

Revised Edition

修订版

# INTERNATIONAL CURRICULUM FOR CHINESE LANGUAGE EDUCATION



孔子学院总部/国家汉办  
Confucius Institute Headquarters (Hanban)

## 国际汉语教学通用课程大纲

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

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Hanban has commissioned language educational experts and teachers around the world to participate in the research and revision of *International Curriculum for Chinese Language Education*. Thanks also go to the major participants listed at the back of the book.



# Foreword

*International Curriculum for Chinese Language Education* (hereinafter referred to as the Curriculum) has been translated into 45 languages worldwide since it was issued in 2008. The promotion and application of the Curriculum all over the world have played an important role in guiding various methods of teaching Chinese language in Confucius Institutes (Confucius Classrooms) and primary, secondary and post-secondary educational institutions both at home and abroad.

A deep understanding of the guiding principles and the theoretical system has been achieved by Chinese language teachers around the world in the process of implementing the 2008 Curriculum. For example, language competencies are divided into “linguistic skills”, “linguistic knowledge”, “strategies” and “cultural competence”. These four components are relatively independent, interrelated and interpenetrating. This framework reflects a new type of comprehensive understanding of language and language teaching, and makes a breakthrough in teaching ideas, which only aimed at and emphasised linguistic skills. It guides Chinese teaching to gradually attach importance to developing learners’ cultural qualities, communication and international perspectives in order to develop them into internationally competent Chinese language professionals.

To adapt to the new changes of the international education of Chinese language and timely summarise the research findings on Chinese language teaching, an improved plan and guide was needed for designing Chinese language courses, compiling teaching materials, and making competence assessments. Based on the investigations and feedback from all stakeholders, the Confucius Institute Headquarters/Hanban organized a committee and launched the Curriculum revision project in 2013.

The revised Curriculum has adjusted the following aspects:

### **1. The hierarchical structure is adjusted to promote the integration of teaching and testing**

The framework of the revised Curriculum has been changed into six levels from the original five levels to be in line with HSK. Linguistic knowledge of characters, words/phrases, grammar and themes has been updated and its relevance with HSK was emphasised.

### **2. Practicability is highlighted and more examples are included**

The original Appendix “Sample Activities for Chinese Language Teaching” has been changed into “Common Course Structures and Procedures Recommended for Chinese Classroom Teaching” and “Common Teaching Modes in Comprehensive Chinese Classes”. This will better reflect authenticity and teacher-friendliness.

### **3. Assessment is included and suggestions on practical assessment are provided**

“Common Assessment Activities Recommended for Chinese Language Teaching” are included in the revised Curriculum, through which the teachers are able to collect the learners’ information systematically, ascertain the changes in learners’ behaviours and assess the learners’ language competences according to the teaching goals and criteria.

### **4. Chinese teaching in different programs and at different levels is considered. Local flexibility is encouraged**

The revised Curriculum enhances the guidance for primary and secondary educational institutions as well as for community programs. In consideration of the diversity of the Chinese language education around the world, the revised Curriculum provides users with different types of relevant guidance and allows more flexibility for different programs.

### **5. The application of media resources is emphasised**

The application of the Internet and digital technologies is emphasised in the revised Curriculum to help users improve learners’ awareness and competence to learn Chinese using new media resources, and cater to the new needs for science and technology in Chinese language teaching.

# Introduction

## 1. Objectives

In compliance with the rapid development of Chinese language education around the world, *International Curriculum for Chinese Language Education* (hereafter called the Curriculum) has been developed under the auspices of Confucius Institute Headquarters/Hanban to meet the needs of many countries for standardizing Chinese language education.

As an organizer and descriptor of the objectives and content of Chinese as a second language curriculum, the Curriculum strives to provide reference for the planning of Chinese language educational institutions and instructors, for the assessment of learners' language competences, and for the compilation of Chinese language textbooks.

## 2. Principles

### 2.1 The Principle of Scientificity

The Curriculum uses theories on second language teaching and learning as its theoretical guideline, drawing upon the experiences and findings of various curriculums for foreign languages and second languages. It absorbs the experience of the international education of Chinese language and makes large-scale investigations. In terms of its formulation methods, it pays close attention to demonstration, but without neglecting the combination of theories and practice. The Curriculum relates the structure setting of learning outcomes with the six levels of the HSK, providing a relative unified and clear reference for Chinese classroom teaching, textbook compilation, competence assessment, etc.

