

## 2003 CLTA ANNUAL MEETING ABSTRACTS

[Home](#) | [2003 Program](#) | [Meeting](#)

(arranged alphabetically by presenters' surname)

### **Reading Chinese as a Foreign Language: The Role of the Orthographic Word**

Benedetta Bassetti, University of Essex, UK

Psycholinguistic research repeatedly demonstrated the importance of spacing between 33 words for English readers (Morris, Rayner, & Pollatsek, 1989; Pollatsek & Rayner, 1982). But the insertion of interword spacing in Chinese texts does not facilitate Chinese readers (Inhoff, Liu, Wang, & Fu, 1997; Liu, Yeh, Wang, & Chang, 1974; Hsu & Huang, 2000). Research on second language reading consistently found that L2 readers transfer reading processes from their L1 to their L2 (Koda, 1988; Durgunoglu & Hancin, 1992). It is then to be expected that English native readers who read Chinese as a Foreign Language (CFL) should be facilitated by the insertion of interword spacing in Chinese texts, but previous research did not find any facilitative effect (Everson, 1986).

A series of three experiments was performed to test the hypothesis that interword spacing facilitates English CFL readers, using different methods and materials from those used in previous research. Two on-line sentence verification tasks and one on-line cloze test were used to compare reading rates and comprehension for texts presented with either interword or intercharacter spacing in advanced English CFL readers and Chinese native readers reading both pinyin and characters texts. In line with previous findings, interword spacing did not facilitate Chinese native readers, and interestingly this also applied to pinyin reading. Unlike previous research, CFL readers were significantly faster when reading texts presented with interword spacing. The facilitative effect of interword spacing for CFL readers cannot be simply explained as a consequence of their lower reading proficiency, because Chinese readers, who were unproficient readers of pinyin, were not facilitated by interword spacing in pinyin texts. And this cannot be a consequence of Chinese readers' lack of experience with word-spaced texts, because they were all skilled readers of English. It is argued that the word does not play an important role in Chinese native readers' reading processes and lexical access. The fact that English CFL readers are facilitated by interword spacing can be explained as a consequence of transfer of reading processes from L1 to L2 reading.

### **Using Natural Language Corpora in Teaching Intermediate and Advanced Chinese**

Dana Scott Bourgerie, Brigham Young University

Apart from advanced Chinese literature courses and courses in news media, most language courses contain language that is more or less formatted for the second language learner. Even some literature readers modify texts to accommodate the non-native learner. The use of film as a vehicle to introduce culture and to enhance listening comprehension has become more widespread in recent years. Moreover, while authentic spoken language and transcriptions have become more and more common in linguistic analysis, authentic speech sources are not widely employed in language teaching. However, it is precisely in spoken corpora that one finds examples and models of forms that are a crucial part of the sophisticated level of the language (e.g., modal and aspect particles, conversational structure, discourse markers, etc.).

This paper explores the use and the selection of spoken corpora to teach intermediate and advanced

Mandarin. Particular attention is given to transitions and discourse markers as they occur in educated, informal speech. This paper also considers speech register as it relates to language learning, arguing that only through exposure to a variety of language styles can a learner approach near-native ability in the language.

### **Applying "Backward Design" to Chinese 8-12 Curricula**

Craig Butler, Hong Kong International School

Teachers are designers. We design learning opportunities for our students to ensure they acquire a predetermined set of skills and understandings. Or do we? Is our focus always on learning goals, or do we at times find ourselves thinking more about activities as accommodations to the fixed design of a text?

"Backward design" refers to a planning process that begins with the identification of desired learning results, establishes evidence for confirming the achievement of those results, and only later proceeds to the actual planning of learning activities. This process encourages a holistic, integrated view of the learning, by placing learning experiences, including assessment, in the service of curriculum goals.

The presenter will give examples of how backward design can help teachers align curriculum goals, assessment and classroom practice to enhance student performance.

Backward design is not tied to any theory of learning or pedagogical model per se, but the imperative to establish learning goals up front does force us to state our beliefs about what "learning Chinese" should look like for our unique group of learners. The benefits to our field of developing consensus around curriculum are profound, and the presenter will advocate strongly for the creation of curriculum models as an agent for local and field-wide reflection and reform of Chinese language teaching. Chinese language curriculum can yield powerful learning results.

### **Computers and Characters: Making the Connection**

Capt Robert Chambers, United States Air Force Academy

With increasing improvements in both computing technology and language software applications, the use of computers in teaching foreign language is becoming more relevant. Given the considerations of a character-based language such as Chinese, using character-input software to facilitate learning and working with the Chinese written language has many benefits and classroom applications.

This workshop will cover the following:

Recent developments in Input Method Editor (IME) and Windows 2000 "built-in" applications for Chinese characters

- 1) A quick demonstration on how to install IME on the most common computer operating systems
- 2) How to use IME in different Windows-based applications (e.g. Word, Outlook, Power point)
- 3) DEMO: Typing characters in IME using PINYIN as the input methodology
- 4) Experimentation with applying IME in the classroom
- 5) Some "real life" classroom exercises will be highlighted to suggest potential pedagogical applications

The goal of this workshop is to inspire other Chinese-language educators to take advantage of IME technology and to assist them in teaching the Chinese script, character recognition, and sentence composition. Based on some of the suggested applications, Chinese teachers can pursue a new avenue of learning and empower their students to write Chinese character compositions via e-mail or Word documents.

## **Inference Generation and Chinese L2 Reading**

Cecilia Chang, Williams College

According to the constructionist view, the reading process involves interactions on surface code level, textbase level, and situational model level between the reader and the text being read, and inference generation is a central component of successful reading comprehension (Ven den Broek, Fletcher, & Risden, 1993). That is, through these multi-level interactions, at each level, inferences are made to fill information gaps caused by words and phrases with unclear meanings or to infer missing information needed to construct a coherent mental model of the text.

To date, few investigations have been conducted on the inferential activities in CFL reading. To fill this gap, the current study investigated the effects of topic familiarity on CFL students' inferential activities during reading. Forty CFL students at the third-year level at two study abroad programs participated in the study. The students, based on their degree of familiarity with the reading topics, were divided into two groups and each group was assigned to read one of two passages, topic familiar or unfamiliar. Students performed think-aloud protocols during the reading. Qualitative analysis of think-aloud data revealed the types of inferences students made. Distributions of different types of inferences generated were also computed. T-tests were employed to compare the differences between groups on the types and the distributions of inferences under each condition. Implications of the current study in classroom instruction and suggestions for future studies will be discussed.

## **A Syntactic, Semantic and Pragmatic Analysis of the English Conjunction AND and Its Counterparts in Mandarin Chinese: Some Implications for Chinese Language Teaching**

Jyun-gwang Fred Chen, National Taiwan Normal University

English learners of Chinese often have difficulties with conjunctions. For instance, they are apt to produce ill-formed sentences such as \*Ta jingchang jie he kan dianying ("She goes shopping and sees movies"). A contrastive analysis of Chinese and English conjunctions at different linguistic levels may yield insight into learner errors. The English conjunction and, with its multiple nature, can syntactically conjoin words, phrases, clauses, and sentences, can semantically convey virtually all the notions that can be encoded by other conjunctions, and can pragmatically signal cohesion in discourse. However, an analysis of the corresponding Chinese conjunctions--gen, he, tong, yu, ji, and bing-qie--reveals that Chinese poses more constraints than English. Syntactically, these Chinese conjunctions split into two basic categories that are in complementary distribution: Whereas gen, he, tong, yu, and ji mainly conjoin noun phrases, bing-qie conjoins sentences and non-nominal phrases. Semantically, gen, he, tong, yu, ji (the first category) and bing-qie (the second category) all signal coordination, but the former largely convey the logical meaning of equivalence and the latter conveys the meaning of addition. Pragmatically, Chinese conjunctions like gen and he also exhibit conversational implicatures. Given the nearly all-purpose nature of and, it is no wonder English learners may extend Chinese conjunctions beyond their accepted uses. It is unlikely that learners will master these language-specific uses unless efforts are directed at raising their L1-L2 metalingual awareness.

## **How Technology Enhances the Study of Chinese Film by adapting Howard Gardner's Eight Intelligences**

Nien-Hsiang Chen, Harvard University

"People generally remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what see and hear." S. Bagui. (1998)

Students today grow up watching television and are extremely oriented to visual learning such as movies, computer, slides and videos. By using these kind of interactive learning systems, students move from passive observers to active thinkers. Howard Gardner's publication of "Frames of Mind" provided the concept of Eight Intelligences (Linguistic, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalist), which shows that the appropriate use of technology can help teachers and students understand the individual learning strengths of each student across the full entire range of learning.

The sample curriculum unit, "The Study of Chinese Film", contains eight different parts that address each of the Eight Intelligences. The unit was created to introduce curriculum in a more comprehensive manner and not teach separate subjects. The unit introduces students to direct, purposeful and meaningful learning and provides opportunities for students to learn what they need. The goal is for the student to be motivated to learn rather than only learn what a particular curriculum dictates.

### **Discussion Forum in Stellar -- A Learning Environment Beyond Classroom**

Tong Chen, Foreign Languages and Literatures, MIT

Online teaching and learning is getting more and more popular, but how to create a natural environment for students to learn authentic Chinese and understand Chinese culture, rather than just passively searching for information online, is an issue still confronting language teachers. This presentation will explore some solutions to that issue provided by MIT's distance learning management system called Stellar. Specifically, I will focus on the usefulness of Stellar's Discussion Forum, a powerful function for creating an interactive e-learning environment. I will discuss the strategies of how to make efficient use of online Chinese discussion in this platform. Such strategies include: 1) designing thoughtful text-related topics, 2) creating discussion settings that encourage students to respond not only to the instructor's questions but also to other students' postings, 3) utilizing external links to relevant Web sites that help students to deepen understanding text-related issues in larger Chinese cultural contexts, 4) incorporating multimedia means (such as graphics and audio) to enliven online discussions, and 5), most importantly, using Stellar's capability of simultaneous interaction to monitor as well as guide students in using the target language correctively and intelligently. The presentation aims to convey that the online discussion forum is useful for engaging students in the learning process, sustaining their learning motivation, and helping them to learn the target language and culture in an effective and collaborative manner.

