

Summaries for Books on Teaching and
Learning Chinese as a Second Language

華語文教學與學習圖書中英摘述





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Preface

Several books on Chinese language teaching and learning have been published in Taiwan in recent years. National Academy for Educational Research (NAER), continuing from its previous experience of publishing the first e-book of Chinese-English contrast summary in Taiwan: *Summary for Humanities and Social Sciences Academic Book in Taiwan*, would like to share these fruitful results of education and academic research to the world by compiling English abstracts for authorized Chinese books and publishing an e-book, *Summaries for Books on Teaching and Learning Chinese as a Second Language*. This book provides Chinese language teachers, students, researchers, overseas libraries, and publishers a reference for teaching, translating, and selecting books.

17 books included in this summary collection were published within the last five years. They are *Contrastive Analysis and Chinese Teaching* by Raung-fu Chung, *Chinese Society and Culture* by Li-na Fang, *Chinese Linguistics* by Feng-fu Tsao and Zixuan Li, *Research Methods and Writing in Teaching Chinese as a Second Language* by Victoria Rau, *CSL Teaching Practice* by Ju-yu Sung, *The Voyage into Chinese Words* by Chia Ning Chu, *Chinese Language Assessment* by Yuwen Chang, *The Classification and Development Principle for Chinese Language Teaching Materials* by Ya-hsun Tsai, *Teaching and Learning Chinese as a Second Language: Theory and Application* by Chao-ming Cheng, *Multimedia Assisted Chinese as Second Language Instruction* by Hsiu-jen Cheng and Ju-yu Sung, *A Study of a Second Language Classroom* by Chun-yin Doris Chen, *Mandarin Phonetics and Its Implications in Teaching* by Raung-fu Chung, *Introduction to Chinese Pragmatics* by Ing Cherry Li, *Mandarin Syntax I: Basic Concepts and Sentence Structure* by Claire Hsun-huei Chang, *Mandarin Syntax II: Topic, Subject and Sentence Patterns* by Ying Cheng and Feng-Fu Tsao, *Introduction to Teach Children to Learn Mandarin* by Ya-hsun Tsai et al., and *The Developing History of Taiwan Chinese Teaching Education* edited by Ming-derg Lai and many others.

The first 16 books were edited by Professor Hwa-wei Ko, who was the director of Teaching Center of National Central University and is the president of NAER,

and organized by Mr. Peng-cheng Dong, the general secretary of World Chinese Language Association. The 17th book *Chinese Language Education Development in Taiwan* was edited by Professor Ming-derg Lai. This book demonstrates the achievements of Chinese language education in Taiwan over the last few decades.

To present the books essentials, discourse structures, main research outcomes and points of view in the original, each Chinese long abstract and its English version in this book are kept within 2,000 words respectively in length. Through publishing this book, NAER hopes to share this great achievement to the world on the one hand, and elevate international academic visibility of Chinese teaching and learning in Taiwan on the other.

The publication of this book could not be completed without the cooperation of summarizers, translators, and editors, and the assistance from Mr. Dong, whose help on contacting authors made the whole process more smoothly. My colleagues at NAER, Mrs. Wang-ching Shaw, Mr. Ching-huan Lin and Miss Chia-ying Lu, their indispensable assistance and involvement in the compilation of this book. We believe this book will be a useful reference for Chinese language teaching and learning and look forward to your comments and feedback.

Ching-lung Lin, Ph.D

Director

Development Center for Compilation and Translation

National Academy for Educational Research

October, 2015

Translated by Ching-huan Lin

序

關於華語文教學與學習的研究，臺灣近幾年來出版一些深受各界肯定的好書。因此，本院基於向全球分享這些教育學術成果，賡續 2014 年 4 月發行臺灣第一本中英對照摘述電子書《2014 臺灣人文社會學術著作中英摘述》的經驗，將可以取得授權的專書整理成中書英摘，編輯發行本《華語文教學與學習圖書中英摘述》電子書，提供華語文教師、學生、研究者、國外圖書館及出版業者等，做為教學、選書及翻譯之參考。

本書收錄之 17 本專書都是近五年內出版，包括鍾榮富之《對比分析與華語教學》、方麗娜之《華人社會與文化》、曹逢甫與李子瑄之《漢語語言學》、何德華之《華語教學研究方法與論文寫作》、宋如瑜之《華語文教學實務》、竺家寧之《詞彙之旅》、張郁雯之《華語評量》、蔡雅薰《華語文教材分級研制原理之建構》、鄭昭明之《華語文的教與學：理論與應用》、鄭琇仁與宋如瑜之《多媒體華語教學》、陳純音之《第二語言課室研究》、鍾榮富之《華語語音及教學》、李櫻之《語用研究與華語教學》、張郁慧之《華語句法新論》上、鄭綦與曹逢甫之《華語句法新論》下；蔡雅薰、陳仁富、陳雅鈴、林景蘇、劉瑩、林文韻共同編寫之《兒童華語教學導論》，以及賴明德、何福田、董鵬程、林慶隆、張郁慧、許怡貞、方麗娜、黃沛榮、蔡雅薰、陳亮光、柯華葳、李子瑄、姚蘭、馬寶蓮、邵婉卿共同編寫之《臺灣華語文教育發展史》。

其中前 16 本是由當時任國立中央大學教授兼總教學中心主任，現任國家教育研究院院長柯華葳教授主編，世界華語文教育學會董鵬程秘書長策劃之華語文教學叢書。第 17 本《臺灣華語文教育發展史》則是由賴明德教授總編輯，內容呈現臺灣數十年來推動華語文教育的努力與成果。

本書各篇中文長摘要及其英文長摘要均在 2,000 字以內，目的在呈現原著論述概要、論述結構、重要發現或論點，期能分享給世界各國人士，提升臺灣華語文教學與學習的國際學術能見度。

本書能夠順利編著出版，感謝 17 本書的摘述者精準的摘述、譯者忠實通順的翻譯、世華會董鵬程秘書長的協助聯繫部分作者、譯稿修訂者費心修訂，也感謝本院同

仁邵婉卿助理研究員、林經桓博士後研究員與呂家滢小姐等人的努力編輯，相信本書必能作為華語文教學與學習有用的參考資料，也請各界不吝指教。

國家教育研究院
編譯發展中心主任 林慶隆
2015 年 10 月

Using Cutting-edge Knowledge to Advance Chinese Language Teaching: The Origin of this Series

In June 2001, World Chinese Language Association proposed that the government of Taiwan should take action in response to surging global demand for Chinese language learning. Accepting this proposal, the Minister of Education Tseng Chi-lang convened a meeting to promote the development of Chinese language education on January 29, 2002 and adopted a resolution to form the Chinese Language Education Policy Committee responsible for integrating works of Mandarin Education as well as encouraging universities in Taiwan to set up related programs at graduate and undergraduate level. The Committee would advise Executive Yuan to establish an interdepartmental committee to promote further integration in the future.

Teaching Chinese as a Second Language Policy Committee was established on December 1, 2003, under instructions from Executive Yuan. Due to the encouragement from the government, universities started to set up departments of applied Chinese and teaching centers. There are 22 Applied Chinese Departments, 12 Chinese Language and Culture Programs and 48 Mandarin Teaching Centers in Taiwan by 2013.

For the past decade, learning Chinese as a Second Language has become very popular so that the demands of textbooks have been brought up. Researchers in this field have also increased markedly and come up with some fruitful results in this domain in Taiwan. The series of Teaching Chinese as a Second Language was planned in this atmosphere and received full support from Hwa-wei Ko, the president of National Academy for Educational Research.

This self-contained series has no sacrifice to its innate variety and diversity. Some books such as *Chinese Linguistics*, *Mandarin Syntax I: Basic Concepts and Sentence Structure*, *Mandarin Syntax II: Topic, Subject and Sentence Patterns*, *The Voyage into Chinese Words*, and *CSL Teaching Practice*, are schemed on the basis of linguistic analysis; some are issue-oriented: *Mandarin Phonetics and Its Implications in Teaching*,

The Classification and Development Principle for Chinese Language Teaching Materials, and *Chinese Language Assessment*. Books like *Teaching and Learning Chinese as a Second Language: Theory and Application*, and *An Introduction to Teaching Mandarin Chinese to Children Speaking Other Languages*, and *Chinese Society and Culture* are textbooks integrating different aspects of Chinese learning and teaching.

Scholars participating in this project have great achievements in the field of Chinese as a second language teaching and research. On the basis of their previous researches, they either compiled or rewrote their books along with their first-hand experiences on education to make this series completed.

At the beginning, we invited President Ko to be the chief-editor responsible for the initial framework of the series and then looked for more scholars to participate. In the first meeting, we discussed and decided the topics for them to work according to scholars' expertise. Each one is required to submit an outline later and the complete draft is expected to get ready before the 9th Learning Chinese as a Second Language Conference in 2009. Realizing the significance as well as the timeliness of this project, each participant agreed with the schedule and the writing format. To avoid too many repetitions in this series, the chief-editor checked the final outlines and confirm with their authors before they started off. In the midterm meeting, scholars crosschecked their on-going drafts and kept overlap to a minimum. For the better quality each author was well informed the process of peer review after the draft was done. All the efforts put on this series are for the development of teaching Chinese as a second language.

This series includes 16 volumes: *Contrastive Analysis and Chinese Teaching* by Raung-fu Chung, *Chinese Society and Culture* by Li-na Fang, *Chinese Linguistics* by Feng-fu Tsao and Zixuan Li, *Research Methods and Writing in Teaching Chinese as a Second Language* by Victoria Rau, *CSL Teaching Practice* by Ju-yu Sung, *The Voyage into Chinese Words* by Chia Ning Chu, *Chinese Language Assessment* by Yuwen Chang, *The Classification and Development Principle for Chinese Language Teaching Materials* by Ya-hsun Tsai, *Teaching and Learning Chinese as a Second Language: Theory and*

Application by Chao-ming Cheng, *Multimedia Assisted Instruction of Chinese as a Second Language* by Hsiu-jen Cheng and Ju-yu Sung, *A Study of a Second Language Classroom* by Chun-yin Doris Chen, *Mandarin Phonetics and Its Implications in Teaching* by Raung-fu Chung, *Introduction to Chinese Pragmatics* by Ing Cherry Li, *Mandarin Syntax I: Basic Concepts and Sentence Structure* by Claire Hsun-huei Chang, *Mandarin Syntax II: Topic, Subject and Sentence Patterns* by Ying Cheng and Feng-fu Tsao, and *An Introduction to Teaching Mandarin Chinese to Children Speaking Other Languages* by Ya-hsun Tsai et al.

We deeply appreciate the chief-editor President Ko and every author for their commitments to this project. Examiners—Prof. Chin-chuan Cheng, Prof. Ying-je Li, Prof. Chao-ming Cheng, Prof. Ting Chi Tang, Prof. Chih-wei Hue, Prof. Cheng-shi Chu, Prof. Mei-jin Huang, Prof. Te-ming Yeh, and Prof. Rong-song Yao—guard the highest quality of this series with professionalism. Without them, this series would not have been published successfully and for that we are grateful.

Peng-cheng Dong
General Secretary
World Chinese Language Association
October, 2015
Translated by Ching-huan Lin

讓先進知識 充實華語文教學

策編「對外華語文教學研究叢書」緣起

世界華語文教育學會於 2001 年 6 月提研究計畫，請政府重視全球化學習華語文熱潮。教育部接受建議，於 2002 年 1 月 29 日由部長曾志朗主持，召開「教育部促進華語文教育發展實務方案」會議，決議儘速成立具任務編組性質的華語文教育發展政策委員會，統合推動華語文教育工作，並鼓勵各大學設置應用華語文學系及研究所。未來仍建請行政院設置跨部會性質委員會予以統合推動等決議。

行政院於 2003 年 12 月 1 日指示成立「國家對外華語文教學政策委員會」。由於政府積極鼓勵，各大學紛紛響應設立華語文系所及華語中心，臺灣目前有華語文學系所 22 間，華語文學程 12 所，華語中心 48 所。

華語文的學習已成為一門顯學，華語文領域的研究者也顯著增加。因此，華語文教學專業教科書需求因而產生；另一方面，臺灣在此領域相關學者研究已有些成果可供參考，並得到柯華葳教授支持，開始規劃此系列「華語文教學研究叢書」。

系列叢書規劃由基礎語言分析如《漢語語言學》、《華語句法新論（上）》、《華語句法新論（下）》、《詞彙之旅》和《華語文教學實務》。其中有以議題為軸的《華語語音及教學》、《華語文教材分級研制原理之建構》、《華語評量》及整合各層面為經緯的教科書，如：《華語文的教與學：理論與應用》、《兒童華語教學導論》、《華人社會與文化》等。此次參與撰寫的學者們在華語研究和實務教學中皆是佼佼者。他們以過去研究為基礎，搭配實務上的觀察與反省，或是編寫或是著作，使本叢書得以完成出版。

首先，邀請柯華葳教授擔任本叢書主編一職，擬定一個叢書初步架構，開始邀約學者。第一次開會，就每位學者專長與擬撰寫主題進行溝通。爾後，作者們提出一份寫作大綱，並以 2009 年第九屆世界華語文教學研討之會議時間為出版時間。學者們皆體認這一份工作的重要性與時效性，無異議寫作時間表與撰寫格式。為避免其中有過多重疊，由主編略加調整學者所提出大綱中疑似重疊處，進一步與作者溝通，徵得同意後，大綱於是抵定，爾後學者們便著手撰寫。為確保進度，華文會於期中再次

邀約作者們餐敘，並針對部分稿件內容再一次就可能重疊處協商。

為使本叢書更顯其專業，開始寫書時，我們即告知作者待完稿後將邀請不同學者審查，審查後作者再修稿。這系列著作以及學者的努力都是為更深刻耕耘華語文這塊園地。

叢書共出版 16 冊，包括：鍾榮富《對比分析與華語文教學》、方麗娜《華人社會與文化》、曹逢甫和李子瑄《漢語語言學》、何德華《華語文教學研究方法與論文寫作》、宋如瑜《華語文教學實務》、竺家寧《詞彙之旅》、張郁雯《華語評量》、蔡雅薰《華語文教材分級研製原理之建構》、鄭昭明《華語文教與學：理論與應用》、鄭琇仁和宋如瑜《多媒體華語文教學》、陳純音《第二語言習得理論與研究》、鍾榮富《華語語音及教學》、李櫻《語用研究與華語文教學》、張郁慧《華語句法新論—上》；鄭縈和曹逢甫《華語句法新論—下》，以及林文韻、林景蘇、陳仁富、陳雅鈴、蔡雅薰和劉瑩《兒童華語教學導論》。

本叢書得以順利出版，要特別感謝主編柯華葳教授的規劃，各位作者的撰稿，更要感謝審查委員以學術專業為叢書把關，分別由鄭錦全院士、李英哲教授、鄭昭明教授、湯廷池教授、胡志偉教授、屈承熹教授、黃美金教授、葉德明教授、姚榮松教授等審查。謹此要向以上的教授們獻上感謝。

世界華語文教育學會
秘書長 董鵬程
2015 年 10 月



English Abstract

英文摘述



Contrastive analysis and Chinese teaching

Raung-fu Chung

Contrastive Analysis (CA) is a technical term in SLA (second language acquisition) studies. It refers to the theory that a structural unit absent from L1 (first language, also source language) but present in L2 (second language, also target language) is more difficult to learn. The goal of CA is to help learners prevent negative transfer and to find and sort out a better way for teachers and learners before they get into the class. A learner with more negative transfer would result in fossilization. The theme of this book explores SLA problems on the basis of CA, with a view to providing more help in pedagogy and learning.

Besides the introduction, the present work is divided into three parts, the first on literature review, the second on interlanguage, and the third on future perspectives.

For the literature review section, there are two chapters focusing on CA and EA (error analysis), respectively. By way of CA, the contrast between language structures is highlighted in such a way that most difficulties can be predicted. On the other hand, the EA perspective is aimed at sorting out the difficulties or errors data so that more specific generalization can be sorted out. In other words, CA and EA are two sides of a coin, the former providing a prediction, the latter empirical data.

The issue of the second part is interlanguage. Interlanguage is an autonomous language system in which elements of L1 and L2 are mixed. Thus it is not entirely L1, nor is it L2. The term was coined to prevent certain errors from cropping up. Those errors that appear regularly or at a specific certain period are far from errors. More and more research has been paid to the study of interlanguage, resulting in abundant empirical support. With an introduction of UG (universal grammar), the studies of interlanguage have eventually been theoretically as well as empirically grounded.

The third part tries to comment on the future of CA. The constraint ranking in OT (Optimality Theory) is essentially no different from CA. In this sense, CA is not fading

away, but it is re-interpreted in light of new theories.

The central points of CA are twofold. Firstly, the learning or acquisition of L2 cannot entirely get rid of the interference from L1. Most L2 learners fail to speak their L2 as purely or fluently as their L1. As a matter of fact, L2 research, no matter what theories have been adopted, never rejects the interference effect. Secondly, L2 research is now more and more on the theoretical track, departing from the empirical perspective. In a word, theoretical research is needed, while empirical or pedagogical contribution has nevertheless its own role to play.

Chinese Society and Culture

Li-na Fang

Translated by Li-na Fang and Juliann Lee

Culture can be viewed as the soul of a nation. For five thousand years, traditional Chinese culture has existed not only in history; it has also deeply penetrated all aspects of Chinese life and become internalized in Chinese society. Chinese culture is marked by humility and courtesy, as can be seen in its language, customs, ethics, morality, religion, architecture, systems and ancient artifacts. Chinese culture has numerous years of majestic and precious history, heritage and inheritance that are inseparable with the characteristics of Chinese society. However, if we were to view the development of Chinese culture as a whole, there are certain similarities between its different timeframes. If we look at geographical space of China, different regions also have distinctive and unique features of their own. As a whole, time and geographical space have their distinctive characteristics and similarities at different stages of Chinese culture development.

In my book, I introduce Chinese culture from the perspective of teaching Mandarin as a foreign language. I hope to provide an introduction to Chinese society and culture for those interested in teaching Mandarin as a foreign or second language. Chinese Foreign Language teaching (Teaching Chinese as a second/foreign language) is also the teaching of Chinese culture, as it involves the convergence of western and eastern cultures. Through the teaching of Mandarin, we can also see some of the different characteristics of Chinese culture. Some interesting points to think about: what are the roles of Chinese culture in Chinese teaching? How can Chinese teachers assist foreign students in developing a deeper appreciation and understanding of Chinese culture? These are the motivations behind the writing of this book. In this book, we look Chinese culture with particular emphasis on promoting a world civilization. We will study the contributions made by influential and prominent figures in Chinese history, individuals such as Confucius and

Emperor Qin.

What makes this book unique is the exploration of Chinese culture from the perspective of Chinese teaching. The content is written in accordance to the Chinese Language and Culture Course Description found in the advanced placement (AP) lessons structured by the U.S. College Board. The main objective is to expose students to all aspects of traditional and contemporary Chinese culture.

In the 1st chapter (General), a brief introduction is provided on the definition, connotation, propagation, development and integration of Chinese culture. We will also explore the origins, distribution, core and influence of Chinese culture. In the 2nd chapter (History and Geography), we will examine the history and natural environment of China, including its physical geography, human geography and the relationship between the Chinese and their surroundings. In the 3rd chapter (Physical Substance and Technology), we will discuss how the contributions of Chinese cultural technology and physical substances have impacted the world, including the Chinese calendar system, feng shui and Chinese medicine. In the 4th chapter (System and Customs) we will study Chinese politics, economics, education and examination systems, and the occurrence and transmutation of books, art and folk festivals that have deeply affected the development of Chinese culture, as they represent some of the most typical and traditional elements of Chinese culture. In the 5th chapter (Ideology), we will explore the philosophy, religions and ideology of Chinese culture and their historical continuity and succession. The distinctive features of Ideology resulted in the rich Chinese heritage, profound thoughts and ideas. In the last chapter (Chinese Society and Teaching), we will discuss cross-culture communication, the uses of Chinese culture in Chinese teaching, and how to resolve cultural issues in Chinese teaching.

This book can be used as a textbook which provides Chinese teachers and learners a reference to understand Chinese society and culture. Due to page limitations, I have only included a brief citation at the back of the book for interested readers to undertake further research. I hope to lead readers and Chinese learners to better understand the contents of Chinese culture.

Chinese Linguistics

Feng Fu Tsao, and Zixuan Li

Translated by Ming-chia Lin

Mandarin Chinese Linguistics (MCL) is a discipline integrating linguistics theory and the language ontology of Mandarin Chinese with language teaching. For learners in the field of Mandarin Chinese teaching, the instructional objective of this discipline is to promote an understanding of the features and structure of Mandarin Chinese, and to apply linguistics theory and knowledge. To meet the learners' needs for knowledge of MCL, this book presents information on the structure and function of Mandarin Chinese in an easy-to-read format. The work is also addressed to researchers in linguistics: it presents linguistics theory and knowledge, and provides concrete language features and phenomena to show the methods and procedures of applied analysis.

In this book, each chapter presents a complete topic on MCL. The contents first present linguistics theory and knowledge related to the chapter topics, including phonology, vocabulary, grammar, Chinese characters, pragmatics, discourse, etc. Then taking the perspective of applied analysis, the chapter presents phonemic and tone changes in contemporary Mandarin Chinese. Accordingly, readers can acquire knowledge of linguistics theory, and understand the features and structural patterns of Mandarin Chinese. In response to the increasing cross-strait exchanges, the chapters on phonology, vocabulary, and grammar additionally present the variation in Mandarin Chinese in China and Taiwan. The phonology chapter describes a document analysis on variation in 849 polyphones retrieved from the official pronunciation regulations in China and in Taiwan. The analysis results show the variation in 319 phones in the two types of Mandarin Chinese, enabling a discussion of possible reasons behind this variation. The vocabulary chapter discusses differences in morphemes, lexico-grammatical functions, and loanwords. The grammar chapter discusses the variation in positive and negative questions and repetitions in the two types of Mandarin Chinese.

