阳平"两种变调规律。如此说来，上声实际上包含了单字调的"全上"以及变调的"半上""阳平"三种情况。

从前面的图中也不难看出，上声单字调的"全上"是由它的两个变调"半上"、"阳平"和一个"低闭合"组成的。抛开"低闭合"暂不论，如果用音位学的理论来解释这种现象，是否可以说上声单字调和它的变调之间是音位及其变体的关系。单字调的"全上"是一种具有辨义功能的音位，它的两个变调"半上"和"阳平"是它的两个变体。"阳平"是一种"出现的场合要受到一定条件的限制，必须具备一定的语音条件才出现"的条件变体。"半上"因其出现的条件不像"阳平"那么固定，因人或因语境而异，除了在单读、处于句尾、句中语音停顿、以及故意读得慢时读"全上"外，在其它很多情况下一般读"半上"，故而可视为一种自由变体。

2・2 上声教学中的调位意识

对于如何进行上声的教学，概括起来有两种观点。一种观点是把单字调（或称本调）作为教学重点，变调不作为重点。有的教材只在附注或说明中提到"半上"，有的甚至不提上声的变调。在教材的拼音标注上，一般都只标本调，不标变调。这种办法符合汉语拼音方案标调法的要求，但存在的问题除了不能完全反映语流中的音变情况外，"一律用三声调号标调，对于我们来说，不是什么问题，因为我们根本就不用考虑变调，很自然地就变了调；外国学生呢，就很难掌握"（胡炳忠，1977：58）。

与此相反，另一种观点把上声的变调作为教学重点。胡炳忠先生上个世纪七十年代末在《语言教学与研究》杂志创刊号上提出了"'三声'教学的重点是半三声"的观点，并为对外汉语教材设计了两种上声变调标调符号：在三声调号的后半段划一个小删节符号表示"半上"（ˇ）；在三声调号的前半段划一个小删节符号表示变调的"阳平"（ˇ）。但这种观点没有引起重视，除了十年后该刊主编陈亚川先生在《世界汉语教学》上撰文呼应外，应者寥寥。我们认为在没有更好的表示法之前，这种标调法仍不失为一种解决方案。

对于上声的教学，本文主张以调位的视角来进行上声及其变体的教学，认为上声单字调和两个变调的教学同样重要。在教学上建议采取分阶段分重点的教学步骤，具体可分两步：第一步，在学生没有建立起四个声调的汉语声调意识之前，首先进行单字调的教学；第二步，在学生掌握了四声调型调值的区别后，再进行上声变调的教学，使学生建立起上声的调位意识。在这一阶段，自由变体"半上"的教学尤为重要，因为"半上"的调型和调值对他们来说都是新知识，而条件变体的"阳平"由于是已知的内容，学生很容易理解接受。目前我们的教学中更需要突出的是上声的变调意识，教材中上声变调的表示法也需进一步研究。

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6
Keynote Speech:

"On Teaching Chinese Language and Culture Based on Applying WEB Resources"
By Prof. Yuzhen Xiong, Jinan University

"基于 WEB 资源应用的汉语涪言与文化的教学"
熊玉珍教授，暨南大学华文学院网络与教育技术中心

(Full Paper To Be Posted)

Paper Presentation:

"Collectivism vs. Individualism:
Chinese Language Learning Through Culture Comparison"
By Ms. Karen Tang, University of Victoria

"群体与个体取向观念体系之对比:谈初级汉语课程文化导入之实践"
卜�莹女士, 维多利亚大学

近年來，一般从事以汉语爲第二外語教学和研究的工作者，对文化教学和语言教学互相结合的重要性已经都具有相当的共识。然而對於汉语教学各阶段中究竟应当配合介绍中国文化的哪些内容，却并无定论。这可能是因为文化教学与语言教学结合时，不但要考虑到文化内容与学习阶段配合的问题，更得考虑到学习者本身文化背景的问题。因而使这件工作变得十分复杂。本文的主要目的是希望化繁就简,只针对加拿大高等院校学生的文化背景,探讨如何能更有效地将文化教学与语言教学结合在一起。

目前教材对文化教学的处理方式：

通常一谈到文化教学，就得先谈到文化教学应该包括哪些内容。因为这并非本文的主题，而且国内虽有不少学者研究过这个专题，但尚未达成共识，所以在此我只是以最简略的方法界定其范围。文化教学的内容大致可分成知识性的文化，交际性的社会规约和文化中深层的观念体系三大方面。目前国内的学者对于教材中应包含哪些内容虽无定论，但一般来说似乎都倾向于知识性的文化和社会规约并重，至于文化中深层的观念体系，有些学者主张这只是有关于文化的知识。文化如同语言一样，是一种能力，而不是一种知识，因此文化中深层的观念体系在文化教学中应当受到限制[i]，也有学者将之归类为理论性的知识并且认为编排在高级阶段是较为合理的作法[ii]。

我们在加拿大普遍使用的几套汉语教材或多或少地也都反映了以上的思维。例如几乎每套都强调"结构－功能－文化"相结合的教学法，由初级教科书开始就安排了所谓的文化点(culture notes)。一般初级教科书中的文化点比较偏重知识性文化的传授，而交际行为中的社会规约虽然也提到一些，但更常见的是以生词或者结构句型的方式，零散地夹杂在课文中介绍出来。至于隐藏在社会规约和文化知识背后的，中国文化中深层的与西方不同的观念体系，却很少提及，或者即使提到，也只是稍作表面的解释。

譬如初级汉语课本中一般都会介绍：汉字是如何形成的，中国有几大河流，什么是长城，什么是京剧；这些都是文化知识。虽然对于学习汉语的学生来说，这些知识都非常重要，也是迟早应当学习的文化内容，可是这些知识对于初学者是否能有效地运用汉语与人沟通，其实并无多大影响。

至于交际行为中的社会规约，例如"贵姓"，"你家有几口人？"多以生词或者结构句型的方式出现，极少附带文化背景介绍。其实因为文化差异，对于此类初识者之间最基本的会话，西方学生通常也都会有很多的疑问，例如：为什么要说"贵姓"？难道中国人只关心对方的姓氏吗？为什么课文中的人物才刚认识就查问"你家有几口人？"这符合真实的情况吗？当然这些疑问大多源于其本身语言习惯及文化认知与汉语有所不同，也就是所谓的文

化隔膜，文化困惑或者文化障碍。对于西方学生来说，这些往往才是更迫切需要解答的问题。

由于在课本中得不到答案，好问的西方学生通常只有转而求教于老师。此时假若汉语老师只是简单地以双方语言习惯不同作为解释，这并没有错，但这样的答案一方面可能造成学生们错误的认知，以为中国人的语言习惯就是"比较奇特"，久而久之，当学生觉得这些奇特的现象多得难以承受时，便失去了继续学习的耐心和兴趣。另一方面这样未免错过了一个机会，未能让西方学生通过中西文化之对比，了解中国文化意识中更为深层的观念体系。

本文的目的不在批评教科书。因为文化教学到底应该包含哪些内容，本来就是一个尚未取得共识的议题。何况教科书有篇幅的限制，尤其是初级教材，要兼顾的内容甚多。然而作为加拿大高校的汉语教师，我们不能漠视学生们的需要，应当尽量设法补充教材的不足之处。我个人认为采用文化对比将文化教学和语言教学结合在一起，是个可行也有效的方法。当然，文化对比并不是甚么创新的教学法，相信每位教师或多或少都使用过，国内出版的论文也经常提到这种异同比较法。本文仅仅希望通过我个人的教学实践，谈谈在加拿大高等院校，零起点之初级汉语班中，如何能以文化对比的方法将文化教学导入汉语教学中。

如何将文化教学导入汉语教学中

我的做法是在初级班一开始学习会话时，就使用文化对比法，将最基本的"群体与个体"(Collectivism vs. Individualism) 的概念介绍给学生。这种文化介绍是为语言教学服务的，不应占据太多上课时间。一般来说，初级班的学生往往正在学习，或者已经学过一些基本的人类学，社会学课程，有的还选修了中国文化介绍，所以他们对"群体与个体"对比的概念，或者至少对这两个英文名词，并不陌生。

汉语老师在课程最初的阶段，只要简单地介绍:中国自古即为农业社会，而农业社会安土重迁，人们世世代代聚居在同一片土地上，平时互通有无，有事时通力合作，例如一起防洪，一起抗灾，一起兴修灌溉工程，这些都是需要集合大批人力才能完成的任务。这样的生活方式，自然而然地使人们意识到只有互助合作，和睦相处，才能建立一个安定繁荣的社会。中国民族传统中的群体价值取向(Collectivism) 就是这么逐渐形成的。这与西方文明强调个人潜能与智慧的高度发挥，创造财富，享受人生的个体价值取向(Individualism)，有其基本立足点的不同。

中国这个群体取向的社会，为了保持社会群体的稳固性与持久性，逐渐发展出一种长幼有序，上下有别的社会秩序。与西方社会相比较，中国传统社会最大的特色是将群体看成是个体得以存在的前提，以家族为社会活动的中心。换言之，传统中国社会中最小的组成单位是家庭，而非个人。由此即可解释为什么在社交场合初识者往往只问"贵姓"，而不直截了当的问"你叫什么名字？"，当西方人同事朋友间一般"John""Jenny"直呼其名，而中国人却习惯以"老张""小李"互相称呼。也可以解释为什么刚认识就要查问"你家有几口人？"。显然这位新朋友不但要了解我这个人 —"小我"，还希望进一步地了解我所属的家庭 — "大我"。今天中国社会最小的组成单位是家庭抑或个人，还有待查证，但这并非汉语教师的研究范围。我们需要强调的是语言习惯反映出民族的文化取向，在"贵姓""老张""小李"这种语言习惯成型的年代，当时的人们最需要知道的可能就是对方是哪家哪户的子弟。

对于中国文化中群体取向的基本观念在课堂上不需多费时间解释，但是可以反复提起，用以解释汉语中很多的文化现象，并且通过一次次的深化，让学生逐渐建立起一种对中国社会人情基本的认识。例如我们也可以由群体与个体间的关系来解释中国社会中的待人接物之道。

当课程继续进行下去，有些学生，尤其是那些曾经去过中国的，常常会提出一些自己的经验与同学们分享。例如中国人不太尊重别人的隐私，才刚认识，就追问对方的年龄，收入，家人情况。作主人时过分热情的为客人斟酒布菜，可是自己作客时的"假客气"，又令人莫名其妙。我相信很多汉语老师都听过类似的文化困惑的例子，甚至老师自己也用"假客气"这一类的名词来解释某些行为。