### **Task-based Language Teaching in Lower-level Chinese Classrooms: Mission Impossible or Motivation Incredible?**

Zhen Chen, Indiana University

Task-Based Language Teaching (TBLT) proponents hold that language is best learned and taught through social interactions. To these scholars, social interactions between learners and their interlocutors, may it be the teacher or other learners, can assist language learning through working cooperatively toward a clearly-set goal, exchanging information and opinions, negotiating meaning for mutual comprehension. The focus of the learning in the TBLT framework is the process rather than the product.

To date, most of the TBLT research has focused on ESL teaching and learning. Moreover, previous research is not in agreement regarding whether or not TBLT can be effective when used with learners with lower level competence in the target language. Some researchers assert that TBLT cannot benefit lower level learners because they need some basic vocabulary and understanding of sentence level

grammar before they can start to do tasks. While others, especially practicing teachers, conclude that tasks are beneficial for beginners, who learn by doing. Therefore, the purposes for the present study are: to verify the feasibility and effectiveness of adopting TBLT in lower-level CSL classrooms, specifically in a non-target language context such as the U.S., and to present a framework for TBLT to CSL practicing teachers.

### **What Is Calligraphy Education?**

Tsung Chin, University of Maryland

This paper attempts to answer the question of what is calligraphy education. It begins with a discussion of the history of (Chinese) calligraphy and proposes that, since Chinese characters have a history of three thousand years and since the development of various scripts has a lot to do with writing tools, the evolutionary stages of calligraphy can be defined by the writing instruments used. Four distinctive stages are identified: (1) Hard on Hard (engraving); (2) Soft (brush) on Hard (bamboo strips); (3) Soft on Soft (paper) and (4) Hard (ballpoint pen) on Soft.

The second topic of the paper is the definition of calligraphy. It will be argued that calligraphy is writing techniques, i.e., the writing of characters with a brush. The key words are characters and brush. Modern China has developed hard-pen calligraphy, but that does not belong to the concept of calligraphy in its traditional sense. Calligraphy has to involve the writing of characters. Therefore, drawing pictures or other geometric shapes with brush techniques is not calligraphy. The teaching of calligraphy, therefore, is the teaching of the techniques of writing Chinese characters using a brush. After the notion of calligraphy is defined, the paper will then proceed to discuss the function of calligraphy education in the Western world and the function of CEG, the Calligraphy Education Group.

### **A Scripted Approach to Chinese Performative Culture**

Matthew B. Christensen, Brigham Young University

The focus of many foreign language classrooms is the linguistic code. Vocabulary and grammar seem to be the most important part of foreign language training. Inasmuch as linguistics is of vital importance, it is not the only aspect of foreign language training. Understanding of grammar and vocabulary, and even linguistic fluency does not ensure successful communication. Communication goes far beyond linguistic competence. Since Chinese is so culturally distant from Western cultures, it is all the more important that learners of Chinese understand not only the linguistic side of communication but also, and just as importantly, that they understand the non-linguistic cultural aspects of communication with Chinese. This involves understanding the social and cultural aspects of communicating in Chinese, both orally and in writing.

A scripted approach involves teaching learners the many facets of non-linguistic communication including: proxemics, gesture, body language, social appropriateness, and the importance of the roles, time, place, and audience in communicative situations. At the core of this enterprise is the script. The script of a communicative situation involves not only what is said, but the appropriate actions that accompany the dialogue based on intentions and expectations of the natives in the context of the situation.

### **CTA Software: Modernizing the Preparation of Chinese Teaching Materials**

Chengzhi Chu, Stanford University

This paper introduces Chinese Teaching Assistant (CTA 1.0) -- a computer software program the author and his team developed for preparing Chinese teaching materials.

CTA is an integrated program for developing Chinese textbooks or supplementary teaching materials. It incorporates many important functions involved in editing Chinese texts for teaching purposes, such as adding pinyin to characters, identifying and indexing new words and new characters, generating new word lists with annotations, doing word/character frequency statistics and distribution analysis, etc.

Traditionally, many activities involved in the preparation of teaching materials are very time-consuming and prone to error such as character-pinyin conversion and new word list generation. Moreover, some preparatory tasks are fundamental for a sound pedagogy, but cannot be completed easily such as word distribution analysis.

CTA makes these tasks automatic and accurately completed with an easy mouse-click on the computer. Thus, CTA not only saves much time for Chinese teachers but also helps them improve the quality of their teaching materials in many ways.

### **The Possible Effects of Reading Aloud: A Case Study**

Songren Cui, Bowdoin College

This is a case study that intends to explore the possible effects of reading aloud. Specifically, it inquires into how reading aloud may help students establish better links between the sounds, symbols, and meanings, which in turn will improve their reading comprehension, or other skills and performance in Chinese learning.

Although intermediate level students have already had basic "survival skills", and can manage to engage in short conversations on topics of everyday life in general, it is skeptical that the connections between the pronunciation and the corresponding characters, as well as the meanings, have been properly established. Employing several second year Chinese students as subjects, the researchers will give these students reading aloud exercises and individual tutorials outside of class, and have them write journals about their learning process periodically (twice a month). They will reflect and document what their problems are, what treatments they receive, what they actually do, how they feel, and what possible impact the training of reading aloud has on their Chinese language learning, etc. The study begins from February and ends in May 2003. We hope that this study will validate the claim that reading aloud is helpful to Chinese learning, in addition to pronunciation.

### **Character-based Situational Instruction**

Jin-huei Enya Dai, University of California, Santa Barbara

One Chinese character might have many meanings based on sense extension or metaphorical conversion. However, they are closely related to one another if we scrutinize the various meanings used pragmatically. In order to teach Chinese Conversation in a language classroom, a new approach, Character-based Situational Instruction (henceforth CBSI), is designed within situations and provided contexts to inculcate students with oral skills and further knowledge toward the semantic extension. Without detailed linguistic explanations can students also acquire lexical knowledge in the given situations. For example, in the film of "Mosheng de Pengyou" (Strange Friends), "luan4 jiao1 peng2 you3" caused confusion among the students. Supplementary instructional sheet designed by me has provided six different situations that illustrate divergent usage of "luan4" verbal phrase in vivid contexts. Moreover, it even includes the usage of luan4 as 'confused state of mind' and 'messy.' Afterwards, students generate the natural ability to categorize and relate one meaning to another. CBSI

has implemented higher level of conversational skills with a better understanding toward the themed character. Or at least it offers students a chance to investigate its semantic and pragmatic meanings after class.

Having given the basic background understanding on generalizations, students can truly grasp its meaning. They further memorize and perform the phrase as a chunk of information packaged within a meaningful situation. One is exemplified in the following:

luan4: indiscriminate, purposeless, spot, unconsidered, unplanned  
uluan4hua1qian2: spend money extravagantly

Situation: Wife saw a pretty diamond in the mall.

W: laogong, wo zuotian zai baihuo gongsi kandao yige hao mei de zuanjie.

H: laopo, wo zhuanqian hen xinku, ke bu buyi qing ni buyao luan huaqian.

### **Technology by Design**

Chris DeLucia, the Hill School

How would you teach Chinese if you were suddenly given all the time and resources you needed, and charged with creating a new Chinese program? Applying the principles of "backward design," you would begin by determining what skills and understandings you want your students to attain, design assessments to measure those skills, and then create curricula which develop those skills in your students. This presentation will examine this process with particular regard to both recent brain research, and the integration of technology into the curriculum. The curriculum design process takes into account not only what skills the students are to develop, but what learning strategies work best to reach those goals. Technology is being applied across an increasingly wider swath of student learning, to great effect, both to address divergent learning styles and also to increase contact time with the language. Technology is not a magic bullet, however, just one tool in our arsenal which, when used appropriately in an integrated curriculum, can have great value and efficacy. This presentation will provide examples of integrating both high tech and low tech strategies, with discussion about how these techniques relate to emerging theories of cognition.

### **Pronunciation and Beyond--An Empirical Study of Reading Aloud**

Maiheng Shen Dietrich, University of Pennsylvania

It is generally believed that reading aloud would improve one's pronunciation in the process of studying a foreign language. However, researchers in second language education have also reported instances where learners employ reading aloud to aid their reading comprehension, which seems to suggest that the benefit of reading aloud goes beyond improving pronunciation alone. Does reading aloud indeed facilitate language learning or is it simply a myth touted by its practitioners on a false assumption? In order to answer this question, I propose in this paper to conduct an experimental study on the effect of reading aloud on learners' pronunciation, listening and reading comprehension skills. The study will involve two groups of beginning Chinese students at the University of Pennsylvania who are equal in their language and ethnic background, one being the experiment group and the other the control group. Both groups will be evaluated at the beginning and the end of the study in the skill areas mentioned above. The evaluating materials and criteria will be identical. However, only the experiment group will receive treatment, (i.e. guided exercises in reading aloud). At the end of the study, the performance of the two groups will be compared in the three skill areas mentioned above. The result of this study will

hopefully shed some light on the true merit of reading aloud.