To help readers easily acquire a complete language knowledge of Mandarin Chinese, the book addresses 7 topics relating to the language ontology of Mandarin Chinese, namely typology and research, phonology, vocabulary, grammar, character, pragmatics, and discourse of Mandarin Chinese. Accordingly, the book is divided into 7 chapters as below:

Chapter 1 first begins with a genealogy of world languages to present differences between Western languages and Mandarin Chinese. It then addresses the typology and features of Mandarin Chinese. In order to make readers understand the history of Mandarin Chinese studies, this chapter classifies the research findings into four periods: ancient, medieval, modern and contemporary. In the hopes of helping the Chinese language teacher easily grasp the principles for instruction and research, this chapter concludes that teachers should acquire related linguistics knowledge and basic literacy in Mandarin Chinese.

Chapter 2 presents the principles and methods of phonetic articulation based on the concepts of syllable, phoneme, and phone in phonology. These concepts can be applied to analyze three crucial elements in the traditional phonology of Mandarin Chinese, namely consonants, vowels, and tones. The book includes both zhuyin (bopomofo) and pinyin systems in presenting spelling of Mandarin Chinese essential for the language teaching practice. Furthermore, the chapter discusses general phenomena of sound change and tone sandhi in Mandarin speech according to the principles of prosodic structure in phonology.

Chapter 3 presents the vocabulary and morphology in Mandarin Chinese using morphemes as a basis. In the applied analysis, 6 basic lexico-grammatical functions are presented: subject/theme, predicate, object, complement, attributive, and adverbial. Finally, this chapter presents the types of newly developing and declining words and possible reasons for these changes in words, to reveal the interrelations between language and society.

Chapter 4 discusses morphological principles, the formation and types of phrases, and common types of sentence structures in order to show the important grammatical principles in Mandarin Chinese. In terms of linguistics theory, the chapter discusses

the elements, structure, and function of sentences in Mandarin Chinese. In the applied analysis section, the chapter illustrates varying frequent sentence patterns to explicate the main features and principles of sentences in Mandarin Chinese.

Chapter 5 aims to invite readers to learn Chinese characters through an introduction of the structural feature of Chinese characters. In the analysis portion of the chapter, emphasis is given to the fact that characters comprise some structural principles, as those of words and sentences. Also, in order to elucidate the origin and historical evolution of Chinese characters, this chapter presents six categories of Chinese characters and font features in a chronological order of dynasties in ancient China.

Chapter 6 focuses on the practical use of language (i.e., pragmatics), and addresses the relevance of language and human life. Speech acts are classified into three types: the locutionary, illocutionary and perlocutionary acts. The implicature theory (Grice, 1967) is implemented to analyze daily conversations in Chinese society. Drawing upon this theory, this chapter also discusses the cooperative principle and the maxim of manner by focusing on how Chinese culture affects speech acts.

Chapter 7 is concerned with structures above the sentence level, with the discourse structure in particular. Most beginning learners of Mandarin may not encounter the issues of the discourse structure. However, in sentence-making practices, learners need to understand the discourse structure in order to make sentences coherent at the levels of sentence, inter-sentence, paragraph, and inter-paragraph. Therefore, this chapter presents sufficient explanations and examples on the discourse structure and coherence in Mandarin Chinese. First, the chapter explains the concept of discourse. Second, the chapter takes a perspective of genre on analyzing form of discourse. Third, the chapter addresses discourse structure by describing discourse theory, discourse elements, communicative act of discourse, and the role of topic in the discourse research.

The book integrates linguistics with Mandarin Chinese Teaching to describe the elaborate patterns underlying the Chinese language. For readers in linguistics, the book can serve as a reference book in linguistics theory. For readers in Mandarin Chinese teaching, the book also provides tangible analysis and teaching suggestions, so as to help

readers understand specificity in the structure of Mandarin Chinese, and properly apply this understanding to the learning and teaching of Mandarin Chinese.

Research Methods and Writing in Teaching Chinese as a Second Language

Victoria Rau

Teaching Chinese as a Second language (TCSL) is a multidisciplinary field, constituting primarily Chinese linguistics, applied linguistics, and language education. Like other fields in second language teaching and learning, TCSL can be divided into two major research areas: text-oriented and context-oriented. Text-oriented research focuses on acquisition of second language structure, error analysis, and interlanguage studies. It depends on training in applied linguistics, sociolinguistics, and psycholinguistics to explore the relationship between linguistic form and function. Context-oriented research, on the other hand, investigates contextual factors, such as social, psychological and cultural features, that influence second language teaching and learning. To have a good grasp of the contextual issues, one needs broader training in education, sociology, anthropology, cultural studies, and semiotics.

Research methods are so closely related to academic writing that they are essentially two sides of a coin and should be treated together in a guidebook on research and writing. There is already a plethora of guidebooks on methodology and academic writing in second language education. However, most of the previous works tended to separate research from writing. In the past decade, applied linguists have become aware of the interdependence of research and writing. Guidebooks on methods have begun to emphasize the connection with academic writing, drawing special attention to the purpose of the writing, the targeted academic readers, and preferences in data analysis and presentations.

In general, TCSL follows two major paradigms, i.e., qualitative and quantitative research, each of which has distinctive research procedures, sampling methods, data analysis methods, preferred computer software, and presentation styles in academic writing. Although academic writing includes various formats, e.g., master theses, doctoral

dissertations, conference papers, journal articles, or research proposals, it is closely connected to the research paradigms which dictate its genres. Therefore, this book on research and writing in TCSL adopts a holistic approach, integrating research methods with academic writing.

This book adopts the approach of focusing on exemplar research design for the following reasons. First, there are many SPSS manuals on the market, catering to the needs of various university statistics courses. Although the examples of research design given in the manuals depend heavily on the expertise of the authors, extant SPSS manuals written by a psychologist or an education expert can meet the needs of applied linguistics. Furthermore, since SPSS manuals are helpful in guiding the learners step-by-step through the input of data and interpretation of the results, learners no longer need to use formulae to calculate the statistics manually, hence traditional statistics textbooks are not as indispensable as they used to be for training students to do these calculations. Finally, there is still a need for a good guidebook in research and writing based on providing problems and solutions for various research designs, citing examples from journal articles supplemented with the rationale for using certain statistical methods and instruction on how to write up the results and display the data visually.

As the qualitative research paradigm has challenged the dominance of the quantitative paradigm in applied linguistics in the 21st century, some research guidebooks have been devoted completely to qualitative methods. It is not surprising that the qualitative epistemology has also affected the writing genre, which has changed from deduction to induction and from hypothesis testing to case studies and narration. To reflect the increasing importance of using multiple methods in applied linguistics, this book begins with qualitative research methods and writing, including ethnography, case studies, discourse analysis, classroom research, and action research, followed by quantitative methodology and writing, including implicational scaling, t-test, ANOVA, correlation, regression, VARBRUL, item analysis, and factor analysis, with the last part devoted to a discussion of current research and writing in TCSL graduate theses and dissertations.

An academic guidebook in research and writing can easily fail to address practical issues for second language practitioners. The author has thus been vigilant to keep practicing Chinese language teachers in mind, stating clearly the big picture of the two paradigms and pointing out directions in action research.

This book was written for TCSL professionals who value action research in classroom teaching. It is suitable for preservice and in-service teachers, graduate students, and junior faculty in applied linguistics who would like to learn to conduct research in TCSL and write up the results to share with other academics and practitioners. It will be especially useful for any second language teacher who is interested in taking research into his/her own hands by investigating his/her learners, curriculum design, and classroom practices. The research and writing guidebook serves as a tool to help Chinese L2 language teachers explore resources in applied linguistics and contribute to further understanding of good practices in second language teaching and learning.

The examples in this book are drawn from the author's "been there done that" experience in teaching and researching in linguistics in Taiwan and the USA. The research methods and writing techniques are based on the author's expertise in mentoring graduate students over the past twenty years and feedback from students taking various research methods and writing classes the author taught in applied linguistics at Providence University in Taiwan and Wheaton College in the USA.

This book could be adopted as a major or supplemental text for a graduate course on research methods and or academic writing in TCSL. It also serves as a useful reference to empower any Chinese language teacher who would like to sharpen his/her research skills as a way of improving his/her own teaching.

CSL Teaching Practice

Ju-yu Sung

CSL Teaching Practice aims to help inexperienced teachers including intern teachers or novice teachers in avoiding instructional errors and wrong working attitudes, so as to help them become better adapted into real life classrooms.

Having spent six years in leading intern teachers and gathering teaching materials, the author has resolved many teaching problems raised by the interns, most of which are encountered repeatedly by intern or novice teachers. The book attempts to serve as both a reminder and a proposal, with specific stories and in a language comprehensible to novice teachers. The topics included from the most frequent confusion, common neglect, problem solving techniques, teaching reflection, to self correcting skills, which helps to boost the cultivation of professional teachers.

Three parts are arranged in each chapter including *Real Time Classroom Stories*, *Fundamental Knowledge*, and *Reminders*. *Real Time Classroom Stories*, a prelude to each chapter, allows the readers to capture the real classroom situations based on data collected from teaching journals, reflections, classroom language corpus, observation notes, and in-depth interviews. *Fundamental Knowledge* provides with main concept, theories and research results relating to the theme of the chapter, which serve as basic requirements for future teachers. *Reminder* offers specific and practical proposals from the perspectives of experienced teachers, trainers, and administrators.

The book is also featured in the way that it unfolds with the professional development of intern teachers.

Chapter One, *Walking into Classroom*, introduces readers to the current overall CSL environment in Taiwan, the qualifications required for a CSL teacher, and the most frequent real time instructional challenges.

Chapter Two, *Making an Adjustment*, allows readers to identify the differences between TCSL and TCFL, and provides information on potential problems associated with

living abroad, language, teaching, culture, and cross culture communication issues, aiming to prepare teachers to teach overseas.

Chapter Three, *Observing Lessons*, guides the readers to know, interpret, and evaluate real classroom teaching. It also describes the preparation needed before classroom observation, proper manners during the process, what to observe and how to observe it.

Chapter Four, *Entering a Classroom*, focuses on the first day of teaching. Based on research on the first classes of forty intern teachers, the author lists sixteen tips on reducing teaching anxiety and twenty practical procedures for the new teachers to follow.

Chapter Five, *Teaching Effectively*, puts forward a “student-based” perspective, which helps intern teachers perform adjustment on teaching strategies. This chapter includes an analysis of teaching feedback collected over years from non-native Chinese speaking students, and inducted from it, a conclusion of what non-effective teaching is.

Chapter Six, *Teacher’s Language*, investigates into the classroom language that teachers use, which differs from natural language and which is virtually an adjusted language so that it is comprehensible to the students. This chapter analyzes language samples from both experienced and intern teachers, looks into the teachers’ self reflection on the issue, and provides teaching language strategies which could be applied to peer cooperation.

Chapter Seven, *Asking Questions*, discusses how to raise questions. The art of teaching lies in both raising questions in appropriate ways and skillfully steering the students to the desired response, and asking questions is exactly the most frequently used classroom teaching behavior. This chapter bases on intermediate oral language teaching, analyzes segments of question raising teaching of both experienced and intern teachers, and presents fifteen guidelines for new teacher, ranging from how to prepare a lesson, how to determine whom to ask, how to ask the right questions, how to achieve cohesion between questions, and a list of improper questions.

Chapter Eight, *Developing Professions*, discusses the development of a teacher’s intelligence, experience and attitude, which involves teaching techniques, teaching arts,

and a teacher's adaptability to the teaching environment. At the end of the chapter is a reminder to novice teachers of the importance of cultivating a personality favorable to teaching.

Novice teachers, like new drivers, even though well-trained and aware of the potential challenges on the road, still have to confront unexpected problems. It takes not only the essential skills but also mood management to pursue such a career. Teaching is a process, which is far more difficult and complicated than many expect. It is hoped that this book will can serve as a ready reference tool that will help readers avoid a meaningless waste of time on their way to success.

Voyage into Chinese Words

Chia Ning Chu

“Voyage into Chinese Words” was published in Dec. 2009, by Cheng Chong bookstore. It contains 221 pages and 9 chapters. The chapters are as follows: Chapter 1, The Structure Chinese Words; Chapter 2, Lexicology of Mandarin Chinese; Chapter 3, Word Families—Cognates; Chapter 4, The Classics of Words Collections in History; Chapter 5, How to Discover the Meaning of Words’ Chapter 6, Analysis of Word Meanings; Chapter 7, Words and Culture; Chapter 8, New Words Emerging in the Language Society; Chapter 9, Comparison of Vocabulary Across the Taiwan Strait.

Chinese words are formed in two ways, one is by meaning, the other by sound. These are the two main types of Chinese word structure since ancient times. The former is to combine two characters, and to form a new meaning from the original meaning of the two morphemes. The latter is to create new words based on the sound of two characters; words formed in this fashion do not show a meaningful correlation between sound and sense. In this way, Chinese characters only play the role of phonetic symbols. Another important structural form of Chinese words is Reduplicative. This phenomenon is almost unique to the Chinese language. We will emphasize this point and make a deeper description in this book.

How was the Chinese Mandarin word formed and developed in China’s long history? This question should be start with the concept of "common language". National Common language is complementary concept with dialect. They play a role of functional complementarity each other in social communication of Chinese language history. It has different terminology in different period. In the pre-Qin dynasty, the common language called "Ya Yan". When Confucius taught "The Book of Songs"(Shijing) and "The Book of History"(Shangshu) to his disciples, he used "Ya Yan". When he was in charged an important ceremony, he also used "Ya Yan". In this book, we introduce the development of common language from ancient "Ya Yan" to modern Mandarin in Chinese.

Generally speaking, in Chinese language, there are two components in the formation of a word—sound and meaning. The main way to form Chinese characters is "phonetic compound"(XingSheng). The phonetic compound structure is composed by two symbols—one represents sound and the other represents meaning. The former called "sound symbol"(Shengfu). Sometimes, "sound symbol" represents meaning as well. This kind of character structure related with the cognate words. They construct of words family in Chinese. Therefore, we will introduce this phenomenon in this book.

Linguists believe that lexicon are changing like a process of life, just like the metabolism of human being. Therefore, we need to study new words on the one hand, to understand the most original situation of the new born words and study its developmental process; on the other hand, we have to understand the origin of the words by finding out the history of the words. In the history of China, many valuable documents on word formation have been preserved. Ancient scholars assembled the words into a compilation that not only provides us to explore the source of words today, but also helps us to understand the origin of the modern words. Thus, we introduce the classic dictionary of the ancient times in this book.

The meaning of the words always hides in the interior, and we cannot analyze or describe this meaning easily. Up to the present time, research into the meaning of words is just beginning. Since the “seme analysis” theory been proposed, the description method of the meaning has been gradually completed. It is possible for us to extract every meaningful element in any word. In fact, “seme analysis” is the same as finding “distinctive features” in a word. The approach not only provides a lot of benefit for language description and research, but also an effective way to use in the field of language teaching. Therefore, this book introduces the issue of “seme analysis”.

There are many different conditions in the geographical environment, historical background, economic life, customs, religious beliefs, value judgments, and mental states, between different nations and different cultures. Each nation has its own unique cultural form and content. This unique cultural connotation always reflects itself in the use of lexicon system. Different cultures result in dissimilar language situation. The objective

world we contact is very limited, yet the world of message is unlimited. People cannot experience everything themselves. In fact, most of the knowledge we have is obtained indirectly by language around us. Therefore, the issue of words and culture become a main part of this book.

The "new words" are thought vulgar and not refined in traditional lexicology and linguistics study, and are often excluded by lexicographers. In fact, our daily language has a living life that undergoes a process of birth, growth, and death. The metabolism of words reflects the life phenomena just like any other life phenomenon in the world. Thus, a complete and a perfect language study or lexicon research should not ignore the newborn state of words, because it is the first step of the word formation; and just like a newborn baby, it will grow, thrive, grow old, and die . A sufficient understanding of the first step in the process of words makes the description of the language phenomenon more complete. Therefore, this book introduces the issue of the neologism research.

The two types of Mandarin on the two sides of the Taiwan Strait have developed some differences due to the dissimilar societies in which the words are used. After the opening up of the two sides, there have been many mutual exchanges, and the differences in Mandarin can be readily observed. In some situations, although we don't use some words, we can still understand their meaning. In other situations, we don't understand the meaning of some word used by other side, but we still know each single morpheme which makes up the word in question. Both sides of Taiwan Strait use the same language, but sometimes the same word has different meanings on the two sides of the Strait. This raises the question of the comparative study of words between two sides. This study provides a good foundation for further research into word meanings; it also lets us see how language and words change under different environments, and how these changes interact in our daily communication. Therefore, this book introduces the issue of the comparative study of differences and similarity in language between two sides of Taiwan Strait.

Chinese Language Assessment

Yuwen Chang

This book offers fundamental principles and tools for Chinese language assessment at large-scale and classroom levels with emphasis on classroom-based assessment. The purpose of standardized tests is to provide fair, valid and reliable assessments that produce meaningful results. Standardized tests allow more reliable comparison of outcomes across all test takers. However, they fail to inform instruction adequately. In contrast, classroom assessments are best suited to guide improvements in student learning to understand the needs of students, to inform and guide teaching and to help students learn. It is very important that teachers understand how to assess the four language skills of listening, speaking, reading, and writing in their classrooms.

The book is divided into six chapters. The first three chapters deal with learning assessment guidelines. Chapter Four covers standardized Chinese language tests. Finally, Chapter Five and Chapter Six are devoted to assessing the four language skills of listening, speaking, reading, and writing.

Chapter One, “Assessment and Teaching,” introduces the role of assessment in teaching, current trends in language testing and assessment, and standards for teacher competence in educational assessment. Many decisions are made continuously in the instructional process. What challenges do students face? Do students reach the instructional goals? What grades should teachers give to their students? Teachers need appropriate information before making their decisions. Classroom assessment is the process of collecting, integrating, and interpreting information that is helpful for teachers making instructional decisions. Nowadays, language assessment is based on the model of communicative competence and emphasizes the authenticity of assessment. A greater emphasis on formative assessment in learning assessment is another recent trend. In addition, there is increasing interest in developing assessment of language for specific purposes, such as the Business Chinese Test.

Chapter Two, “High-Quality Assessment,” reviews the criteria and principles that determine the quality of assessment. Four criteria of high-quality assessment are presented: validity, reliability, fairness, and practicality. Validity is the appropriateness of the inferences, uses, and consequences that result from the assessment. Reliability is concerned with the consistency, stability, and dependability of the scores. Fairness is concerned with the equal opportunity for all students to demonstrate their achievement. Practical assessment is less time-consuming, less-expensive, and easier to score and interpret. . These criteria and principles provide useful knowledge for designing and using Chinese language assessment.

Chapter Three is focused on how to design and develop assessments. Topics included are steps in assessment development, purposes and types of assessment, assessment methods, guidelines for selecting and developing the appropriate assessment methods, and effective use of assessment results. The strength and weakness of four types of assessment methods are presented. There are selected response, written response, performance assessment, and personal communication.

Chapter Four, “Standardized Chinese Proficiency Tests,” discusses standardized tests and reviews Chinese proficiency tests developed by Taiwan, China, and the United States for non-native speakers of Chinese. The Test of Chinese as a Foreign Language (TOCFL) and Children’s Chinese Competency Certification (CCCC) are two tests developed by The Steering Committee for the Test of Proficiency-Huayu in Taiwan. Hanyu Shuiping Kaoshi (HSK) and Youth Chinese Test (YCT) were launched by Hanban in China. In addition, Business Chinese Test (BCT) was developed by Peking University. BCT is designed to assess the Chinese proficiency of non-native speakers engaged in business activities. In the United States, SAT Subject Test in Chinese and AP Chinese Language and Culture are two major Chinese proficiency tests. It is important for teachers to adapt teaching to response to students’ characteristics such as age, learning motivation, and learning experience. Therefore, it is essential to become familiar with the content and format of Chinese proficiency tests. Item formats for four Chinese-language skills --listening, reading, speaking and writing, are reviewed test by test. Guidelines on test score use are provided.

Chapter Five, “Assessment of Listening and Reading Skills,” reviews common formats used and factors that test developers must take into consideration when creating item specifications. Five commonly identified types of listening assessment tasks are discussed—intensive, responsive, selective, extensive, and performance assessment. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. Three major types of reading assessment tasks are described—vocabulary, syntax, and reading comprehension. Descriptions of various forms of assessments that could be used for each category are provided. Five processes of reading comprehension are highlighted—information retrieval, forming a broad understanding, developing an interpretation, reflecting on and evaluating content of text, and reflecting on and evaluating form of text. This chapter provides ample practical examples to illustrate different forms of assessments. Also, some general guidelines for designing these assessment tasks are provided.

Chapter Six, “Assessment of Speaking and Writing Skills,” discusses challenges faced by assessing speaking and writing skills. Seven categories of speaking performance assessment tasks are reviewed, then numerous task for assessing speaking are discussed. The basic types of speaking are imitative tasks, reading aloud tasks, directed response tasks, question and answer, picture-cued tasks, role play, and prompt speech. Issues related to task design and scoring procedures for a response are addressed. As to writing assessment, three types of assessment tasks are considered in the chapter. There are tasks in writing characters and words, controlled writing at sentence level, and timed impromptu. A few fundamental tasktypes for each category are discussed.

Assessing student learning progress is an essential teaching skill. “Chinese Language Assessment” covers principles for assessment development and use. The various types of assessment are illustrated. It provides guidelines for learning assessment in Chinese language.

The Classification and Development Principles for Chinese Language Teaching Materials

Ya-hsun Tsai

Principles for classifying Chinese language teaching materials are the foundation for editing teaching materials. Chinese language proficiency indicators are an indispensable reference for textbook selection and course registration. Classifying teaching materials in a scientific way can enhance spiral development of language learning, serving as a model for Chinese language proficiency grading principle. To bring Taiwan's Chinese teaching and teaching material design in line with international language education system, this book is developed based on The Common European Framework of Reference (CEFR), aiming to provide internationally accepted classification principles. CEFR provides a comprehensive reference for courses syllabus and material design, which has been adopted by many analyses of foreign language learning. In the light of CEFR, this book employs quantitative research, i.e., questionnaire survey and documentary analysis, and takes features of Chinese teaching and learning into account. Four research results are proposed:

1. Chinese language proficiency indicators based on CEFR are proposed;
2. The syllabus for short-term intensive Chinese language class based on CEFR is set.
3. A reference for teaching material centered on situational communication is set.
4. Chinese language vocabulary and syntax grading basis is clarified.