杨德峰教授也曾在《汉语与文化交际》[iii]一书中提到一个美国学生交了一位中国朋友，开始时两个人关系非常不错，中国朋友在生活上，学习上都给了他很大的帮助。可是没多久，他就有点受不了这个中国朋友了，后来干脆躲避起她来。原因是每次见面，中国朋友就要查问他的行踪，甚至他所交往的朋友，让他有种被审查，隐私受侵犯，被侮辱的感觉。

其实一旦用群体取向来解释，以上的这些情况是很容易理解的。在一个群体取向的社会中，个体之间自然倾向于维持彼此间的良好关系，因为只有人际和谐，才能达到群体的团结。而为了维持群体内部的稳定，中国社会特别重视由家族关系发展出的人伦关系，也就是所谓的五伦。值得注意的是五伦强调的是一种不同等级间彼此依存的关系，而不是平等的关系。即使是五伦中的朋友，也要称兄道弟，有长幼之分。就像"父慈子孝，兄友弟恭"一样，年纪长，地位尊的朋友和年纪轻，地位低的朋友间也有一种特定的互动模式。这种思维方式反映在语言习惯中，我们就看到初识者间要交换彼此的年龄，工资，家中情况等等资料，这不是不尊重对方的隐私，而是需要以这些资料来界定长幼尊卑，确立未来彼此间从如何相称到如何相处的交往模式。有些学者已经注意到近年来社交场合中，人们已渐渐改变了这种互相探寻彼此年龄，收入的习惯，这种变迁可能反映了社会中比较不再强调长幼尊卑之分的现象[iv]。

为了维持良好的人际人伦关系，中国传统社会中的哲学，宗教都强调抑制个人的情感与欲望，先人后己，要时为他人着想。归根结底，这还是"牺牲小我，完成大我"的群体取向价值观。如果我们以此解释主客关系，那就更清楚了。主客间的年龄地位虽然仍很重要，主客间的定位更重要。主人有让宾客尽欢的义务，而客人为了体恤主人的辛劳和花费，总希望越少麻烦主人越好。因此如果说中国人"假客气"，那是只注意到事情的表象，却忽略了更深层的美好人情。假若杨德峰教授的美国学生能够了解他中国朋友的作为，只是在群体社会中一个较居优势者－她是中国人－对于一个居劣势者－他是人生地不熟的美国人－的温情照顾。那么他应该不会再逃避，而能以感谢的心态，正面对待这段友情吧。

文化教学中应否社会规约与观念体系并重

这种一开始就将中国文化中的群体观念体系介绍给学生的方法，可为他们日后学习交际行为中的社会规约，先打下一个良好的基础。有些汉语教学的研究者可能不赞成这种作法，例如陶炼教授在《"结构－功能－文化"相结合教学法试说》[v]中所提出的理论：

关于文化，我们把它理解为制约特定文化社团中个人行为的社会规约，而不

赞成有的人所说的是这些行为所体现出来的观念体系。生活在特定文化社团内的任何个人，都从社会实践中习得了这一社会集团的文化，懂得在某种情况之下应该如何行动，或在某个特定的行为列表中作出自己的选择，懂得自身行为的社会价值；当然，在他的行为之中确定无疑地体现着这一文化的价值观念，但不是每一个人都能准确，深刻，系统地说明这样的观念系统。文化如同语言一样，对于一个掌握了它的人来说，是一种能力，而不是一种知识。对于某一文化规约所包含的深层观念及其根源的探讨，以及与之相关的关于某一文化规约的描述或其历史的实证性研究等等，都是有关某一文化的文化学研究，即有关这一文化的知识。很显然，缺乏有关某一文化的知识，并不意味着没有掌握这一文化。文化知识并不是文化运用的前提，当然我们也不忽视文化知识对于文化运用，尤其是对于文化学习或习得具有重要的意义。但毕竟文化与关于该文化的知识是两回事。

本文所强调的群体与个体两种观念的对比，恐怕就是陶教授主张应当限制学习的深层文化知识。然而陶教授的理论如果用在母语习得上，那绝对是正确的。说母语的人即使缺乏本国文化的知识，并不意味着没有掌握其本国文化；就像没有受过教育的人，不见得不懂应对进退之道。然而这个理论对于短期在中国居住并学习汉语的西方人，就不一定适用，更遑论在西方国家，例如加拿大，学习汉语的大学生了。这些西方学生正是那种从未生活在中国文化社团内的人，要是没有得到过老师的提醒，他们怎能从社会实践中习得中国社会集团的文化呢？他们又怎能知道在某种情况之下应该如何行动，或在某个特定的行为列表中作出自己的选择呢？

南京大学的唐曙霞教授在《语用失误分析与调查》[vi]一文中提及一个关于如何"结束会话"的调查报告。以下是她在调查问卷中设计的情景之一：

某人正要离开，顺便客气地（不是认真地）邀请："我走了，你甚么时候有空去玩？"你当时没打算去，怎么回答？
学生们可以由下列三个答案中选择一个最合适的：
1. 再说吧，再见。
2. 也许有空我打电话给你，再见。
3. 对不起，我没时间，再见。
结果十二位西方学生有十位选择了中国人绝对说不出口的第三个答案。

唐教授的调查重点在证明母语为英语的学生在实施"结束会话"这一言语行为时，会将母语的言语习惯"负迁移"到汉语中来。而我们也可以借这个有趣的实例看到这些受访的西方学生，虽然在中国留学，还是既不知道"应该如何行动"，也无法"在某个特定的行为列表中作出自己的选择"。他们的行为确定无疑地仍然体现着自身原有文化的价值观念。至于我们没有去过中国的加拿大学生，在汉语课以外，很少有机会接触中国文化，而汉语课又往往只是五六门课中的一门罢了。如果遇到以上的情景，应该不难推断出他们最可能的抉择。

由此可见，虽然照目前的趋势，汉语教材会将中国文化社团中个人行为的社会规约一项项的编在课本中，但是一方面是规约太多，不习惯于背诵的加拿大学生到底能记得多少，还有疑问；另一方面，实际生活中的情况千变万化，如果学生只学习了表面的社会规

约，但对于规约背后更深层的价值观念却毫无所知；如此只知其然，不知其所以然，又怎能灵活应付社交活动中各种复杂的情况呢？

当然陶教授说得很对，"文化如同语言一样，对于一个掌握了它的人来说，是一种能力，而不是一种知识。"即使学生们知道了中国文化中群体取向的特质，也未必能保证他们在社交场合一定不出错。因此文化教学中观念体系与社会规约必须两者并重。观念体系是"体"，社会规约是"用"。社会规约是技能，仍然得一项项的学习，演练，才能熟能生巧。而观念体系是知识，在学习社会规约的过程中，本体的知识也一次次的深化，最好进入潜意识，成为一种本能。也就是说，作为汉语老师，我们要帮助学生把潜藏在词语和句法结构中的文化观念，"从无意识层面拉到意识层面，加以审视和导入"[vii]，但这文化观念最终仍需回归至无意识层面。这样当学生们遇到不熟悉的情况时，才能够很自然地依据平日训练，决定应该如何行动。当然，由有意识回归至无意识，这需要沉淀的时间。也正因为如此，我们应该尽早介绍"群体取向"这种文化特质。

及早介绍"群体取向"文化特质之优点：

1. 通过对深层文化观念的了解，建立学生对中国文化的认同感：

   每年汉语课程结束的时候，大约都会有两类学生为了我将文化教学导入汉语教学而特别向我致谢。一类是曾经在中国居住过的学生。他们总是说，以前的疑惑，现在完全可以理解了("It all makes sense now.")。另一类是华裔的学生，尤其是那些原来与家人有矛盾的学生。他们会觉得更能了解长辈的心意并体谅长辈的行为了。换言之，"群体取向"文化特质的知识，帮助学生跨越了"文化的鸿沟"，建立了对中国文化的认同感。

2. 通过对深层文化观念的了解，引起学生对中国文化的兴趣并强化其学习汉语的动机：

   无可讳言，最近几年汉语成了大学中的热门课程，学生们趋之若鹜。很大一部分的学生学汉语是为了个人未来的"钱途"。相信作为汉语老师的，最不愿意见到的就是教出一批又一批对中国文化毫无兴趣，像十九世纪来华的西方人一样，只把中国看成"冒险家乐园"的学生。至于如何才能引发这些大学生们对中国文化的热情，很多汉语老师都各有法宝。我个人认为群体与个体观念体系的对比，也是一个好法子。

   有些人可能将群体取向视为中国文化中一个负面的特质。其实无论是群体取向，或是个体取向，都有各自的特色。也因此我有意不把这两个字按惯例译作"集体主义和个人主义"。好在这些文化知识在课堂中都是以英文讲解，对学生们来说，怎么翻译都没有影响。作为大学的汉语老师，我们只是提供学生一个观念体系，并且帮助他们用以分析，解释一些文化现象。如果要去评断是非，那就远远地超越了汉语课程的范围。

   对于一个二十岁左右的大学生，一方面 collectivism 是一个原本已知的概念。现在通过汉语课的文化导入，这提供了他们进一步思考和体会的机会；另一方面，他们成长于强调个体取向的社会，这种介绍为他们提供了一个面对社会人生的全新

视角。至今为止，我只听过学生们感谢汉语课所学能够与其他学科，如人类学，社会学，等等相通，为他们开辟了新视野；还没听过有学生因此对中国社会有了负面的印象。一般的学生通常会对中国文化产生一种欣赏爱慕之情，也因而加强了学习汉语的动机。当然，作为他们汉语的启蒙老师，我诚挚的希望这种热情能够维持下去。日后当他们真的踏上中国的土地，满心想的不只是寻求发财的机会。而即使未来不再继续学习汉语，也仍能对中国的一切保持高度的关心与兴趣。

3. 通过对深层文化观念的了解，加强学生的交际能力：

　　　　学习语言最主要的目的便是培养交际能力，但是西方学生常常因为文化障碍，而造成误会。甚至如杨教授所举的美国学生，与中国朋友产生了误会，都没有能力分析问题何在。对于中国文化中群体取向的认识，将有助于加强学生对中国社会人情的了解，也让他们警觉不可将自己原有之文化价值观念和言语习惯随意地"负迁移"到中国社会和汉语中来。这样的认知将直接间接的加强他们的交际能力。

