

Suggestions on Teaching the Course

Description of the textbook

This textbook includes both a core section and a supplementary section containing extra reading materials. The core comprises fourteen lessons that make up a yearlong integrated study of Chinese at the fourth-year level. These fourteen lessons are organized under five major units according to the general styles in which the essays are written: narration, description, persuasion, exposition, and lyrical expression. Such a categorization is based on the tradition according to which literary essays are normally divided. Linguistically, these essays share many commonalities in the use of language, as there is description in narration, narration in persuasion, and so forth. By the same token, the labeling of the essays is by no means intended to highlight a curricular emphasis on writing styles, although students are expected to know how to structure an essay in a given form after finishing this course. Our main concern lies with how to train students to understand authentic and formal language, and to communicate their intentions correctly and effectively in both speaking and writing. The emphasis, in other words, is not so much on the composition of an essay as on the acquisition of linguistic skills.

Each lesson is composed of nine sections briefly described as follows:

Introduction (without being labeled such)

This section serves as a general introduction to the new lesson. It tells students what to expect in terms of writing style, and the primary linguistic techniques that the author uses to achieve his or her intention. It highlights the major tasks students are expected to learn and perform in this lesson.

Part I: Guide to the Text

This section provides a simplified version of the original text to be studied. The reasons for this are, first, the simplified version will help students to understand the meaning of the original text, and second, it provides students with a convenient opportunity to observe the differences between informal or less formal language and its formal counterpart.

Part II: Guide to the Words and Expressions

This section is designed to simplify the study of the new words and expressions in a text, and it contains words and expressions the meaning of which can be guessed by students based on their existing knowledge of radicals (introduced in the first lesson) and the characters they already know. Some of these words are ambiguous standing alone, but given the context in which they are used, their meanings are clear. We believe that the process of making intelligent guesses makes it easier for students to remember the words being studied. It also trains students to "infer the unknown from the known," a skill much needed in learning a language as difficult as Chinese.

Part III: Text

The original text is provided in both simple and traditional characters, followed by questions for students' reflection. Most of the essays in this course are philosophical in nature, with interesting topics ranging from descriptions of events or activities to commentaries of social issues. They are mostly in the style of the "personal essay," in which the authors either hint or openly express their personal views on a variety of subjects. They serve as good examples for students of how to narrate an event, explain a point, demonstrate an argument, and so forth.

Part IV: New Words and Expressions

With the help of the first two sections, "Guide to the Text" and "Guide to Words and Expressions," the lists of new vocabulary in many of the lessons has been drastically reduced. The task of acquiring new words is thus much less daunting than with a traditional approach.

Part V: Words, Expressions, and Sentence Patterns

This section is devoted to the explanation of the usage of words, expressions, and sentence patterns. Attention is focused on "discourse" words or structures that look familiar but the meanings and usage of which are rather fluid with shades of nuances that can be made clear only by context. For this reason, many examples are given, and explanations are focused on context rather than on the language itself. Linguistic terms are kept to the minimum.

Part VI: Knowledge and Rhetorical Skills

This section provides information on the "facts" of the Chinese language, and introduces

students to most, if not all, the rhetorical strategies that native speakers use to express their thoughts and feelings. Such information is not available in ordinary grammar books for students; neither can it be found in other language textbooks currently on the market. Taken as a whole, the discussions in this section actually give an overview of the Chinese language by exposing its structural "patterns" at various linguistic levels, by highlighting its characteristics with comparisons drawn from English, and by systematizing its linguistic or rhetorical tools that a speaker or writer can adopt to effectively communicate his or her intentions. This section can also be read as stand-alone reference material.

Part VII: Exercises

As in the previous section, this section also sets this textbook apart from its predecessors in that it incorporates a large amount of highly integrated and meticulously designed exercises. Divided into three parts, "Words, Expressions, and Sentence Patterns," "Knowledge and Rhetorical Skills," and "Creative Application," these exercises are of various kinds, each designed with a specific purpose. Every effort has been made to ensure that the learning cycle proceeds from the simple to the complicated, and prior knowledge and skills are sufficiently recycled.