Based on CEFR, this book proposes Chinese language proficiency indicators and classification principles, with the hope of gearing Taiwan's Chinese language teaching materials to international Chinese language education. The book is organized as follows: Chapter 1 lays out the current situation of classification Chinese teaching materials and points out the need of standard classification principles. Chapter 2 demonstrates several important language proficiency indicators and offers comments on their similarities and

differences. Chapter 3 elucidates the features of CEFR and sets six levels of Chinese language proficiency indicators. Chapter 4 explains the importance of setting course syllabus and develops the model of syllabus for Chinese language intensive program based on CEFR. Chapter 5, Chapter 6, and Chapter 7 formulate the indicators for editing Chinese teaching materials, including topic, situation and communicative function. Chapter 8 and Chapter 9 address the issue of the classification Chinese lexicon and syntax. Chapter 10 presents concluding remarks which provide suggestions and application advice for the classification of Chinese language teaching materials.

Teaching and Learning Chinese as a Second Language: Theory and Application

Chao-ming Cheng

Psychologists and linguists share one research interest: to understand human language. However, linguists are interested in the structure of language itself. On the other hand, psychologists are interested in how people learn and use language. The contents of this book discuss the cognitive processes underlying the learning and teaching of Chinese as a second language. Naming things is governed by the consensus among the people using the language through long social practice. It is proper to name things following this consensus; otherwise improper. An implication of this statement is that a language and its writing system are not governed by rules or logic so that their structures cannot be specified and, therefore, learned by rules and logical inferences; these have to be learned through constant practice and, most of the time, by rote. However, understanding the cognitive process underlying language acquisition and learning is helpful for learning and teaching a language effectively. Chinese differs from western languages (e.g., English) in many aspects. For example, Chinese is a tonal, logographic, monosyllabic, and non-inflectional language, whereas English is a non-tonal, alphabetical, multisyllabic, and inflectional language. The differences between Chinese and English suggest that Chinese should be learned in a quite different way from English. This book is concerned with the issues of how to teach and learn Chinese as a second language within the framework of current cognitive psychology.

Chapter 1 emphasizes the view that teaching and learning a language occur in the interaction of two cognitive systems. One is the cognitive system that is responsible for the transmission of knowledge of language from teachers to students: *the teaching system*. The other is the cognitive system that is responsible for the acquisition and learning of a

language: *the learning system*. The former is specialized for being able to provide new knowledge of language, to provide a schedule for a language course, to adopt an effective strategy to teach, and, finally, to examine the effects of teaching. On the other hand, the latter is a cognitive system that emphasizes the importance of cognitive abilities in learning a language so that, for this purpose, students must adjust their own attention, emotion, motivation, and strategies to remember and think in an alert state in order to effectively encode, comprehend, and remember learning materials transmitted from teachers.

In Chapter 2, 16 language abilities formed by the listening, speaking, reading, and writing aspects and the phonetic, lexical, semantic, and syntactic dimensions of a language are classified into conscious and unconscious components. The conscious components such as reading and writing abilities can be learned in an explicit manner and, therefore, through teaching intervention. On the other hand, unconscious components such as syntax and composition are learned in an implicit manner. These components cannot be learned through teaching intervention; they should be learned through constant practice by learners. In this case, the responsibility of teachers is to provide feedback to students.

In Chapter 3, human language behavior is contrasted with animal communication systems despite the fact that the two share common features of communication. Human language behavior is characterized by its creativity, novelty, infiniteness, and changeability, whereas animal communication systems fail to show these characteristics. The syntactic structure of the human language is characterized by being able to reveal a *subject-predicate* relation between two words. This relation cannot be accounted for in terms of stimulus-stimulus association. Various syntactic structures specific to Chinese language are described in this chapter.

Chapter 4 provides a frequency analysis of 21 consonants and 16 vowels of Mandarin sounds and of the distinctive features of these consonants and vowels. These analyses have important implications for how to systematically learn Chinese as a second language and how to prepare reading materials for each grade in elementary school.

Chapter 5 is concerned with the issues of speech perception and production. Infants begin the process of language acquisition by being able to detect very small differences between speech sounds. They can discriminate all possible speech contrasts (phonemes). Gradually, as they are exposed to their native language, their perception becomes language-specific, i.e. they learn how to ignore the differences within phonemic categories of the language. (These differences may well be contrastive in other languages – for example, English distinguishes two voicing categories of plosives, whereas Thai has three categories; infants must learn which differences are distinctive in their native language uses, and which are not). As infants learn how to sort incoming speech sounds into categories, ignoring irrelevant differences and reinforcing the contrastive ones, their perception becomes categorical. Infants learn to contrast different vowel phonemes of their native language by approximately 6 months of age.

An articulation feedback model with three feedback channels and an internal feedback criterion is introduced to understand how children learn to articulate a speech sound. This model also suggests that learning to correctly speak Chinese as a second language is better by using *zhu yin phonetic system* than by using either *hanyu* or *louma pinyin* for articulation and overcoming the interference from native speech accent. The feedback model has also important implications for learning to speak a foreign language without involving native speech accent.

Learning vocabulary is a very important part of learning a language. The more words we know, the more we will be able to understand what we hear and read; and the better we will be able to say what we want to when speaking or writing. In Chapter 6, the author emphasizes the view that the way to learn Chinese characters is different from that of learning an alphabetical script such as English. Learning a Chinese character or an English word is to learn to read and understand the meaning of the character or word. Thus, reading is to learn the connection among the spelling, sound, and meaning of each character/word. However, there is a difference in learning to read between Chinese characters and English words, because the former is logographic so that the connection between spelling and meaning is more direct than that between spelling and sound in Chinese, whereas the

latter is alphabetic so that the connection between spelling and sound is more direct than that between spelling and meaning. Thus, learning to read Chinese characters is primarily to learn the spelling-sound connection which can be acquired conveniently through the spelling-meaning and meaning-sound connections. In contrast, learning to read English words is primarily to learn the spelling-meaning connection which can be acquired conveniently through the spelling-sound and meaning-sound connections.

A frequency analysis of Chinese characters and words in one-million occurrences in Chinese reading materials found 4500 Chinese characters and 50000 Chinese words that are used in present-day Chinese people in everyday life situations. These characters and words should be learned first in order to become a language user of Chinese. Further, they should be learned by constant practice so that they can be finally processed automatically.

In Chapter 7, simplified Chinese characters are introduced. They are standardized Chinese characters prescribed in the *Xiandai Hanyu Tongyong Zibiao* (List of Commonly Used Characters in Modern Chinese) for use in mainland China. Along with traditional Chinese characters, it is one of the two standard character sets of the contemporary Chinese written language. The government of the People's Republic of China in mainland China has promoted them for use in printing since the 1950s and 1960s in an attempt to increase literacy.[1] They are officially used in the People's Republic of China and Singapore. Simplified character forms were created by decreasing the number of strokes and simplifying the forms of a sizable proportion of traditional Chinese characters (about 2700 simplified characters). In Chapter 7, the ways to create the simplified character forms from traditional characters are described and the advantage and disadvantage of these simplified forms to increase literacy and writing in the present status of the art including the invention and use of Chinese computer are discussed.

Chapter 8 examines the prevailing view that bilingualism and second-language acquisition early in life makes children confused and interferes with their ability to develop normal cognitive functions and succeed in educational environments. These ideas were dramatically reversed in a landmark study by Peal and Lambert that showed a general superiority of bilinguals over monolinguals in a wide range of intelligence tests

and aspects of school achievement. Chapter 8 discusses how a second language is learned by influences of first language experiences, cultural and nonverbal factors, opportunity of practice, and past knowledge. The sequence of acquiring a first language is characterized by learning listening, speaking, reading, and writing dimensions of the first language in that order. It is recommended that the four dimensions of a second language are also learned following the same sequence. The conscious and unconscious aspects of a second language are also analyzed in this chapter for teachers and students to understand which aspects of the language can be learned through teaching interventions, and which should be learned through constant practice.

Chapter 9 discusses the Test of Chinese as a foreign language (TOCFL), a standardized language proficiency test for non-native speakers of Chinese. It is argued that the test should be developed as an achievement rather than an aptitude test. It is a screening rather than a diagnostic test because it is used to discriminate low from high degree of achievement and the language ability in Chinese can be identified and recognized for certain purposes. It is a power test so that the test items consist of different levels of difficulty. In addition to serving as a proficiency test, the test should also be a speed test because a criterion to see how well a person can handle a language is to see his/her ability to master the language in an automatic manner that is characterized by fast, error-free, effortless, less attention consumption, and parallel processing with other tasks.

Multimedia Assisted Instruction of Chinese as a Second Language

Hsiu-jen Cheng and Ju-yu Sung

Multimedia Assisted Instruction of Chinese as a Second Language (MAICSL) is an interdisciplinary field involving Instructional Technology, Second Language education, and Chinese as a Second Language Teaching (CSL). The authors of this book, with expertise in instructional technology and CSL fields respectively, decided to share their insights based on the experiences of their co-training of pre-service teachers. Applying the examples of the course designs of pre-service teachers, this book aims to introduce the professional knowledge associated with MAICSL. It is hoped that the present work can have an impact on CSL teachers who are interested in technology integration within this field.

This book introduces the most frequently used technological tools with step-by-step instructions using authentic design samples from in-service and pre-service teachers' classes. It also discusses further developments of MACSLI in the 21st century. This arrangement aims to provide practical information for classroom instruction to activate CSL teachers' awareness of their own weaknesses in technology integration. Chapter One defines *Computer Assisted Language Learning*, CALL, and readers will realize that technology integration has switched the teaching model from teacher-centered instruction to student-centered learning. The differences between CSL (students learning Chinese in the target language countries) and CFL (students learning Chinese in non-target language countries) are also introduced. The authors briefly discuss the history of CALL development to help readers gain an understanding of the effects of technological development on teachers' computer literacy skills. Finally, definitions of digital multimedia and a discussion of its applications to instruction and its potential advantages and drawbacks are included.

Chapter Two discusses different types of multimedia materials, CALL materials on

the Taiwan market, and evaluations of digital materials. Furthermore, it discusses how to assess available materials based on a certain assessment forms created by the authors. Finally, it provides suggestions for teachers on how to select appropriate materials for their lessons.

In Chapter Three the authors classify six possible digitally-enhanced contexts according to Shelly and Cunter (2006): computer classrooms, computer labs, distance education, self-study, interactive whiteboards, and virtual reality. After understanding the specific features of each environment, teachers may have better ideas about how to deal with different teaching settings with different levels of technological support. Furthermore, the authors introduce the transformation model for teachers who are integrating computer technology into their classrooms.

Chapter Four introduces software and hardware that are free, useful, and easy to use. The authors recommend that teachers refrain from treating themselves as software developers. Therefore, *free*, *useful* and *easy to use* are three suggested criteria for software and hardware selection. This chapter also includes a list of the most well-known language software and hardware with simple instructions following four themes: Chinese character learning, pronunciation, graphic applications, and educational audio/video editions.

Chapter Five demonstrates authentic examples of pre-service teachers' designs from their CSL training courses. Course designs are categorized into four themes, namely presentational applications, Chinese stroke production, designs for learning pronunciation, and teaching with video/audio aids. Lastly, it lists the steps for how to accomplish those designs.

Inappropriate multimedia designs may cause induced errors (Stenson, 1974), which refers to language errors from CSL learners possibly derived from improper messages from materials or instructions. Chapter Six lists inappropriate instructional designs from authentic cases of in-and-pre-service teachers. Five problems are specifically noted: improper presentational designs, mismatching graphics and texts, unclear graphics, methods of transferring information, and others. Several additional issues exist. Being aware of the aforementioned problems common to teaching and learning may help to

identify prevention methods and areas needing improvement.

Due to the rapid development of technology, digital tools are updated and outdated very frequently. Therefore, teachers tend to worry about not being able to keep abreast of the latest products. Chapter Seven provides suggestions for novice teachers seeking to integrate technology into the classroom. It suggests three principles for initiating multimedia assisted instruction, namely, handy resources, familiar software/hardware, and the most frequently used tools. A brief description of web resources and mobile technology, the main tools for MACSLI development trend in the near future, is also included.

A Study of a Second Language Classroom

Chun-yin Doris Chen

The question as to how foreign language learners master their target language is always an interesting issue to explore. To foreign language learners, it is by no means an easy task to quickly acquire a good command of the target language. Therefore, in the field of foreign language acquisition, various topics have been discussed, among them the theory of Universal Grammar (Chomsky, 1981; White, 1989) and L1 transfer effects on second/foreign language acquisition are often heated topics (see Gass & Selinker, 1992). In addition, there is research on interlanguage (Chen, 2000, 2001) and input effect (Krashen, 1982) on foreign language acquisition, etc. However, most of these previous studies are on western languages such as English and French; not much work on Chinese as a second language has been carried out to verify the theories of second language acquisition.

In the second language acquisition literature, linguistic input has been widely explored (Cathcart-Strong, 1986, Chaudron 1985; Krashen, 1985; Wagner-Gough & Hatch, 1975), the most well-known study of which is Krashen's (1985) input hypothesis. However, his definition of "i+1" and its operational mechanism have been criticized as ambiguous (Gregg, 1984); therefore, White et al. (1991) proposed theories for input enhancement, and Swain (1985) claimed that comprehensible output should receive more discussion. And "questioning" has been one of the heated topics in the research field of investigating linguistic input and output.

This book reports on a three-year project of mine granted by the National Science Council (now the Ministry of Science), which examined the types of questions found in textbooks and questioning strategies employed by teachers and students in a Chinese as a second language (CSL) classroom. Data included questions found in the texts and dialogues of the textbooks designed for beginning, intermediate and advanced students at National Taiwan Normal University, i.e., three volumes of *Practical Audio-Visual Chinese* (Volumes I, II, and III). In addition, classroom interactions between teachers and students

from six classes were video-taped. The questions employed were classified according to their syntactic forms (such as alternative questions, tag questions, A-not-A questions, particle questions, and wh-questions) (Li & Thompson, 1981) and pragmatic functions (i.e., display questions and referential questions).

With regard to classroom observations, after the consent forms were signed by the six teachers involved in this project, the observation period of each class was finalized, each of which consisted of seven visits. The first visit was made at the beginning of the term, five visits were made in the middle, and the final visit was made during the final week. The five visits were scheduled in one week to see how the participating teachers employed different types of questions and questioning strategies to interact with their students in class. A “non-participant observation” method was adopted for data collection. A questionnaire was distributed on the first visit to investigate the class atmosphere and students’ willingness to respond in oral communication. The same questionnaire was given again on the final visit to see if students’ attitudes had changed. In addition, in-depth interviews were scheduled with the six teachers to get to know more about their purposes of employing questions in class.

The major findings of the present study are follows:

First, according to syntactic forms and pragmatic functions of questions found in the three volumes of *Practical Audio-Visual Chinese*, this series of textbooks was designed mostly in line with pedagogical grammar. It has been found that questions found in the second volume were significantly more than those in the first and third volumes, showing an “inverted U-shape.” With regard to the syntactic forms of questions, particle questions were found most frequently in the three volumes, followed by wh-questions. Alternative questions and tag questions were found the least frequently. As for the pragmatic functions, display questions were found significantly more frequently than referential questions.

Second, regarding the syntactic forms of questions, particle questions and wh-questions were also found to be used the most frequently by the teachers and alternative questions used the least frequently. As for the pragmatic functions, referential questions

were employed more frequently than display questions. The syntactic and pragmatic types of questions used by the teachers changed slightly from the beginning to the end of the term—while questioning, the teachers at all levels would choose types of questions according to the students' proficiency levels, backgrounds, and topics, etc. However, particle questions and wh-questions were still found to be the major types, and referential questions still outnumbered display questions. With regard to the questioning mode, there were $T \rightarrow Ss$ (the instructor to all students), $T \rightarrow S$ (the instructor to an individual student) and $T \rightarrow O$ (the instructor to the observer). And it was found that $T \rightarrow Ss$ was the most common type, and that questioning took place more often at the presentation and extension stages, and rarely at the wrap-up stage.

Third, syntactically speaking, particle questions and wh-questions were also found to be used the most frequently and alternative questions used the least frequently by the foreign students in the classroom. Pragmatically speaking, referential questions were used significantly more frequently than display questions by the students as well. The syntactic and pragmatic types of questions used by the students were of similar types from the beginning to the end of the term: basically, more particle questions and wh-questions regarding their syntactic forms, and referential questions with respect to the pragmatic functions. There were four major modes for student questioning: $Ss \rightarrow T$ (all students to the instructor), $Ss \rightarrow S$ (all students to an individual student), $S \rightarrow T$ (an individual student to the instructor), and $S \rightarrow O$ (an individual student to the observer), etc. And it was also found that the main questioning mode was $S \rightarrow T$, and that questioning took place more frequently at the presentation and extension stages.

Fourth, the syntactic types of questions employed by the teachers and students were quite similar, i.e., particle questions and wh-questions. The pragmatic functions of questions were also the same, i.e., more referential questions than display questions. The types of questions used by the teachers and students in the beginning and end of the term were also similar. With regard to the classroom atmosphere, though the students did not show significant changes in response to teacher support/attitude and peer support/attitude, their overall feedback on the class was good.

Finally, concerning the communicative strategies employed by teachers and students while questioning in the CSL classrooms, according to Tarone's (1997) classification, it was found that strategies employed by the students (non-native speaker to native speaker, NNS-NS) varied from level to level. The advanced students asked most questions; they also used more "Paraphrase" (P) (including approximation, AP (i.e., using simple words to replace authentic terms); word coinage, WC (i.e., using new words to communicate); circumlocution, CL (i.e., beating around the bush when unable to express their ideas correctly in Mandarin Chinese) than the intermediate and beginning learners. "Language transfer" (T) (including literal translation, LT (i.e., using mother tongue to express an idea); language switch, LS (i.e., directly switching between mother tongue and target language); appeal for assistance, AS (i.e., directly asking for correct expressions); and mime, MM (i.e., using body language to express an idea)) were employed most commonly by the beginning students. As for the teachers' questioning strategies (NS-NNS) in each class, "Avoidance" (A) (including topic avoidance, TA (i.e., not using words or structures that one does not understand); and message abandonment, MA (i.e., giving up the attempt to express an idea) were rarely used. It was found that in the advanced class the strategies employed by the teachers and the students were relatively similar. However, this was not the case in the beginning and intermediate classes. Finally, it was found that questioning strategies were highly correlated with language modification— in the intermediate and advanced classes, the teachers and students focused more on discourse and semantic modification, and in the beginning class, more syntactic modifications were found.

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Mandarin phonetics and its implications in teaching

Raung-fu Chung

Phonetics is the first step for L2 learners. A good TCFL (Teaching Chinese as a Foreign Language) teacher is, therefore, expected to have a background in phonetics as well as in methods of how to teach in the classroom.

The main theme of this book is Mandarin Chinese phonetics. We start with speech organs and the interaction between speech organs and sound production. Then four topics, namely, initial, final, tone, and retroflexion are explored in that order. The book ends with some issues in issues of pronunciation teaching. It is aimed at helping teachers and learners acquire a basic understanding of Mandarin phonetics.

A Mandarin syllable is composed of initial and final components. Initial refers to the position beginning in a syllable, in which 22 consonants are allowed to occur. Each consonant is produced simultaneously with place and manner of articulation. Traditionally, place of articulation and manner of articulation are described separately. However, we believe that they should be explored at the same time, simply because a sound wave is continuous. The production of each consonant is illustrated with pictures to show the place and manner of articulation. In the same vein, vowel production is explained on the basis of place and manner of articulation. The rounded front vowel [ü] is discussed in a more detail because it is a marked vowel. Finally, a final in Mandarin consists of a vowel plus either a vocalic ([i] or [u]) or a consonantal (/n/ or /ŋ/) ending.

In teaching Mandarin as a second or foreign language, a knowledge of tones is a necessary. Usually, the notorious third tone sandhi is the most challenging to learners and teachers. For this reason, the bulk of discussion of Chapter 4 is focused on the nature of T3 tone sandhi. Factors like tonal nature, sandhi domain, foot condition, and the role of neutral tone, etc. are investigated in depth. The topic of Chapter 5 is retroflexion, which is a significant indicator for Mandarin expressions. This book differs from other publications

in that it reduces complex variations to a few basic rules.

The book ends with some issues relating to Mandarin sound teaching: (a) phonetics and teaching, (b) phonetic alphabet and pronunciation teaching, (c) sound discrimination and pronunciation teaching. Each issue is examined from both a theoretical and an empirical perspective. The goal is to arm teachers with a theoretical background on phonetics and with empirical insights into teaching.

This book begins with basic phonetic backgrounds. Then it explores the nature of 22 consonants allowed to occur at the onset position, and then the structure of the final. The book follows, to a large extent, a step-by-step approach, trying to guide anyone interested, without any prerequisite, to the world of phonetics in general and of Mandarin phonetics in particular.

Introduction to Chinese Pragmatics

Ing Cherry Li

Pragmatics is a relatively new area of linguistics that until recently did not receive much attention from foreign language teachers. Traditional Mandarin classes typically focused on the formal structure of sounds, words, and sentences, while their uses were often largely ignored, resulting in a gap between course curriculum and actual language use. With recent development in pragmatics and the growing popularity of the communicative approach in foreign language teaching, acquisition of pragmatic competence is now recognized as an essential component in teaching and learning of Mandarin as a foreign language. However, research findings in Chinese pragmatics are as yet not easily available to Mandarin teachers and learners. For one thing, the studies are mostly scattered in journal papers, or master theses and doctoral dissertations. Furthermore, many of them are theoretically-oriented, with the discussion concentrated on verification or refutation of single isolated linguistic issues, while the general operation of pragmatic principles in the language is often missing. The over-elaborate arguments for or against specific theoretical models may turn away many Mandarin teachers, who may not be familiar with different modern linguistic theories.

This book aims to fill the gap between the theoretical study of Chinese pragmatics and its application to the teaching of Mandarin as a foreign language. By using plain language and authentic examples from everyday interactions, it addresses all the major topics in the field, taking a comprehensive perspective to interpret and integrate the important findings from past research. Specifically, it demonstrates how the operation of general pragmatic principles interacts with the structural features of Mandarin, and explains how and why certain pragmatic strategies are chosen, different from those in other languages, under its unique cultural environment. In short, the book hopes to provide teachers and students of Mandarin with a simple but comprehensive sketch of pragmatic operations in Mandarin Chinese.