### 2.2 The Principle of Practicality

The Curriculum serves as a practical guidance in the international education of Chinese language, elaborating on the objectives of the Curriculum and the different levels of



linguistic skills, linguistic knowledge, strategies, and cultural competence needed. At the same time, the Curriculum provides a variety of attachments as valuable resources, including: 1) The Initials, Finals and Tones of *Pinyin*; 2) Common Chinese Characters (for Levels 1-6); 3) Common Chinese Words and Phrases (for Levels 1-6); 4) Common Grammar Items in Chinese (for Levels 1-6); 5) Topics and Contents Recommended for Chinese Language Teaching; 6) Common Course Structures and Procedures Recommended for Chinese Classroom Teaching; 7) Common Teaching Modes in Comprehensive Chinese Classes; and 8) Common Assessment Activities Recommended for Chinese Language Teaching. Based on the real educational situations, users can refer to, select and add the contents they need to formulate customized syllabuses or textbook outlines.

### **2.3 The Principle of Pertinence**

The international education of Chinese language has started to move from an ivory tower towards popularity, commonality, and practicality. In the compilation of the Curriculum, we have strived to give consideration to the characteristics of users at primary and middle schools, as well as people from all walks of life. Difficulties of Chinese language learning have been reduced to the greatest extent and the objectives for each level have been adjusted, to meet the actual situations in the international education of Chinese language.

### **2.4 The Principle of Flexibility**

The purpose of the course structures and teaching modes provided in the Curriculum is to illustrate the relationship and logical sequence of various elements in the teaching process. They are used together with the common methods and steps to provide reference for the Curriculum users. It is recommended that users should use them flexibly according to local educational situations.

### **2.5 The Principle of Suitability**

With reference to a few of the world-renowned standards, such as the *Common European Framework of Reference for Languages*, and from cross-cultural perspectives, the Curriculum absorbs current achievements and experiences in the international education of Chinese language. It reorganises Chinese linguistic knowledge and cultural knowledge, and



suggests many examples for educators in the international education of Chinese language to apply in their teaching, teacher training, and textbook compilation.