4. 为学生打下日后深造的基础：

　　　　由于群体取向观念体系是中国文化中一个最为基本的特质。因此可以用来解释中国历史文化与社会中的很多现象，例如：为什么儒，道，法各家哲学都将注意力集中在控制个人的情欲，及寻求社会的安定？为什么当大乘，小乘佛教传入中国，却只有大乘能流行于中国？为什么中国文人往复抒写的总是一种社会情怀？等等课题。我们的学生中总有一些将来会走上中国研究的专业道路。不论他们选择的是哲学，历史，文学或是政治，经济，社会哪一个领域，文化观念体系的知识，都能为他们日后的研究工作奠定良好的基础。

　　　　远的不谈，如果只是打算学完初级班，到中国继续学习汉语。我们不妨借用沈振辉教授在《探寻文化，解读文化 — 汉语精读教材文化内容试验性调查侧记》[viii]一文中所收集的材料，看看国内精读教材所编排的文化内容。沈教授在初级二的《标准汉语教程》课本中一共找出了十四个与观念文化有直接关系的生词，句子和课文内容。其中有九个显然是可以进一步用群体取向来解释的，例如数字由大到小的观念，望子成龙的观念以及传统到现代的婚恋观等等。还有两个是可能有关连的，例如计划生育的新观念等。

　　　　由此可知，学生往后不论是修习学位，或是继续学习汉语，及早介绍"群体取向"文化特质，对他们都是有益无害的。

结语

　　　虽然一般来说文化知识并不是文化运用的前提，但是当我们的教学对象是学习第二甚至第三，第四外语的加拿大大学生时，如能配合他们本身已有的知识基础，以文化异同对比的方法，从一开始就将基本的"群体取向"观念体系导入语言教学中，这是一种以学生为中心的教学方法。对于消除学生的文化障碍，加强语言的运用能力，可收事半功倍之效。而这种作法应该也适用于教导与加拿大有相同"个体取向"文化背景的其他西方国家学生。

附注：

i 陶炼《"结构－功能－文化"相结合教学法试说》原载《语言教学与研究》2000 年第 4 期，《对　外汉语教学研究》陈阿宝主编，山西人民出版社，2002　第 96-98 页

ii 沈振辉《探寻文化，解读文化 － 汉语精读教材文化内容试验性调查侧记》，《对外汉语教学　研究》陈阿宝主编，山西人民出版社，2002　第 206-207 页

iii 杨德峰《汉语与文化交际》北京大学出版社，2001 年，第九节第 45 页

iv 杨德峰《汉语与文化交际》北京大学出版社，2001 年，第九节第 49 页

v 陶炼《"结构－功能－文化"相结合教学法试说》原载《语言教学与研究》2000 年第 4 期，《对　外汉语教学研究》陈阿宝主编，山西人民出版社，2002 第 96 页

vi 唐曙霞《语用失误分析与调查》，《新世纪　新视野 － 华东地区对外汉语教学研究论文集》，　朱立元主编，　山西人民出版社，2002，第 307 页

vii 陈光磊《语言教学中的文化导入》，《对外汉语教学研究》陈阿宝主编，山西人民出版社，　2002 第 67 页 引用 张占一："汉语个别教学及其教材"，《语言教学与研究》第三期 1984

viii 沈振辉《探寻文化，解读文化 － 汉语精读教材文化内容试验性调查侧记》，《对外汉语教　　学研究》陈阿宝主编，山西人民出版社，2002　第 197-198 页 九项可用群体取向解释之观　念为：称数法：反映等级次序的观念，家庭社会支持老年人再婚的新观念，中秋节：重视 团圆的文化情结，"模范丈夫"：流行的家庭文化观，婚恋观的变化，"望子成龙"的文化　　　情结，出国留学是件好事的流行看法，中国人送礼的文化观念，传统的婚恋道德观。两项 可能可用群体取向解释之观念为：计划生育的新观念和茶馆文化。

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Paper Presentation:

"Teaching Business Mandarin with Chinese Cultureal Inputs"
A case study of "Daily Business Mandarin Course" at UBC Continuing Studies
By Ms. Frieda He, University of British Columbia

I. Introduction
Learning a new language means to learning and to getting to know a new culture as well. Students can benefit from language learning through discovering different patterns among languages systems and differences among cultures. The purpose of this presentation intends to discuss the close links and effective outcome between language teaching and cultural inputs by using the Business Mandarin teaching course conducted in UBC Continuing Studies.   It also assesses the importance of cultural inputs with language teaching in helping
students master the target language easily and effectively. It has been established that beginners can learn Business Mandarin well if we use effective teaching methods, proper teaching materials and motivational inputs in teaching.

II. The link between culture and language teaching Over the past decades, a considerable number of studies have been conducted on the culture and the language teaching. Culture has been defined as the models for living, day- to-day living patterns or the learned and shared human patterns. "These models and patterns pervade all aspects of human social interaction" (Damen, L. Culture Learning: The Fifth Dimension on the Language Classroom' 367).

Language is thought to be the primary tool for expressing cultural perspectives and related social practices. The study of a new language provides opportunities for students to gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and the culture(Standards for Foreign Language Learning in the 21st Century' 47).

In our daily life, one cannot learn grammar and new words of a target language without understanding that target language's culture. Both culture and language are very important for students at all levels of language learning. The two are inseparable in the process of language learning and teaching.

III "Daily Business Mandarin Course" in UBC Continuing Studies

a)   Purpose of developing the teaching material

With the rapid economic development and the largest population in the world, China has been closely watched for its large market.   More and more people in the world are beginning to learn Mandarin, especially Business Mandarin, as China emerges into the mainstream world of finance

with membership in the World Trade Organization (WTO).

As recently as just five years ago, it was very difficult   in North American to find a suitable Business Mandarin textbook which combined both real world Chinese business language teachings and cultural inputs. To fill this void, I began to write a teaching manual named *"Daily Business Mandarin-for anyone wanting to do business and travel in China (With CD)"* for the purpose of providing students with a practical and easy to understand method of learning Business Mandarin.

To meet this rapid increase in demand for Business Mandarin on the west coast of Canada, three years ago I created a new course named*" Daily Business Mandarin"* for UBC Continuing Studies. Up to now, we have trained over two hundred students, mostly business people (including CEO/CFOs), lawyers(attorneys), government officials, Business Management students and private business people interested in doing business or traveling to China. The Globe and Mail-*Report on Business* recommended this course to professionals in its Executive Education Guide in October 2005.

b) The content and the format

There are 10 lessons, mainly for people who finished level I Mandarin study. In terms of the content, the lessons cover many aspects of daily life related to business, such as: making an appointment by phone, the main types of business organizations in China, establishing a business relationship, inquiring about stocks and the markets, inquires and offers, buying and selling and entertaining guests. There are four appendices attached to the teaching material. These appendices deal with Chinese national holidays, samples of a business fax and letter, dealing with emergencies, useful websites and contact numbers in Canada and China. It gives students a general but useful foundation for a first time business trip to China. The lessons focus mainly on the practical usage of business Mandarin for trade and business process.

In order to introduce the culture and business hints in an interesting way, a fictional Canadian business person "Mr. Smith" is the main character in the teaching material. The context is that he is taking a business trip to China for the first time. By following his business trip in a conversational way in each lesson, students learn specialized business vocabulary, commonly used phrases, and basic sentence patterns. By practicing "situational conversations" based on our real social and business situations, the students can improve their levels of conversation, listening skills and understanding of the social and business customs of Mandarin speaking people.

The purpose of this format is to stress the communicative approach in language teaching. Through practicing this teaching method, we can stimulate the students' strong desire, potential and interests to learn and improve their communicative competence in the real social and economic world.

c) The pedagogical approaches

For a long time, there has been a saying that only people with high level Mandarin knowledge can learn Business Mandarin. In my 15 years of teaching Mandarin, it has been evident that people with limited knowledge of Mandarin level I and above can master Business Mandarin if we use effective teaching methods, proper teaching material and the motivation in teaching. In my teaching, I use the following class format:

1) Culture and business hints and role-playing

Each lesson I use 10 minutes introducing Chinese culture and business hints based on the related contents in the text. Then I ask the students to practice the language contents by role-playings in groups and in presentations. e.g. Sample process:

 Introducing Chinese way of exchanging business cards

- After learning and practicing the Chinese greetings - "Xing4hui4!""Xing4hui4!", the students learn how to exchange business card in Chinese way- with both hands and lettering facing up. It is impolite to write on the back of the card you have just received.

  - By practicing greeting "Xing4hui4", the students are introduced the different tones indicating different meaning-Xing2hui4- indicated "bribe" in Mandarin.

-Asking the students to make their own business cards (their names, titles and phone numbers) both in Chinese and in English.

-By practicing in Mandarin the exchange of   their business cards in class.

 Introducing "guanxi(connection or network)" and "face"

"Guanxi" and " face" are two important concepts in Chinese social life. When introducing the two concepts, I gave the students a classroom task by asking:

-If your company sends you to China to set up a new brunch of the business, you do not have any connection there, how do you start to set up connections (Guanxi) in China?

-Have you experienced any situations where you caused a Chinese person to lose face? What kind of actions can cause a person to lose face in China?

2) Focusing on "real" situations

Use "realistic", authentic materials taken from the real world, which is relevant to the students' needs. Each lesson by bringing the real Chinese telephone cards, China's bank application form and Chinese currency etc. to the class, I ask the students to put what he or she learned in class (including the culture)into practice "situational conversation." This implies the use of appropriate grammar, body language, facial expression, tone of voice and intonation.

3) Visual teaching

As a new challenge, I also ask the students to use Internet access in class to get live information about the Chinese stock market when teaching Lesson 8-Enquiring about Stocks and the Market. This can be difficult for some students as not all are familiar with stock symbols, let alone the Chinese stock code system. In any event, I teach the students how to access the websites of Chinese stock exchanges in Mandarin, and learn how to check real stock codes for Chinese companies. This makes the lesson come alive in a vivid and practical way.

IV. The feedback from the students (Questionnaire)

In order to satisfy the needs of Business Mandarin learners as well as improve my teaching material and teaching skills, I have conducted questionnaires after each term. One of the questions is "Do you think the business hints and culture section that was introduced each class was helpful in understanding the target language as well as Chinese culture?" Here is some of the feedback from the students:

Do you think the business hints and culture section that was introduced each class was helpful in understanding the target language as well as Chinese culture?"