The book is composed of seven chapters, which cover the most important issues in

the study of modern pragmatics:

Chapter One “Pragmatics—Definition and Background” defines pragmatics as “a study of how meaning is conveyed and interpreted in interaction,” highlighting the special focus of pragmatic study on speaker meaning, contextual meaning, the expression of relative distance, as well as how more gets communicated than is said. A brief history of the discipline is then provided; the scope of Chinese pragmatics and its importance in Mandarin learning and teaching are also addressed.

Chapter Two “Reference and Deixis” discusses how participants in Mandarin discourse are referred to and correctly identified, and how distance among them is properly marked. Mandarin deictic terms are categorized along five dimensions: time, place, person, social, and discourse, with their uses overlapped across the categories. The deictic terms, such as *this/that*, *we/you/they*, *come/go*, etc., not only mark the objective distance among participants, but also the speaker’s subjective evaluation of their social distance, and are thus one of the most important devices for establishing and manipulating social relations in verbal interaction. Reference terms in Mandarin include mainly proper names, noun phrases, personal pronouns, and zero pronoun. The distribution of these terms is not determined by the syntactic structure of the isolated sentence, but rather by contextual inference and the structure of the discourse.

Chapter Three “Presupposition and Entailment” first explicates the concepts in traditional logical semantics, focusing on the “presupposition triggers” in Mandarin Chinese. Based on examples from everyday interaction, it explains the unique defeasibility of presupposition, attributing it to pragmatic inference, which is by definition subject to contextual factors.

Chapter Four “Cooperation and Implicature” illustrates how the Cooperative Principle as proposed in Grice (1975) operates in Mandarin communication. Examples from everyday interaction are cited to demonstrate how different types of implicature may be derived when different Maxims of the Cooperative Principle—Quantity, Quality, Relation, and Manner—are violated. Leech’s (1983) Politeness Principle is also discussed, showing that speakers may choose to violate certain maxims out of considerations of

politeness. The derivation of conversational implicature serves to highlight the importance of speaker meaning and contextual meaning in real life communication, exemplifying how “more may be expressed than what is actually said.”

Chapter Five “Speech Acts” examines how actions, such as requests, promises, thanks, and apologies, may be performed by speech in Mandarin. Mandarin speech acts are categorized based on Searle’s (1976) Speech Act Theory. Direct and indirect speech acts are also discussed, with special emphasis on the relation between the structural pattern of the sentence and the pragmatic function it performs.

Chapter Six “Politeness and Interaction” investigates the meaning of politeness in Chinese culture and examines politeness phenomena in the society. Based on Brown and Levinson’s (1987) concept of “face,” different kinds of politeness are differentiated: Negative politeness emphasizes showing respect and avoiding interference to the hearer, while positive politeness stresses the importance of establishing partnership and comradeship among speech participants. It is pointed out that, contrary to the common politeness phenomena observed in Western cultures, Chinese people tend to highly value positive politeness among family members and close friends, while they often follow negative politeness when dealing with mere acquaintances and strangers. Lack of mutual understanding in their respective politeness choices may lead to communication breakdown.

Chapter Seven “Conversation and Discourse” examines the structure of spoken and written discourse in Mandarin, and explains how such structure helps discourse participants to “read between lines.” In spoken discourse, the local management system of turn taking assures the smooth progression of conversation, thus features disrupting the flow of conversation, such as silences, pauses, or overlaps, often give rise to meanings beyond what is actually said; failures to provide expected responses, or “seconds,” in adjacency pairs and preference structure also result in derivation of pragmatic inferences. Common cohesive ties in Mandarin include anaphora and discourse markers. Anaphora is particularly common in written discourse, with the different anaphoric forms—NP, pronoun, and zero—marking different degrees of cohesiveness at different levels

of discourse units. Discourse markers, including adverbial connectives and sentence particles, mark the semantic relation between discourse units at different levels as well as the writer/speaker's attitude.

As an introductory book to Mandarin pragmatics, this work is distinctive in the richness and authenticity of the examples cited from real life interaction. Through careful examination and interpretation of these examples, the book intends not only to explicate underlying pragmatic principles, but also to remind the reader that pragmatic operations are at work almost everywhere in daily communication, and that a pragmatic perspective often makes it easier to grasp the structural characteristics of the Chinese language.

Mandarin syntax I: Basic concepts and sentence structure

Claire Hsun-huei Chang

Learning sentence structure is an integral part of language learning, and syntax, the study of sentence construction, becomes an essential knowledge for any language teacher or language learner. This book ‘*On Mandarin Syntax (I)*’ was written with that in mind to equip language teachers and learners with essential knowledge in syntax. It begins with propositional content, the core meaning of a sentence, and delves into basic syntactic concepts, sentence structure, and the relationship between syntax and lexicon, syntax and semantics.

Syntactic research includes syntactic description and syntactic theory, and this book focuses on syntactic description of Mandarin Chinese for the purpose of teaching or learning Chinese as a second language. The book contains 6 chapters and is divided into three parts. The first part (chapters 1, 2) introduces basic concepts in syntactic analysis, and concepts such as thematic roles, head, and modifier are elaborated to explain properties of Mandarin syntax. The second part (chapters 3-5) describes and analyzes Mandarin sentence structures with emphasis on word order, grammatical function, construction, and special structures. The third part (chapter 6) delineates the interaction between syntax and semantics, syntax and lexicon; the topics covered include aspect, voice, modality, semantic agreement and verb classification.

Chapter 1 introduces basic concepts in Mandarin syntax. Syntax concerns how words are put together to build phrases, how phrases are put together to build clauses and sentences. Words are the basic building blocks in syntax, and word ordering within phrases or sentences is an important syntactic issue. Word order, an important issue in syntax, is discussed alongside with the concepts of head, complement, and modifier. There is a head in every phrase and sentence, and the head (of the phrase) determines the appearance of complement and the structure of a phrase or sentence. Mandarin behaves

like head-initial language at the verb phrase level, and other word order follows head-final languages. The word order in Mandarin observes modifier > head > complement order (modifier preceding head, head preceding complement) in phrases and sentences.

Chapter 2 explores words, the basic building blocks in syntax, and their classification. Words are classified into different categories based on its syntactic distribution and semantic properties. There are major categories of nouns and verbs, and minor categories of prepositions, adverbs, classifiers, conjunctions, negators, pronouns, etc. Criteria of syntactic distribution and semantic properties are used to examine the necessity of ‘adjective’ category, which has been a controversial issue in Mandarin syntax and widely discussed among linguists.

Chapters 3 and 4 discuss the structure of declarative, interrogative and negative sentences in Mandarin. The structure of a sentence is determined by the meaning of the verb. Verbs decide how many noun phrases a sentence requires and what kind of noun phrases it selects. Every syntactic unit relates to other components in a sentence functionally and semantically, expressed in grammatical function and thematic roles. Grammatical function refers to subject or object a noun phrase occupies in a sentence. Basic Mandarin sentence has an SVO structure. Thematic roles refer to semantic relation a verb assigns to noun phrases. Verbs and their thematic roles explain the semantic link of structural variants in the following examples that *Zhangsan* is agent (actor of the verb), *book* is theme (the object acted on by the verb), *Xiaomei* is goal (the endpoint of the verb).

Zhangsan song yi ben shu gei Xiaomei.

Zhangsan song Xiaomei yi ben shu.

Zhangsan ba yi ben shu songgei le Xiaomei.

Na ben shu bei Zhangsan songgei le Xiaomei.

‘Zhangsan gave a book to Xiaomei.’

These four sentences have different structures with the same thematic roles expressing the same proposition ‘Zhangsan gave a book to Xiaomei.’

Chapter 5 deliberates on special constructions, such as *ba*-construction, *bei*-

construction, and verb copying. These constructions have syntactic and semantic restrictions, which speak convincingly that syntax cannot be independent from semantics and lexicon. It also denotes the relationship between syntactic structure and information structure. Speakers have a way to organize the information of their speech depending on their understanding of whether the information is shared (that is, old) with the hearer or whether it is new. Different syntactic structures are used to deliver that message. The following examples illustrate different ways of conveying different information.

Wang xiansheng mai le fangzi.

Wang Mr. sell ASP house

‘Mr. Wang sold the house.’

Fangzi, Wang xiansheng mai le.

‘That house, it was Mr. Wang who sold it.’

Wang xiansheng ba fangzi mai le.

Wang Mr. BA house sell ASP

‘As to that house, Mr. Wang sold it.’

The first sentence is a basic structure, S-V-O, in terms of grammatical function, and variant structures are possible considering information focus and the topic-prominent characteristic of the language. The second sentence has *fangzi* ‘house’ as its topic, and the third sentence makes the *fangzi* ‘house’ even more prominent by marking it with ‘*ba*.’

The following two examples show different syntactic structures expressing different information structure. The first sentence is a presentative sentence, which is used to introduce a piece of new information (*yi fu hua* ‘a painting’) to a discourse, and the second sentence is a descriptive sentence used to describe a state of affairs--the location of an old information (*yi fu hua* ‘a painting’).

Qiangshang gua zhe yi fu hua.

On the wall hang ASP one CL painting

‘On the wall hung a painting.’

Yi fu hua guazai qiangshang.

‘There is a painting hanging on the wall.’

The last chapter takes on an interaction view and investigates the syntax-semantic, syntax-lexicon interaction. Syntax-semantic interaction is deliberated through co-occurrence restriction between verbs and aspect/voice/modality marking, selectional restriction and number agreement between nouns and verbs, and mismatch between structure and meaning. V-O compounds and their behavior in sentences create perfect data to observe interaction between syntax and lexicon.

Mandarin syntax II: Topic, subject and sentence patterns

Ying Cheng and Feng Fu Tsao

This book aims to investigate the syntactic and semantic properties of constituents in certain common sentence patterns in Taiwan Mandarin and their interaction with information structure. A given sentence pattern is formed according to the parts of speech of the lexical items involved, word order, the way these words are combined into a larger unit, etc. Sentence patterns are basic to syntactic descriptions in theoretical linguistics. They are also important to language teaching given the fact that the sentences in a language are infinite in number, but the list of sentence patterns is finite. Learning a system of rules enables language users to construct and understand sentences, many of which they have never produced or heard before. Therefore, knowing the basic word order of a language and the constituents of the sentence patterns helps learners to grasp the core meaning and the structure of sentences. Only when learners have a better understanding of the syntactic nature of a language, can they become creative in their use of language. Previous studies on sentence patterns focus mainly on their syntax and leave aside the discussion of “topic”, a term frequently employed in discourse/text analysis. However, due to the negligence of the role that topic plays in the description of Taiwan Mandarin, great difficulties are thereby encountered. Take, for example, the lyrics of the song entitled *Jia* 家 ‘home’, a nursery rhyme popular in Taiwan.

- a. Wo3jia1 men2 qian2 you3 xiao3he1
 我家 門 前 有 小河
 my house door in front of have river
 ‘There is a river in front of my house.’
- b. Hou4mian4 you3 shan1po1
 後面 有 山坡

behind have the hillside

‘There is a small hill in the back of my house.’

c. Shan1po1 shang4mian4 ye3hua1 duo1

山坡 上面 野花 多

hill above wild flowers many

‘There are a lot of wildflowers in the hill.’

d. Ye3hua1 hong1 si4 huo3

野花 紅 似 火

wild flowers red as fire

‘The colors of the flowers seem to be crimson.’

e. Xiao3he2li3 you3 bai2e2

小河裡 有 白鵝

In the river have goose

‘In the river there are some geese.’

f. E2er2 xi4 lyu4bo1

鵝兒 戲 綠波

goose play green wave

‘Those geese play the crystal water in the river.’

g. Xi4nong4 lyu4bo1

戲弄 綠波

play green wave

‘(Those geese) play the crystal water in the river.’

h. E2er2 kuai4le4

鵝兒 快樂

goose happy

‘Geese are so happy.’

i. Ang2 shou3 chang4qing1ge1

昂 首 唱清歌

high head sing song

‘(They) put up their heads and sing songs.’

The theme of the lyrics is the description of the surroundings of ‘my house’. The concept of ‘sentence’ is indispensable for discussing sentence patterns. However, we find that even the question of how many sentences there are in the song remains a matter of dispute. According to our search on the Internet, there are two widespread views in terms of the punctuation marks used. One is that the song consists of only one sentence with nine clauses for only one period is placed at the end of the song and the other is that the song is composed of four sentences for periods can be found at the end of (b), (d), (f) and (i). One question that comes up immediately is why there is such a discrepancy. In addition, it is generally assumed that an existential sentence is transformed from a “zai” sentence. Nonetheless, in the fifth line of the song, the existential sentence *xiao3he2li3 you3 bai2e2* 小河裡有白鵝 ‘In the river there are some geese’ does not participate in such an alternation. The replacement of *bai2e2 zai4 xiao3he2li3* ‘geese are in the river’ is not felicitous here. Why? Moreover, (g) and (i) are subjectless, with the subject “goose” being implicit in the syntax. Is such a choice motivated by internal/syntactic requirements or by external/textual factors?

The problems mentioned above are closely related to the topic-prominence of Mandarin Chinese. The term “topic” refers to the subject matter that speakers talk about. In a topic-prominent language such as Chinese, the sentence-initial position is always occupied by a definite NP. When a different element is placed in the initial topical position, a different sentence pattern is formed. Consequently, topic is an unavoidable issue when one aims to deal with Chinese syntax. A sentence pattern is an abstract

grammatical unit that needs to be realized in a concrete discourse or text, so the analysis of a Chinese syntactic pattern cannot be confined to its internal structure. In order to get a clearer picture, the main purpose of the book is to explore some Chinese common sentence patterns, including their constituents, structural properties and interaction of sentence patterns and topics.

The book is organized as follows. In Chapter 1, the definition and classification of sentence patterns as well as theoretical background are introduced. Chapter 2 deals with the existential construction with a locative NP as topic. Chapter 3 examines the Double Nominative construction. Chapter 4 investigates the passive and disposal constructions. Comparative sentences and serial verb construction are discussed in Chapter 5 and Chapter 6, respectively. Chapter 7 is devoted to coordinate and subordinate sentences. Chapter 8 explores the connectives in relation with structure. The analysis is corpus-based. Examples used in this book are mainly from Academia Sinica's "Modern Chinese balanced corpus," composed of both written and spoken materials in Taiwan. Taiwan Mandarin is basically the same as Mainland China Mandarin, but dialectal variations are expected.

Despite the fact that each sentence pattern has its own specific structural properties and constructional semantics, the sentence patterns discussed in this book have one thing in common, namely, the topic appears in the sentence-initial position. Due to this property, a Mandarin speaker must take the information structure and topic into consideration. A pure syntactic structure consideration is not enough in choosing a given sentence pattern. For example, from a syntactic perspective, the existential construction and "zai" sentence are argued to have the same deep structure, but, from the perspective of language teaching, their differences in information structures have to be made. As mentioned above, the noun phrase *xiao3he1* 小河 'the river' in the existential construction *xiao3he2li3 you3 bai2e2* 小河裡有白鵝 'In the river there are some geese' should be deemed old information in that it has been introduced into the discourse in the first clause (1a). The transformation of (1e) into a "zai" sentence *bai2e2 zai4 xiao3he2li3* 白鵝在小河裡 'There are some geese in the river' is not acceptable here because it violates the information structure requirement

that information should be packaged in a certain way in a sentence. As old information, *xiao3he1* 小河 ‘a river’ has to occur in the sentence-initial position. In contrast, *bai2e1* ‘goose’ 白鵝, as a constituent carrying new information, has to occur in a place other than the sentence-initial position. In addition, for those who take Chinese as a second language and whose native language is syntactic-prominent, it is difficult to decide when to use what kind of sentence pattern and when the subject can be omitted. Since these restrictions are not syntactically but contextually driven, language teachers must explain more about such characteristics of Mandarin in order to facilitate students’ learning.

When teaching vocabulary, we must take into account the relationship between learners’ Chinese proficiency level rated in terms of the Common European Framework of Reference for languages (CEFR) and the vocabulary size based on word frequency. A sorted Chinese wordlist based on frequency and difficulty has been set up. The question of how to teach Chinese grammar to students at different levels is quite important as well. The ranking of sentence patterns is, hence, significant for language teaching. However, very little attention has been paid to the frequency or difficulty of sentence patterns, most of which are empirically ordered by language teachers. These factors should be taken into consideration in ranking the sequence of the sentence patterns for teaching. To sum up, a complete classification system of Chinese sentence patterns based on the frequency of use of the patterns and the needs of learners deserves more attention and it is an important issue that merits further investigation.

An Introduction to Teaching Mandarin Chinese to Children Speaking Other Languages

Ying Liu

Translated by I-Ni Tsai

Children have a good memory, malleability, and learning ability; childhood is thus viewed as the golden period of learning, and therefore learning Chinese in childhood can yield twice the results with half the effort. Teaching Chinese as a Second/Foreign Language to Adults (TCS/FLA) is well under way in its maturity and development, and it is now time to focus on the issue of Teaching Chinese to Children Speaking Other Languages (TCCSOL), which will significantly add to research in the field of Teaching Chinese as a Second/Foreign Language (TCS/FL).

As global economic trade and interaction between nations has become more frequent, thanks to the open economic policy in Asia and particularly in China, Chinese language education has been viewed as a necessity and has been promoted around the world. Chinese has become a predominant language that is second only to English. To take a broad view of the status of TCS/FL, we realize that it is better for non-native Chinese speakers to learn the language at an early stage. Thus, Chinese courses for children are of concern to, and valued by, governments and educational authorities worldwide. Chinese language education has been incorporated into the Advanced Placement Program in the United States since 2006 and has also been of concern in secondary and elementary schools in the United States. There are now over 2,000 secondary and elementary schools in the United States that incorporate Chinese into their elective courses. A 2006 report of census statistics conducted by the Bureau of Statistics in Canada shows that Chinese has become the third most spoken language after English and French. Educational authorities in France set up a series of Chinese course outlines as a reference standard for Chinese learning in French public secondary and elementary schools. In addition, according to a

revised plan that was newly announced in June 2012 by the British government, Chinese has officially been offered as a required foreign language subject in British elementary education since September 2014.

In Asia, the history of overseas Chinese schools in Japan and Korea is long-standing. Recently, Chinese has become one of the elective courses offered at elementary and high schools in Japan and Korea. In January 2006, the Ministry of Education in Thailand mandated Chinese be the primary second language in school systems, and it has incorporated Chinese into formal courses in 2,000 secondary and elementary schools since 2007. Since 2008, at least one Chinese course has been required to be offered at each secondary and elementary school. Thus, it can be seen that there is a trend worldwide for younger populations to learn Chinese, which indicates that TCCSOL teacher education programs and the compilation and publication of TCCSOL textbooks are becoming ever more important.

We are at the starting stage of the research and development of TCCSOL textbooks and strategies. This book focuses on basic instruction principles, material compilation principles and activity design for each stage of children learning Chinese, with an emphasis on TCCSOL-related issues, such as language, literacy, reading, writing, picture books, and children drama. This book serves as a handy reference book for teachers of TCCSOL.

The present volume consists of nine chapters by six authors. Chapters 1 and 3, written by Ya-xun Tsai, introduce Mandarin Chinese course implementation and material compilation for children. Chapters 2 and 6, by Wen-yun Lin, touch on teaching children language and reading in Mandarin Chinese courses. Chapters 4 and 8, both written by Jing-su Lin, cover the issues of teaching speaking and writing to children. Chapter 5 by Ying Liu discusses children's learning of characters. Chapter 7 by Ya-ling Chen and Chapter 9 by Ren-fu Chen address the issues related to teaching children Mandarin Chinese through the use of picture books and drama.

Each chapter will be briefly summarized below.

Chapter 1 describes the current state of TCCSOL overseas. It introduces Chinese teaching curricula and their important developments in local schools, international schools and Chinese schools. It touches on immersion programs, topic-based instruction and teaching culture through language.

Chapter 2 addresses the issues related to children's second language acquisition. The chapter starts with an introduction to language development from a constructivism point of view and the early development of children's reading and writing. It then reviews the theories of second language acquisition of children and provides suggestions to teach children Mandarin Chinese.

Chapter 3 touches on how to compile Chinese teaching materials for children, with an emphasis on story-based materials, topic-based materials, digital materials, and teachers' guidebooks. To prepare materials suitable for younger learners, it is important to take into account features of first and foreign language learning, the cognitive development of children and different language teaching theories. It is also essential to incorporate technology into the curriculum for children.

Chapter 4 explores teaching Chinese speaking to children. It introduces the features and strategies of teaching children to speak in Chinese, summarizing principles in the syllabus design for a speaking course, strategies for teaching speaking, and classroom management.

Chapter 5 focuses on teaching children Chinese characters. It reviews the features and effective teaching methods of Chinese characters, discussing how to carry out teaching practice. There are three common approaches to teach characters: meaning-centered approach, character-centered approach, and nursery rhyme approach. While meaning-centered approach is most commonly used in elementary schools, character-centered approach is good for learners with a basic vocabulary range; the use of nursery rhymes further increases learning motivation. This chapter summarizes six ways to teach characters.

Chapter 6 deals with the issues related to teaching children how to read. It discusses how to plan a reading course that balances learning to read and reading to learn. It also

introduces the related theories of children reading, exploring the relationships between reader response theory and reading instruction. The chapter ends with a discussion on the application of literature-based reading instruction to teaching Chinese reading to children.

Chapter 7 discusses teaching children Mandarin Chinese through picture books. The chapter sets out to define picture books. It then attempts to assess the benefits of using picture books from three aspects: content, illustrations, and cultural values. It ends with a discussion on the types and choices of picture books in Mandarin Chinese, and the application of teaching children Mandarin Chinese using picture books.

Chapter 8 is concerned with teaching Chinese writing to children. It introduces the purposes of teaching writing, the principles of designing writing classes for children, and the methods of teaching children writing. Based on the cognitive development of children, this chapter proposes teaching principles to develop learners' ability to write in Mandarin Chinese.