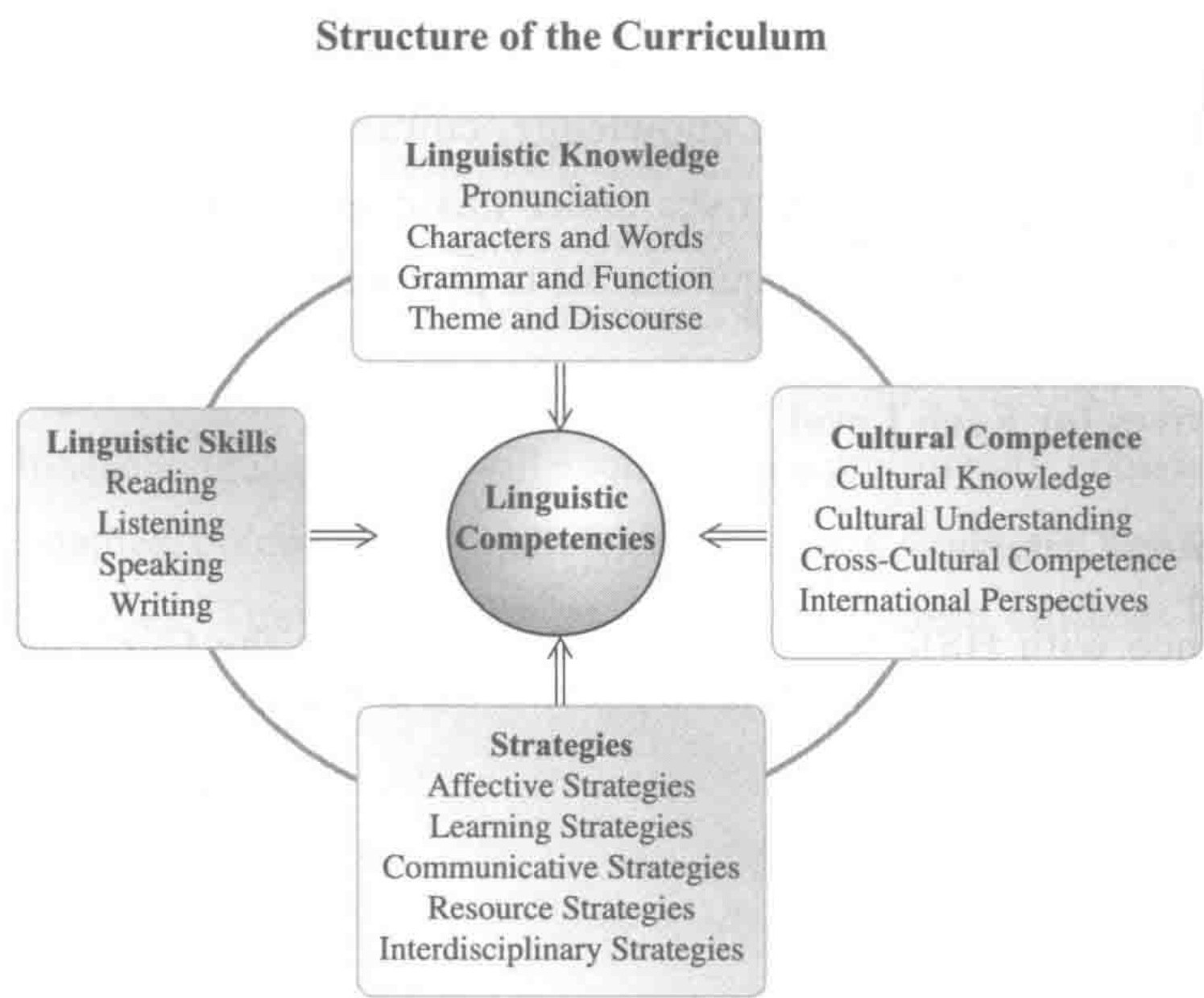
### 3. Contents

#### 3.1 General Objectives

The international education of Chinese language aims to help learners with their Chinese language knowledge and skills, while reinforcing their learning objectives, fostering their self-learning and cooperation abilities, developing effective learning strategies, and achieving the ultimate goal of comprehensive mastery of linguistic competencies.

Linguistic competencies are composed of linguistic skills, linguistic knowledge, strategies, and cultural competence, with the former two functioning as the basis. Strategies act as important conditions upon which learners increase their efficiency, learn independently, and develop their personal abilities. Cultural competence guarantees the development of a global learner in his or her appropriate use of a language in a multicultural society.

The interrelatedness of the aforementioned four components of linguistic competencies is exemplified in the following figure.



#### ( 1 ) Linguistic Skills

Linguistics skills form an important component of linguistic competences. The

Curriculum describes both the general and specific objectives of each level regarding the skills of reading, listening, speaking, writing, and relevant subskills.

### **( 2 ) Linguistic Knowledge**

As an integral component of linguistic competencies, linguistic knowledge provides an important foundation for the development of linguistic skills. The Curriculum categorizes linguistic knowledge into six facets: pronunciation, characters and words, grammar, function, theme, and discourse.

### **( 3 ) Strategies**

Strategies are further divided into affective strategies, learning strategies (both cognitive and metacognitive strategies), communicative strategies, resource strategies, and interdisciplinary strategies. The Curriculum lists the aforementioned strategies just for the benefit of teachers of Chinese language and culture.

### **( 4 ) Cultural Competence**

A language has rich cultural connotations. In view of the age and cognitive ability of the learner, Chinese language teachers are expected to expand both the content and scope of cultural knowledge as well as the horizons of the learner, helping him/her realize the position and functions of Chinese culture in world culture and its contributions to world culture. The Curriculum incorporates cultural knowledge, cultural understanding, cross-cultural competence and international perspectives under this category. The Curriculum lists the aforementioned cultural competence requirements to provide reference for teachers.

## **3.2 The Objectives for Each Level**

### **( 1 ) Grading Criteria**

In accordance with HSK (Chinese Proficiency Test), the Curriculum divides the contents of the course into six levels.

( 2 ) Descriptions for the Objectives of Each Level

Level One	<p>Learners can understand the basic language materials related to common personal and daily life. They can retell, recite and copy words or sentences with fair accuracy and can write words or sentences following the example. They will begin to develop interest and confidence in learning the Chinese language. They will acquire some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies under the teacher's guidance. They will gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.</p>
Level Two	<p>Learners can understand and master basic language materials related to common daily settings. They can master basic sentence patterns, provide simple descriptions, and exchange some basic information. They will begin to develop interest and confidence in learning the Chinese language. They will acquire some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies. They will gain introductory Chinese cultural knowledge, and acquire preliminary cross-cultural competence and international perspectives.</p>
Level Three	<p>Learners can understand and learn language materials related to daily settings. They can use more complex sentence patterns to communicate on familiar topics through interactions and descriptions. They can compose simple passages and demonstrate interest and confidence in learning the Chinese language. They will acquire some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies. They will gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.</p>