### **The Issue Regarding the Order of Teaching/Learning Traditional and Simplified Characters**

Wen-Hua Du & Yea-Fen Chen, University of Wisconsin-Milwaukee

Whether students of Chinese should learn traditional or simplified characters first has been a tough issue for many Chinese language programs in the United States if one of their goals is to develop students' reading abilities in both forms. Based upon the result of a pilot study (Du, 2002), the researchers think that it might be more beneficial for students to learn simplified characters first and later to be taught to recognize traditional characters since traditional characters usually provide more information regarding the meaning or sound of a particular character. The current paper will report findings and discussions of a follow-up study on the decoding strategies used by students of Chinese when they read the unfamiliar version of characters in three different contexts: character in isolation, compound words, and sentences. Practical applications and suggestions will be made regarding the issue of the order of learning simplified or traditional characters.

### **Towards a Field Architecture for CFL: Establishing an Empirical Research Tradition**

Michael E. Everson, University of Iowa

In their highly influential article describing the components of language field architecture, Brecht and Walton (1994) emphasized that among other infrastructure components, language fields need to establish a research tradition. In spite of its time honored tradition of teaching Chinese to Western students, our professional field has only within the last few decades begun to conduct serious research that has investigated the actual learning and teaching of this language as captured through empirical studies involving Chinese language learners. To investigate how this Chinese as a foreign language (CFL) research tradition is being charted, the purpose of this paper is to present an update of a database containing CFL research studies so as to: 1.) identify the various topics and themes that have captured the attention of CFL researchers; 2.) highlight the theoretical bases and traditions that support the research; 3.) contrast the various methodologies used in the research; 4.) offer thoughts on where we need research if we are to continue the growth and vitality of our field; 5.) present a handout for audience members that contains an exhaustive citation list of studies conducted in CFL.

### **Tone Patterns In Native And Non-native Mandarin**

Martha Gallagher, John Morgan and Matthew Ferrara, United States Military Academy

The mathematical models used in computer speech recognizers rely heavily on frequency domain analysis of speech to identify segments, i.e. the consonants and vowels that compose words and larger units. Unfortunately for students of Mandarin Chinese, these models typically ignore suprasegmental features (word-level stress and pitch contour) and fundamental frequency, which is varied to produce different tones. While the traditional description of tones proves useful for learners practicing words in isolation, a more detailed understanding of how tones are produced by native speakers in sentence-level utterances is needed. Such knowledge would permit the development of a device that evaluates how well learners do in replicating the behavior of native speakers as they produce tones in normal speech. As a first step in the process of integrating tone and suprasegmental features into the mathematical models used by speech recognition systems for foreign language learning, research is being conducted at West Point into the patterns of the fundamental frequency of the tone bearing rhymes (i.e. syllable 'tails') of spoken Mandarin. The research compares speech patterns from a large corpus of speech read by native speakers of Mandarin and a smaller corpus of non-native speech by American learners of Mandarin. The



results of the comparison will be used to adapt speech recognition systems used in language learning software.

### **Listening by Design: Using sound files out of class to enhance students' oral-aural skills**

Yuan Gao, The Peddie School

One of the most noted difficulties encountered by Mandarin language teachers is in the consolidation of students' pronunciation. This is particularly challenging due to limited in-class teaching time. This presentation will demonstrate and discuss the design and use of digital sound files by students primarily outside of class in a grade 8-12 learning environment. The discussion will focus on the benefits and challenges of such a practice, as motivated by predetermined curriculum goals and a focus on the meaningful use of technology. Also discussed will be some means of assessment offered by this technology, and its suggested impact on student performance and learning. Ways to enhance face-to-face interactions with students through effective use of technology will be explored.

### **From a Small, Endangered Program to a Stable Degree Program**

Ming Chao Gui, The University of Oklahoma

It is intended in this presentation to probe the issues affecting the enrollment and retention of students learning a less commonly taught language such as Chinese in the setting of American universities. Based on my experience in developing a small, endangered program into a stable degree program in nine years, the paper summarizes some positive factors, significant means and the underlying ideas and thoughts with the intention of providing helpful information and ideas for Chinese language program developers or instructors.

The major points of the paper include 1) the Chinese program development at the University of Oklahoma, 2) the mentality of American college students, 3) the "external" and "internal" factors and their interaction, 4) the teacher-student relationship, 5) the attraction of knowledge, 6) the "chicken-and-egg" rationale in obtaining support, and 7) Chinese work ethic in American classroom setting.

### **Increasing the Enrollment of Chinese Language Students: A Case at Purdue University**

Wei Hong, Purdue University

It is widely believed that China's role in global economy is a major contributor to the general trend of increasing enrollment in Chinese Language Programs nationwide. While enjoying such noticeable change, instructors of Chinese as a Foreign Language (CFL) become aware that attracting and retaining students to learn Chinese language may not succeed if only relying on the outside factors. Efforts of instructors and active involvement of students may significantly contribute to the development of Chinese Language Programs in the US.

This paper is thus to present the Chinese Language Program at Purdue University in regards to the attracting and retaining efforts on increasing the enrollment of Chinese language students. Such efforts are distributed as follows: Phase One: Attracting, Phase Two: Reinforcing, Phase Three: Retaining. Providing empirical evidence on how a Chinese language program has developed in a prominent engineering school such as Purdue University, the paper discusses course designs and extra-curricular activities as well as the areas for further improvements.

## **Interpersonal Communication in Chinese Culture: The Top 10 Rules and Beyond**

Xiaobin Jian, College of William and Mary

Seeing communicating in different cultures as different "games," this paper assumes that different games have different rules governing the interpretation of good moves, bad moves, winning and losing. It seeks to identify some of the basic "rules" surrounding the themes of establishing a relationship, developing a relationship, maintaining a relationship and repairing a relationship. It focuses on the non-linguistic factors in Chinese behavioral culture that is the basis of those "rules." It also examines the dynamics between these "rules" and the changes taking place in today's China and the dynamics between these "rules" and the ever increasing and present non-native learners/players in the game.

## **HSK, An Effective tool to Assess Students' Progress in Learning Chinese**

Dela Jiao and Wenchao He, The New York University

In the United States, we badly need a nation-wide Chinese "standard" test designed especially for students at the college level. We think that HSK (Hanyu Shuiping Kaoshi or Chinese Proficiency Test), the standard Chinese test designed by a group of scholars in China is so far the most authoritative test of its kind in the world, can be used at least as a supplementary means in assessing the progress of American college students in learning Chinese.

This paper is a comparative study of HSK and the "conventional" ways of assessing college students' Chinese proficiency in this country as a whole. It will be based on the presenters' actual teaching experience at the college level, as well as on the presenters' experience of serving as HSK coordinators in the US during the past four years. The paper will be devoted to the following issues:

- What are the main features of HSK?
- Compared with the "conventional" tests found in American colleges, what are the advantages and disadvantages of using HSK to assess American students' learning results?
- To what extent should we combine HSK with the tests made by individual instructors or individual schools?
- To what extent can HSK scores be used to assess American college students' Chinese proficiency?
- What are the possible strategies that would help students get familiar with HSK while still paying enough attention to their textbooks?

## **An Interactive Approach towards CFL Teacher Training Programs**

Hong Gang Jin, Hamilton College

This paper discusses three questions that arise in the design of CFL (Chinese as a Foreign Language) teacher training and supervision programs, especially teacher training in programs for learning Chinese abroad: First, what teaching principles should be highlighted and emphasized throughout the training program? Second, what teaching techniques should be introduced to teachers to help them interact effectively with students? Third, what guidelines and hands-on activities can be used in the workshop to help teachers initiate and sustain interaction with their students? Using real examples and the results of survey questionnaires

from the past two years, the paper will demonstrate four models [viz, (1) theme-based instruction, (2) experiential learning, (3) episode hypothesis, and (4) task-based teaching] that have been adopted by the Associated Colleges in China (ACC) training program to assist teachers in acquiring interactive techniques.

### **Articulation and Coordination**

Jean Jones, International Montessori School of Beijing

Children who begin second language study in preschool or in the early elementary grades must have language study options in higher grades which are appropriate for the skills that they have acquired. Articulation is not a one-way process but a two-way street, and programs at different rungs of the education ladder must work together to ensure that the transition between levels is smooth.

Articulation and coordination are very real issues for the IMB early CSL program. Many graduates of IMB continue their education in Beijing at the International School of Beijing (the ISB), a K-12 school which offers CSL instruction. Since there is an overlap in grade level between the two schools, transition may occur any time between kindergarten and grade 5. This presentation addresses the issues in articulation and coordination that the IMB faces as it develops its CSL program and describes the specific articulation plans that are emerging in the two Chinese programs.

It is clear that early CSL education will ultimately raise the level of Chinese language skills across the educational continuum. Therefore, the process of communication and the specific articulation plans at the early CSL level are relevant for all levels of Chinese programs in the education ladder.

### **A Review on CFL Tests that Model the ACTFL Proficiency Guidelines**

Chuanren Ke, The University of Iowa

Since the dissemination of the ACTFL Proficiency Guidelines and the development of the ACTFL Oral Proficiency Interview in the eighties, there have been quite a few tests been developed for CFL learners that model the ACTFL Proficiency Guidelines. These tests include: The Chinese Speaking Test (developed by Center for Applied Linguistics), The Video Oral Communications Instrument (developed by San Diego State University Language Acquisition Resource Center), The Computer-Assisted Oral Assessment Instrument (developed by Center for Applied Linguistics), The Computer-Adaptive Test for Reading Chinese (developed by Tao-chung Yao), and The Chinese Computerized Adaptive Listening Comprehension Test (developed by Chuanren Ke and Zizi Zhang). This presentation will review these functionally-based tests with an emphasis on the most recent developed one: The Chinese Computerized Adaptive Listening Comprehension Test. The review criteria for these criterion-referenced tests will include instructional sensitivity, curricular relevance, and empirical research.