The final chapter entails a discussion of drama and Chinese teaching. It recapitulates the features, principles of course design, and application of teaching Mandarin Chinese through drama. Through dramatic role-playing, learners are able to listen and speak more and to highly participate in language activities. The use of drama in language teaching also nurtures creativity, agility, and intellectual growth in children.

This volume touches on multiple aspects of TCCSOL and provides insightful and easy-to-understand introductions. Clear and comprehensive, this is a key reference book in the emerging field of Teaching Chinese as a Second/Foreign Language to Children.

The Development of Taiwan Chinese Teaching Education

Ching-lung Lin and Wang-ching Shaw

Translated by Peng-Fei Chen

This book investigates the historical development of the Taiwan government's efforts to promote Chinese language education in the 60 years from 1953 to 2013. The goal is to understand the policies and practices of various government agencies over the years as the foundation for the future development of Chinese language education. The book has 11 chapters with approximately 500,000 words, exploring such topics as developments in Chinese language education, related events, language policies, institutes, teacher training, teaching materials, international connections, overseas education, people, and historical data. It also contains many historical and meaningful photos. The efforts and achievements of promoting Chinese language education over several decades in Taiwan are presented.

This book is the outcome of research on the development of teaching Chinese as a second language in Taiwan, as conducted by the National Academy for Educational Research (NAER). The study applies document analysis, literature analysis and in-depth interviews as its main research methods. The documents for analysis include records of events, statues, official publications, reports, and written replies to survey questionnaires. In its quest to obtain correct and complete historical data, the NAER sent letters to 63 schools and related institutions, asking them to provide the requested information. Then the research used literature analysis and in-depth interviews to examine the data further. The study also includes in-depth interviews with several distinguished academics and experts who have contributed a great deal to Chinese language education. The outlines of the book are as follows.

Chapter 1, The Historical Evolution of Taiwan Chinese Language Education, investigates the development of Chinese language education in Taiwan during the past six

decades. Taiwan Chinese language education is divided into five chronological phases, namely, laying the foundations, development, growth, maturity, and sophistication. The description ranges from the first Chinese language education system established by foreigners to qualitative and quantitative improvements made in Chinese language teacher training.

Chapter 2, *Major Issues of Taiwan Chinese Language Education*, presents important matters of Taiwan Chinese language development during the past six decades. These 60 years are divided into 5 phases: 1953 to 1970, 1972 to 1990, 1992 to 2001, 2002 to 2011, and 2012 to 2013. Significant milestones are presented chronologically according to year, month and day. The information is also arranged in itemized lists and charts. The main issues addressed include construction and promotion of Chinese language educational policies as carried out by the government, establishment of departments and language centers in universities, the launching of important relevant civil societies, the founding of Chinese language academic journals, and international exchanges relating to Chinese language activities.

Chapter 3, *The Policy of Taiwan Chinese Language Education*, is concerned with the policies and promotion of Chinese language education in Taiwan during the past six decades; it also examines the results of these efforts. The topics covered include crucial units to promote Chinese language policies, aids in Chinese language instruction and teaching materials, Chinese language teacher training, the certification of teachers, sending them overseas, the promotion of Chinese language testing, the development of Chinese digital teaching and learning, academic and cultural international exchanges, and the development of an 8-year project on global Chinese language education.

Chapter 4, *The Institutions of Taiwan Chinese Language Education*, explores the development and the evolution of three groups of institutions concerned with promoting Chinese language education : Official government units, departments and language centers in universities, and professional non-governmental organizations.

Chapter 5, *Teacher Training of Taiwan Chinese Language Education*, examines the structural systems and contents of Chinese language teacher training. Nowadays, there

are degree and non-degree courses in the Chinese language teacher training system. Degree courses include those leading to bachelor's, master's, and doctoral degrees, as well as credit programs. The development, curricula and structures of degree-offering programs are described in this chapter. As for non-degree programs, the chapter focuses on curriculum development, managerial strategies and development channels of Chinese language teacher training courses, and the development of Chinese language courses.

Chapter 6, *Teaching Materials of Taiwan Chinese Language Education*, investigates the development of Chinese language curricula in Taiwan during the past six decades. It shows the landscape of a wide variety of Chinese language curricula, ranging from paper-based handouts for foreign learners, universal Mandarin textbooks for overseas Chinese schools, to country-specific materials which accommodate to the needs of learners in particular environments. Simultaneously, different development stages are discussed in this chapter. It is noted that in recent years, paper-based teaching materials that focus mainly on words and pictures have been transformed into interactive, multi-media teaching materials.

Chapter 7, *The Test of Taiwan Chinese Language Education*, introduces the first Chinese language proficiency standardized test in Taiwan and tests of Chinese in divergent areas. It shows how standardized tests can be adopted as an assessment strategy for foreign learners and used as guidelines for instructors in organizing courses. Furthermore, “The Steering Committee for the Test of Proficiency-Huayu (SC-TOP)” is discussed. The chapter also describes various publications and dissertations relating to SC-TOP.

Chapter 8, *Communication of Taiwan Chinese Language Education*, examines communication between the government and international associations. It also looks at academic conferences and research seminars held by domestic academic associations. The activity summaries of crucial conferences and forums are included in the Appendix.

Chapter 9, *Taiwan and Overseas Chinese Language Education*, analyzes the transformation process whereby the education of overseas Chinese was replaced by efforts to promote education in Chinese language and culture. The evolution process of overseas Chinese education of Taiwan R.O.C from 1949 to 2012 is also described in this chapter.

Chapter 10, *Key Persons of Taiwan Chinese Language Education*, explores 13 remarkable individuals in the field of Chinese language education during the last 60 years: Xi-Wen Zhang, Song-Nian Mao, Liang Lin, Xiao-Yu Zhang, Hsian Lee, Peng-Cheng Dong, Te-Ming Yeh, Chin-Chuan Cheng, Marvin Ho, Shou-Hsin Teng, Chen-Ching Li, Ovid J.-L. TZENG, and Hwa-Wei Ko. The backgrounds, dedication, individual experiences and academic achievements and contributions of these 13 individuals are described in this chapter.

Chapter 11, *Historical Data of Taiwan Chinese Language Education*, demonstrates the historical development of Chinese language education over 60 years in Taiwan through documents, records of meetings, photographs and charts. Also included are 326 historically meaningful pictures, together with brief introductions to the photos provided by the government and various education institutions.

Chinese language education has developed for 60 years in Taiwan. The book presents the development of Chinese language education from every aspect using in-depth interviews, documents and historical materials. It forms a complete historical record of Chinese language education in Taiwan. It is hoped that this book can help readers understand the history of Chinese language education development in Taiwan.



Chinese Abstract

中文摘述



對比分析與華語教學

鍾榮富

「對比分析」(Contrastive Analysis, 簡稱 CA), 是第二語言習得研究的專有名詞。「對比分析」指透過第二語言與第一語言在結構上的異同比較, 整理出目標語 (target language) 中母語所缺乏的結構, 從而判定學習者可能遭遇的困難。如此, 可以協助教師或學習者在走入教室之前都有所準備, 防止學生因受到負遷移 (negative transfer) 的影響, 而導致「化石化」(fossilization) 現象。本書的主題是從對比分析的角度探討對外華語教學的問題, 探討方式選擇從理論探索的層面切入, 期能為教學、學習有所助益。

本書除緒論外共分為三部分: 第一部分為文獻分析, 第二部分討論中介語, 第三部分為未來的展望。

第一部分屬於文獻回顧, 分為兩章, 分別討論「對比分析」(第二章) 與「偏誤分析」(第三章)。對比分析從母語與目標語的比對之中, 整理兩個語言的相異之處, 從而預測第二語言習得過程中學生會遇到的困難或問題, 是從內(語言結構)而外(語言習得)的分析方式。偏誤分析則主張先蒐集學生在第二語言習得中的偏誤語料, 先歸類然後整理, 從而追查或探索偏誤的來源, 是一種從外而內的歷程。

第二部分討論的是對比分析的現況(第四章), 主題是「中介語」(interlanguage)。「中介語」指初學外語或第二語言者在語言習得的過程中自然使用的一種語言系統, 它是由母語與目標語兩者揉雜而成的一種新的語言系統。其實, 「中介語」創立之初衷, 僅在於替代如「偏誤」之類的貶義語詞, 尚無系統化的架構或理論體系。隨後, 「中介語」帶起了另一波的研究熱潮。在納入了以通用語法 (universal grammar) 為中心的衍生音韻學理論後, 「中介語」在層次的表現上有了立體的圖形, 更能掌握並理解學習者整個心理內在的習得過程。

第三部分談論對比分析的遠景, 探討優選理論與對比分析的關係(第五章)。此一部分的觀念是: 本質上, 優選理論也是一種對比分析, 以某些共同的制約為基準, 從事母語與目標語的比較。

對比分析的核心觀念是：第二語言勢必受第一語言影響，學習者有其侷限，難以達到目標語的完美水準。而本書發現，對比分析的核心觀念歷經各種語言學理論的檢驗，並未有太大的改變，所謂「偏誤分析」、「標記理論」、「優選理論」等的習得度等亦不跳脫這個框架。其次，雖然對比分析的基準也隨著各種語言理論的演變而日益精細，但語言學研究卻越來越抽象，與實務距離愈趨遙遠。總之，雖然對比分析並非掌握第二語言習得的絕對保證，但透過對比分析所得的語料，則可以做為華語教師的參考，協助教師與外國學習者尋找華語結構的規律，奠定語言學習的基石。

華人社會與文化

方麗娜

文化是一個民族的靈魂。五千年來，中華傳統文化不僅存在於長遠的歷史中，並且體現其特質在語言、習俗、倫理、道德、宗教、建築、制度等歷史遺產。華人社會的特性與中華民族千年來的歷史、文化的積澱、傳承等也密不可分；中華文化在不同的時間與空間範圍，各自兼具有相同與不同的特點，於是構成了中華文化的時、空複合性及特異性與普同性。

本書從對外華語文教學的角度介紹中華文化，希望能提供有志從事對外華語文教學者一個認識華人社會與文化的入門參考。對外華語文教學（Teaching Chinese as a Second/ Foreign Language）是一種外語教學，更是一種文化教學。從文化的視角透視華語文教學的本質與特性，不難看出它是一個由華人文化與跨文化所共同交織成的世界，舉凡華人文化的背景、圖像、情緻和意味都會在教學中凸顯出來。本書所探討的華人社會文化知識，主要以普同性為範圍；在內容上，會特別重視中華文化對世界文明具有推動作用的部份，舉例來說，當談論到中國歷史上的重要人物，本書列舉了孔子、秦始皇等人，並說明他們對世界文化的貢獻。

本書撰寫特色在從對外華語文教學的角度來介紹華人社會與文化，內容以美國大學理事會 (College Board) 所公佈的 AP(Advanced Placement) 課程，其中「中國語文與文化課程概述」(Chinese Language and Culture Course Description) 有關中國文化的課程規定為依據¹，就是：「要讓學生接觸傳統及當代的中華文化，讓學生能夠全方位學習當代華人社會」等等。本書各章內容如下：：第一章「概論」，簡述社會文化的定義、內涵、傳播、變遷與融合，以及中華文化的起源、分佈、核心與對於世界的影響。第二章「歷史與地理篇」：追溯中國的歷史背景和地理環境等人地關係，如「中國」一名的由來、別稱，以及自然與人文地理概述等。第三章「物質與科技篇」：介紹華人的食、衣、住、行等文化和科技對世界的貢獻，如天文曆法、風水占卜、中國醫學等皆有敘述。第四章「制度與風俗篇」：討論關於政治、經濟、教育、考試等制度，以及圖書典籍、藝術和民俗節慶的發生和嬗變。這些制度與風俗深深影響著中

1 http://www.collegeboard.com/student/testing/ap/sub_chineselang.html?chineselang，頁 5-6。

華文化的發展和進程，足以代表華夏傳統文化的典型性。第五章「思想與觀念篇」：介紹中華文化之傳統哲學、宗教信仰以及價值觀念。這些思想與觀念具有歷史的延續性和繼承性，是中華文化的源頭。第六章「華人社會文化與對外華語文教學」：從對外華語文教學的角度切入，談論中華文化在跨文化溝通與對外華語文教學中的體系建構，以及教師應如何處理對外華語文教學中的文化問題。

本書屬於教科書性質，提供有志從事對外華語文教學者一個認識華人社會與文化的入門參考；而為精簡篇幅，本書並未將引用之論點加以辨析，僅在全書之後列出參考書目，供有興趣進一步探研的讀者資取，期能由淺而深地引領讀者和華語學習者了解中華文化的內涵。

漢語語言學

曹逢甫、李子瑄

「漢語語言學」是一門整合了語言學理論、漢語語言本體知識及語言教學等三大領域的學科。在華語教學或者對外漢語教學領域中，這門學科的教育目標是讓有志從事中文教學的學習者，了解漢語的語言特徵與結構，並且能運用語言學理論與知識。因此，為了滿足華語教學者對於漢語語言學相關知識的需求，本書以淺顯易懂的方式解說現代漢語語言的結構及功能。另外，對於有志從事語言研究的學者，本書將介紹語言學理論與知識，並提供具體語言特徵與現象，實際呈現應用分析的方法與過程。

本書各章節皆為一個完整漢語語言學主題；內容的安排則是先介紹與主題相關的語言學理論與知識，如：音韻、詞彙、語法、漢字、語用及篇章等接著從應用分析的角度討論，如：「音韻」一章先介紹語音的發音原理及漢語的語音 / 聲調系統，再談論現代漢語音變及變調的現象。因此，本書使用者可以從理論的介紹，獲得語言學相關的知識，再從各主題的應用分析中，了解漢語的語言特徵及結構規律。另外，因應日趨頻繁的兩岸交流實務，本書在音韻、詞彙及語法三個單元中，另闢篇幅介紹兩岸語言使用的差異性，語音方面以兩岸政府審音規範文件為主，分析兩岸 849 個多音字的讀音差異，具體指出差異共有 319 個，並探討差異的成因；詞彙方面則探討兩岸在詞素組成、詞彙語法功能及外來語譯詞處理方式上的不同；語法方面則從語言接觸角度探討臺灣的國語與大陸普通話在正反問句、重疊形式等方面的差異。

為了幫助本書讀者更容易學習完整的漢語語言知識，本書單元的安排涵蓋了語言本體知識的七大主題：漢語的類型與研究、漢語的音韻、漢語的詞彙、漢語的語法、漢字及篇章等。因此，本書共分為七章，各章內容簡介如下：

第一章為緒論，從世界語言的譜系談起，說明西方語言和漢語之間的差異，進而帶到漢語語言的類型特徵。為了讓讀者了解漢語的研究歷史，本章依朝代時間先後，歸納整理上古、中古、近代及現代等，四個時期的漢語研究成果。另外，在本書導論的章節最末處，以華語教師應有的基本素養及相關語言學知識作整合提點，希望

協助華語教師掌握教學精神及學術應用的要領。

第二章為「漢語的音韻」，以西方音韻學的音節、音素 (phoneme)、語音 (phone) 概念為基礎，介紹語音的發音原理與方法，掌握概念之後可應用於解析傳統漢語聲韻學之聲、韻、調三要素。對於語言教學中需面對的拼音問題，本書分別介紹了國語注音及漢語拼音兩種方式，供使用者選擇合適系統時參考。另外，本章節根據音韻組合結構上的規律性，探討漢語語流中的音變及變調現象通則。

第三章「漢語的詞彙」，談的是漢語的詞彙及構詞規律，並以詞素 (morpheme) 為基本概念探討漢語詞彙的組成規律。在應用分析方面，以六大語法成分 (主語 / 主題、謂語 / 述語、賓語、補語、定語、狀語) 為基本元素，介紹詞彙的基本語法功能。最後，介紹詞彙新生與衰退類型及成因，呈現語言與社會的共變關係。

第四章「漢語的語法」從組詞的規律談起，擴大到短語的形成及類別，甚至於常見的句子結構與類型，剖析漢語語言結構上的重要語法規律。對於句子的分析，本章引用語言學理論，探討表達功能、成分及結構。應用分析方面則列舉多種常見的句型詳細說明結構上的特徵與規律。

第五章「漢字」則以認識漢字為出發點，介紹漢字結構上的特徵，再從分析的基本成分談起，強調漢字的形體組成，就如同詞彙與句子的構成一般，都有結構上的規律現象。此外，為了瞭解漢字來源及歷史演變的過程，本章把漢字六書與朝代間字型特色的演變，依序舉例說明。最後則論及漢字教學的原則、常見難處，以及實用的教學資源。

第六章側重語言的實際應用 (如：語用)，並勾勒語言與人類生活的關聯性，將言談者的語意表達分為「有話直說」、「言不及義」及「口是心非」三類。並將 Grice(1967) 所提的言談合作原則應用分析於華人社會的日常言談中，華人文化特色對於言談溝通所產生的影響也以禮貌原則與合作原則的關聯性加以探討說明。

第七章介紹的是句子層面之上的結構問題，即篇章結構。雖然大部分初學華語的人不見得會碰觸到篇章的相關問題，然而，到了造句寫作的階段，句子與句子、段落與段落的連貫呼應，靠的就是對篇章結構的了解。因此，本章篇章結構與連貫兩方面有詳盡的解說及示例。本章首先說明「篇章」的概念，協助讀者了解何謂篇章文體；

第二部分則從文體的角度切入，剖析篇章的形式；第三部分則談篇章的結構，從論及篇章的理論為出發點，分析篇章的組成單位、傳遞訊息的語法性，以及話題 (Topic) 在篇章研究中扮演的角色。

本書結合語言學和華語教學，勾勒出漢語語言結構的巧妙規律。對於語言學讀者而言，本書可作為學理上的參考書籍；而本書各章亦對漢語語言教學應用提出具體分析與建議，期能協助讀者掌握漢語語言結構的特殊性，靈活運用於教學之上。

華語教學研究方法與論文寫作

何德華

華語教學結合華語研究、應用語言學與語言教育三大跨學門領域之研究，涵蓋內容如同其他外語教學研究，可以分為「文本（text）導向」和「情境（context）導向」兩大範疇。「文本導向」偏重語言結構之習得、錯誤分析（error analysis）、中介語（interlanguage）研究等語言環境分析；「情境導向」偏重文化背景、語境、社會、心理因素等環境之描述。前者需要（應用）語言學的訓練，對於語言結構和語言功能有所掌握，並配合心理語言學和社會語言學之方法論才能進行細部研究；後者則需要教育理論和文化研究的訓練，配合社會學、人類學、符號學之方法論方能對宏觀問題有所掌握。

有關方法論和學術寫作之文獻繁多，過去學界常將此二領域分開。然而近年來，學界明顯意識到研究法與寫作二者之間其實具有無法切割的關係。任何寫作均有其目的、讀者、和情境，並與取材過程、資料處理互相輝映，學術寫作當然也不例外。學術研究方法和寫作格式應是緊密連接、互相影響的，因此近期的方法論教科書均會提到相關方法的學術寫作格式。本書取材自作者過去十多年在海內外從事外語教學的研究心得，包含作者的課程教學內容與多年來指導碩士學生撰寫外語教學相關論文之經驗，並以「一條鞭」的方式將「研究方法」和「論文寫作」連貫，以便讀者能學會各種方法的研究過程和呈現方式。

若以方法論而言，學術研究可分為「質化」（qualitative）研究和「量化」（quantitative）研究兩大類。兩者各有其研究步驟、取樣、資料分析、軟體應用和論文寫作方法。

本書第一章介紹「質化」研究，首先討論 1.1 研究倫理、1.2 如何尋找研究主題、1.3 描述研究者與研究場域、1.4 介紹五種研究方法：包含 1.4.1 民族誌（ethnography）、1.4.2 個案研究（case studies）、1.4.3 言談分析（discourse analysis）、1.4.4 課室研究（classroom research）與 1.4.5 行動研究（action research）。其次進入 1.5 質化論文的計畫與 1.6 論文撰寫，最後提出 1.7 外語教學研

究實例的教學應用、1.8 簡介相關期刊。

第二章介紹「量化」研究。首先探討 2.1 研究問題的擬定、其次解析量化研究中重要的概念（如：2.2 假說、2.3 變項、2.4 取樣、2.5 問卷設計、2.6 信度與效度）、以及量化研究常見之 2.6.1 項目分析（item analysis）和 2.6.2 因素分析（factor analysis）。接著討論 2.7 實驗設計以及 2.8 統計方法。其中，2.8.1 描述性統計包含如何計算與呈現延續性量表（continuous scale）：平均數（means）、標準差（standard deviation）、和名義量表（nominal scale）：蘊涵關係（implicational scaling）；2.8.2 推論性統計包含 t 檢定（t-test）、變異數分析（ANOVA）、卡方檢定（chi-square）、相關性分析（correlation）、多元迴歸分析（multiple regression）、以及對數迴歸分析（logistic regression, VARBRUL）。本章最後 2.9 介紹應用語言學中的顯學—語料庫（corpus）的課室研究，以及 2.10 量化研究論文的計畫與執行、2.11.1 資料採集與 2.11.2 資料分析與詮釋。

在論文寫作方法方面，本書第三章透過實際學位論文寫作案例，3.1 分析臺灣華語教學學位論文寫作方向，並提出 3.2 如何撰寫「教學導向」的論文。第四章將全書所提及之質化、量化研究以及論文寫作重點，以 16 個習題的形式呈現，可供教學者課堂討論或讀者自我反思、檢視學習成果之用。本書末尾附詳細中英文參考文獻。

本書是為相信「教學與研究並行不悖」的華語教學專業人士所寫。讀者包括職前與在職訓練的華語教師、華語教學碩、博士研究生和新進學者。華語教師作為一個專業領域工作者，擁有第一線的教學經驗，並掌握「學生、課程、教室」三合一的研究場域，如果懂得研究方法和論文寫作、善用資源，不但能在專業領域研討會上大放異彩，且能在專業期刊中貢獻論文，更能與學術界其他領域之教師、學者互相切磋。本書也適合做為大學部和研究所外語教學「研究方法」或「學術論文寫作」課程教材或自修之用，是能夠掌握外語教學（華語教學當然是其中一環）之研究工具、嫻熟論文寫作方法的利器。