<p><b>Level Four</b></p>	<p>Learners can understand language materials related to social life. They can produce more correct sentences on familiar topics in their descriptions, explanations or comparisons; they can write in paragraphs and create simple cohesive discourses. Learners will demonstrate interest and confidence in learning the Chinese language and master some knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies. They will gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.</p>
<p><b>Level Five</b></p>	<p>Learners can understand language materials on a comparatively wide range of themes, produce correct sentences with proficiency, write in paragraphs, create cohesive discourses, express themselves comparatively fluently and spontaneously. They will demonstrate a strong interest and confidence in learning the Chinese language, and comprehensively master learning strategies, communicative strategies, resource strategies and interdisciplinary strategies. They will gain comparatively extensive Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.</p>
<p><b>Level Six</b></p>	<p>Learners can understand language materials on a wide range of themes; they can produce correct sentences with proficiency, write in paragraphs, create cohesive discourses, and express themselves fluently with proficiency. They will demonstrate a strong interest and confidence in learning the Chinese language. They will demonstrate a comprehensive mastery of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies, and will gain extensive Chinese cultural knowledge and acquire cross-cultural competence and international perspectives.</p>

#### 4. The Intended Users of the Curriculum

The Curriculum is designed for educators in the international education of Chinese language, as well as learners of the Chinese language, the latter include various kinds of people, from pre-schoolers to adults, from school learners to non-school learners, and those with/without Chinese language background. School learners refer to those educated at public/private schools, (junior/senior) middle schools, international schools, and colleges/universities. Non-school learners refer to those taking lessons at evening schools, weekend

schools, or continuation schools.

Besides these, teachers of Chinese or other languages and volunteer teachers will find the Curriculum a valuable reference in their careers, and it also provides reference for textbook compilers for the international education of Chinese language.

## **5. The Development and Revision of the Curriculum**

At the beginning of writing the Curriculum, Hanban commissioned 300 language educational experts and teachers around the world to participate in the research on and the design of the Curriculum, doing research, giving feedback, drafting, revising and translating. In the revision process, about a hundred experts and teachers contributed their time and efforts to work in different ways. In addition to this, all the example cases used in the revised version come from real overseas Chinese language classrooms. We express our sincere appreciation to all the experts and teachers who participated in the development and revision of the Curriculum, and all the teachers and students who helped develop the example cases.

Due to time constraints, the Curriculum is bound to have inadequacies. Readers are welcome to supply us with suggestions for the improvement of the next edition.

Cofucius Institute Headquarters/Hanban

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# Chapter One    The Objectives and Content of Level One

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## 1. Objectives

Learners can understand basic language materials related to common personal and daily life. They can retell, recite and copy words or sentences with fair accuracy and can write words or sentences following the example. They will begin to develop interest and confidence in learning the Chinese language. They will acquire preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies under the teacher’s guidance. They will gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.

## 2. Linguistic Skills

Skills	Description of Skills
General Skills	Learners can understand the most basic, simple and limited language materials closely related to personal and daily life, with occasional help of body language, material objects and language context. They will have some preliminary understanding of forms of address and some daily greetings. They can also introduce themselves or communicate with others using very limited words and expressions.

Skills		Description of Skills
Specific Skills	Listening	<p>Learners can understand familiar, brief and well-pronounced words, sentences and simple classroom expressions related to daily settings. They can guess or deduce the meanings or intentions of the speaker with the help of body language or language context and respond accordingly, including:</p> <ol style="list-style-type: none"><li>1. very limited and brief words and expressions related to personal and daily life;</li><li>2. basic numerals;</li><li>3. simple greetings and forms of address;</li><li>4. the most basic classroom expressions and instructions;</li><li>5. simple requests from others.</li></ol>
	Speaking	<p>Learners can repeat, retell or recite words and sentences learned. They can respond to simple greetings, using simple words and expressions to provide the most basic personal information and indicate their basic needs and wants, with the help of body language or material objects when needed, including:</p> <ol style="list-style-type: none"><li>1. repeating, retelling or reciting words and sentences learned in class with proper tones;</li><li>2. exchanging basic personal information;</li><li>3. initiating and responding to greetings;</li><li>4. expressing the most basic needs or instructions using simple words or phrases;</li><li>5. making the simplest requests or seeking help.</li></ol>