### **Teaching Culture In The Chinese Language Classroom**

Cornelius C. Kubler, Williams College

Knowing how to say something with correct pronunciation, grammar, and vocabulary is not sufficient for effective communication in Chinese. Learners need to understand Chinese culture

and society and must know what to say and what not to say, when to say it, and how to adjust what they say for the occasion. Since the Chinese language is itself part and parcel of Chinese culture, there is no way of avoiding the teaching of culture. However, since classroom time is so limited, it is important to think carefully about the different aspects of culture, and to consider carefully which aspects should be introduced to students when and how. In the classroom, the focus should be on Chinese behavioral culture, which should be built into the language lessons and should be taught via the four skills. Our goal for most students should be to help them become effective cross-cultural communicators. However, those students hoping to attain the highest levels of proficiency require an insider's familiarity with and sensitivity to Chinese culture and society. Thus, whereas the instrumentally motivated learner at the basic or intermediate level is essentially limited to cross-cultural communication, the very advanced learner may, at least some of the time, be moving in the direction of same-culture communication.

### **Interactive Chinese E-Learning on Blackboard**

Feng Lan, Florida State University

Presently, Blackboard is perhaps the most widely used e-education platform in America. It appeals to educators because of its flexibility, customizability, and integrationality, in managing Web-based courses. Blackboard offers multi-language support; especially with the newest version, which is fully Unicode-enabled, it provides a Chinese-recognition environment. The Chinese Program at the Florida State University began to use Blackboard in 2001 and has found it a useful platform for enhancing Chinese instruction.

In this presentation, I will focus on how to utilize available functions in Blackboard to create an interactive Chinese-learning setting. First, I will argue that an adequate use of Blackboard's interactive features--such as "Announcement," "Assignments," "Assessment," "Groups," and "Discussion Board"--is able to foster an online community beneficial to instructors and attractive to students. Secondly, I will demonstrate how to integrate Blackboard's "Virtual Classroom" with multimedia applications to deliver course materials. Designed to emphasize aural, visual, and textual interactiveness, such materials (Real Audio, PowerPoint Presentation, QuickTime Video, etc) seek especially to facilitate online listening and reading comprehensions. Also, I will examine some existing shortcomings of Blackboard (such as its lack of support for simultaneous recording). I will conclude that although such an online platform as Blackboard is still unable to replace the traditional classroom, it can serve as an effective supplementary tool for teaching-learning Chinese.

### **Connecting Thematic Instruction to the Standards at K-12 Level**

Lucy Lee, Livingston High School/ Educational Testing Service

Sharing results of the CLASS 2002 Summer Study Abroad Program, the presenter will describe the uniquely powerful ways in which thematic instruction can address the standards in the Chinese language curriculum. The presenter will explain the benefits of thematic instruction and how to organize thematic units around materials from the Chinese culture that are of high interest to students. Practical information will be provided about procedures for webbing, mapping and clustering a theme from the existing school curricula.

文言的简约和白话文的省略  
欧柏林大学东亚系 李恺

文言文行文中常有省略，可以省略主语，谓语，宾语以及其他句子成分。在完全不妨碍句子表达的情况下，省略成为正例而非特例。因此我们不应该称之为省略，而应该说这是体现文言文特点的简约。

这种简约形成思维定势，对书面语及口语有极大的影响。书面语及口语的省略原则和文言文的简约规律是一致的。

学习文言文不仅在词语，语法方面对学好现代汉语有直接的帮助，在语言表达方式及思维方式方面对学生也极有意义。

## **Teaching Chinese Calligraphy as an Integration of Culture, Language and Art: Course Design**

Wendan Li, University of North Carolina at Chapel Hill

Calligraphy is an art. Teaching calligraphy to American students is also an art. The objectives of a Chinese calligraphy course in a university language program should include not only the teaching of writing techniques, but also the teaching of Chinese culture, philosophy, language, and artistic appreciation from a Chinese point of view. In this presentation, a number of issues will be discussed, such as the design of a course syllabus, student interest and expectations, classroom teaching procedure and techniques, facilities, textbooks, as well as the use of modern technology. The discussion will be based on my teaching experience at the University of North Carolina at Chapel Hill. A central question to be addressed throughout is how to keep a healthy balance not only between cultural content, language learning and artistic training, but also between the Chinese belief that calligraphy learning is *kulian* (hard practice) and the western educational philosophy that learning should be a positive and enjoyable process.

## **Effective training methodology from trainees' perspectives**

Hsin-hsin Liang, University of Virginia

As teacher trainers, we are clear about what teaching techniques the new teachers should be familiar with before they actually enter the classroom to teach. However, we are not so clear, from the trainees' perspective, about what the most effective strategies are for them to quickly absorb what the trainers intend to deliver. Moreover, we do not know what are the differences in the needs of experienced teachers as opposed to new teachers for professional enhancement. This paper is an investigation of how both new and experienced teachers want to be trained professionally in teaching Chinese as a second language. A questionnaire designed to get information on these issues will be administered and analyzed this summer during the teachers' training workshop in the Program of Associated Colleges in China (ACC). If permitted, the same questionnaire will be administered to teacher trainees in the IUB, the CET, and in other study-abroad programs. Feedback from these questionnaires should be able to reveal information that will help teacher trainers to design and focus on more effective training strategies in the future.

## **Feminist Pedagogy in the Chinese Literature Classroom**

Hsiu-ling Lin, College of Holy Cross

The traditional mode of university teaching, that of the lecture, presumes that an expert will present to the students an objective and rationally derived set of information. This mode, no matter how complete, will necessarily reflect the personal bias of the lecturer. It does not

necessarily hold personal meaning for all students--they can simply memorize it for a grade. This kind of learning is "for the test" not "for oneself." Moreover, the traditional version of education is often discriminatory against women because its content often ignores or demeans them.

When I discuss a "feminist pedagogy," I don't strictly mean pedagogy designed for and about women, although that is a part of it. What I mean, more broadly, is a pedagogy that is designed to take advantage of the tendencies found in everyone which are commonly referred as "feminine"--that is, one designed to encourage open expression and to allow the students, both male and female, to explore their own personal feelings and beliefs. The emphasis is not on competition, but on cooperation, collaboration, open expression, intuitive knowledge and personal understanding. These are all traits that were lacking in the traditional, male-oriented teaching style.

This research would explore how the feminist pedagogy works in the Chinese literature classroom. Data collected in this study consists of several different components: students' interviews, questionnaires, transcripts of classroom discussions and my own personal journal containing my observations and reflections on my decisions as a teacher/researcher.

### **A New Teaching Model: SMART Board Delivered Language Instruction**

Patrick Lin, Defense Language Institute

SMART Board, an interactive whiteboard equipped with a powerful computer and a VCR, was originally used in corporations for demonstration and training purposes. Now, some institutions, like Defense Language Institute, are utilizing the SMART Board for foreign language instruction. Consisting of two parts, this presentation will explore and examine the advantages and challenges of using the SMART Board as a new teaching model in foreign language instruction. First, the presenter will compare the current two major teaching models: the traditional classroom teaching and the online teaching. Then the presenter will share his experience on using the SMART Board to bring the Internet and multimedia world into a language classroom while still preserving the value of the traditional classroom teaching. At the second part of the presentation, the presenter will share his view with the audience on the profound impact of the SMART Board teaching model on language teaching methodology and the language curriculum development. Strategies for teachers to meet the challenge in using this high-tech equipment are also discussed.

### **The Textbook Issue: Whether, What, and Why**

Annie Liu, International Montessori School of Beijing

This presentation explores the issue of instructional material for the early CSL program. We begin with the assumption that good instructional material has a number of benefits: It helps to define learning goals. It provides a structured path through the curriculum. It ensures a relatively uniform learning environment for students. It supports and guides inexperienced teachers. However, there is little instructional material developed for early CSL learners, and much of it is problematic. Problems, as illustrated in the presentation, include lack of clarity of goals, inadequate separation of listening and reading, inadequate separation of first and target language, insufficient introduction of target culture, etc. Resolution of problems, also discussed in the presentation, include modification of existing material and the development of new material. Pilot material developed by the IMB for its CSL program will be introduced.

## **A Reflective and Resonance Model for CFL Teacher Training Programs**

Jennifer Li-chia Liu, Indiana University,

As the field of CFL matures, the issue of teacher development is getting more and more important. While new curricula and materials are being developed and updated almost yearly, there are few investigations on the soul of any successful instruction: teachers themselves. Thus, this paper intends to examine the question that any quality CFL programs are concerned with: how to train and develop language teachers to meet many challenges in our profession, especially at a major university programs during the academic year? Specifically, the questions addressed in the paper include: (1) What models should be adopted to orient and initiate new CFL teachers into the profession? (2) What curricular arrangements should be made to increase the knowledge and skills of relatively new or experienced CFL teachers? (3) What activities should be implemented to sustain the professional growth of a CFL teacher? The author will use lesson-planning samples and survey data to support the thesis: it's critical to encourage reflective practices among teachers and form collegial relationship and support network.