華語文教學實務

宋如瑜

《華語文教學實務》一書的讀者設定為志在華語文專業的學生及第一線工作者，旨在協助新手在教學操作和工作態度上避免偏差，以便儘早適應華語教學實境。

本書作者曾在中原大學應用華語文學系負責了兩屆學生的實務課程以及教學實習。在帶領實習與收集資料的六年裡，作者解決了不少實習生碰到的教學問題，發現其中多數情況會以不同的形式重複出現，因此作者嘗試將多年累積的提醒與建議，以具體的故事、新手易懂的語言予以呈現。本書關注的重點是教學新手在實境中經常碰到的疑惑、容易出現的疏忽，以及問題發生後該怎麼澄清問題、反思教學、自我修正，期能略減實習輔導教師的負擔，並使其專業快速成長。本書論及的教學現場包含臺灣、中國、美國、印尼等地；教師兼有資深教師與實習教師、華語母語與美籍華語教師，教學對象則包含幼兒、中學生、大學生與在職人士。本書每一章皆有三部分：實境故事、基礎知識、操作提醒。實境故事為各章的序曲，描述真實的教學片段，好讓讀者準確掌握教學情況。此部分依據的資料包含：教師日誌、教學反思、課堂語料、視導筆記以及深度訪談，均為操作現場的第一手資料。基礎知識的內容是簡述與該章主題有關的觀念、理論和調查結果，也是新教師在進入教學實境前必須具備的知識。操作提醒則從資深教師、培訓者、管理者的立場，為新手提出具體而容易操作的建議。

本書的章節順序是跟著實習生的專業發展一起推進，各章概要如下：

第一章「走進教學」整理自 40 位實習教師和 20 位初任教師的訪談紀錄，帶讀者瞭解目前臺灣華語教學的大環境、教師應具備的專業條件以及實境中常見的教學難題。

第二章「因應環境」，以中原大學應用華語學系學生赴印尼實習的完整個案為實例，協助讀者瞭解在華語為第二語言地區教學（TCASL）以及華語為外語地區教學（TCAFL）的差異，提出教師出國後可能遇到的生活、語言、教學、跨文化溝通等方面的問題，有志往國外發展的教師，可據此早做準備。

第三章「觀摩教學」，帶著讀者認識、解讀、評估教學的實況。講述觀摩前該做的準備，觀摩時須注意的禮貌，以及如何觀摹教師的教學。

第四章「初入課堂」，鎖定的是第一天的教學。書中調查了 40 位實習教師第一天的上課情況，提出 16 項降低新教師課前焦慮的建議，以及 20 項操作須知，以協助新手完成開學第一天的教學。

第五章「有效教學」，提供「學習者本位」的觀點，協助教師調整教學策略。書中分析了多年外籍學生所做的教學意見調查表，由學生的意見中歸納出無效的教學操作，以提供新手教師參考。

第六章「教師語言」，檢視華語教師在課堂中所說的話語。教師在第二語言課堂上使用的語言並不是自然語言，而是一種調整後學生能聽懂的語言。本章分析了有經驗教師、實習教師在實境中的語言樣本、教師檢測自我語言的反思評估表，同時也展示了適用於同儕合作的提升教學語言策略。

第七章「發問策略」，討論教師該如何提問。教學的藝術在於恰當發問和巧妙引導學生回答，而發問正是第二語言教學使用頻率最高的教學行為。本章以中級口語教學為例，分析了有經驗教師與實習教師的發問片段，並提出 15 項新手須知，包括備如何備課、如何決定提問對象、問題的形式、問題間的銜接，以及不宜提出的問題等。

第八章「專業發展」，論述教師在智能、經驗和態度的成長，包括教學技術、教學藝術以及教師對環境的適應，最後提出對新教師的提醒：培養有利於教學的人格特質、專業技能與反思能力。

初接觸華語教學的實習生就如同駕駛新手，即使曾於訓練場練習，也大致瞭解車況與路況，上路後仍有許多問題得面對，除了掌握行車技術外外，還要能駕馭自己的情緒。教學這條路遠不如局外人所想的容易，期盼前人的失誤能為後人所借鏡，避免在同樣的錯誤上耗費時間與精力。

詞彙之旅

竺家寧

《詞彙之旅》一書旨在探討詞義問題，主題涵蓋詞彙的描寫與介紹，漢語詞彙史，以及詞彙與文化的問題，可作為華文教學、詞彙學、訓詁學等三個領域的教科書或參考書。本書為《漢語詞彙學》（1999）之增補修訂，與前書有以下三點差異：（1）《漢語詞彙學》的重點為漢語的結構，本書的重點為漢語詞彙的意義；（2）本書涵蓋現代詞彙的描寫與介紹，並收錄漢語詞彙的歷史；（3）本書設專章討論詞彙與文化的差異。

「詞義問題」和「構詞問題」是詞彙學的兩個核心課題，前者談意義，是看不見的層面，隱藏在形式的內部，是詞彙的靈魂，後者談詞彙的外形，是可以看到的表層，是詞彙的軀殼，它乘載詞彙的意義和內容。

本書共分九章，第一章從中文詞彙的構造方式論起，介紹漢語構詞的五個類型：「意義造詞」、「聲音造詞」、「詞綴造詞」、「重疊造詞」、「節縮造詞」。意義造詞是將兩個字組合起來，按其原意形成新的意義，亦稱語法造詞或複合造詞。聲音造詞則使用原詞的聲音來造詞，包含連綿詞、音譯詞、擬聲詞三種。詞綴造詞則是以虛、實詞素共同組成詞彙，語意重點來自實詞素，虛詞素並無實質意義，如老師、鼻子等詞。重疊造詞則是漢語最重要的特性之一，如楚楚動人的「楚楚」；節縮造詞則是為求經濟，如將國家圖書館節縮為「國圖」一詞。

第二章主題為共同語。相對於方言，共同語是在人們共同的需要之下，共同創造出來的語言，如先秦的雅言、漢代的通語、現代的國語等。本章敘述了共同語在漢語歷史上的社會功能、性質，並以實例說明共同語的三大特性。

第三章則探討同源詞的概念，以語音為關鍵，了解漢語詞彙如何形成「詞彙家族」。本章所引實例來自《漢語詞類》¹、《同源字典》²二書。

1 王力，《同源字典》，北京：商務印書館，1982。

2 高本漢，《漢語詞類》，北京：商務印書館，1937。

第四章探討古代漢語的詞彙，從共時與歷時兩個層面來探究，介紹了《爾雅》、《廣雅》《方言》、《釋名》等歷代重要的詞彙專著，以及清代豐沛的相關著作。期能透過探索古代漢語詞彙，協助讀者了解詞彙的發展過程與脈絡。

第五章與第六章討論詞彙的意義問題與義素分析法。由於詞構較為外顯、容易觀察，而詞義較為抽象、不易掌握，因此二十世紀以來的結構語言學較忽略詞義的研究，直到義素分析法被提出，才能夠較為嚴謹地分析意義元素。義素分析法是一種對於意義的研究與描寫的一個具體可以操作的方法，把抽象、不可見的意義，抽取出來成為一項項的義素。義素分析法對研究與語言描寫提供很大幫助，對於研究詞義的訓詁學研究相當有益；在華語教學方面，則可讓教學者用以描述詞彙的詞義關鍵、和相關詞的共同語差異之處，提供更有效的華語教學。

第七章討論詞彙與文化的關聯。由於文化的內涵會反映在詞彙上，詞彙會因社會的脈動與變遷而不斷調整，由此可見詞彙與文化間的密切關聯。本章從文化的角度探討親屬詞、稱謂詞、飲食詞、動物詞、數詞等，以及由避諱文化、宗教文化衍生出來的委婉詞、宗教詞的文化意涵。

第八章旨在探討新詞現象。本書認為，華語教學的內容除了教導學習者規範、標準用語，讓學習者能夠初步地溝通以外，也應該教導人們實際上如何講話，例如告訴學習者年輕人的用語、校園用語、網路與 BBS 用語，如此一來學習者才有可能真正打入社會、了解文化。而第九章則為海峽兩岸詞彙的比較，介紹了兩岸華語中的形同異義詞、同義詞、兩岸詞彙的社會背景等面向，期能讓學習者了解華語內部的差異性與多元性。

華語評量

張郁雯

本書涵蓋華語的標準化測驗以及課堂上的教學評量兩種層次的評量，與過去的華語評量方面的書籍相比，本書更著重於課堂上的教學評量。其因在於，標準化測驗的發展以測量理論為核心，關心如何在經濟便利的要求下，讓分數具有可比較的特性；教學評量則要因應不同學生的需求，引導學生學習。因此，雖然標準化測驗與課堂教學評量兩者關係密切，但對於從事現場教師而言，課堂教學評量層次的評量更為重要，故本書篇幅有此安排。

本書共有六章，前三章為學習評量的概述，適用於標準化測驗以及課堂上的教學評量，第四章探討標準化華語能力測驗，第五、六章則以語言技能為分類架構，介紹各種常見的聽說讀寫評量。各章的主要內容概要如下：

第一章說明評量在教學中的功能、語言評量的模式與趨勢，以及做為教師所需要的評量專業素養。教學過程涉及許多的決策，教學計畫是否符合現實？學生面臨何種學習困難？學生是否達到課程的教學目標？學生是否達到能力的基本要求？應該給予學生什麼樣的評量分數？教師需要適當的資訊協助其做出決定，而教學評量即是一種蒐集、整合和解釋有助於教學決策資訊的歷程。目前語言評量奠基於語言溝通能力模式，並重視評量的真實性；在學習評量方面則更強調形成性的評量。此外，特定職業需求的語言評量之研發，如商務漢語考試日益受到重視。

第二章討論發展或選用評量時應考慮的原則，這些原則適用於各種評量，可提供發展與使用華語評量者，評估評量工具的必要知識。本書提供四個角度檢視評量的品質：效度、信度、公平性以及實用性。效度關心評量結果所得的推論、使用評量結果以及評量後果的適當性如何。信度關心評量的結果是否一致。公平性重視評量是否提供所有受評量者相同的機會以展現其成就。實用性考慮的是評量是否經濟實用。

第三章介紹學習評量的設計需考慮的因素，以及發展評量的重要原則。本章涵蓋了學習評量發展流程、評量用途與類型、各種評量作業類型之優缺點及適用時機、發展和設計評量作業的基本原則和共同注意事項，最後則論及評量的計分與結果使

用、教師如何呈現與溝通評量結果。本章所介紹的評量作業類型有選擇反應題型、建構反應題型、申論題型、實作評量以及課堂提問。這些理論概念與原則可適用於不同用途的評量，唯評量發展流程會因為評量類型不同而有些許差異。

第四章探討標準化華語能力測驗，為語言學習者和教學者最關心的評量。本章首先介紹標準化測驗的概念，再逐一說明台灣、大陸以及美國所研發的華語能力測驗；本章亦包含成人與兒童以及商務人士為對象的測驗，讓教導不同學習對象之華語教師能瞭解與其學生最相關的標準化華語測驗的測驗題型與測驗內容，據此規劃其教學內容。考慮到華語教師的教學對象兼有華語初學者和高階能力者，需要不同類型的評量；因此，筆者採用語言技能之分類架構，將聽、讀、說、寫的評量分別於第五、六章加以介紹，並說明使用時應注意的相關事項。

第五章介紹聽、讀語言技能常見評量類型與設計原則。在聽力評量方面介紹五大類題型：特定式（音素、字、語調的聽力知覺）、回應式（針對簡短訊息，給予簡短的回應）、選擇式（從談話中，聽出特定的訊息）、泛聽式（理解較長對話或講話的大要）以及實作評量，以實例呈現常見的題型，並說明影響聽力理解的相關因素。在閱讀評量方面則介紹詞彙、語法與閱讀理解三大類常見的題型，影響閱讀理解的因素與設計題型應注意事項，並特別介紹五個閱讀理解歷程：擷取資訊、形成廣泛的理解、發展解釋、省思文本內容與省思文本形式。

第六章說明說與寫的評量所面臨的各項挑戰，特別是評分的議題。口語評量方面介紹了七大類型的口語評量：跟讀、朗讀、更改句型、回答問題、看圖回答、角色扮演、即席說話，並以實例介紹七大類型中常見題型、題目設計的原則以及評分方式。在書寫評量方面，本書概分成字詞書寫、句子書寫和即興寫作三大類，以例子呈現華語教學中這三大類常用的書寫評量形式，以及各種題型設計的相關議題。

好的學習評量是有效教學不可或缺的能力。華語評量一書介紹發展與使用學習評量之原則，並以實例介紹常見的評量類型，提供華語教師在學習評量應用上重要的指引。

華語文教材分級研制原理之建構

蔡雅薰

華語文教材分級研制原理是編寫華語文教材的根基，華語文能力指標與分級不僅是教師選材與學生選課的重要依據，更是研議各等級華語文教學階段與教學難點的重要關鍵，而教材科學性的分級更有助於語文學習螺旋性發展與銜接進程，分級標準尤有助於華語文能力學習成效衡量的圭臬。

為使臺灣華語文教學與教材編寫能夠走向國際語言教育系統，研發具備國際認可的華語文教材分級建構原理，而目前世界各國的外語能力指標，以《歐洲共同語言參考架構》（The common European framework of reference for languages: learning, teaching, assessment，簡稱 CEFR）最完備，CEFR 的內容包括學習語言綱要、教材編制等參考細節，提供了清楚的外語學習標準，被最多重要國家外語學習分析所採用，故本書主要以《歐洲共同語言參考架構》為基礎，依據 CEFR 語言能力分級架構，融入華語教學與學習歷程的特性，結合文件分析法、問卷調查法、定量研究法，發展出華語文教材分級建構原理。研究成果有以下四點：

- 一、確立以 CEFR 為基礎的華語文能力指標分級研究；
- 二、確立以 CEFR 為基礎的短期密集班課程綱要；
- 三、建置教材編寫主題、情境與溝通功能等重要選項及先後排序參考表；
- 四、釐清華語文詞彙、語法難易度分級的依據與重要原則。

本書以 CEFR 為基礎架構，發展華語文能力指標及分級研制，促使臺灣華語文教材編寫走向國際化進程，順利在國際間的華語文教育推展接軌。本書第一章為緒論，介紹台灣華語文教材的分級與研究概況，並說明華語文教材分級建置的重要性。第二章分析、介紹國際重要的語文能力指標，評述其共同與差異性。第三章則說明 CEFR 的特點，確立並建構出以 CEFR 為基礎的華語文能力指標，將華語文能力指標分為基礎級（A1）、初級（A2）、中級（B1）、中高級（B2）、高級（C1）、精進級（C2）等六級。第四章則說明華語文課程綱要的意義與性質，並發展出以 CEFR

為基礎的華語文短期密集班各級課程綱要。第五至七章則根據問卷調查法的結果，建置出華語文教材編寫所需之主題、情境、溝通功能等面向的參考表。第八、九章內容為華語詞彙、語法的分級探討，說明編寫時的重要原則與分級依據。第十章則為本書結論，論述本書成果意義，並對華語文教材分級未來可行方向、展望提出建議。

本書內容根基於實證資料，建構出華語文教材分級建構之依據，可作為臺灣華語文教材編寫理論基礎，期能促使臺灣華語文教材編寫走向國際化進程，順利與國際間的華語文教育推展接軌。

華語文的教與學：理論與應用

鄭昭明

人類的語言可以分別從語言學與心理學的角度探討，語言學研究語言的現象本身，而心理學是研究人類如何產生與使用語言。本書是從人類認知的歷程看漢語文教與學的問題，約定俗成的語言與文字，不全然是邏輯與規則的。因此，要掌握一種語言與文字，有賴於不斷的勤加練習。但是，如果能了解語言與文字學習與認知處理的歷程，施以適當的教學措施，是有助於提升語文學習的效果的。華語文有其特殊的語言與文字的結構，不同於西方的多音節語言與拼音文字，兩者的學習歷程已被證實是不盡相同的。本書的目的，是綜合過去研究的結果，提出華語文有效「教」與「學」的方法。

本書第一章從當代認知心理學的觀點切入，說明語文的教學發生在老師的教與學生的學之間，因此教學可以看成是兩個系統的交互運作，一是語言知識傳授的系統，另一是語言知識學習的系統。為了要達到有效的知識的傳授與學習，這兩系統各應有其自己的工作與運作。老師要有擬訂新知識與適當的教學策略的能力，最後必須檢驗教學的目的是否達到。學生在學習時，必須調整自己的「注意力」，「情緒」與「動機」，「緊張的程度」，「記憶的方式」以及「思維的方法」在最佳的狀況，如此才能有效的「收錄」(encode)老師所傳授的知識，達到學習、理解與記憶的目的。

第二章是把語文的知識對分成意識的、能自我覺知的與無意識、不能自我覺知的兩部分。這種對分對於教學是非常重要的，因為前者如語音與字彙是老師可以透過語言與文字傳遞給學生的，而後者如語法與作文是老師無法透過語言與文字教學的（最多只能舉例說明）。在語法與作文方面，學習者必須親自多多體驗，才能掌握；而老師在教學時只能盡到回饋的責任，告訴學生對錯的所在。

第三章首先說明人類語言的特性，包含創造性、新奇性、無限性及可變性。其次介紹了人類的語法規則以及 Chomsky 的語法理論。在第三部份則闡述中文各類字詞的意涵、詞性的種類、文句的構築形式。

第四章分析漢語子音與母音及其使用的情形以及發音的機制。由此討論到當外國人學習漢語作為第二外語時，應如何學習漢語的發音。作者認為，從發音的原理來看，使用「注音符號第一式」比使用其慣常的「羅馬音號」學習漢語的發音，不但學得較快、而且學得較好、較正確。最後，第四章也提到如何「正音」——以錄音及與老師聲音比對的方式，糾正學講外語時涉入母語的口音與腔調。

第五章語音的學習涉及兩方面的問題。第一是有關於語音的區辨與識別，其次是語音的控制與產生。前者所指的是，如何利用聽覺去區辨與知覺此外語的語音，並產生識別的能力；後者所指的是，利用自己的語言器官說出此外語的正確讀音。語音的學習，不管是聽或講，是外語學習裡一個相當重要的部分。主要的理由是，外語的學習極受母語習慣的干擾，而其中尤以語音的學習為甚。本章旨在介紹語音的聲音本質，語音區辨的先天能力與腦側化、語音知覺的發展、語音知覺的類別性以及母語的經驗對外語語音知覺的影響。

第六章分析漢字的個別的字彙知識中「字形」、「字音」、「字義」三者的關係如何影響漢字的學習。第六章也強調「一般字彙」的知識、漢字字彙觸接自動化的必要性、字彙觸接從控制式變成自動式運作的歷程。最後，這章提出「字」與「詞」學習優先性的原理原則，並指出哪些「字」與「詞」必須先學、哪些「字」與「詞」可以後學。

第七章討論中國大陸簡化漢字的理由與方法、簡化的結果對中文讀、寫的盈虧分析以及簡化對於當代漢語文以及中國文化的學習是否有其必要性。

第八章首先區辨雙語（bilingual）與外語的不同，然後討論外語學習如何受到母語的習慣、非語文的因素、教材與過去的知識與經驗的影響以及在聽說讀寫訓練的優先性。第三部分介紹雙語人在處理兩種語言時的認知模式。第四部分討論外語學習的關鍵期，強調外語的聽說部分愈早學習愈好；讀寫的部分適合在青少年的早期學習。最後，討論從幼年便開始學習雙語成效，及其對記憶與其他認知能力的影響。

第九章討論漢語文作為第二語文的水平測驗的問題。漢語水平考試是設計用來測量外國人、華人或華僑在中文學習所已取得的成就，因此它應屬於一種「成就測驗」（achievement test），而非一種「性向測驗」（aptitude test）。漢語水平考試是一種「篩選性」（screening）的測驗，而非「診斷性」（diagnostic）、「矯治性或「評估教

育計畫」的測驗；其因在於漢語水平考試主要的目的是區分受試者的成就高低，藉以作為資格的認定或量才和選拔漢語能力的參考。成就測驗在本質上是「難度測驗」(power test)，因此「漢語水平測驗」的題目應有難易之分。一般的成就測驗如果強調難度的評定時，則不強調速度的評定。但「外語能力測驗」不應忽略「速度」的測驗，因為語文的訓練是強調聽、說、讀與寫等各項技能的「自動化」，目標是達到有如外語的母語使用者那樣精熟與自動化的程度，因此「速度」是「漢語水平測驗」的一項重要指標。本章建議，漢語水平測驗應以漢語的母語使用者在測驗的分數與速度作為校標，以決定受測者成就的程度。

多媒體華語教學

鄭琇仁、宋如瑜

多媒體華語教學是個兼容數位資訊教學、第二語言教育與華語文教學的學科。兩位作者在多元融合的氛圍下交流與合作，試著以自身的師培經驗，以在職與師資生（preservice teacher）作品實例，來介紹多媒體用於華語教學的相關知識，以及軟體、硬體等不同的實用面向，盼能藉此協助對多媒體教學有興趣的教師進入此一領域，進而了解多媒體的應用，掌握多媒體用於華語教學的操作技能，成為多媒體教學的一員。

本書的編排涵蓋了多媒體基本知識介紹、技術操作、實際範例的討論和未來發展，目的是提供華語教師實用的知識，以運用於教學中，在了解數位華語教學的未來發展的背景下，同時掌握自學的能力成為終身學習的教師。第一章先為「電腦輔助語言學習」下定義，讓讀者了解數位應用讓由「教師為中心」的教室生態轉變為「學生為中心」的教室。華語為第二語言時（即學生在所處的國家，其官方語和學生目的語相同，因此，日常生活中可頻繁接觸華語）所能取得的資源較華語為外語教學時（即學生在所處的國家，其官方語和學生目的語不同，離開教室便少有以華語溝通的機會）來的容易，而外語教學的教師對於數位教學資源需求卻比二語的教師來的高。因此，本章也討論數位科技在此兩種環境變扮演的角色，接著討論多媒體在華語作為第二語言或外語教學中的角色。同時，本章從簡述電腦輔助外語/二語教學的發展簡史，讓想入門的讀者了解電腦輔助語言教學的發展與變化，教師更能體會數位發展影響教師數位素養。接著探討數位電腦科技與華語師資素養間的關係，最後則定義「多媒體」的元素，並說明可應用於教學上的元素及其應用與教學之優缺點。