Part VIII: Dialogues Using the Language of the Text

To show students how formal language is used in oral communication, and to provide students with examples of how the words, expressions, and sentence patterns they have learned can actually be used in conversation, we have structured this section using two dialogues focusing on the language of the text being studied. The two parties of the dialogue either play the roles of the characters in the text or assume the stance of third-party observers further arguing, for example, the issue raised by the author of the original essay. These dialogues are both entertaining and serve to explain the original text. Realistically, things may not always be said in such a formal manner as they are in the dialogues. Our aim through these dialogues is to raise students' language level, however, and the feeling for language students get from rehearsing such formal dialogues will help to achieve this purpose.

The supplementary section is composed of seventeen essays arranged under the same categories as the main texts. The instructor can choose a text that fits the text of the lesson being studied thematically or stylistically. We did not distribute the supplementary readings in the

individual lessons in order to allow the course as much flexibility as possible. The instructor can make his or her own decision as to whether to have a component of supplementary readings.

The sound files for the course, in the form of a CD-ROM, are also packaged with the textbook.

Suggestions for Instructors

The following is the teaching procedure that we have adopted in the past two years of piloting this textbook in several Chinese language programs. We provide it here for reference, while realizing that further improvement is possible to ensure greater success than we have achieved so far.

Day 1	Part I, Guide to the Text Part II, Guide to Words and Expressions
Day 2	Part V, Words, Expressions, and Sentence Patterns Part VII, Exercises, "Words, Expressions, and Sentence Patterns"
Day 3	Part III, Text Part IV, New Words and Expressions
Day 4	Part VI, Knowledge and Rhetorical Skills Part VII, Exercises, "Knowledge and Rhetorical Skills"
Day 5	Part VII, Exercises, "Creative Application"
Day 6	Supplementary Reading
Day 7	Part VIII, Dialogues Using the Language of the Text
Day 8	Test

Several points are worth noting:

1) The decision as to whether to include supplementary readings should be made according to the ability and the demand of the students. Further, if the size of the class is small and the rehearsal of the dialogues can be achieved in a short time, the test can be given on the same day as the dialogues. This reduces the number of days devoted to a lesson to six or seven.

2) To push students to practice their oral skills, great effort must be made to optimize such opportunities. In addition to the opportunities built into this teaching plan, we suggest, for

example, that the two texts (the simplified and the original) should first be retold and discussed before the line-by-line check on comprehension is conducted. We also suggest reading the main text aloud to the instructor in his or her office, if not in class.

3) Some exercises can be done as take-home assignments. We suggest that the homework contain only the exercises on "facts" or "achievement knowledge," whereas those designed and suited for training oral skills should be practiced before class and performed during class.

4) In order for the students to remember and use the language of the original text, we have found a mandatory recitation of selected segments after it is discussed to be helpful. Although American students may dislike such a form of practice, it is highly useful even though the benefits might not be felt until later. The recitation can occur on days 4 and 5 and should take only a short period of class time.

5) Not all the linguistic explanations in the text need to be discussed in class. Since these are in English, students can go over many of them by themselves. Some difficult points should be explained in class, however, as not all the students may read these discussions, preferring to listen to the teacher's grammar explanations. To ensure their self-study of this section, some mechanism can be set up for inspection (such as a five-minute quiz). Students' self-study of these discussions is important, otherwise the class might turn into a lecture and this would seriously affect the anticipated results.

6) For supplementary readings, the instructor can either use those provided at the end of the textbook or prepare his or her own readings written in other forms (such as journalistic or technical) to provide a thematic and stylistic balance. Materials culled from newspapers or magazines can provide students with a set of vocabulary related to the social sciences (i.e., economics, politics, etc.). Because the employed sentence structures are often plain and repetitive, however, their capacity to develop students' rhetorical skills is limited. After undergoing training in much more varied and sophisticated language types provided by this textbook, students should have little problem grammatically or pragmatically in dealing with journalistic or other types of professional writing.

7) Quizzes on vocabulary or other linguistic knowledge can be scheduled as the instructor sees fit.