1	. ...."I think the 'hints' in each chapter is great for those who do not know Chinese culture"
2	(DBM textbook) Very good and practical. The situational conversation is very useful.
3	Very helpful lessons, practical to us for travel
4	Yes, I enjoyed learning about the culture as much as the languages
5	Yes, -absolutely useful practical tips
6	Extremely helpful. Created contents and makes the lesson more interesting.
7	Very much-they provided interesting content and helped us to remember the words.
8	Yes, they were interesting facts and it is good to know some of the things to do or avoid when dealing with people in China.
9	Yes, the culture hints were very helpful and important to the class; I think they will be valuable.
10	Yes, they were helpful.

11	Yes, it is very important for westerners to have a basic understanding of Chinese language and culture understanding.
12	Shopping tips class was great!
13	Much firmer grasp of Mandarin, more knowledge of social and business etiquette.
14	I really enjoy the culture hints.
15	The textbook is good-the lesson dialogue is relevant to actual situations encountered in China.
16	Great fun, relaxed atmosphere, useful for business /work
17	Yes, it was very useful information for visiting China

Up to now, I have received a great deal of feedback from my students, saying that business hints and culture brought them great value in mastering the language and understanding Chinese people and China.

V. Conclusion

Teaching Business Mandarin with cultural inputs is a new challenge to language instructors. According to my teaching practice at UBC Continuing Studies and other professional training, putting cultural and business hints with language teaching in class is an effective teaching method, which makes the language learning class more interesting, is welcomed by the students no matter what the purpose of their learning and what career they are in.

By teaching cultures and business hints with the target language, we can avoid or reduce cultural misunderstanding. For example, one of the students ,not knowing white flower indicates a funeral in Chinese culture, sent white flowers to her business partner's mother when she visited Vancouver. After learning Chinese cultural customs, she said she would never again buy white flowers as a gift.

By giving the business people more knowledge and confidence before they goto China for business or business trips using some of the Mandarin theyhave learned, we help the students reduce "language anxiety". Many of my students have gone to China after taking this course. One of the students told me that he had taken my teaching material with him to China; he tried many sentences from the teaching material and had communicated with local Chinese business partners successfully in many situations.

In summary, teaching Business Mandarin with business hints and cultural inputs enhances the students' understanding of business communications in China, daily business conversation, business customs and negotiation strategies. There is no doubt that this creative teaching method-teaching Chinese language with cultural inputs has played an important role in student's better understanding of Chinese language and the culture.

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汉语远程教学的新探讨

　　随着教育技术的不断发展，各种计算机辅助工具以及网上教学系统也越来越多的应用到汉语教学中来，使汉语教学方法更加多样化。不断改进的教学系统已经将远程教育的教学水平断提升到新的高度。作为大学中的一个科研部门，我们在汲取前人研究的基础上，对汉语远程教育的特点需求进行了更加深入的分析，创建了更先进的具有人性化的新型网上远程语言教学系统—"智能语言导师" 网络课程开发与管理系统。

　　通过对现存各种网上教学系统的分析研究，我们发现许多系统都能够将课堂教学的内容通过网络传输给学生，并且配以声音，图像、动画等多媒体手段将课程内容生动地表现出来，基本可以达到与课堂教学相似的效果。然而，在真正实施远程教学时，就出现了许多不尽人意的地方，例如，课程建成之后内容不易更新；学生在学习中出现问题时得不到特别针对自己的指导帮助；缺乏实时的师-生和生-生交互；教学辅导和技术支持明显不足等等。这些都严重影响了学生的学习兴趣和效果。针对这些问题，我们在设计的新系统中强化了以下特性：

1. 设计了简明友好的课程内容输入界面。对于课文、对话、生词、语法、练习、在线考试等标准内容，课程教师可以方便地通过输入界面自行输入相应的文本，图像，声音，动画等课程内容，系统会自动进行组合连接形成标准化课程。对于特殊的教学形式，教师可以在技术人员的协助下进行创建。随着教学的进行，教师可通过界面随时方便地更新教学内容，使课程内容不断得到调整改善以满足各类教学对象和不同教学标准的需求

2. 增加了语音录制功能。发音是语言学习中的一个难点，也是担任初级课程的教师工作量最大、重复率最高的工作。本系统提供的语音录制功能可让学生通过一系列的在线语音录制练习来学习语言的发音，这种方式既减轻了教师的工作量，又让学生在一个无窘迫的环境下通过反复的自我实践来学会词句的发音。教师在线可以听到学生的发音，进行评判并回送语音和文本的反馈。

3. 智能练习反馈功能。 课文之后的练习活动是促进学生理解和掌握知识的重要手段，所以习题的设计至关重要。除了将课堂常用的练习形式例如选择、填空、匹配、简答等设计成标准模板之外，更注重强化的每个题目的反馈信息。我们把每个练习题的所有可能的答案和针对每个答案做出的分析都存入数据库中，在学生出现任何一种情况时都会给出特别有针对性的反馈。每一个复习考试后都呈现给学生一个分析报告，指明该学生的优势与弱点，应该复习强化的知识建议等。从而为下一步学习提供指导。

4. 设计了记录和跟踪学生学习过程的数据库系统。学生做过的每一个练习和考试及其表现都被存入数据库中，他们可随时察看自己的学习进程、所得分数、成绩报告、班级平均分数和成绩分布图等等。而教师能够方便地查看学生名单、学生联系信息、班级和学生成绩表、自始至终监控每个学生的学习进程及表现等。无需评分手册和成堆的试卷，系统自动对语音之外的作业和考试进行自动评分。对于语音习题，教师可以登录系统在线听取学生的发音，进行评判。这使得班级教学成为一种轻松而富有成就感的过程。

5．师-生，生-生交互功能

系统采用 **Flash Media Server** 技术提供了一个交流论坛，让学生之间、师生之间可以交互地讨论课程内容和其它学习问题。对于一些带有普遍性的问题，通过在公共论坛的提问、讨论和解答可以启发全体同学一起探讨，共同提高。每个学生还可以将自己知道的学习资源公布在这里让大家共享。这种方式增强了学生的集体学习的体验。

网上教学是一个利用电子与网络技术来实施教学的过程，只有引入智能化技术才能使其发挥更有效的功能。"智能语言导师"正是基于这种意识设计的一个交互式多元语言网络课程设计与管理系统。它采用了电子智能化技术和人类教学经验相结合的手法，可快捷地生成各种语言类课程软件并且通过网络来实施、监控和管理各项教学工作。特别适用汉语作为第二外语的网上课程开发。所开发出来的课程除了适用于校内学生的面授+网络的混合式学习之外，还可以吸引社会上任何想学汉语的人士在任何时间，任何地点进行学习而不必作出额外的教学付出。

Paper Presentation:

"A Brief Review on Multimedia Technology Applied in Chinese Instruction"
By Ms. Zhenghong Li, Vancouver Chinese School

1. Introduction

The rapid development and wide application of computers offer both great challenges and opportunities for education. Undoubtedly, the wide spread of multimedia technology and the advent of the internet provide convenience for language learning and expand possibilities for using them to support language instruction. The fact that appropriate employment of multimedia technologies facilitates both language teaching and learning procedure has been proven through countless practice including those in TCSL area. Language acquisition is a highly complex process involving linguistic proficiency and cultural proficiency. To make learners succeed in the integration of these two abilities through their learning activities, it is vital to find out what the effectual and efficient teaching methods are. This paper focuses on the domains where multimedia technologies have been employed to improve and develop Chinese acquisition activity and innovative solutions multimedia assisted Chinese instruction provided to extend students' learning beyond what traditional classroom offers for improvement of their ability and confidence in communication in Chinese.

2. Areas Explored by Multimedia-assisted Chinese Instruction
2.1 On Pronunciation

Pronunciation is one of the most difficult subjects to handle for Chinese instructors. As for Pin Yin, it shares the same letters with English but each letter has a different pronunciation which always mixed up by learners, especially the beginners. However, as the essential part of meaning conveyance, it deserves great attention from both instructors and learners and must be conquered in earliest stage otherwise its negative impact will emerge in and baffle spoken communication conducted afterward by learners.

It is crucial to master the correct pronunciation of syllables, vowels and tones of Pinyin at the beginner stage in Chinese learning. In order to articulate the sound syllables and vowels, pronunciation instruction should be focused on the proper tongue position, mouth shape and control of breath. Showing the exact movements of vocal organs when producing a particular syllable or vowel will definitely facilitate learners' understanding and imitation in a proper way. However, it is an impossible mission for Chinese instruction with restricted traditional teaching methods. Therefore, many innovative solutions based on multimedia technologies have been conducted in addition to still picture-based demonstration and teacher-based interpretation to fill in this gap. With manifold functions and inexhaustible instruments, the whole pronunciation process is clearly and vividly illustrated by computer-designed animation, courseware and programs to learners for their easy understanding.

By employing an X-ray produced 3D-animation, learner visually get the knowledge on the structure and functions of vocal organs and easily access to pronouncing activity as viewing exact inner movements of vocal organs as they are uttering a particular sound.

As for tone instruction, teacher's demo is pre-recorded in computer and the pitch is displayed

as a beeline set the standard for learner to simulate and compare with. Multimedia technologies are also involved in pronunciation error detection and accent reduction. Standard pronunciation demonstrated by various human voices for learners to imitate and study is the basic function of all digital Chinese dictionaries. By using multimedia-based peripheral equipments, learner's voice can be input the computer to compare with the pre-set standard voice when learning particular pronunciation and the two voices are displayed visually by two curves. In this way, learner can clearly understand what the differences are and adapt pronunciation to match the standard specifically. The instant feed-back provided by multimedia based pronunciation instruction enable learners correct and improve their pronunciation promptly even without instructor's supervision.

2.2 On Character

Acquisition of Chinese character is another challenge in Chinese teaching activity. For many of Chinese learners especially occidentals, starting to write Chinese for the first time is a "big event" in their experience. They are confronted to a very different writing, in its visual form, its spatial organization and density, as well as its kinaesthetic execution.

Writing the Chinese characters involves several mechanisms: the perception of the form either seen or imagined in the mind, the motor sequence, the management of the space, the coherence of the vision and the hand, and all these mixed capacities should become a natural embodiment after many hours of practice so that practitioner are not only be able to copy correctly a character but also take the programmed chain of movement sequence as a via for memorizing and for recalling.