數位應用之時，教師可從手邊現有的教材開始著手，因數位產品的蓬勃發展，於教學時，教師可能會面臨使用何種產品的抉擇。第二章先闡述軟體的類型，讓讀者了解數位教材的種類與可能性，教師可依據教學目的，分辨教材的類型而選擇適合的材料。本章節也以臺灣地區廠商所出版的多媒體華語教學教材為基礎，提供軟體的評估建議，並設計了華語文多媒體教材評估標準。該標準從資訊教育和第二語言學習的

角度評估數位材料的基本資訊、教材內容、使用媒介以及補充資訊。

由於華語教師的教學場域可能受到經濟型態影響，其數位資源各不相同，產生不同的多媒體輔助華語教學型態。於第三章作者參考 Shelly 與 Cunter (2006) 將多媒體輔助華語教學的型態分為六類：傳統電腦輔助教學型 (One computer classroom)、電腦教室 (Using a computer lab)、遠距教學 (Distance education)、自學型 (Self study)、融合電子白版 (Interactive Whiteboard) 以及融合線上虛擬實境 (Virtual Reality)，針對這六類的數位教學環境及其特質進行介紹，可協助教師在面對不同教學資源及條件時，思考可調整的方向。因資訊時代的來臨，多數華語教師意識到舊有的教學模式已漸漸受到資訊科技的影響，然而，數位資源的使用率卻偏低，探究其原因可能是教學、行政、場域等外在因素的影響。最後，本章節說明成熟的華語數位教師的數位應用可能歷經的過程，以及在每階段的歷程中教師需注意的事項。

大部分的華語教師並非電腦工程人員，也不需要將自己定義為開發者，以免徒增挫敗感；加上平日更忙於課程與校務，除了常見的教育軟體外，便宜、好用、免費即是華語教師入門的三大原則。因此，第四章首先簡介符合三項條件的常見軟硬體，並依據漢字、語音、圖片、影音編輯四大項目列出基礎軟體工具，且針對若干軟體提供簡易的操作指引。

第五章以主題式的方式提供師培生的數種多媒體教學設計範例，主題包含常見簡報軟體的應用、筆順製作、語音的設計和錄影音軟體的應用，期協助華語教師在結合多媒體的特色於教學主題時，能更快上手。其中每單元的編排則是以步驟性的圖文解釋，讓讀者能一步步的進入狀況。

視覺輔助媒體在教學上常見的疏失，可能導致 Stenson (1974) 所稱的「誘發式偏誤」(induced errors)，意思是在語言訓練過程中，由不當的教學操作或教材信息所引發的學習者語言偏誤。第六章展示、分析教學上的錯誤範例，提供對多媒體有興趣的教師參考。範例包含正式教師的上課材料，部分為華語系所實習教師的備課材料，共分為五類：形式處理不當、圖文不符、圖片意思不明確、傳遞知識的方式、其他。此五類為教師設計時的常例而非特例，因此，作者將設計的範例以圖文說明，並提醒範例中教學設計時可能造成的「教」與「學」的問題，以為借鏡。

數位資訊的發展快速，許多的工具回隨著時代的發展而進化或是淘汰，教師們總是擔心無法跟上數位資訊的腳步。第七章為本書結論，首先建議讀者參考多媒體教學入門以及選材的三大原則：從身邊資源著手、從熟知的材料開始、提高使用頻率以熟悉數位工具。進而簡述網路資源與小巧的行動載具將是未來多媒體華語教學的發展的趨勢。數位發展跟隨著科技的發達而更新，建議忙於課務的教師們先從熟悉與簡易的入門並持續累積經驗，就是最好的專業發展的手段。

第二語言課室研究

陳純音

外語學習者究竟如何習得其目的語一直是個值得探討的有趣議題。對外語學習者而言，要迅速靈巧地掌控目的語（target language），絕非容易之事。因此在外語習得領域中，較常被談及的課題頗多，有針對普遍語法理論（Chomsky, 1981; White, 1989）提出佐證之研究，亦有針對母語轉移現象對外語 / 第二語言學習者所造成的影響所做的諸多角度探討（見 Gass & Selinker, 1992），也不乏針對外籍學生中介語所做的語言結構分析（Chen, 2000, 2001）。也有不少研究針對語言學習者輸入語料效應做驗證的論文（Krashen, 1982）。以往這些研究中，以西方語言（如英語、法語）居多，較少人以華語為第二語言學習者的中介語為研究目標，以驗證第二語言習得理論。

語言輸入在第二語言習得理論文獻上已被大量地探討研究（Cathcart-Strong, 1986; Chaudron, 1985; Krashen, 1985; Wagner-Gough & Hatch, 1975），而其中最為著名的仍是 Krashen (1985) 的語言輸入假設。只是 Krashen 的假設所提倡的“i”與“i+1”之間的定義與內在運作機制仍有許多模糊不清之處（Gregg, 1984），因此陸續有學者針對語言輸入假設提出修正之理論（White 等人 1991），如 Swain (1985) 所提出的可理解的語言輸出（comprehensible output）。而「提問」則是探討語料輸入與輸出假設之文獻中經常討論的重要議題之一。

本研究以華語為第二語言的師生之「提問」為主題，進行一個三年期的國科會（現為科技部）計畫，比較分析外籍生習得華語問句的教材、師生提問類型，並探討語言輸入、輸出假設及相關的第二語言習得理論。所分析之教材為《實用視聽華語》，共三冊，適用於初、中、高三級學生。此外，本研究亦進入教室，觀察華語課堂中師生之提問與互動情形。因此，本研究對象為就讀於國立台灣師範大學使用《實用視聽華語 I, II, III》的初、中、高三級共六個班的外籍生及其任課教師。藉由錄影及錄音方式，蒐集師生互動之語料。分析資料含所有出現於課文對話與正文之問句及課堂師生提問所使用之問句，依其問句之語法形式（如：選擇問句、附加問句、正反問句、

助詞問句及疑問詞問句) (Li & Thompson, 1981) 及語用功能(如: 展示性及指涉性) 標示後加以統計, 並以問卷及訪談方式調查學生對提問及課堂氣氛的看法。

在教室觀察方面, 六位教師同意參與本計畫後, 與每位教師個別訂定觀察的時間為第一週學期開始一次, 學期中觀察五次, 了解其上完一整課使用提問分布情形, 及最後一週學期結束前一次, 共計七次, 採「不參與者之觀察」(non-participant observation) 模式進行資料蒐集。在問卷方面, 第一堂課上課時, 教師協助發下〈學生口語表達意願調查表〉, 了解學生上課前的起始行為。於學期結束時, 再發下學期初之問卷調查表, 檢測學生之態度是否有所改變。在訪談方面, 於學期末與六位教師進行深入訪談, 了解其上課時提問之目的與技巧之使用。

主要研究發現, 分述如下:

一、《實用視聽華語》三冊教材之編撰, 依其疑問句的語法形式及語用功能來看, 大致符合教學語法規範。三冊問句比較顯示, 第二冊明顯多於第一冊與第三冊, 呈現「倒 U 型」。就語法類型來看, 三冊教材皆以助詞問句出現次數最多, 其次是疑問詞問句, 問句次數出現最少者為選擇問句和附加問句。就語用功能來看, 展示性問句在各級教材中比指涉性明顯地少得多。

二、教師在課堂裡最常使用的問句語法類型為助詞問句及疑問詞問句, 較少使用選擇問句提問。就提問問句之語用類型來看, 指涉性問句多於展示性問句。教師期初與期末所使用之問句語法與語用類型皆有所改變, 各級教師會就學生之程度、背景及教學主題等因素選擇問句來提問。但語法類型仍以助詞問句及疑問詞問句為主, 語用類型以指涉性問句居多。就教師提問模式來看, 含教師對全體學生 (T → Ss)、教師對單一學生 (T → S)、教師對觀察者 (T → O) 等模式, 主要研究發現為教師對全體學生 (T → Ss) 之提問居多, 且用於教學階段及延伸活動階段, 指派作業階段, 提問最少。

三、外籍生在課堂裡最常使用的問句語法類型為助詞問句及疑問詞問句, 較少使用選擇問句提問。就提問問句之語用類型來看, 指涉性問句明顯多於展示性問句。學生期初與期末所使用之問句語法與語用類型相似, 語法類型仍以助詞問句及疑問詞問句為主, 語用類型以指涉性問句居多。就學生提問模式來看, 含全體學生對教師 (Ss → T)、全體學生對單一學生 (Ss → S)、單一學生對教師 (S → T) 以及單一學生對

觀察者 (S → O) 等模式，主要研究發現為單一學生對教師 (S → T) 之提問居多，且用於教學階段及延伸活動階段。

四、師生提問的語法類型相似，最常用的助詞問句及疑問詞問句。師生提問的語用類型亦相似，指涉性問句明顯多於展示性問句。師生期初與期末所使用之問句語法與語用類型相似。在課堂氣氛方面，學生普遍對教師支持 / 態度與同儕支持 / 態度方面，皆無明顯改變，但前後測學生整體感覺佳。

五、在對外華語教學課室內的師生提問之溝通策略使用方面，研究發現，據 Tarone (1977) 的溝通策略使用分類，不同程度學生對教師 (非母語人士 (non-native speaker, NNS) 對母語人士 (native speaker, NS)) 不盡相同，以高級班學生提問次數最多，使用「重述」(Paraphrase, P)(包括概化 (approximation, AP) (即利用簡略字詞替代真正用詞)、自創新詞 (Word Coinage, WC) (即利用新詞與人溝通) 及迂迴描述 (circumlocution, CL) (即旁敲側擊，未能使用正確華語表達)) 亦高於中級班與初級班，「語言轉換」(Transfer, T)(包括字面翻譯 (literal translation, LT) (即用翻譯母語自詞表達)、語言轉換 (language switch, LS) (即直接使用母語與目標語交互表達)、尋求協助 (appeal for assistance, AS) (即直接詢問正確表達方式) 和比手畫腳 (mime, MM) (即利用肢體動作表達)) 則是初級班常用之策略。各班教師對學生 (NS-NNS) 提問方面，「規避策略」(Avoidance, A)(包括規避主題 (topic avoidance, TA) (即不提及不懂之字詞或語法結構) 和放棄訊息 (message abandonment, MA) (即中途停頓，放棄表達概念)) 次數最少。比較各班師生提問之溝通策略發現，高級班師生提問策略使用趨勢最相似，初級班與中級班師生則否。最後，提問之溝通策略使用與語言修正相關性高，中、高級師生著重篇章與語意之修正，初級班之修正則在語法方面。

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華語語音及教學

鍾榮富

語音是學習第二語言或外語的第一步，任何學習語言的人都必須先學會語音，才能步入語法或句法的學習。對於華語教師而言，不但需要具備語音知識，也需要了解語音的教學原理、相關研究，及教學實務的應用技巧，以便提昇華語語音教學的成效。

本書焦點為華語的語音，首先介紹發音器官圖與各器官與發音之間的關係，接著進入本書的核心焦點：華語的聲母、韻母、聲調、兒化韻等四個主題。最後以發音教學上應該注意的幾個議題為結尾。目標是讓學習者能從本書中獲得華語語音的基本概念。

每個漢語音節可以粗分成「聲母」(initial)和「韻母」(final)兩個部分。聲母指的是音節結構中的起始位置，華語共有 22 個聲母，是了解或熟悉華語語音的起點。每個聲母發音之時，莫不含有兩部分：發音部位與發音方式。傳統發音的相關書籍均把這兩部分分開敘述，但本書為了給讀者完整的概念，於第二章〈華語的輔音〉之中，將發音方式與發音部位一併說明，每個語音均附有圖示點明發音的部位，並以文字敘述相關的發音方式。同樣地，在第三章〈華語的韻母結構〉也以相同的方式介紹華語的八個母音，尤其重視前圓母音 [ü] 的描述，因為這個語音僅出現在少部分的語言之中，是華語教學上的難點之一。此外，華語有五個音位性母音 /a, i, u, ə, ü/ 與韻尾 /-i, -u, -n, -ŋ/ 可以組成 35 個韻母，然而這些組成均有規則可循，在此章節中亦有相關介紹。

在華語語音的教學中，了解聲母與韻母之後，第三個重要的課題是聲調。華語僅有四個聲調，但是三聲變調卻是學習華語的困難點之一。本書第四章〈華語的聲調〉從變調的本質、變調的範疇、變調與音節數目、變調與輕聲等子題分別切入，期望能帶給讀者更完整的認識。第五章〈華語的兒化韻〉的主題為兒化韻。兒化是華語很重要的辨識指標，同時也是華語學習者應該領略的重要課題。本書之獨特在於透過幾個簡單的規律，整理與概括了所有華語兒化的各種變音現象，使表面上看起來繽紛複雜的兒化韻，有明白清晰的綱領可以依循。

最後一章專論華語語音教學的幾個議題：(1) 語音學與教學，(2) 音標與語音教學，(3) 語音辨識與語音教學。每個議題均從理論著眼，並且從實際教學中切入，務必化繁為簡，讓教學理論能在實務中體現，讓前面五章的語音知識在教學中發揮，得到知識與教學兩者並融的境界。

本書自華語語音的基礎切入，漸次探討華語語音的各項要素，最後專論華語語音教學的重要議題，適合作為華語師資培訓的課程用書，對於海內外從事華語文教學工作者或是對華語文教學領域有興趣的學習者而言，亦是合適的自修參考書籍。

語用研究與華語教學

李櫻

語用學為現代語言學中晚近崛起的次領域，對當代華語教學具有重要影響。傳統外語教學常偏重結構形式的學習，卻輕忽語境和語用的運作，造成課程內容與語言實際應用有所落差。語用學的興起呼應當代外語教學理論上溝通式教學法逐漸普及的趨勢，也促使華語教學領域正視語用的重要性。然而，漢語語用相關著述散見於期刊或學位論文中，通常僅針對某些個別議題深入探討，且多偏重理論語言學之論證，缺乏對漢語語用現象之整體介紹；對華語教師與學生而言，不但資料蒐集整合不易，且可能因欠缺理論背景而難以掌握其內容重點。

本書目的即在以淺白的文字簡介語用學的內容，並以日常生活中常見的漢語實例闡明語用原則在漢語中的運作。全書以當代語用學之主要範疇為骨架，從宏觀的角度詮釋並整合過去研究的重要成果，進而說明語用原則和漢語結構特質之間綿密的交互作用，以及漢語特有的文化背景下所衍生出有別於其他語言的語用策略；希望藉此勾勒出漢語語用學的整體輪廓，供華語教學之參考。

全書共分七章，內容涵蓋當代語用學的主要議題：

第一章「語用學一定義與背景」開宗明義點出人類語言並非只靠語音清楚、用詞無誤、文法正確就可溝通無礙，而語用學正是「研究言語互動中意義如何表達與詮釋」的學問，其特質在於重視說話者的溝通目的及情境意義、話語如何傳遞弦外之音、如何表述人、事、物之間相對距離的親疏遠近。此外，本章亦簡述當代語用學發展史，以及漢語語用研究的範疇和重要性。

第二章「指示與指稱」(Reference and Deixis) 探討漢語互動中的人、事、物如何清楚標記、正確指認，並解讀說話者是否有弦外之音。指示系統具「以說話者為核心」的特質，將言談中牽涉的人、事、物定位在人稱、空間、時間、社交、言談語篇等五個向度上，架構出不同的距離網絡。漢語各向度指示用語(如「這、那、來、去」、「現在、今天」、「你(們)、我(們)、他(們)」、「您、府上」、「以上、那、然後」等)多所重疊，常見語詞虛化而衍生跨向度的延伸用法；不但標記客觀的距離，更可顯示

說話者主觀判斷的親疏遠近，常用以不著痕跡地形塑、操弄交談者間的關係，可說是漢語最重要的語用機制之一。漢語指稱用語包括專有名詞、名詞片語、代名詞、零代詞，其用法並非由單句的句法結構決定，而是常與情境推論及篇章結構密切相關。

第三章「預設與衍推」(Presupposition and Entailment) 從傳統語意學邏輯分析出發，討論漢語中的「預設觸發語」，包括定指名詞組、敘實動詞(如「知道」、「後悔」)、特定語意之詞彙(如「又」、「再」)和特定句型(如疑問詞問句、時間或條件副詞子句)，並指出預設「可抵消」的特質，實屬「不須明說卻可意會」的訊息；預設並非語句中的焦點而是背景訊息，只要與情境不符即會抵消，因此更突顯語用運作在訊息溝通過程中的重要。

第四章「合作原則與會話涵義」(Cooperation and Implicature) 指出語言溝通乃建構在互動雙方相信彼此會合作的基礎之上，並依據葛賴斯(1975) 合作原則的四項準則—數量、質量、關聯、方式，說明當話語明顯違反某項準則時，合作的預期就能使聽者在互動情境中推演出說者的弦外之音，即為「會話涵義」。李奇(1983) 的禮貌原則進一步解釋交談者可能因遵循某項準則而不得不違反其它準則，兩者交互作用即產生話語的言外之意。會話涵義的推演充分顯示，真實的漢語語用溝通方式與傳統句法及邏輯語意的呈現差異頗大，對華語教材的內容的呈現極具參考價值。

第五章「言語行為」(Speech Acts) 討論言談如何執行諸如請託、承諾、感謝、抱歉等言語行為。除將言語行為分類之外並討論其適切條件外，並檢視漢語句型結構與言語行為的關係，以及漢語直接與間接言語行為的語用功能差異。

第六章「禮貌與互動」(Politeness and Interaction) 探討華人社會文化中「禮貌」的涵義，並依據布朗和雷文森(1987) 的「面子」概念，區分言語互動中的「消極禮貌」和「積極禮貌」：前者強調尊重對方、避免干擾，後者則強調不分彼此、休戚與共。華人社會在熟識的親友中重視「積極禮貌」，對不太熟識的外人則以「消極禮貌」為重，而西方文化則正好相反，因此可能造成彼此誤認對方言談舉止欠缺禮貌。

第七章「會話與篇章結構」(Conversation and Discourse) 探討漢語在句子之上的結構單位與層次，說明會話和篇章結構如何從字裡行間傳遞訊息，達到「意會大於言傳」的語用效果。會話中的話輪轉換有「局部管理機制」確保會話流暢，因此當沉默、

停頓或話語重疊出現時，即可能衍生某些語用推論；相鄰話對和首選結構概念也使交談者在遇到違反結構時，得以推敲出言外之意。書面漢語在語意概念上必須具篇章連貫性，在語篇結構上則有獨特的凝聚機制；例如回指的名詞片語、代名詞、零代詞用於不同層次的語篇單位，標示不同強度的凝聚力。而會話和書面篇章中亦常以多種言談詞標記各單位間的語意銜接關係。

本書最大特色在於語料的生活化和真實性，論述不以理論之分析論證為主軸，而是從日常互動實例出發，以淺顯的文字詮釋背後的語用理論，幫助讀者理解語用原則在漢語溝通中無所不在的運作；並進而指出漢語語用的特色，以及如何從語用觀點切入，掌握漢語構詞、句法上的重要結構特質及其成因，為華語教學及研究提供新的面向。

華語句法新論（上）：基本概念與 句子結構

張郁慧

語言學習很重要的一環是學習句子的結構，因此瞭解句子結構的句法學就成為任何一個語言教師或語言學習者必須具備的知識。本書旨在提供句法學上的必備知識，給華語語言教師與學習華語為第二語言之語言學習者。本書以介紹句子核心意義的命題內涵為出發點，帶領讀者瞭解句法學中的基本概念、句子結構、句法與詞彙、句法與語意的關係。

句法學的研究分為句法的描述與句法的理論。本書著重在句法的描述。全書共分三個部份，第一、二章為本書的第一部份，介紹了句法分析的基本概念，包括論旨角色（**thematic roles**）、中心語與修飾語（**head and modifier**）等概念，用這些基本概念來說明華語句法的特徵；第二部份為第三～五章，描述及分析華語句子結構，句子結構中的詞序、語法功能、構式、華語特殊結構是這部份的重點；第三部分則為第六章，討論句法與語意的互動、句法與詞彙的關係，討論的主題有時貌、語態、情態、語意和諧問題、動詞分類等。

第一章說明華語句法的基本概念。句法探討詞與詞組合成詞組，詞組與詞組進而組合成句，因此「詞」是句法的基本單位，而詞組或是句子中「詞排列的次序」是重要的句法觀念。每個詞組與每一個句子都有一個中心語，中心語控制必要成份（補語）的出現，因此中心語決定詞組及句子的結構，華語在動詞的層次上屬中心語在前的語言，其他的詞序則與中心語在後的語言一樣。華語依循修飾語 > 中心語 > 補語（修飾語在中心語前，中心語在補語前）的順序，這是詞組也是句子中詞排列的次序。

針對句法的基本單位「詞」，本書第二章探討詞的分類，依據詞的句法分佈與語意特徵將詞分為不同類別。本書將詞分為主要、次要的語法範疇兩類，前者包含名詞、動詞，後者則是介詞、副詞、單位詞、否定詞、連接詞、代名詞等。另外，由於專家學者對於華語是否有形容詞這個詞類有不同看法，因此本書亦以此標準檢驗華語

「形容詞」存在之必要性。

本書第三、四章則討論華語的句子(直述句、疑問句、否定句)結構。句子的結構由動詞的意義決定，動詞決定句子需要幾個名詞詞組，也決定這些名詞詞組是甚麼樣的名詞詞組。名詞詞組和動詞有語法關係，也有語意關係。名詞詞組在句子中可擔任主語或是賓語，這是語法關係，從語法關係來看，華語基本句子的結構是「主 + 動 + 賓」。名詞組在句子中擔任事件的參與者，這是語意關係，參與者是動詞分派給名詞的語意角色，稱為論旨角色。動詞的論旨角色說明了不同結構句子間的語意關聯性，如下面的例句結構都不同，但是動詞的論旨角色相同，論旨角色的分析能解釋不同的句法結構表現相同的命題意涵。句子中張三都是主事者(動作的行動者)，書是受事者(動作的對象)，小美是目的(動作的終點)：