We believe that a textbook provides a means for achieving an anticipated purpose, and

the possibility of achieving this purpose lies in the effort of the students and the instructor's effective use of the learning material. This particularly applies to the present textbook. The instructor may design his or her own teaching plan that best fits his or her students. He or she may even choose to use some components of a lesson, while ignoring others. What we have tried to accomplish with this textbook is to provide our colleagues with a tool. We have made available a comprehensive and in-depth tool for teaching and learning Chinese at the advanced level, and we trust our colleagues' best judgment as to how to use this tool effectively.

Yanfang Tang, Ph.D.

College of William and Mary

yxtang@facstaff.wm.edu

Qinghai Chen, Ph.D.

University of Michigan

chenq@umich.edu

教学建议

本教材的特点

本教材包含正文和补充阅读材料两大部分。正文分为十四课，供四年级整个学年使用。该十四课又根据所选课文的功能分成“叙述”、“描写”、“议论”、“说明”和“抒情”五个单元，即按照传统上散文的分类来编排。这样的分类并非为了在教学中强调文体，而是为了便于学生以指定的功能来练习表达。事实上，从语言的角度来看，这些散文具有许多相同之处，因为叙述中往往带有描写，议论中又常包含叙述，等等。我们的主要目的是通过训练帮助学生理解道地和正式的语言，并以口头和书面的形式正确、有效地表达自己的意图。换言之，教学的重点不在写作，而在于语言技能的习得。

教材中的每一课均由九个部分组成，现分别简单介绍如下：

提示（在课中未用此标题）

这是对新课的总的介绍，使学生对课文的文体以及作者赖以实现特定意图和效果的基本语言技巧有一个大致的了解，并让他们明确本课的主要学习任务。

第一部分：课文导读

这里提供的是经过简写的课文，其目的首先是帮助学生理解原文的意思，其次是为学生提供一个机会，让他们对非正式或不太正式的语言及其相应的较为正式的语言进行对比。

第二部分：词语导学

本部分用以简化新词语的学习，引导学生运用偏旁方面的知识（在第一课中作了介绍）和已经掌握的汉字来猜测新词语的意思。有些词孤立起来看词义不明显，但通过对比或置于上下文中词义就清楚了。我们认为，这样一个猜测的过程会使学生比较容易记住所学的词语，同时也培养他们“融会贯通，举一反三”的能力。这种能力在学习汉语这样一种难学的语言时是尤其必要的。

第三部分：课文

所选的原文先后以简体字和繁体字给出，接着是供学生在初读时思考的问题。大部分的课文是哲理性的，题材饶有趣味，包括对事件和活动的描写以及对社会问题的述评等等。这些课文多半是杂文，作者针对各种问题含蓄地或公开地发表自己的意见，在如何叙述一个事件、如何解释一个观点及如何阐明一种争议等方面，为学生起到良好的示范作

用。

第四部分：新词语

因为“课文导读”和“词语导学”这两个部分分散了难点，许多课的词语表得以大幅度地缩短。跟传统的教法相比，在本教程中学习生词的难度得以降低。

第五部分：词语与句型

本部分用于解释生词、词组和句型的用法，重点放在跟语段有关的词语和结构上。这些词语和结构可能看上去并不陌生，但它们的意思和用法只有在上下文里才变得清楚。正因为如此，这里提供了大量的例句，所作的解释重在语境而不在语法，而且尽可能避免了术语的使用。

第六部分：语言知识与技巧

该部分提供了有关汉语的各种知识，介绍了汉语中绝大部分的修辞技巧。这样的知识在其他现有的汉语（作为外语的）教材中似未提及，在学生的语法书里也难找到。通过介绍汉语各语言层次上的规律，突出与英语的比较，以及把修辞技巧系统化，本部分事实上概括了汉语的基本特点，因此也可被作为一种参考资料而单独使用。

第七部分：练习

与前一部分相同，这一部分也是本教程的特色。大量精心编写而融为一体的练习，使本教程区别于所有现存的高级汉语教材。练习分为“词语与句型”、“语言知识与技巧”、“活学与活用”三组，种类繁多，目的各异。练习的编写还特别注意了语言学习的规律，力求做到循序渐进和大量复现。