In the class, the teacher is engaged in instructing other language skills rather than worrying about the performance of each student in their writing, and the evaluation of their handwriting is mostly given from the static result rather than the process how it is written. Thus many of the beginners show difficulties, such as in the single stroke orientation, or in order of the stroke sequence, or in the spatial manipulation. Multimedia-assisted Chinese Instruction assists in correcting these wrong writing habits and easing variable difficulties.

Many of Multimedia-based Chinese learning programs explicitly illustrate Chinese Characters from perspectives of stroke order, component, structure, evolvement etc. Digital hand writing pad enables learners to practice calligraphy which is an innovative and impressive way to learn Chinese character. These comprehensive illustrations can be used by students on the web or from other sources with the minimum consumption of classroom time and the maximum possibility of acquisition.

Using character-input software to help learning and working with the Chinese written language also has many benefits and classroom applications. Recent developments in Input Method Editor (IME) and Windows 2000 "built-in" applications for Chinese characters assist in teaching the Chinese script, character recognition, and sentence composition. Based on some of the suggested applications, Chinese teachers can pursue a new avenue of learning and empower their students to write Chinese character compositions via e-mail or Word documents.

2.3 On Listening Comprehension

Multimedia technology supports listening comprehension activity in many ways. In traditional listening practice, teacher spent time on adjusting tapes whenever repetition is needed. During the adjusting process, most teachers have the frustrated experience as the tapes can not be

manipulated easily and accurately. With multimedia technology, audio, video and other computer-based files and materials can be edited and rearranged for specific instruction purpose and played at any speed to meet the diversified needs of instructors and learners. With the help of professional software, any audio file can be extracted part by part. And the chosen parts can be linked to the corresponding text. Sound, video, image, text etc. can be integrated to enhance the listening consolidation.

In different phases, multimedia assisted instruction expedites activity of Chinese listening comprehension. The designs listed below divided tasks into smaller practice components to meet diverse needs, each of which contributed towards the practiser's acquisition.

From perspective of sounds, some programs present beginner learners with online quizzes (e.g. multiple-choice questions, or short-answer questions, with built-in feedback) asking them to differentiate, for instance, between the four tones in Mandarin Chinese, or between syllables which sound similar (e.g. syllables in the retroflex and dental sibilant categories).

To become accustomed to rhythms and speech rates in spoken Chinese, some programs provide second language learners with examples of how a sample passage would sound at different speech rates (while allowing learners to control how they access digital sound clips) and draw their attention to the word stresses and rhythms in Mandarin Chinese, which may be very different from those in their first language.

To accept phonological variations, some programs prepare recordings of the same passages spoken/read by different individuals so that learners might have the opportunity to listen to different accents and voice qualities of native speakers. One would find quite distinct differences between the Mandarin Chinese pronunciations of individuals from different parts of China, for instance. Learners do need to be exposed to such differences because it is an aspect of the language that they will encounter in the real-world.

To develop the ability to extract keywords, the gist or main ideas from listening material, some programs use on-screen prompts or questions to get learners to enter/select the keywords or main ideas that they believe they have heard and program the computer to provide instant feedback on whether they were correct. This would allow learners to pinpoint where they might have made an incorrect interpretation of the material they heard.

To Integrating listening comprehension skills with other language skills, some programs provide a task which requires learners to use their listening skill with other language skills. For example, ask learners to generate a sequel or a verbal response to a dialogue they have heard, and then record it as a digital sound clip for others to listen. This provides them with the incentive to comprehend the original dialogue in order to complete the related task of generating a sequel or a verbal response, as well as both listening and speaking practice.

2.4 On Culture Understanding

Successful language acquisition is an integration of linguistic mastery and cultural comprehension. Knowing how to say something with correct pronunciation, grammar, and vocabulary is not sufficient for effective communication in Chinese. Learners need to understand Chinese culture and society and must know what to say and what not to say, when to say it, and how to adjust what they say for the occasion. Since the Chinese language is itself part and parcel of Chinese culture, there is no way of avoiding the teaching of culture.

Experts have discovered that the best way to really get to know another society and its culture

is to live in it as an active participant rather than simply an observer. Although there are numerous summer camps and short term programs offer Chinese learners field trip in China, it is impractical for most receivers of overseas Chinese education.

Multimedia-assisted Chinese instruction provided various solutions to fill in this gap. First, it developed programs consisting variety of cultural information in history, geography, philosophy, tradition, literature, religion etc. and helps the learners to interact and explore the subject available in image, audio, text, graphics, animation and video on a computer in a non-linear mode other than by word of mouth. It also provides natural and real learning surrounding so that learners can be familiar with and further understand cultural meanings of words, phrases and sentences through their various applications in real cultural contexts. Second, in accompany with specifically designed programs with scripted approach involves teaching learners the many facets of non-linguistic communication including: proxemics, gesture, body language, social appropriateness, and the importance of the roles, time, place, and audience in communicative situations to help learners acquire correct and effective communication. The script of a communicative situation involves not only what is said, but the appropriate actions that accompany the dialogue based on intentions and expectations of the natives in the context of the situation. Synthesizing all kinds of multimedia technology to give learners comprehensive culture cultivation on specific topic is another effectual way on culture teaching. The following teaching plan successfully builds up a multi-dimensional culture instruction by adequate employment of multimedia technologies.

Teaching Plan: The Song of Spring
By Teacher of Beijing 55th Secondary School
Target Students: Students with advanced level
Teaching Goal: Focusing on the cultural connotation of spring, the course aims at introducing it's from Chinese perspective.
Methods: Cross-cultural and interdisciplinary methods and multimedia technologies
Procedures:

- Preparation before class:
  1. Composing an article depicting spring from your point of view
  2. Copy a poem about spring in your language
- Classroom Activities:
  1. Discussion: Talk about features of spring in your countries and activities related to it.
  2. Listen to the music "The Song of Spring" and talk about what you perceive about this song
  3. Summarize features of spring by studying the essay "Spring" by Zhu Ziqing.
  4. Watch the documentary "The Growth of Plants" and discuss where the beauty of spring lies.
  5. Study the poem of "咏柳" by He Zhizhang to appreciate the beauty of spring created by Chinese ancient poet.
  6. Listen to classical Chinese music "春江花月夜" to imagine how Chinese ancient musicians feel about spring.
- Assignments: Report project
  Choose one of the above works we studied together and describe your feeling of spring   in a

composition.

The above teaching plan well organized visual and audio instruments and other multimedia to support a core topic containing a great deal of cultural information. It also explored the possibility of using Cross-cultural and interdisciplinary methods in Chinese instruction to accomplish comprehensive cultural immersion which give a three dimensional view of Chinese culture.

3. Conclusion:

Through continuous exploration and innovative application, multimedia-assisted Chinese instruction supplemented and updated the impoverished, fractional and increasingly outdated traditional teaching methods. With diagrams, charts, video, film, animation, theater/plays, pictures, sounds and other changes of perceptual views, multimedia-based instruction methods enriched the Chinese teaching and learning activities and practically solved numerous problems in acquisition of pronunciation, character, listening comprehension as well as culture understanding.This paper made a brief review on Chinese instruction areas where Multimedia technologies are largely and effectually employed in order to facilitate Chinese language acquisition and convinced its conspicuous contribution to Chinese teaching and learning activities.

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Paper Presentation:

"Comparative Method in Teaching Grammar"
"比较在语法教学中的运用"
—《中 文 听 说 读 写》Level1 Part 1& 2 语 法 比 较 一 览

By Ms. Vivian Jingzhu Wu, Trinity Western University

I. *比 较 在 语 法 教 学 中 的 重 要 性*

在现今大多数的中文教科书中，语法部分已经引起编者足够的重视，这些教科书无一例外地都有专页的对各个语法的解释。 但是遗憾的是，在做语法解释时，很少有教科书把现学的语法和已经学过的语法进行相似、相近、相交或者相反的比较的。 而我在教学中发现比较其实是语法教学中必不可少的方法，其原因有三。

一. 不少中文字尽管在中文里有明显不同的意思，但译成英文后，或者意思牵强（即英文无此习惯性用法），或者意思却相差不大（即从英文意思着眼无法区别它们的中文差别）。 比如"姓"和"叫"，虽然它们可以从字面上翻译成英文的 "be surnamed" 和 "be called"， 但是在英文里，"I am surnamed Wu."（或者"My surname is Wu."）和"I am called Wu Jingzhu." 都不是习惯说法；而"My name is Jingzhu Wu." 或者"My name is Jingzhu."才是英文的习惯说法。 因为这两个字都和姓名有关， 因而造成了学生对这两个字有相同中文意思和用法的错觉。 当回答"你叫什么名字？"时，学生通常会准确无误地回答"我叫<u>沙爱宁</u>。" 但是当回答"您贵姓？"时，学生常常会错误地回答"我姓<u>沙爱宁</u>。" 为了避免学生混用"姓"和"叫"，一个有效的方法就是将两者进行比较。

二. 一些中文字本身就有不同的意思和语法功能。比如"那"既是指示代词(that)又是连词(in that case, then)，自然它们在句子中的语法功能就不同。通过比较性的学习，可以加强对一个字不同意思和语法功能的掌握。

三. 比较不仅能帮助学生准确地掌握中文的用法，而且也是复习的有效途径。当语法越学越多，相似、相近、相交、相反的语法也会接触得越来越多，和已学过的语法相比较地学，既能意识到一个新语法的出现，又能复习和巩固已学的语法。

纵观《中文听说读写》的语法，Level 1 Part 1 共有 68 个，Level 1 Part 2 共有 62 个，总共是 130 个。

下面是一个针对比较前和比较后语法点的减少，而通过比较各个语法点使用次数却反而增加的统计。

比较前	比较后	使用次数
130	124	189
100%	5%↓	45%↑

II. *比 较 的 各 种 不 同 类 型*

通过对《中文听说读写》Level 1 Part 1&2 的语法比较教学的总结，比较大致可以从下面两大类着眼，一是字/词的比较， 二是短语、句型的比较。

一. 字/词的比较又可以根据字/词本身在中英文意思方面的特点，分为下面七种类型。第一种是英文同字中文异字的比较，属于这类比较的有"不" 和 "没"；"二" 和 "两"；"还有" 和 "和"；"还" 和 "也"；"想" 和 "觉得"；"知道" 和 "认识"；"能" 和 "会"；"又" 和 "再"；play：打，玩，弹，踢；"从" 和 "离"。