## **Comparative Readings in Classical Chinese Teaching**

Le-ning Liu, Columbia University

To enhance their understanding of Classical Chinese language and the cultural contents it conveys, we need provide our students with supplementary materials which are of comparative values to the main texts. These values can be defined by three criteria:

A. They can help to understand a specific expression in main text. In 《史记廉颇蔺相如列传》 an angry 蔺相如 threatened the King of Qin saying: “五步之内，相如请得以颈血溅大王矣！” To help students fully understand the meaning and significance of this expression, we used 《战国策魏策》 as the supplementary reading material to the text from 《史记》. It has the following relevant passage: 秦王曰：“布衣之怒亦免冠徒跣，以头抢地尔。”唐且曰：“此庸夫之怒也，非士之怒也。若士必怒，伏尸二人，流血五步，天下缟素，今日是也！” This passage vividly illustrates the expression from 《史记》.

B. They can help to understand the theme of the main text. 《孟子 性善》 expresses author's optimistic opinion about human nature. To help students fully understand the theme, we used 《荀子 性恶》 as its supplementary material, providing students not only another perspective on the same subject but a quite distinctive writing style.

C. They can help to learn linguistic features and history of the language better. For instance, many historical events recorded in 《左传》 were later rewritten in 《史记》 and 《国语》. By comparing them, we can clearly show students how the language had evolved in some six hundred years.

To conclude, comparative reading should be adequately incorporated in Classical Chinese teaching.

## **Integration of Multimedia-based Resources into Functional Spoken Chinese Training**

Meiru Liu, Portland State University

Although much has been reported on the rapid development of information super highway and its potential for changing pedagogical practice and for providing inexhaustible language learning resources, relatively little attention has been given as to how to customize the available and

ready-made information into effective language learning materials. The Chinese classes at Portland State University's master degree program of international business, which offers one-year intensive Chinese courses to students of all levels, have provided informal testing and training ground for processing, modifying, customizing and simplifying the multimedia-based language materials in a way to maximize learning opportunities for students of different levels, e.g. train for tones, grammar, and culture understanding. With these points in mind, the focus of this presentation will be on the pedagogic issues in incorporating the multimedia-based resources, including published CD-ROMs, videos, CCTV shows and newspaper articles, into functional spoken Chinese training.

## **How HSK Is Relevant to Our Regular Chinese Instruction: A U.S. Perspective (in Chinese)**

Wei Liu, University of Michigan

This paper reports and analyzes the results of an HSK BASIC test among students of Chinese in our university in terms of a correlation study between students' HSK scores on the one hand and their scores on achievement tests and ratings by the teachers on the other. The paper also includes a comparative study between vocabulary and grammatical points that appear in the HSK BASIC test used in this project and those that are covered by certain popular Chinese textbooks in North America. On the basis of these studies, which are to revealed relevance (positive or negative, strong or weak) between HSK and our regular Chinese instruction, discussions will be held on how HSK can be used to facilitate our regular Chinese instruction and how HSK should be improved for the North American market. HSK has been used as an assessment tool at our university since 1998, where students are allowed to waive certain academic requirements based on their HSK performance. The outcome of the current studies, therefore, will also be helpful to our policy confirmation or adjustments. It is hoped that our findings in this project will provide useful references to other institutions in this country as well.

## **Overlooked Areas in Our Grammar Instruction**

Xianmin Liu, Vanderbilt University

In analyzing students' grammatical mistakes, we have found that many students' errors can be traced to our grammar instructions. In this paper, we will focus on three issues: (1) over-simplification in vocabulary definition (e.g., grammar instruction: shi: rang, jiao? student error: \*Wo mama shi wo da dianhua); (2) over-generalization of grammatical rules (e.g., grammar instruction: use completion aspect marker '-le' when the action is completed? student error: \* Wo qing-le ta lai wo jia chifan); (3) failure to point out the difference between English and Chinese in terms of grammatical/pragmatic functions. (e.g., grammar instruction: 'yige' means 'a' or 'one' in English? student error: \* Ta meiyou yige didi).

Error analysis will be made against the corresponding grammatical instructions found in textbooks and reference books. We will also discuss in certain depth why these grammar instructions could mislead students.

It is our hope that the findings of this study draw attention to close study of pedagogical grammar. We suggest to teach students not only the grammatical and semantic information of the item, but also its pragmatic function and restrictions (when/where (not) to use the item).

## **Learning Going Online--A Presentation on A Project at Yale Chinese Programs**



Ling Mu, Yale University

New technology is revolutionizing the pedagogy of second language acquisition. This presentation will demonstrate a Web-based project created to respond to a strategic reduction of classroom time from nine to five hours per week for Yale's intermediate Chinese program. Propelling this historic change was the vision of a new technological environment that could compensate for what used to be done in class. As in-charge person of the course, I designed a curriculum enriched by new technologies in order to use classroom time more efficiently while enabling students to learn language in a space and at a pace with which they feel more comfortable. Specifically, we put online a set of digitized listening and speaking materials together with the corresponding package of text materials so that students can access them easily. Over the past three years, we have been using the online textbook and successfully interacted it with other materials and activities, making it a coherent part of the whole curriculum of the intermediate Chinese course. My presentation will discuss the module: how it functions and what are the fundamental elements that would ensure its effective use. The presentation will try to illuminate the dynamic relations between outside online teaching materials and in-class activities and the way that online materials could radically change an otherwise conventional Chinese language class.

### **Clavis Sinica and the Chinese Text Sampler: Creating a Digital Reading and Reference Environment for Students**

David Porter, University of Michigan

This paper will discuss the new possibilities in Chinese pedagogy provided by two recently developed resources for the teaching of Chinese language, literature, and culture: the Clavis Sinica software package and the Chinese Text Sampler website. The software provides a versatile Chinese text reader that can be used by students to read any Chinese text-whether on the Web or from some other source-with minimal need for a print dictionary, and to study the new vocabulary it contains. Students can be asked, for example, to research a topic on Chinese newspaper websites in preparation for a class discussion, or to read a literary selection found on any of the many websites devoted to the works of well-known Chinese authors. The Chinese Text Sampler website provides a rich and varied corpus of well-known and engaging reading materials for the use of intermediate and advanced students of Chinese language and literature who want to hone their reading skills while improving their cultural literacy. The paper will discuss how these two complementary teaching resources can be used in a classroom setting as an attractive alternative to the traditional textbook + vocabulary list model for encouraging student reading practice. Specific examples will be provided from successful second- and third-year courses that have used one or both of these resources at the University of Puget Sound, the University of North Carolina, and the University of Michigan.

### **Recitation: A Teaching Method with Chinese Characteristics**

Helena Riha, The Ohio State University

As interest in learning Chinese increases, teaching methods with Chinese characteristics are needed to address the uniquely Chinese aspects of the language, which present the greatest obstacles for learners but are often overlooked in current teaching methodologies. An understanding of how the Chinese themselves perceive and teach the language to native speakers should be incorporated into Chinese pedagogy.

Studying Chinese in a Chinese way can help learners gain control over the difficult parts of the language. To test this view, I studied broadcast Mandarin at the Beijing Broadcasting Institute (BBI), a rigorous learning environment for native speakers. Two exercises were most beneficial. First is reading words aloud according to *sihu*, the categorization of syllables in traditional Chinese phonology. The exercise trains the articulators to respond nimbly. Second is recitation, which forms an important part of BBI's curriculum as it has a long tradition in China. Recitation provides many benefits, including aural memories of correct pronunciation and prosody; oral practice in context; memories of accurate language use to overcome *yang qiang*, *yang diao*; cultural knowledge; and exposure to Chinese literature, which helps one think and speak in a Chinese way. These Chinese-specific teaching methods helped me to overcome long-standing problems in my learning.

## **Chinese YE as a Constraint On Contextual Effects of Parallelism**

Hsiao-lan T. Roberts, Defense Language Institute

Certain types of words may contribute more to how meanings are constructed than just what the sentence means. In a sentence, such as John is also a car seller, the word also signals that the hearer should derive the communicative import of the sentence by placing it in the context of another proposition, such as "Larry is a car seller" or "John is a car buyer." In other words, also may instruct the addressee to interpret the sentence in question in the context of certain assumptions, stated or unstated.

This presentation discusses the uses of Chinese YE, the English counter part of "also." I propose that Chinese YE in most cases constrains the hearer to interpret the proposition with which it is associated as having parallel contextual effects as the assumption(s) most readily accessible.

The contribution of parallelism yielded by YE may be understood in two ways: (a) reduce processing effort, and (b) create parallel confirmation or parallel contradiction. YE in parallel confirmation provides an additional premise. YE in parallel contradiction, on the other hand, leads a conclusion. In the parallel inferential processes, especially in parallel contradiction, the assumptions based on encyclopaedic knowledge plays an important role as input of premises.

## **Why Teach Chinese Calligraphy in a Chinese Language Program?**

Carl Robertson, Southwestern University

This paper will address reasons for including a course on Chinese calligraphy in a language program, using "national standards" as a point of departure for the discussion. The primary reason for including Chinese calligraphy is to complement and strengthen a language program. Chinese calligraphy (*shufa*) does contribute to traditional proficiency objectives as characters are a common feature of daily conversation. A *shufa* course can also contribute to language curriculum by providing a character-based course where students can acquire some of all proficiency skills, but at a different pace or angle of approach. *Shufa* permits active participation in many central aspects of Chinese culture, such as emphasis on both form and individual expression. In addition, a course on *shufa* can further publicize the language program because of its high visibility and connections to communities on and off campus. Students are increasingly attracted to Chinese writing, which can promote deeper language study, but a *shufa* course can also provide administrators, alumni, and parents with a justification for teaching / learning Chinese and give a visible sense of a vital, active language program.