第八部分：课文材料对话

本部分提供的两个对话使用了大量该课课文中的语言，目的是显示较为正式的语言在口头交流中的应用，给学生树立榜样，鼓励他们学过的词语与句型实际应用到对话中去。这两个对话中的双方，或是课文中的角色，或是处于旁观地位的第三者对作者提出的问题发表意见。它们不但呼应了课文，而且引人入胜。尽管在生活中并不总是会使用这样正式的语言，但我们的目的是拔高学生的语言水平，而学生通过练习这些较为正式的对话所获得的语感将有助于达到这一目的。

补充阅读材料含有 17 篇散文，按照与主课文相同的分类方法编排。教师可配合主课文的教学选做题材上或文体上相应的材料供学生补充阅读。我们未将这些材料分别插入各课，是为了使本教程具有较大的灵活性。是否使用及如何使用这些补充材料，应由教师本人酌情而定。

我们的建议

在过去两年对本教材的试用中，我们基本上依循了一定的步骤，现介绍于此，供大家参考。应该指出的是，通过进一步改进教法来获取更好的效果是完全可能的。

第1天	第一部分 课文导读 第二部分 词语导学
第2天	第五部分 词语与句型 第七部分 练习（词语与句型）
第3天	第三部分 课文 第四部分 新词语
第4天	第六部分 语言知识与技巧 第七部分 练习（语言知识与技巧）
第5天	第七部分 练习（活学与活用）
第6天	补充阅读
第7天	第八部分 课文材料对话
第8天	测验

有几个问题需要说明：

1) 是否使用补充阅读材料应视学生的语言能力和学习要求而定。再者，如班级很小，对话表演占时不多，测验也可在同一天进行。这样，一课的教学时间有可能缩短到6-7个课时。

2) 为了促使学生进行口头练习，必须在教学计划安排的口头活动之外，进一步优化口头练习的机会。例如，在逐行检查学生对简易课文和主课文的理解之前，可先开展复述和讨论等口头活动。要求学生朗诵主课文的做法也值得提倡。

3) 部分练习可作为回家作业。这些通常是有关语言知识的练习和较为机械的练习。凡是可用作口头训练的练习，应要求学生在课前准备，然后在课上进行。

4) 为了让学生记住并运用课文中的语言，可在讨论课文后规定学生背诵文中的指定部分。学生可能不喜欢背诵，但这种做法确实有效，持之以恒，必有好处。背诵如在课上进行，所占的时间不应很多。

5) 并非教材中所有对语言的解释都需要在课上讨论。因为解释是由英语提供的，其中许多内容可由学生自学，在课上只须处理某些难点。有些学生喜欢在课上听老师讲解而可能不在课前自学。在这种情况下，可采取某种措施（如一个五分钟的小测验）来确保他们自学。学生对这些内容的自学极为重要。如果做不到这一点，课上便会充满教师的讲解而难以获得语言学习的预期效果。

6) 教师可选用书中的补充阅读材料，也可以不用这些材料而改用自选的其他形式的作品（如新闻或科技作品）。新闻材料能向学生提供与社会科学（如经济、政治等）有关的各种词汇，但它们的语言较为平淡并缺少变化，在修辞技巧方面对学生的帮助极为有限。由于本教材包含了丰富的高级语言材料，使用过本教材的学生在阅读新闻或其他类型的作品时，大致上不会有太多语法和语用方面的问题。

7) 各种要求的测验可由教师酌情安排。

众所周知，教材只是为达到某种目的提供了一种手段，而能否达到既定的目的取决于学生与教师对它的有效使用。在使用本教材时，教师应根据学生的情况来制定教学计划，比如只选用一课中的某些部分而不面面俱到等等。我们的目的是通过这本教材为同行们提供一种方便，一种具有广度和深度的高年级汉语教学的工具。我们深信，广大汉语教师会各显神通来用好它。

威廉玛丽学院
汤雁方博士
yxtang@facstaff.wm.edu

密歇根大学
陈青海博士
chenq@umich.edu

Abbreviations

adj	adjective
adv	adverb
Adv	adverbial
aug	augmentative
conj	conjunction
lit	literal or literally
m	measure word
n	noun
num	numeral
O	object
onm	onomatopoeia
P	predicate
part	particle
prep	preposition
pro	pronoun
S	subject
v	verb