第二种是英文异字中文同字的比较，即一字/词多义的比较，属于这类比较的包括: to have，there is/are；那: that，then；好吗: 问候，提议；就: 副词 (时间：就，…以后就，一…就，早就；所属: only)，连词；还: in addition，return，still/yet；送: give sth. to sb.，see sb. off, give sb. a ride；一直: go straight，all the time。

第三种是英文无相关用法或者英文无相等中文字的比较，属于这类比较的有"姓" 和 "叫"；"呢" 和 "吗"；"Reduplication of Adjective" 和 "很/非常 Adjective"。

第四种是中文交叉意思的比较，属于这类比较的有"没有"和"不比"；"将来"，"以后"和"后来"；"再说，…也"和"不但…而且…"。

第五种是中文相似意思不同表达法的比较，属于这类比较的有"到+地方+去+动宾"和"去+地方+动宾"；形容词+极了/死了/坏了。

第六种是相对字/词或相反字/词的比较，属于这类比较的有"才"和"就"；"接"和"送"；"一定"和"可能"。

第七种是不同字性重复的比较，属于这类比较的有 Reduplication of Adjective 和 Reduplication of Verb。

二．短语、句型的比较主要根据它们各自的特点分为以下两种。一种是中文相似短语的比较，这类比较包括"V 吗"和"V 不 V"的比较；"好不好"、"好吗"、"怎么样"、"吧"、"那…吧"等提议句句式的比较。另一种是中英句型顺序不同的比较，这类比较包括对日期的比较；对时间/次数/地点/方式/伴随的比较；对描述性定语的比较。

III. *比 较 的 方 法*
根据所比较的字、词、短语、句型本身的特点和预期的比较时的视觉效果，我把比较分为三大类。一是排列比较法，二是表格比较法，三是中英文对照比较法。

一．排列比较法
当比较的对象是那些一字/词多义，一个意思可用不同的中文表达，以及相对字/词或相反字/词却很难用英语来解释时，通过列出各个字/词不同的意思、用法、表达法，就可以让读者对每一个字/词的意思和用法一目了然，并起到一种条条杠杠式的记忆效果。排列比较法主要是对比较对象进行"异"意思的比较，所以对字词义的解释和例句采用排列的格式就可以达到这样的目的。

排列比较法通常包括下列几种比较：一字/词多义比较；中文相似意思不同表达法比较；相对字/词或相反字/词比较；不同字性重复比较；中文相似短语比较。下面的比较实例分别是对以上五种比较的具体演绎。

1．一字多义比较：送（L1P2-L15:Level1 Part2-Lesson15, 以下类推。）
● 送 + 给 → to give sth. to sb.
洪 德 念 的 同 学 送 给 洪 德 念 一 本 书。
（*Note: must use with "给"*）
● 送 → to see sb. off
我 到 飞 机 场 去 送 我 姐 姐。
（I might be the driver or might not.）
● 送 → to give sb. a ride; to take sb. to place
谢 谢 你 送 我 回 家。
（If "you" are driving "me" home with a car.）

2．中文相似意思不同表达法比较：到…去 V/VO，去…V/VO (L1P2-L14)
"到…去 V/VO" is similar to"去…V/VO" when used in the declarative sentence, however, the position of the "place" word is quite different.
● 到Place去V/VO
with V：明 天 我 们 到 李 友 家 去 玩。
with VO：去 年 劳 瑞 到 中 国 去 学 中 文。
● 去PlaceV/VO
with V：明 天 我 们 去 李 友 家 玩。
with VO：去 年 劳 瑞 去 中 国 学 中 文。

3．相对字/词或相反字/词比较：才，就 (L1P1-L7)
When both used in a past-tense sentence with time word/time phase
● with "才"— suggests tardiness or lateness of the action
S + time word + 才 + V
她 十 一 点 钟 才 吃 早 饭。
(Note: in this usage, because "才" is closely associated with time, the time phrase needs to precede "才" rather than preceding the subject; NO "了" in this usage.)

- with "就" ─ suggests earliness, briefness, or quickness of the action
  S + time word + 就 + V + 了
  她 三 点 钟 就 吃 晚 饭 了。
  (Note: for the same reason given above, the time phrase needs to precede "就".)
- compare "才" and "就"

就	上 课	才
8: 30 (came)	9: 00 (started)	9: 45 (came)

4. 不同字性重复比较:
Reduplication of Adjective, Reduplication of Verb (L1P2-L17)
▲ Reduplication of Adjective ─ very adjective (more lively than 很 adjective)
    1） Monosyllabic adjective
      Pattern: **X X**
      糖 醋 鱼 <u>酸 酸</u> 的 、 <u>甜 甜</u> 的 ， 好 吃 极 了 。
    2） Disyllabic adjective
      Pattern: **X X Y Y**
      那 个 <u>漂 漂 亮 亮</u> 的 服 务 员 姓 王 。
▲ Reduplication of Verb ─ to do it a little bit
    1) Monosyllabic verb
      Pattern: X X
      老 师, 请 您 帮 我 <u>看 看</u> 这 个 字 我 写 得 对 吗?
      (Note: for one syllable, X 一X is almost a substitute of XX.)
    2) Disyllabic verb
      Pattern: X Y X Y
      你 考 完 试, 我 们 好 好 儿 <u>庆 祝 庆 祝</u>。
    3） AV + V → AV + VV：only V could be duplicated
      Pattern: AV + VV
      爸 爸 妈 妈 想 <u>看 看</u> 女 儿 的 男 朋 友 的 照 片 。

5. 中文相似短语比较：…吧，怎么样，好吗，好不好，那…吧 (L1P1-L5)
- <u>吧</u>：我 们 去 看 电 影 吧。(a more strong suggestion; the speaker has more power)
- <u>怎 么 样</u>：我 们 去 看 电 影， <u>怎 么 样</u>? (a less strong suggestion; among friends)
- <u>好 吗</u>：我 们 去 看 电 影, <u>好 吗</u>? (more intimate relation between the speaker and the listener; the speaker is sometimes a kid)
- <u>好 不 好</u>：我 们 去 看 电 影, <u>好 不 好</u>? (more intimate relation between the speaker and the listener; the speaker is often a parent)
- <u>那</u>…吧 (then)：An alternative suggestion
  A：我 没 有 茶 了。
  B：<u>那</u> 给 我 一 杯 水 吧。

二. 表格比较法
    如果说排列比较法是突出比较对象的异,那么表格比较法就是对比较对象进行有同有异的比较。通过对同和异实行定格式的鉴定,并附上例句,从而起到一种框架结构式的记忆效果。根据表格的不同设计通常又分为以下两种:
a. 有相同栏和不同栏
    特别适用于那些英文中没有相等的字/词,但是中文的词性相同,用法却截然不同的比较对象,目的是为了突出中文词性或者英文意思的"同"和中文用法的"异"。下面的"英文无相等的中文字比较: 姓, 叫 (L1P1-L1)"和"英文同字中文异字比较: 还，也 (L1P1-L3)"就采用这种方法:
英文无相等的中文字比较: 姓, 叫 (L1P1-L1)

Compare	Similarity	Difference	Example

姓	1) as a transitive verb, must be followed by an object 2) negated with 不	1) noun or verb 2) meaning: surname/to be surnamed, family name, last name 3) followed by a surname, if in a response sentence 4) take the phrase of "姓 什 么" in an interrogative sentence	as a noun: 您 贵 姓? as a verb: A.你 姓 什 么 ? B.我 姓 李 。
叫		1) verb 2) meaning: to be called 3) followed by a surname and a given name, if in a response sentence 4) take the phrase of "叫 什 么 名 字" in an interrogative sentence	A.你 叫 什 么 名 字 ？ B.我 叫 李 友 。

英文同字中文异字比较: 还，也 (L1P1-L3)

Compare	Similarity	Difference in Chinese	Example
还	both as the adverb "also" in English	implies an extra statement or an emphasis	她 喜 欢 吃 美 国 饭 , 还 喜 欢 吃 中 国 饭。
也		marks a simple statement with parallel situation or relationship	她 喜 欢 吃 美 国 饭, 也 喜 欢 吃 中 国 饭。

b. 有英文意思栏
　　特别适用于那些中文有交叉意思但是可以借助不同的英文意思区分开来的
比较对象，目的是突出英文意思的"异"。比如下列的"中文交叉意思比较: 没有，不比 (L1P2-L14)"
就是采用这种方法：

Compare	English Meaning	Example 1	Example 2
没 有	less than	我 弟 弟 没 有 我 高。 (My younger brother is not as tall as I am.)	小 美 没 有 小 丽 漂 亮。 (Xiao Mei is not as beautiful as Xiao Li.—a sharp statement or an obvious objection)
不 比	"less than" or "equal to"	我 弟 弟 不 比 我 高。 (My younger brother could be not as tall or as tall as I am.)	小 美 不 比 小 丽 漂 亮。 (Xiao Mei is not as beautiful as Xiao Li.—a tactful statement or an indirect disagreement)

三．中英文对照比较法
　　当比较中英文句型结构的不同时，最好的方法莫过于一句中文一句英文对照起来地比较。这
样，中英文句子结构的不同就尽显眼前了。比如下列的"中英句型顺序不同比较:Word Order in
Chinese (L1P1-L4)"就采用这种方法：
Word Order in Chinese:
S + Adverbial (time, frequency, place, manner, company) + V + O
(*note: the order of Adverbial is interchangeable in Chinese depending on the word emphasized;
however, they are all placed BEFORE the Verb.*)
● time+frequency:
　　我 周 末 常 常 看 电 影。
　　I often watch movies on weekends.

● place:
　　我 周 末 常 常 在 家 看 电 影。
　　I often watch movies at home on weekends.
● manner:
　　我 周 末 常 常 在 家 用 电 脑 看 电 影。
　　I often watch movies on computer at home on weekends.
● company:
　　我 和 我 妹 妹 周 末 常 常 在 家 用 电 脑 看 电 影。

I often watch movies on computer at home on weekends with my younger sister.