張三送一本書給小美。

張三送小美一本書。

張三把一本書送給了小美。

那本書被張三送給了小美。

本書第五章討論了華語的特殊結構，如「把」字句、「被」字句、動詞重複句等，這些句式都有語法及語意上的限制，這些結構限制的討論更加凸顯了句法無法獨立於語意與詞彙之外，也說明了不同的句法結構表達了不同的信息結構。說話者言談時會依據受話者對訊息了解的程度而組織談話重點。談話重點就是主題，主題若是說話者與受話者所共有的訊息，稱之為舊信息，主題若非兩者所共有，是說話者有需要引介的主題，也就是新信息。華語的句子結構會因為新舊信息的考量與華語主題顯著的特徵，改變句子中名詞詞組的語法功能，而產出有別於基本句式的變式。如下面三個例子傳達不同的信息：第一句的主語與主題是王先生，這是基本句式；第二句的主語還是王先生，主題是房子，房子的語法功能從基本句式的賓語變成變式中的主題，句式也從「主 + 動 + 賓」的基本句式變成主題句；第三句的主題與主語是王先生，房子是凸顯的主題，房子的語法功能從基本句式動詞的賓語變成變式中「把」的賓語，就成了華語中特殊的「把」字句。

王先生賣了房子了。

房子，王先生賣了。

王先生把房子賣了。

又如下面例子第一句為引介句，是言談時用來介紹新的信息（一幅畫）的表達方式，第二句為描述句，是陳述一個舊信息（一幅畫）的位置：

牆上掛著一幅畫。

一幅畫掛在牆上。

本書的最後一章則從句法跟詞法、語意的互動討論動詞與時貌、語態、情態等語法範疇的合規、名詞動詞與單複數一致性與語意選擇限制、句法結構跟語意結構指向不一致等現象，並以「動 - 賓」結構的複合詞在句子的表現，觀察句法與詞法的互動。

華語句法新論（下）：主題、主語及句型

鄭綦、曹逢甫

本書以華語常用句型為對象，說明各句型的構成成分及其組合特點，以及句中主題的特色。句型是根據句子中語詞的類別、序列、配置方式等等的不同而形成的各種結構形式。對語言學的理論而言，句型是描述語法的基礎；對語言教學而言，句型的教學也有其重要性。因為「句子」的數量是無限的，可以不斷創新，而「句型」是定式，數量有限。瞭解一個語言的基本語序、各種句型的組成，有助於掌握句子的核心，並瞭解整個句意才能舉一反三，靈活運用。以往對句型的討論多半侷限於句法結構中，而主題 (topic，或稱話題) 則歸入篇章結構中，但是這樣的劃分會遭遇到一些困難，下面以台灣大家都熟悉的兒歌「家」的歌詞為例：

(1) 我家門前有小河，後面有山坡

山坡上面野花多，野花紅似火

小河裡有白鵝，鵝兒戲綠波

戲弄綠波，鵝兒快樂，昂首唱清歌

這首歌的歌詞以寫景為主，即描寫「我家」的周遭環境。因為談句型是以句子為對象，首先、我們要知道這首歌是由幾個句子組合而成，但是根據我們在網路上搜尋到的有兩種標示標點符號的方式：(1) 是只有在最後一行標上句號，其他都是逗號，即把整首歌視為一個句子，帶有九個小句；(2) 是每行末尾都是句號，則此首歌有四個句子。那麼為何會有兩種不同的斷句方式？其次，第三行的「小河裡有白鵝」若改為「白鵝在小河裡」，前者稱存現句、後者為在字句，有學者把這兩種句型視為轉換關係，何以此處若是進行句型的轉換，會讓我們覺得不恰當？再者，第三、四行都是討論「白鵝」，除了第一個小句的「白鵝」是在動詞之後外，之後的「鵝兒」都在動詞之前，但是第四行中有些小句的「鵝兒」沒有出現，原因為何？這樣的句型變化，是出於句子內部的要求或受到外部因素的影響？

上述問題都跟華語是主題突出 (topic prominence) 的語言有關。所謂「主題」是指說話人的談論對象；而做為一種主題突出的語言，華語的有定性成分都處於句首的主題位置，當不同的成分出現在主題位置時會形成不同的句型。因此，於華語來說，將主題納入考慮是無法避免的；再者，句型是抽象的單位，必須體現在具體的語篇或篇章中，在討論句型時，也無法將句型限定在句子的內部結構。故本書以華語常用句型為對象，說明其構成成分、組合特點與句中主題的特色，以免失卻脈絡。

本書分為八章：在第一章先介紹句型的定義及分類，及信息結構的一些相關概念。因為特定句子結構（即句型），以表達特定的語義或信息，所以同一語義結構在不同的場合用不同的句法格式來表示。在第二章到第七章分別介紹一些常用句型，包括存現句（即「處所詞語 + 動詞 + 名詞」、雙名詞組結構（或稱主謂謂語句）、被字句與把字句、比較句、遞繫句（連動結構與兼語結構）及複句；第八章從句型的角度說明有一些特殊關聯詞語的形成與特定的句法格式有關，以及有些關聯詞語的具有多功能是因為在不同的句型中搭配不同的關聯詞語所致，且進而產生多義現象。本書使用的例句除了引用相關文獻中的例子之外，有些則來自中研院的「現代漢語平衡語料庫」，搜羅材料主要為台灣地區使用的書面共同語，基本上與中國大陸的普通話類似，但具有部分地區性特色。

就本書一到七章的討論顯示，儘管每種句型有其特定的構成方式或結構意義，華語句型的一個重要共同特點是：主題在句首位置。這個特點讓華語使用者在運用句型時，並非單純考量結構的特性，而須兼顧主題成分的選擇。例如，就句法角度而言，存現句與在字句互為轉換關係；但是在語言教學中，必須說明兩者的使用受限於主題的要求。如前所述「小河裡有白鵝」是延續第一個小句「我家門前有小河」而來，「小河」屬於舊信息，相對的「白鵝」是新信息，因此此處應該使用存現句而非在字句（「白鵝在小河裡」）。再者，對於以華語為第二語言的人，且其母語言是句法顯著者，對於何時該使用何種句型，或者主題何時可省，這樣會帶給學習者較大的困擾，因為這些限制並非出於句子內部的要求，而是受到外部因素（篇章或語境）的影響，因此教師更須針對華語這樣的特點加以補充說明。

此外，華語詞彙教學時會參考詞彙量與學習者能力（對應於 CEFR 等級）之間的關係，目前相關單位已依照詞頻及難易度建立了詞表。依此類推，華語的句型也應該有難易度或頻率的差異，然而目前有關各種句型使用頻率或難易度的研究十分少見，

教學者多半憑經驗決定其先後順序。這些因素在教學排序時都應納入考量。總而言之，因華語的語法研究尚未建立一套完整的分級系統，因此如何依據各句型的使用頻率、學習者的程度及需求，來決定句型及其次類之間的分級與排序也是未來研究重點之一。

兒童華語教學導論

劉瑩

兒童記憶強，擁有良好的可塑性和學習能力，因此兒童期被認為是學習的黃金期，若能在兒童時期學習華語文，將具有事半功倍的效果。現今成人的華語文教育已經發展成熟，正是發展兒童華語教育的最佳時機，「兒童華語教育學」是目前值得探究的研究課題。

在全球經濟與交流互動頻繁的基礎下，亞洲地區及中國經濟開放的龐大消費成長，帶動全球華語文教育市場的興起，目前華語已成為僅次於英語的第二優勢語言。放眼當今華語文教育的現況，海外各地已經意識到，以華語作為外語的學習，愈早起步，其成效愈佳，因此國際兒童華語課程開始受到各國政府教育當局的關切與重視。2006年起，美國正式將中文列入美國 AP 課程，掀起中小學重視華語教育的熱潮，為及早學習華語以提高學習成效，全美各州超過兩千所中小學，將中文列為選修課程。在加拿大統計局 2006 年人口普查統計報告顯示，華語已成為加拿大繼英、法語之外的第三大語言。法國政府則針對華語學習訂定了「法國中小學中文教學綱要」，作為法國公立中小學華語學習的參考標準。又根據 2012 年 6 月英國政府最新公佈的修訂計畫，從 2014 年 9 月起，「華語」正式列入英國小學生必修外語的選項之一。

在亞洲方面，日本與韓國的華僑學校歷史相當悠久，近年已在中、小學開設中文選修課程。泰國教育部自 2006 年 1 月將華語訂為第一外語，並自 2007 年起，將華語教學全面納入 2000 所中、小學的正式課程，2008 年起泰國每所中小學均須開設至少 1 班華語課程。由此可見，海外華語學習明顯呈現幼齡化的趨勢，凸顯出兒童華語教學之專業技巧培訓，以及專用教材研發的重要性。

有鑑於兒童華語教學策略之引導與教材的研發尚在起步階段，本書針對兒童學習華語各階段的基礎教學理念、教材編寫和活動設計，探討兒童華語教學中之語言、識字、閱讀、寫作、繪本與戲劇等教學策略與教材編寫、教材運用，可作為海內外兒童華語文教學工作者參考之專書。

本書共分九章，由六位作者共同撰寫：第一章與第三章由蔡雅薰教授負責，探討兒童華語教學的課程實施與教材編寫；第二章與第六章由林文韻教授負責，探討兒童華語的語言教學與閱讀教學；第四章與第八章由林景蘇教授負責，探討兒童華語的口語與寫作教學；第五章由劉瑩教授負責，探討兒童華文的識字教學；第七章由陳雅鈴教授負責，探討兒童華語的繪本教學；第九章由陳仁富教授負責，探討兒童華語的戲劇教學。

各章之內容簡介如下：

第一章是「緒論」，介紹現今海外兒童華語教學的現況，包括各國主流學校、國際學校及海外中文學校的兒童的華語課程特色及重要發展，並列舉兒童華語教學的中文沉浸式課程、主題式課程，以及語言文化教學課程。

第二章是「兒童的第二語習得」，從建構主義、讀寫萌發的觀點說明兒童語言發展的理論基礎與研究。其次介紹兒童第二語言相關研究及理論基礎，描述兒童發展第二語言的各階段現象，並提出教學建議、教學策略。

第三章是「兒童華語教材編寫」，現今華語教材經常透過故事敘述或生活主題教材作為語言教學內容的主要架構；而兒童華語教材不但需要結合母語學習與外語學習的特點，更需要注意兒童認知發展心理、教學原理與數位科技整合的相關知識。事實上，目前華語教材的編寫除了注重語言本身外，也配合了教學設備，從靜態的白紙黑字轉為立體的生活情境與生動的畫面影音。故本章重點有四：故事性教材編寫、主題式教材編寫、數位教材編寫、教師手冊編寫方式。

第四章是「兒童華語口語教學」，介紹兒童華語口語教學的特色、兒童華語口語訓練的教學原理，以及兒童華語口語教學方法。本章歸結出兒童華語口語教學在教學設計、一般教學步驟、課堂管理、教學訓練進成等面向上，教學者可參考的原則。

第五章是「兒童華文識字教學」，介紹漢字的特色、有效的華文識字教學方法，以及識字教學的實踐方法。在識字教學方法上，有分散識字法、集中識字法、童謠識字法三種，分散法為目前國內小學教材所用方法，集中法適合用於已有一定字彙量的兒童，童謠法則可用來增進兒童的學習興趣。在識字教學的實踐方法上，本章則歸結出六種方法，供讀者參考。

第六章是「兒童華語閱讀教學」，探討建構一個平衡「學習閱讀」與「閱讀學習」的兒童華語閱讀課程之意義與目的。接著從閱讀相關研究分析閱讀的共同歷程和華語閱讀的獨特性，並說明讀者回應理論與閱讀課程的關係。最後介紹文學本位的閱讀教學與其應用於兒童華語閱讀教學的可能性。

第七章是「兒童繪本教學」，首先定義何謂繪本，接著從繪本的語言價值、故事與圖畫價值、文化價值等三個面向，來介紹繪本對外語學習的益處，最後描述介紹繪本的種類、如何選擇華語繪本以及如何應用繪本於華語教學。繪本運用於教學時，最廣見的方法便是「故事教學」；本章提供了教學原則與實例，供讀者應用。

第八章是「兒童華文寫作教學」，介紹兒童華文寫作教學目的、兒童華文寫作教學設計的原則、以及兒童華語寫作教學的方法。在教學目的上，第一語言、第二語言的寫作教學目的並不相同，後者重在表意明確，培養出全面書面表達能力。故本章也奠基於此，根據兒童年齡、心智發展特性，發展出適當的教學原則。

第九章是「戲劇與華語教學」，介紹兒童華語戲劇教學的特色、兒童華語戲劇教學課程設計的原則，以及兒童華語戲劇教學的應用模式。透過戲劇教學、扮演，可讓兒童透過活動提高華語學習的動機與聽說機會，亦可提升創造力、反應力與思考力，於華語學習相當有利。

本書探討兒童華語教學的面向甚豐富，教師們只要善加運用，將是開啟成功之兒童華語教學的金鑰匙。

臺灣華語文教育發展史

林慶隆、邵婉卿

本書探討臺灣 1953 年至 2013 年，六十年來政府及各單位推動華語文教育發展的歷史，了解歷年來政府及各單位的政策及做法，以作為未來華語文教育發展的基礎。全書共分為 11 章、近 50 萬字，除探討臺灣華語文教育的沿革、大事、政策、機構、師資培育、教材、測驗、交流、僑教、人物及史料等主題，並蒐錄極具歷史意義的珍貴照片數百張，呈現臺灣數十年來推動華語文教育的努力與成果。

本書為國家教育研究院「臺灣華語文教育發展之研究」的研究成果，該研究所用研究方法包括文獻分析法與深度訪談法。分析的文件包括事件紀錄、章程規約、官方出版品、報告文獻、以及問卷和調查的開放性書面答覆等資料；且為能索取第一手資料，本院亦發函 63 個學校和相關單位請求提供相關資料，以確保史料的正確性及完整性。同時，再進一步透過深度訪談法與文獻分析所得互相佐證，邀請對臺灣華語文教育發展史中有重要貢獻的學者專家接受訪談。全書各章概要如下：

第一章〈臺灣華語文教育的沿革〉，主要探討臺灣六十年來的華語文教育發展，並按照各年代的發展情形，將臺灣華語文教育分為奠基期、開展期、增長期、成熟期及精進期五個時期。將臺灣華語文教育自外籍人士設立華語學校伊始，至今日華語師資培訓在質、量上均愈發精實進步的過程，一一闡述說明。

第二章〈臺灣華語文教育的大事〉，主要將臺灣六十年來華語文教育發展的重要事項，分為五個年段（民國 42 至 60 年、民國 61 至 80 年、民國 81 至 90 年、民國 91 至 100 年、民國 101 至 102 年），並以傳統編年記事的方式，依據年、月、日先後順序，以條列方式擇要編排記錄。本章所含之重要事項包含：政府華語文教育政策的制定與推展、大學院校相關科系與教學中心等之設立、民間相關重要社團的創設、華語文重要學術期刊的創刊、跨國華語文學術活動之交流等。

第三章〈臺灣華語文教育的政策〉，主要探討六十年來臺灣有關華語文教育重要政策的制定、推動，依政策推動事務所產生的成果和影響。內容包括推動華語文政策的重要單位，華語文教學或教材編寫的補助，華語文師資的培訓、認證與輸出，華

語文能力測驗的推動，華語文數位教與學的開展、華語文學術及文化的交流，以及全球華語文教育八年計畫的制訂。

第四章〈臺灣華語文教育的機構〉，主要探討推動華語文教育的政府單位、大學校院的系所及語文中心、以及民間社團的華語文教育單位等三類機構，在華語文教育上的發展與變革。

第五章〈臺灣華語文教育的師資培育〉，主要探討華語文師資培育的體制和內涵。目前華語文師資培育分為學位教育和非學位學程兩部分，學位教育包括學士學位、碩士學位、博士學位，以及學位學程等。本章敘述其開設概況、修業規定和課程架構等。在非學位學程部分，則針對華語師資班及一般華語研習班的開設，探討其課程內涵、經營策略及發展途徑。

第六章〈臺灣華語文教育的教材〉，主要探討六十年來臺灣華語文教材發展的歷程。本章針對早教師自行編寫、提供給外籍學習者的紙本講義、僑校使用之通用型統編課本到適應不同環境學習者之客製國別化教材等，做全面的檢視。同時，近年教材逐漸由文字與圖片為主的靜態形式，轉為影音媒材和超文本的動態展演，本章亦將各階段發展納入論述。

第七章〈臺灣華語文教育的測驗〉，主要簡介臺灣第一個標準化的華語文能力測驗及華語文測試。其可作為檢定外籍學生華語能力的標準，或作為華語文教師規劃教學課程的依據。其次則記述國家華語測驗推動委員會的成立、其歷年工作成果及華語文測驗相關出版書籍與論文。

第八章〈臺灣華語文教育的交流〉，探討政府、學會團體與國際間的交流，並說明國內學會團體辦理的相關學術研討會內容。本章亦於附錄處提供歷年重要相關研討會、論壇之活動摘要。

第九章〈臺灣華語文教育與僑教〉，主要討論海外華僑文教轉型為華文文教之變遷過程，及我國 1949-2012 年僑教發展之沿革。

第十章〈臺灣華語文教育的關鍵人物〉，主要記述六十年來華語文教育界的關鍵人物，包括張希文、毛松年、林良、張孝裕、李璫、董鵬程、葉德明、鄭錦全、何景賢、鄧守信、李振清、曾志朗、柯華葳等 13 人，說明其個人經歷、在華語文教育

相關的重要事蹟及重要學術成就與貢獻。

第十一章〈臺灣華語文教育的史料〉，主要以檔案、會議紀錄、照片、圖表呈現六十年來臺灣華語文教育發展的歷程，並從各華語文教育行政機構及教育單位所提供深具歷史意義的照片中選載 326 張，並以簡要文字說明其內容。

臺灣華語文教育已有六十年歷史，本書奠基於文獻史料與深度訪談所得，記載其各面向發展的遞衍狀況，形成一部臺灣華語文教育發展的全面歷史紀錄，期能成為未來讀者了解此段重要歷史的依據。

Selected Books Published Information

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序號	作者	書名	出版年	ISBN
1	鍾榮富	Contrastive analysis and Chinese teaching 對比分析與華語教學	2009	978-957-09-1859-5
2	方麗娜	Chinese Society and Culture 華人社會與文化	2009	978-957-09-1853-3
3	曹逢甫 李子瑄	Chinese linguistics 漢語語言學	2013	978-957-09-1860-1
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13	李櫻	Introduction to Chinese Pragmatics 語用研究與華語教學	2012	978-957-09-1901-1
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16	林文韻 林景蘇 陳仁富 陳雅鈴 蔡雅薰 劉瑩	An Introduction to Teaching Mandarin Chinese to Children Speaking Other Languages 兒童華語教學導論	2014	978-957-09-1936-3
17	賴明德 何福田 董鵬程 林慶隆 張郇慧 許怡貞 方麗娜 黃沛榮 蔡雅薰 陳亮光 柯華葳 李子瑄 姚蘭 馬寶蓮 邵婉卿	The Development of Taiwan Chinese Teaching Education 臺灣華語文教育發展史	2013	978-986-03-9014-8

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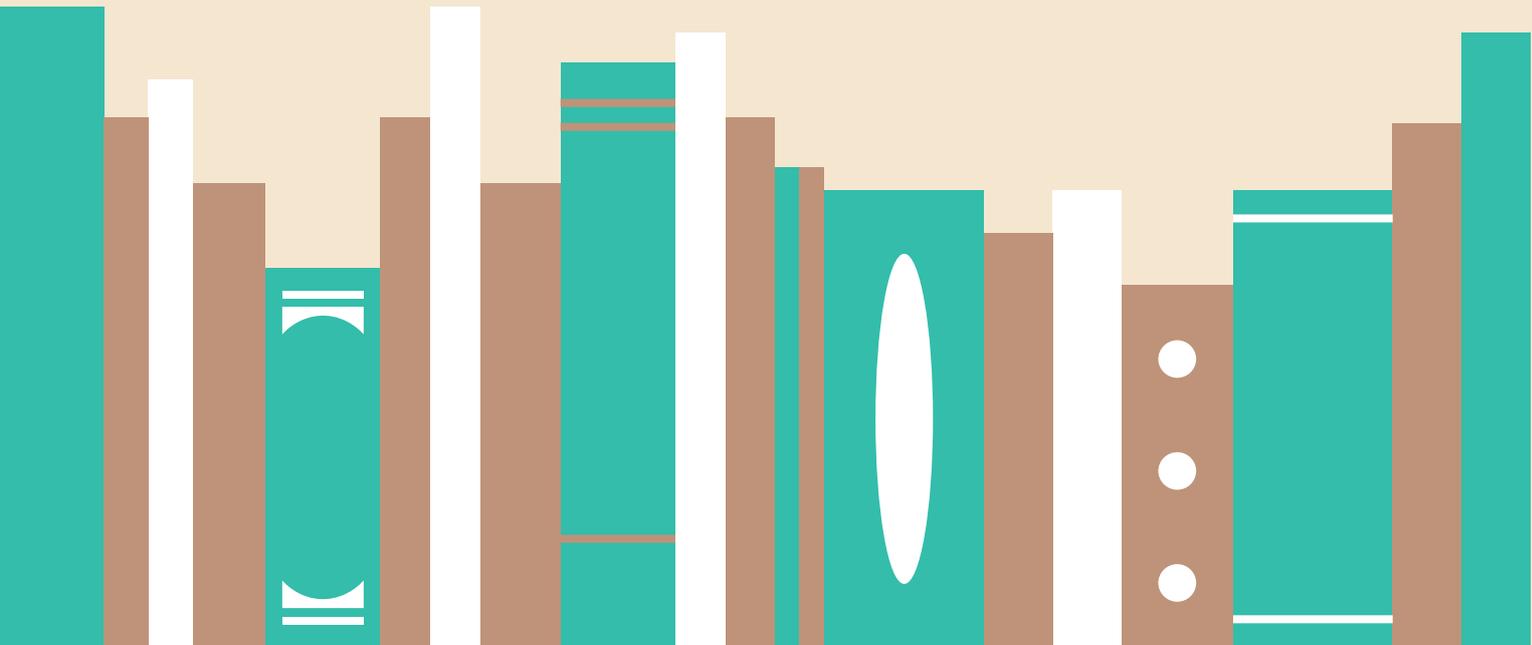
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