## **The Development of an early CSL Program: Perils and Progress**

Claudia Ross, College of the Holy Cross; Annie Liu, International Montessori School of Beijing

The population of IMB includes approximately 400 children in the ex-patriot community in Beijing. Some children come from households in which the primary language is Mandarin Chinese, and some come from households in which neither parent speaks Chinese. Parents select the Montessori school because of their interest in the Montessori philosophy and because of the overall academic reputation of the school. Language instruction is not a primary motivation for enrollment. This presentation discusses the most important issues facing the IMB in its development of the CSL program. These include the following. (a) and (d) pertain to the specific conditions of the Montessori program in Beijing, but (b), (c), and (e) are central concerns for any early CSL program, and their resolution has broad implications for the development of early CSL programs.

- a. The development of specific pedagogical goals and a method of delivery consistent with these goals and the Montessori philosophy.
- b. The development pedagogical goals for early learners of Chinese as a second language which are consistent with ACTFL standards for second language learning.
- c. The correlation of language skill development with milestones of child development and the development of goals and activities sensitive to child development issues.
- d. The development of multiple language tracks sensitive to prior Chinese language background
- e. Teacher training and parent education.

## **Linguistic Complexity and Beginning Level CFL Reading Comprehension**

Helen H. Shen, University of Iowa

Linguistic complexity of the reading text is one major factor that directly affects reading comprehension (Alderson & Bachman, 2000). Research into first language reading comprehension has suggested that the linguistic complexity includes three levels--surface complexity, interpretive complexity, and systematic complexity (Smith, 1988). So far, no comprehensive study has been conducted with regard to the role of linguistic complexity and its effect on CFL reading comprehension at any of the three levels.

The purpose of this study is to investigate the linguistic complexity and its effect on Chinese as a foreign language (CFL) reading comprehension among beginning learners at surface complexity level. Specifically, it identifies the types of linguistic factors that affect the beginning level CFL reading comprehension, examines the degrees of correlation between each identified linguistic factor and reading comprehension, and identifies linguistic factors that can best predict beginning level reading comprehension. Participants are one hundred college students from beginning level Chinese classes. They are asked to complete a set of reading comprehension tests developed for this purpose. Correlation, regression, and analysis of variance, will be used for data analysis. The results of this study will contribute insights to establishing a theoretical model for assessing readability for beginning level reading text as well as to language educators in choosing linguistically appropriate reading materials for beginning learners.

## **Thematic Unit Module for Elementary School**

April Song, George Jackson Elementary School

Standards-based thematic units engage students in a variety of performance tasks. The presenter will demonstrate how to use thematic unit lessons to teach the Chinese language culture to younger learners at the elementary school. This session offers ideas that work and useful materials for K-4 Chinese classes. Sample unit lessons will be presented as well.

### **Impact of strategy instruction on CFL learner's reading strategy development and their competence of reading comprehension**

Song Jiang, University of Hawaii

The impact of the strategy instruction on reading has been well studied in both L1 and ESL settings (Palincsar & Brown 1984, Bereiter and Bird 1985, Carrell et al 1989, Auerbach and Paxton 1997). These studies indicate that cognitive and metacognitive strategies are effective in enhancing reading comprehension. This study investigates the impact of strategy instruction on CFL learners' reading strategies and their comprehension, and addresses the following questions: a) What reading strategies are commonly employed by advanced CFL learners without strategy instruction? b) Does the strategy instruction make a difference in advanced CFL learners' reading strategy employment and comprehension? c) Are there any strategies particularly important to CFL learners? The 15 participants are English speaking CFL students enrolled in CHN 402 at the University of Hawai'i. A four-week reading instruction on cognitive and metacognitive strategies is designed and provided to these participants. The data is collected from background questionnaires, pre-reading proficiency test, reading tasks, think-aloud protocols, observations, group discussion, student interviews, and post reading proficiency test. The result of this study indicates that strategy instruction is effective and beneficial in improving CFL students' reading proficiency level. Based on the result, we argue that the strategy instruction deserves a great attention in classroom teaching of reading in Chinese.

### **A Self-Paced Learning/Teaching Project**

Marina H. Sung and Eric M. Young TSgt , Defense Language Institute

The goal of this project is to provide an intuitive multimedia language training interface geared toward both independent study and classroom use. Another goal was to contain the cost and time of development and production as well as being capable of being delivered on universally available, operating system independent platforms.

The answer to these goals was to use the multimedia capabilities of web browsers by programming in HTML and JAVA(R) script. The programming is designed to not only be independent of the operating system but also independent of any specific browser. This means that the users not only could use the omnipresent Microsoft Window(R) and Internet Explorer(R) combination, but also any number of other operating systems and browsers many of which are cost-free.

As for delivery of lessons, our design allows for the content to be delivered either over the internet or via CD ROM for those without Internet access.

The Content will be comprised of authentic relevant digital media providing students with tools to improve listening and reading comprehension, as well as a means to explore the language

culture.

## **Videos in the Chinese Classrooms: A Better Way?**

Chunhong Teng, Michigan State University

This paper presents STRATEGIES that research and experience have proven to be effective in presenting foreign videos to students in the classroom. To that end, I first briefly REVIEW key research and pedagogy in the field. Based on this review, I then go on to DEMONSTRATE an exercise sequence that I have successfully used with my students of Chinese who, through the use of the related 20-minute video, have been able to proceed from visual- to verbal-production, with this particular sequence being appropriate for either beginning or intermediate Chinese-language instruction. I next show how my students have been able even more thoroughly to ASSIMILATE the vocabulary and grammar of the video segment by using an audiotape and the accompanying exercise-workbook that I created for the "Pan Gu Video Program", a segmented program containing both COMPREHENSION activities that check understanding of the video, and interactive speaking activities that REINFORCE the structures and vocabulary of the segments. Finally, I propose various SEQUENTIAL STEPS for viewing the "Pan Gu" video in the Chinese-language classroom.

## **如何透过电影和文学作品训练高年级学生的叙述能力**

Li-li Teng, Yale University

近些年来，多媒体的发展给中文教学带来了许多好处，广播节目，电视采访等真实语料相继发展为畅销的教材。相较于以报纸或论述性文章为主体的传统高年级课本，多媒体的使用的确为教学注入了新的活力，但这两类教材的设计似乎都有着太强的单一性，因而很难兼顾学生在语言发展上的全方位需求，特别是叙述能力的需求。本文主张高年级教材应涵盖各类的语言形式，并以电影和文学作品在语言教学中的应用为例，讨论几个极少出现于报道性文章的常用动作性动词，与口语叙述中可用的衔接性技巧。

## **A Comparative Study of Oral Proficiency Between Study-abroad Learners and Non Study-abroad Learners**

Miao-Fen Tseng, University of Virginia

Meagan (1986), Liskin-Gasparro (1984), Foltz (1991), and Brecht and Davidson (1991) found that despite different foreign languages being studied, students who are immersed in a foreign country attain higher OPI scores than students who study at their home university. However, DeKeyser (1986, 1991) concludes that there are no actual gains in oral proficiency despite improvement in fluency and vocabulary. To investigate if Chinese language learners gain greater oral proficiency in a study abroad context, this study used the standardized OPI measure to assess learners' oral proficiency. Participants included twenty learners who studied in a 9-week summer intensive program in China and twenty learners who studied at their home university for one regular academic year. Each participant was interviewed at the end of first year language instruction and at the end of second year language instruction. The OPI samples were assessed by two OPI certified trainers to ensure their reliability. The OPI scores showed that the study-abroad learners not only attained greater oral proficiency but also increased their rate of speech and use of fillers and modifiers.

## **Word Structure and How It Matters in Grammar**

Jenny Wang, United States Naval Academy

It is well believed that Chinese has a meager inflectional morphology but is rich in compounding. It is not as well believed, however, that Chinese compound structure has a crucial bearing to its syntax, at least not from a pedagogical perspective, since in most commonly used textbooks, grammar notes center around sentence structures and structural words, leaving word structure hardly attended to. This study analyzes student errors induced by such negligence and identify a few major aspects where knowledge of word structure may help with the development of learner grammar. These could be illustrated by the following examples.

(1) VO taken as nouns:

Ta you yige \*kaihui (hui).

(2) VO taken as transitive verbs:

Women \*diancai (dian) le sanshige jiaozi.

(3) VC taken as transitive verbs:

Women dou \*chuqu (qu) le Zhongcanguan.

(4) VO in exclusive VV or VC structure (VV for coordinating verb compound):

Wo xiang xian \*shuijiao yixia (shui yihuir jiao) zai kanshu.

(5) VO with de-complements without copying the V:

Jinnian dongtian \*xiaxue (xiaxue xia) de henduo.

(6) MH verb with de-complements with wrongly copied modifier:

Zheke shu wo \*yuxi yu (yuxi) de buhao.

## **Comprehendative, Interpretative and Performative Perspectives in Listening Comprehension Classes**

Jianqi Wang, The Ohio State University

As a goal, performance would be too narrow if interpreted as mirrored from stage performing. As a pedagogical method, it can be applied not only to classes that imply students' contextual role-playing such as spoken classes but also in classes that focus on learners' other skills. This paper uses listening comprehension as an example to demonstrate how performative perspective can be implemented in classes other than those that are stage-performing compatible.

Listening comprehension is usually limited to linguistic understandings of utterances. Imbedded psychological and cultural elements behind the sound presentation of the uttered word strings are often left out. Information and communication theories have long ago defined an active role a listener plays. Language pedagogical practice has to conform to the tiered levels of understandings in actual communications.

Comprehendative understanding focuses on what people say. Interpretative understanding focuses on what people think. Performative understanding focuses on the way people act and react. Three types of questions reflect these three levels of understanding of speech acts. If performing in the target culture and interacting with the natives is the ultimate goal of learning a foreign language, a listening comprehension class should not only be comprehendative and interpretive, but also performative.