IV. *结 束 语*

比较式语法教学的必要性首先来自于实际的需要，因为在教学中经常会碰到这样的发问，这两个语法有什么区别？为什么用这而不用那？在批改学生作业时也会发现学生对相似、相近、相交、相对语法的使用上的困惑。比较式语法教学的必要性还来自于教学的需要，与其用一两句话临时回答学生的问题，不如事先做好充分的准备，查寻相关资料，给学生一张详细周全的学习兼复习讲义。

在具体的语法教学的备课中，有几点我常常注意和考虑的是，一是不把没有出现在课文中的语法进行先行比较，比较的语法一定是已经学过的；二是根据自己的教学经验和对学生常犯的语法错误的总结而制定比较对象，并非所有语法都适合比较；三是对低年级的学生，特别是一年级的学生，比较开始时局限于最基本的语法知识，不会太早引入说话人语气和用意方面的知识。如果学生接受程度高，或者随着中文水平的提高，可以引进除了基本语法知识之外的知识。这后一点也是值得和各位同仁探讨的，也就是对低年级(通常指一、二年级)的语法教学到底以什么程度为宜。

通过几年的比较式语法教学的实践，语法的教学效果有明显的提高，这主要表现在以下两个方面， 一，从教学上看，传统的单一式的语法点的教学成为既有对照又有区分的有系统的学新习旧过程， 因而增加了学生学习语法的兴趣；二，对学生来说，比较式的语法学习可以增强对新语法的认识，复习和巩固学过的语法，避免了常犯的语法错误。比较式的语法教学的最终目的是帮助学生准确地使用中文，使他们达到不但流利而且准确的水平，从而在就业或深造上具有竞争力。

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12
Paper Presentation:

"中文教材的文化介绍宜求精准"

By Dr. Helen Wu, University of Toronto
吴小燕博士，多伦多大学

在海外中文教育中，文化内容何时切入教学为好，往往见仁见智。一般认为，初级教材应着重打好语言基础，加强技能操练。根据本人的实践经验，即使在起步阶段，也可以结合文化来进行语言教学，两者不但并行不悖，而且相得益彰。

为了进一步表达我的看法，原先我提交加拿大中文教学学会 2007 年年会的论文摘要，题目是《文化内容宜及早介入汉语教学》。撰写论文期间，反复研读了中国国家汉办推荐教材《新实用汉语课本》第一册[1]中的"文化知识"(Cultural Notes)，发现确有一些文化背景的介绍是不正确的或者是过时的，一些数字的表述也是不准确的。 鉴于可能产生误导，我临时改变主意，把论文题目改为《初级中文教材中的文化介绍不能"差不多"》。至于我对文化内容及早介入语言教学的观点因曾有专文发表，就不再详述了，与会者有兴趣，不妨参阅我的文章[1]。

如所周知，初级教材是启蒙读物，先入之见，犹如白纸染墨，使人终生不忘。它不同于高级教材或者参考读物，可以有不同观点，百家争鸣。因此，成套教材文化内容的编写如果不是从一开始就十分注意其正确性和准确性，则因循相袭，会造成海外学生对中国文化似是而非的了解，积重难返，在日后矫正时就要花大力气了。兹不揣冒昧，举出以下例子与同道们商榷，敬请指正。

例一，《新实用汉语课本》第一册第七课第 94 页：
> There are over a thousand Chinese family names, Zhang, Wang, Li, Zhao, and Liu are among the most popular, with about seventy million Zhangs exceeding all others.

想必以上一段叙述一定言之有据，但不知所据为何，是基于什么年代的统计数字。我对前五大姓中赵姓居于第 4 位的说法存有疑问。以 1982 年第三次全国人口普查为原始资料，据中国社会科学院语言文字应用研究所张书岩抽样统计[1]：(1)统计共得到了 737 个姓氏，其中单姓 729 个，复姓 8 个，姓氏用字 739 个。(2)前 14 个高频姓氏是王、陈、李、张、刘、杨、黄、吴、林、周、叶、赵、吕、徐。频度最高的是王姓，赵姓排在第 12 位，与传统的、即《新实用汉语课本》第一册所介绍的"张王李赵"的排序不同。(3)姓氏虽多，但使用人数集中在少数大姓上。王、陈、李、张、刘 5 个姓就占了总人数的 32.001%，而前 14 个姓占总人数的 49.984%。(4)姓氏的来源与地区有密切的关系。各地区的大姓都不完全相同。根据对北京、陕西、辽宁、四川、上海、广东、福建七个地区覆盖率占 50%的姓氏调查，赵姓仅与北京、陕西和辽宁沾上边，分别列第 6、第 8 和第 7 位，在其它四个地区则根本排不上队。

同样以 1982 年第三次全国人口普查为原始资料，根据中国国家语委、中国科学院计算机研究所抽样统计[1]：(1)中国现有姓氏 1,436 个。这个结果应该说是比较可靠的。(2)提起

《百家姓》，人们自然想到"赵钱孙李，周吴郑王"，然而《百家姓》以赵姓打头，并不一定是因为姓赵的人口最多，而是因为宋朝的皇帝姓赵。那么如果按照各个姓氏人数的多少来排座次，谁是当今天下第一姓呢？统计资料结果表明，新座次中的前5大姓是：王、李、张、刘、陈，占总人口数的32%，赵姓没有挤进前5位；前14大姓是：王、李、张、刘、陈、杨、周、黄、赵、吴、孙、徐、林、胡，占总人口数的50%，赵姓仅排到第9位。

如果说 1982 年第三次全国人口普查的原始资料已经过时，那么我们不妨看看2002-2003 年间的有关报道[1]。中国科学院遗传与发育生物学研究所袁义达指出，中国人的姓氏超过 22,000 个。当代中国人正在使用的汉姓约有 3,500 个。中国大陆最大的姓氏依次是李、王、张、刘、陈、杨、赵等等。据此，赵姓排名第 7 位。袁义达又称，李姓是目前中国人口最多的姓氏，人数约 9,500 多万，占全国人口数的 7.9%；如果再加上少数民族和海外华裔李姓，总人数超过 1 亿，是全球最大的同姓人群。

看来，无论何种排列，赵姓都挤不进前 5 位，更谈不上第 4 位，因而《新实用汉语课本》第一册第七课的"文化知识"介绍，部分内容有误，起码是未能及时更新。其实，趁第 1 版多次重印的机会，在电脑排版上稍作改动，是一举手之劳，无须等到第 2 版修订时大动"手术"。

例二，《新实用汉语课本》第一册第十四课第 222 页：
    Beijing is the capital of the People's Republic of China as well as its chief cultural, political, and economic centre.
    Shanghai is China's biggest city in terms of population and its largest industrial centre.
    The Huanghe, or literally "Yellow River", is the second longest river in China, flowing a total of 5,467 kilometres.

我对北京是中国经济中心的说法存有疑问。为了给学生准确的知识，我查阅了两部2000-2001 年间出版的中文工具书：

(1)《辞海》[1]。这是一部兼有字典和百科性质的综合性的大型辞书，历史悠久，其权威性是一致公认的。
北京市(第 409 页)：中华人民共和国首都，中共中央所在地，中央直辖市。……全国交通中心，铁路、公路和航空运输的总枢纽。中国最大的科学文化中心。中国历史文化名城。
上海市(第 204-205 页)：中央直辖市。中国最大的城市。……现为中国最大的经济、金融、贸易中心，也是国际经济、金融、贸易中心之一。全国科学技术和文化中心之一。中国历史文化名城。

(2)《新华词典》[1]。这是一部以语文为主兼收百科的中型词典。
北京市(第 43 页)：中国的首都，中央直辖市。全国最大的综合性工业城市之一。中国文化、科学研究、交通和国际交往中心。中国的古都之一。
上海市(第 862 页)：中央直辖市。长江流域的出海门户和南北沿海航运的中枢。中国的最大城市、综合性工业中心和贸易港。

事实已经很清楚，北京市是中国的政治中心，也是科学、文化中心。至于经济中心，则应归于上海市。我认为，如果把最近十多年来上海浦东新区的迅猛发展考虑进去，上海市是中国经济中心的地位更加毋庸置疑。

至于到了 21 世纪还在提上海市是中国人口最大的城市，那是落伍的。城市大小有各种标准，但是如果以人口为标准，无疑首推重庆直辖市。1997 年 3 月 14 日，中国八届全国人大五次会议通过《关于批准设立重庆直辖市的决定》，从此，重庆市是中国人口最大的城市是名正言顺的。

　　经查对几本主要的工具书，黄河的全长应为 5,464 公里，并非课本中所说的 5,467 公里。

　　本课中的"文化知识"还包括第 223 页上的中国地图。不知何故，原本一目了然的中国地图画得让人一头雾水。在任何一张中国地图上应该是放大的南海诸岛反而缩小了，而且缩小了的南海诸岛竟然放在西藏的下面。那么，是否是因为海南岛下面的版面不够呢？并非如此。

总之，究竟如何在初级教材中介绍中国文化，确实是一个课题，值得好好研究与实践。

**Heritage Language Learning and Identity:
The Case of Chinese**

Duanduan Li
The University of British Columbia

4th China-Canada TCSL Symposium

2007, Vancouver

An Anecdote: Chen Shuibian's writing
Feb. 27, **2006**, Taiwan

Simplified characters used in Chen's note

<u>TVBS</u> - 政治新聞 | 2006-03-01 18:47
（獨家）扁批示終統公文廣用簡體字

記者:古彩彥　攝影:劉頤堃

陳水扁批示「國家統一委員會」終止運作的文件，短短50幾個字，竟然寫了好幾個台灣人不常用的簡體字，被批評在文字的使用上更傾向統一，不過總統府強調陳總統寫的是中文的簡體字，不是中共的簡體字

The controversial characters

- Criticism from Media in Taiwan :
  Chen's use of simplified characters actually indicated his tendency for "reunification" in language (highly symbolic).

- Defense from the President's office :
  Chen used "simplified Chinese", not "**Communist** simplified Chinese".

Language and User/Learner Identity

- Language indexes social identity, social acts, affective, epistemic or political stances (Ochs, 1996)
- Language/literacy choice is closely bound up with national and ethnolinguistic identity (David Li, in press-ARAL)
- Heritage language (HL) learning is closely intertwined with learners' identity (re-) construction, attitudes and literacy development (Tse, 1998; He, in press).

Theoretical Framework

- Socio-cultural identity
- Situated practice
- Language socialization

(Cummins, 1996; Duff, 2002, He, in press;
Ricento & Wiley, 2002; Tse, 1998; Valdes,
2005; McKay & Wong, 1996; Norton, 2000;
Wenger, 1998),

Research Questions

1. What is the role of identity in CHL learning at university?

2. How have the CHL learners' attitudes changed during their HL learning histories in relation to their identity?

3. In learning Chinese as a HL, how do social, political and cultural identities affect learners' attitudes towards (and choices of) different varieties of the language (spoken and written)?