## **Patterns of Variation in HSK Participation and Factors Behind: A Canadian Perspective**

Renzhong (Bill) Wang, McGill University

Over the past few years since the introduction of HSK into Canadian university campuses as a standardized Chinese proficiency test for non-Chinese native speakers, we have witnessed quite different patterns of participation in HSK tests. Such variations were manifested both vertically and horizontally, in terms of temporal and regional differences in the number of participants as well as the cultural backgrounds of examinees. What are the differences? What may have caused the variations? These are the central concerns of my presentation. I will, then, first give an overview of HSK participation patterns in the context of Canadian testing sites during the past seven years, followed by a preliminary analysis of the factors that might have contributed to the variations of HSK participation. In conclusion I will argue that to identify the existent problems is the first, and yet, very important step toward successful promotion of HSK in the future. Awareness, coordination, and support are the password for HSK to develop its potential market.

### **Strategies in Recognizing Chinese Characters and Words, A Comparative Study**

Xiaohong Wen, University of Houston

The present study investigates the strategies in recognizing Chinese characters and bisyllabic words used by students learning Chinese as a foreign language. Participants are students enrolled in Chinese classes at a US university. Sixty students, 20 at the each level of the elementary, intermediate and advanced, will participate in the study. Participants will do the tasks of character and word recognition individually. One hundred characters, representing the structure of semantic and phonological components, and varied numbers of stroke, will be given to students as the instrument to elicit data. Recognized characters and words will be categorized, compared, and statistically analyzed. Correlations of recognition of the characters and words in the tasks will be compared and examined. Linguistic and cognitive strategies used in character and word recognition will be investigated and discussed. This study is a continuation of my previous study on character recognition.

### **Application of Computer Technology for Chinese Character and Writing Instruction**

Grace Wu, University of Pennsylvania

Chinese Reading and Writing courses in the University of Pennsylvania are specifically designed for heritage students. The major purpose of these courses is to help students develop the ability to use written Mandarin Chinese in linguistically and socially appropriate ways. Developing student's ability in character writing and retention, however, remains a major problem in the instruction, frustrating both the instructor and students. Actually, learning to hand-write Chinese characters is no doubt the greatest difficulty facing all students of Chinese. Thanks to the increased use of computers and Chinese word-processing software, students are able to "write" Chinese characters on the computer screen. However, the results are still unsatisfactory, e.g. errors in recognizing the intended character from a group of different characters with the same sound. This presentation will focus on discussing some common problems when students use Chinese word-processing software to reproduce Chinese characters by evaluating and analyzing a group of students' writing samples. Suggestions will be made as to how to overcome such obstacles in using Chinese word-processing software. The findings will certainly assist not only the students in the reading and writing class for heritage learners but also the students of Chinese in general.

## **An Interactive Reading and Writing Module For the Heritage Learners**

Sue-mei Wu, Carnegie Mellon University

This presentation will focus on an online project which I am developing at CMU. The project is to develop language and culture literacy module for heritage students who has basic to intermediate oral/aural skills in Chinese but with minimal reading and writing skills. The goals for this project is to develop a core set of interactive and personalized online Chinese reading and writing skills, and to research the literacy improvement for heritage learners. The literacy module will have three major components: reading, writing and culture information. The features of the module are interactivity, personalization and innovation.

The readings are mainly Chinese folk tales, legends, festival descriptions and stories behind traditional Chinese idioms. It is written with the most commonly used 1000 vocabulary and basic commonly used sentence patterns for basic to intermediate level students. The online module consists of the following related components:

(a) introductory readings (b) annotated readings (c) exercises (d) visual aids and audiovisual segments (e) student's writing, and (f) individual instruction.

## **L2 Acquisition of Chinese Topic-Prominent Constructions**

Yun Xiao, University of Massachusetts at Amherst

Mandarin Chinese is characterized as a topic-prominent (TP) language (Li and Thompson, 1976), in which the topic plays a prominent role and word order is manifested with a variety of sentence constructions such as SVO, SOV, OSV, and SSSVO. English is a subject-prominent (SP) language, in which topicalization is restricted and SVO order is predominant. Unlike English word order, which is syntactically motivated, Chinese word order is constrained at multiple levels such as semantics, pragmatics, and syntax (Li and Thompson, 1981; Sun and Givon, 1985; Chen, 1995). Studies in L2 acquisition of Chinese from SP-to-TP transition so far have only examined a stage-like development from pragmatic perspectives with a small sample size (Jin, 1992, 1994).

This study investigates the developmental sequence in L2 acquisition of Chinese TP constructions with a larger data set and an analysis on how this developmental sequence is constrained by pragmatic, semantic, and syntactic factors. Around 100 CFL students at three academic levels (beginning, immediate, and advanced) will participate in this study. Two instruments will be developed for the data collection: a 30-item grammaticality judgment test and a 10-item English-to-Chinese translation. ANOVA will be conducted to compare the mean differences of the TP constructions among three academic levels. Qualitative analysis will be used to examine the types of developmental errors and their relation to pragmatic, semantic, and syntactic constraints. Based on the findings, pedagogical suggestions will be made for CFL textbook writers and educators.

## **Computer Proficiency for Chinese Language Educators**

Tianwei Xie, California State University at Long Beach

Computer proficiency becomes a requirement in training Chinese language instructors. Developing computer proficiency should be incorporated into the curriculum of language educator training program. It is required because computer application in teaching the Chinese



language became one of the important component parts in teaching preparation and classroom teaching activities. The knowledge and skills of computer application will be needed even in the future when computer literacy becomes popular among the language educators of the new generations for the reason that computer technology develops and changes rapidly.

The paper proposes that the required computer proficiency should include: word processing, electronic communication, course material creation, presentation and delivery over the Internet, multimedia capabilities (sound, image and video) and interactive exercise and test creation. These skills are classified into three levels: fundamental, enhanced and advanced. Any teacher can start with the fundamental level and proceed to the higher level. Two learning strategies - progressive learning and first-thing-first principle are proposed. It is suggested that the Chinese language teachers should also acquire the skills to update their computer knowledge and proficiency.

### **HSK's Design and Quality Control (in Chinese)**

Xiaoqing Xie, Chinese Proficiency Test (HSK) Center

HSK is a standardized test designed and developed for the measurement of nonnative Chinese language proficiency. It does not include items that directly test grammatical knowledge, but is focused on test-takers' communicative competence in a Chinese community. Item writing is supported by a graded Chinese character and word list developed on the basis of frequency statistics. HSK's quality control is guaranteed by various linguistic and psychometric research efforts such as the following: an item bank based on item response theory and supported by a computer system for automatic generation of test forms, trial tests to facilitate item selection in both classical testing theory and item response theory, reliability and validity studies, equation of all test forms to a standardized test form, and control of test fairness and biases as well as subjective rating errors by a variety of means. All these and more will be addressed in a language that is easy for laymen to comprehend

### **DVD-based Instructions and Exercises in Chinese**

De Bao Xu, Hamilton College

DVD is very new technology. It's been a dream for language teachers to incorporate this media type into their instructions. Fortunately, Visible Light OnStage has provided the new technology to make this dream become true: Not only presentation/illustration controlling the playback of DVD video is available, so is the playback controlling the presentation/illustration. After developed a CALL model for Chinese video-based instruction and exercises in 1999, which was designed for language teachers to fully utilize Quick-Time videos in their language classes, De Bao Xu and Hong Gang Jin have tried to incorporate DVD media into Chinese language instructions with this new technology. As their CALL model allows the teachers to freely link video and texts, video and sound, texts and sound, and video and designed instructions and exercises such as vocabulary learning, grammar comprehension, video in translation, listening/speaking exercises, dictation, etc., the DVD Video-based instruction model is expected to have the same functions. The output of the model will also be a standalone program, which can be either used in a language lab or in a classroom. De Bao Xu will demonstrate (1) how to use this DVD-based model to create video-based instructions and exercises in Chinese, and (2) will show how the developed standalone program works.

## **Reinterpretation of 'hui', neng' and 'keyi'**

Heping Xu, Defense Language Institute

'hui', neng' and 'keyi' are three of the most difficult modals for American students to grasp. Take the following few students' sentences for example.

1. Ni \*neng (keyi)jintian xia wu lai.
2. Ta zuotian hai \*hui (neng) qiche, zenme yixiazi jiu bingdaole.
3. Li tang \*hui (neng/keyi) zuo 300 ren.
4. Ta yifenzhong \*hui (neng) da 60 ge hanzi.
5. Yaobushi ni zaichang, women zhun \*neng (hui)shu.

The author believes that misinterpretation of their semantic and syntactic features in our grammar books and textbooks contributes greatly to the situation. This paper attempts to redefine their semantic features from the perspective of modal semantics. It demonstrates that they are of epistemic, dynamic, deontic modality respectively by nature. Although their periphery meanings are exchangeable in some contexts, their core meanings are far apart. It also investigates in some detail their syntactic features from aspects of their negation forms, restrictions in selecting subjects and verbs etc.

The author hopes that the findings will offer a clearer picture of semantic and syntactic feature of the above modals, so that students know when and why they can use them.

## **Chinese Concept of Calligraphy and Its Influence on Calligraphy Education in the English World**

Tan Ye, University of South Carolina

In this paper, I will provide a historical analysis of Chinese calligraphy, emphasizing its aesthetic values and comparing it with English calligraphy. I will also discuss how Chinese calligraphy can and should be taught in the English world. The first part of the paper is a briefly review of the history of calligraphy in China, including major calligraphic styles, their aesthetic significances and the uniqueness of Chinese worship of characters and calligraphy. In the second part of the paper, I will differentiate between Chinese and English concepts of calligraphy and calligraphy practices from a historic perspective. The differentiation is aimed at a better understanding of the Chinese Proper and the English Other, and to emphasize the necessity of teaching Chinese culture as an integral part of Chinese calligraphy education. The third part of the paper presents a cursive survey to prove that, contrary to some Chinese scholars' belief, Chinese calligraphy can be taught as a pure art form, i.e. the students do not have to know the language well to learn calligraphy. In the English world, both of the following two approaches of Chinese calligraphy should be legitimized: (a) calligraphy as an extension of language learning, and (b) calligraphy as an abstract art form.

## **A Chinese Culture Course to Promote Chinese Language Learning**

John Jing-hua Yin, University of Vermont

A university that has no foreign language requirement presents a challenge to its foreign language teachers, as they may end up with very few or even no students to teach if they fail to attract students. A university located in an area that has almost no Asian communities or has almost no Asian cultural influence presents a challenge to its Chinese language teachers, as they have to reach out to attract students of European descendents. Since the University of Vermont is a university of this kind, while we constantly improve the quality and effectiveness of our Chinese language teaching to retain the students, we also reach out to attract more

students to learn Chinese. This paper introduces how a one credit Chinese culture course is designed and offered to encourage and motivate students at the University of Vermont to learn Chinese, including rationales of the course, the selection of the course contents, the presentation of the course contents, and the evaluation of the course.

### **Heritage Students and True Beginners -- Should They Mix?**

Yueming Yu, Carnegie Mellon University

As the number of Chinese heritage students increases rapidly in the recent years, the issue of how to meet their specific needs has become ever more challenging to Chinese teaching professionals.

This paper presents an analysis of the survey result which has been gathered from the students of Chinese at the Carnegie Mellon University to show what specific needs, linguistic and psychological, of both heritage and non-heritage students should be addressed, how a curriculum should be designed to meet their needs, and what teaching materials should be most appropriate to them.

Though both heritage and non-heritage students at CMU generally feel that they can help and learn from each other if they are placed in one class, the survey results clearly indicate that a special line of classes should be designed for heritage students in order to bring about the best possible learning outcome. This special line of courses should not stay at the elementary and intermediate level only, but continue to the advanced levels as well.

Based on the analysis, this paper also raises some questions on the design of a Chinese curriculum and the development of instructional materials for students, both heritage and non-heritage. Some suggestions are made as possible solutions to the problem.

### **Development and Implementation: A Business Chinese Website**

Fangyuan Yuan, University of Pennsylvania

Advanced Business Chinese in the University of Pennsylvania is an advanced content-based language course for special purposes with the objectives to enhance students' linguistic abilities to the superior level and promote their social and cultural understandings of modern China in the economic terms. Ever since it started to be offered in 2001, it has attracted an unusual large number of students. However, with students from different linguistic and academic backgrounds (heritage and true beginners; business and non-business majors), students have different needs and expectations from the course. As the survey conducted last year revealed, true beginners hoped to be provided with the Pinyin version and audio in order to read the text better while non-business majors expressed the need to have more relevant knowledge to understand the contents. This presentation will illustrate how a business-Chinese website has been developed and integrated into teaching to gear to different individual needs and optimize the pedagogic effectiveness. Another purpose of this presentation is to showcase this website to the other business Chinese instructors as a possible convenient and supplementary tool in their teaching considering the fact that most teachers of business Chinese lack the sufficient business training and experience.

### **Further Development of HSK for North America and the World (in Chinese)**

Guoqing Zhang, PRC National Office for Teaching Chinese as Foreign Language

Chinese Proficiency Test (HSK), initiated in 1984, was established as a PRC state-level standardized test in 1992. Up till 2002, 560,000 people from 120 countries have taken the tests at 68 testing sites in 27 countries. As the importance of the Chinese language keeps growing in international exchanges, the PRC State Office of Teaching Chinese as a Foreign Language is seeking continuous improvement of HSK in its design, development and administration through joint efforts of domestic and foreign scholars. For better services on the world market, a new series of tests is being developed including Young Learner HSK, Commercial HSK, Tourism HSK, Clerical HSK, etc. More testing centers will be set up to provide convenience for more test-takers. The number of HSK testing sites has been increasing in North America in recent years. As a scientifically developed and quality-controlled standardized test, HSK will accommodate to various kinds of local needs in the hope of an active contribution to Chinese instruction on this continent and the world over.

### **Chinese Heritage Language Grammar Instruction**

Lihua Zhang, University of California, Berkeley

This paper will show why grammar instruction for first year Chinese heritage language students requires an entirely different approach than grammar instruction for traditional first year Chinese language students. While the two groups of students are quite different in their language abilities, they are often taught with a similar method to the detriment of both groups. This study will show why they should be taught differently and how this can be done.

### **Student Perceptions on the Integrated Use of Technology: Implications for Integrative CALL in Chinese Language Instruction**

Youping Zhang, Rutgers, the State University of New Jersey

In recent years, CALL (Computer Assisted Language Learning) researchers started to advocate the integration of technology into the task-based, project-based and content-based second/foreign language (L2) learning process. Warschauer and Healey (1998) named this new trend as "Integrative CALL". Despite the new trend of technology integration, there has been a lack of research on Integrative CALL in Chinese language instruction. The present study investigates student perceptions on the integrated use of technology in a college level Elementary Chinese class in terms of (1) student interests; (2) student confidence level/affective filter; (3) teacher's role; and (4) learning effects. The participants are 14 students in a first semester Elementary Chinese class. Data is collected from an end-of-the-semester survey on five-point Likert scale. Quantitative analysis of the data shows that students have neutral to positive attitudes towards the use of various technological tools, the teacher's role in facilitating L2 learning with technology, and the effectiveness of different technological applications. The analysis of data also shows that to realize the full potentials of technology, CALL activities need to be integrated into the curriculum to ensure "time on task". Furthermore, students need to be better prepared to engage in CALL activities that promote interaction and creative use of language.

### **Shumianyu in Advanced Level Instruction**

Zhengsheng Zhang, San Diego State University

As the teaching of Chinese expands its scope, issues concerning advanced level instruction have become the focal points of discussion in recent years. One of the tasks at advanced level instruction is the learning of written style expressions, i.e., shumianyu. But what constitutes a shumianyu is not entirely clear. Does it originate from literary language? Is it only found in written style language? Should four character expressions be included? Is what counts as a shumianyu in Mandarin accepted as such in all dialects? Should shumianyus be part of the passive knowledge or productive vocabulary?

It is clear that not all of these questions can be clearly answered. For example, four character expressions are abundant in colloquial speech. Sometimes they are actually indispensable, as there is no other way to express the same idea as well. It has also been pointed out that what is shumianyu in one dialect is colloquial in another (e.g., Tiao2geng1 'spoon' in Mandarin and Shanghai). Concerning the teachability of four character expressions, there is considerable disagreement as well.

The present paper explores the various issues concerning shumianyu, including its characterization, distribution across genres and dialects and the strategies for teaching them.

### **Culture Knowledge and Language Learning in the Heritage Class**

Stella Ran Zhao, Carnegie Mellon University

While it is a commonsensical understanding that culture knowledge is an essential part of language learning, the special profile of a class of heritage students still calls for specifically tailored forms and content of culture knowledge teaching. This article discusses a case of a heritage class of Elementary Chinese at Carnegie Mellon University, focusing on how the culture knowledge was integrated into the course and how the culture learning and the language learning were designed to support each other. The culture learning was structured in three modes of learning, namely, the receptive mode of reading, the representative mode of retelling, staging or writing, and the integrative mode of researching and presenting. Specifically, these considerations were materialized in concrete class or homework assignments of reading comprehension, skit writing and performing, and culture research projects.

### **The Relation of the Meaning of Chinese Character and Grammaticalization**

Yongping Zhu, Washington University in St. Louis,

本文试从古汉语的处所介词"于", "在", "及"和连词"与", "及"和"虚化的几个例子来探讨: 1. 汉字本义在虚化过程中的作用; 2. 前后汉字本义对虚化字的影响; 3. 汉字本义对"虚词替换"的影响. 研究发现意义广泛字的虚化可能性比较大, 这是因为虚词的功能就是要能够为比较宽泛的语法形式服务. 在虚化过程中, 前后字的意义对虚化字的影响也很重要, 虚化字周围的字的变化常常会影响到虚词的虚化过程. 而在功能比较相同的一组虚词中, 尽管也有别的原因影响虚词的替换, 但本义比较广泛的词往往会取代词义比较狭窄的词. 了解了汉字本义对实词虚化的影响, 对我们的古今汉语的汉字教学有很大的启发作用.

### **Make the Match**

Yunian Zhang, West Potomac High School

Thematic units are a wonderful way to bring together the National, and State Foreign Language Standards and the Local Curriculum with instructional activities that result in effective language

acquisition. This session will examine the rationale behind designing thematic units and lessons. The presenter will also share his experience in developing the thematic curriculum unit for the CLASS 2002 Summer Study Abroad Program's Fulbright Project. Sample lessons and concrete "nuts and bolts" for developing a unit will be provided to session participants.

Keywords on this page (Chinese): 文言 文言文 学习文言文 主语 谓语 宾语 书面语 口语 语法 词语 语言 学生 史记 战国策 战国策魏策 孟子 性善 荀子 性恶 国语 电影 文学 文学作品 高年级学生 广播 广播节目 电视 电视采访 真实语料 教材 报纸 文章 高年级课本 高年级教材 多媒体 教学 语言 语言形式 语言教学 报道 文章 动词 古汉语 虚化 汉字 虚化字 本义 汉字本义 虚词 意义 功能 代词 词义 古今汉语 汉字教学 教学

[ [Top](#) ]

[Home](#) | [2003 Program](#) | [Meeting](#)