This Study
The first part of a longitudinal research project

- Participants: students taking Chinese language and literature courses as their HL at a large Canadian university.

- Methodology:
  1. Survey questionnaires (#= 695 completed out of 975 distributed)
  2. Follow-up interviews (#=20)

Methodology

1. Survey questionnaire
   Part I: Background information
   Part II: Preference for the script system (13 items)
   Part III: Motivation for learning Chinese as a HL (20 items)
2. Interview
   Participants: (Hong Kong: 5, Taiwan: 5, Mainland China: 5, Overseas: 5, total 20)
   Interview length: 1 hour each student
   Issues explored: motivation, HL learning history, identity, attitude, language use, etc.
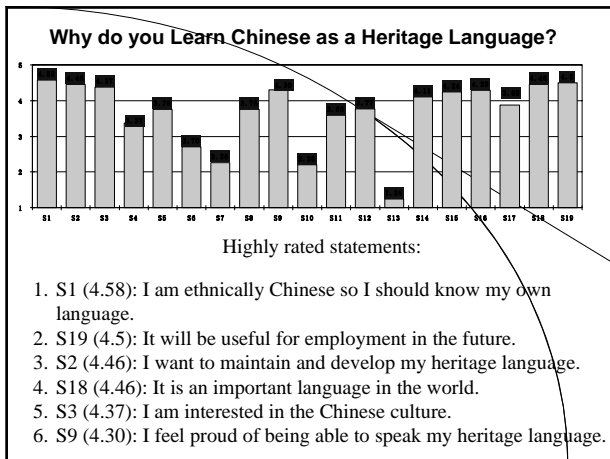
Part I: Background Information
Place of Birth (695 responses, 39 non-heritage, 656 heritage students)
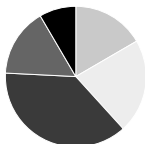
Research Question 1

What is the role of identity in CHL learning at university?

Why do you Learn Chinese as a Heritage Language?

Highly rated statements:

1. S1 (4.58): I am ethnically Chinese so I should know my own language.
2. S19 (4.5): It will be useful for employment in the future.
3. S2 (4.46): I want to maintain and develop my heritage language.
4. S18 (4.46): It is an important language in the world.
5. S3 (4.37): I am interested in the Chinese culture.
6. S9 (4.30): I feel proud of being able to speak my heritage language.

Why Are You Learning Chinese as a Heritage Language?
(Interview Data)

- I study Chinese because it is part of my heritage. I love learning languages, so why not study my own language? Also for the future, I'd like to do business with Asia, which is kind of a big thing. So I find it very important to know some Chinese.

  Flora (from China)

- I think Chinese is going to be very useful both in the workplace and in the personal interaction with my family and friends.

  Jackson (from Taiwan)

Finding & Discussion (1)

- Although there is a strong instrumental orientation for university students to learn CHL to advance their future career, integrative/cultural orientation is the most critical motivation for them to learn CHL. A desire to understand and reclaim one's ethnic identity leads students to learn their HL.

Research Question 2

How have students' attitudes changed during their HL learning histories in relation to their HL identity?

Ethnic Identity Development Model
(Tse, 1998)

(1) unawareness (passive knowledge of HL)

(2) ethnic ambivalence/evasion (assimilative pressures at school, sense of shame of HL and culture, HL resistance/rejection)

(3) ethnic emergence (a renewed interest in heritage identity and desire to (re)claim or develop the HL competence)

(4) ethnic identity incorporation

Ethnic Ambivalence/Evasion
Interview data

- I felt like…ashamed for having to speak Chinese. I remember at that time, nearly everybody else spoke English. They were all Canadians. I didn't like being different. I wanted to be like them. I wanted to eat Canadian food... I wanted to go to McDonald's all the time, I wanted to watch English TV, I wanted to be a Canadian kid, I didn't want to be Chinese. It just didn't seem very cool…

  --Tracy (born in Canada)

Attitude Change in HL Learning History
Interview data

As a child, since my parents were teaching [Chinese] to me, also since there was no environment, because there were not a lot of Chinese people around. So, to me it was still like being forced to learn a language that has no real use. … I felt it was really difficult, annoying, and bothersome at that time.

But I guess as I grew up and went to high school, more and more Chinese came here, and at that point I realized, you know, my heritage is not something to be annoyed about or ashamed about. So you know, I want to embrace it. And, yes, that's why I developed the interest in learning Chinese. And my parents are very happy.

Flora (from China)

Interview Data: University HL Learning Experience

• I think as an adult, I have much more sense of the value of learning this language. I didn't try to get out of it the same way I did as a child. There wasn't any force on me…. It was something more of my own interest. I am really interested.

Shirley (born in Canada)

Intergenerational Transmission of HL
Interview data

It is an integral part of my culture and it will be an integral part of my children's culture and heritage. So it will be important for them to learn Chinese. And I, you know, you heard the horrible stories that I was forced to go to Chinese school and I hated it and I did not learn anything. But, I will be one of these parents who want their kids to go to Chinese schools, even if they are not willing. I will make sure at least in the future they have a background they are proud of and they know where they come from.

Katie (from Hong Kong)

Findings and Discussion (2)

• Learner identity is a crucial driving force for, and an outcome of, CHL language learning.
• University CHL students are much more motivated than younger CHL learners because of a more positive and mature attitude toward their HL identity.

Research Question 3

How do social, political and cultural identities affect HL learners' attitudes towards different varieties of Chinese (spoken and written)?

HL Learner Identity/ies

• Multiple, hybrid, situated, performed and shifting
• Affected by a complex interplay of social, cultural, historical, political, developmental, personal, and situational influences

(Duff, 2002; Erickson, 1996; Erickson & Schultz, 1982; Fishman, 2001; Gee 1996; He, in press; Norton, 2000)

Special Characteristics of CHL Learning

1. Different Scripts
   traditional (or original) vs. simplified characters

   學習(27 strokes) vs. 学习(11 strokes)

   Traditional: Hong Kong, Taiwan, North America, etc.
   Simplified: Mainland China, Singapore, Malaysia

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Special Characteristics of CHL Learning

2. Different spoken varieties: Which is the more "prestigious" ?
- Mandarin vs. dialects (many mutually incomprehensible)
- Mandarin vs. Cantonese
- Mainland Mandarin vs. Taiwanese Mandarin

Part I: Preference for Script System
Which kind of Chinese characters do you prefer to write?

76.6% 8.5% 14.9% 6.9% 17.4% 62.7% 71.4% 1.9% 26.7% 41.8% 48.7% 9.5% 66.3% 16.2% 17.5%
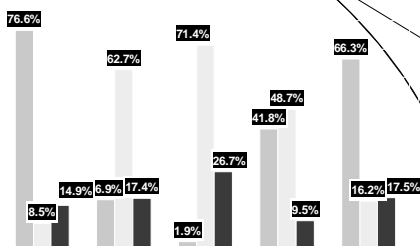
Attitudes toward Varieties of the Chinese Language-- Written

- I can read a few words in simpler form, and then I get confused. Because I thought, you know, why do you want to only take part of the word? It's the same word, why do you want to make it simpler? It just killed the beauty of the word.

  Helen (from Taiwan)

Attitudes toward Varieties of the Chinese Language-- Written

- I am using simplified right now and since it is simpler and practical, I prefer to continue with that. The original system? It is definitely more attractive, more beautiful and reflects more the meaning of the word itself, which is why probably I feel a little bit sad, because, you know, simplified versions have lost some of the beauty of the language in the written form.

  Mandy (from China)

Changing Attitudes toward Varieties of The Chinese Language-- Written

At first I like traditional all the way. 'Cause I was learning traditional. But now simplified words are getting easier to write. … I think a lot of people are just turning to simplified. And fewer and fewer are using traditional.

Linda (from Hong Kong)

Ideological Index of the Chinese Language-- Spoken

"Last April 30 the hosts of television news programs throughout China were warned (by the State Administrations of Radio, Film and TV) that they should not appear with orange hair, tight pants, or partially nude, and that they should stick to Standard Mandarin and avoid the increasingly popular Southern accents or English words like "cool". . . Southern accent is a euphemism for a Taiwan Accent."

New York Review of Books, February 24, 2005

Attitudes toward Varieties of the Chinese Language-- Spoken

I will say I feel more safe if I was surrounded by people speaking the台湾国语(Taiwan Mandarin). I think because a lot of politics and stuff like that going on, I don't know what the people from China perceive us as...   When I was surrounded by people speaking Beijing Mandarin, I don't know whether they perceive me as a friend or enemy. So when I was surrounded by Taiwan Mandarin speaking people, I know we are from the same place.

Elisa (from Taiwan)

Attitudes toward Varieties of the Chinese Language-- Spoken

It's just so cute because the way they speak is a little bit different from the way we speak in Taiwan. So I thought it was really interesting, that's why I watch it ("Goodbye Vancouver" a Mainland Chinese TV soap opera) every night to see how they speak.

Jason (from Taiwan)

Situated Performance of CHL- Spoken

- You know one thing I found of myself is, if I was with the people in China, I tend to talk the way they talk, and if I was with my friends in Taiwan, then I go back to the normal form of my talking.

William, from Taiwan

- I realized that when I speak with my friends from China. I tend to be more 北京腔 (Beijing accent) and I don't know why. And when I speak to my friends from Taiwan, I will be more like 台湾国语 (Taiwan Mandarin),

Flora (from China)

Findings and Discussion (3)

- The Chinese language and HL identity is not a monolithic entity because the Chinese community is divided along geographic, political and ideological lines.

- These divisions affect the attitudes of learners from different Chinese regions/sub-cultures towards the variety (both written and spoken) of CHL.

- However, there is sign of growing tolerance, understanding, acceptance and accommodation among HL learners.

Concluding Remarks (1)

CHL learners represent a special wealth of research potential in terms of language ecology, language learning/teaching, sociolinguistics, and the interrelationship of language, culture and identity.

Concluding Remarks (2)

Understanding the linguistic heterogeneity and potential of CHL learners will help us to better accommodate linguistically diverse learners in language courses and maximize the social, academic, economic, and cultural benefits of HL maintenance.

The End

Thanks!

谢谢！

謝謝！

Roundtable Discussion:
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"Discussion of Issues Concerning Textbooks and Other Teaching Resources"
By Ms. Ying Sun, University of Victoria

(Full Paper To Be Posted)