



国际汉语能力标准

Chinese Language Proficiency Scales
For Speakers of Other Languages



国家汉语国际推广领导小组办公室

The Office of Chinese Language Council International

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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说 明

一、目的

《国际汉语能力标准》(以下简称《标准》)是为适应各国汉语教学需求制订的,是指导国际汉语教学的纲领性文件。

《标准》面向汉语作为外语的学习者,对其运用汉语知识和技能进行交际的能力,从不同层面提供了五个级别的描述,是衡量汉语学习者语言能力的重要依据。

《标准》可作为制订国际汉语教学大纲、编写教材和测评汉语学习者语言能力的参照标准。

二、原则

制订《标准》的原则是:借鉴国际语言能力标准的研制成果,以交际语言能力理论为指导,注重语言的实际运用,同时体现汉语自身特点。

语言运用通常是以各种活动或任务的方式出现的。语言活动的类型可分为接收型(听、读)、产出型(说、写)、互动型(对话和书信往来等)和中介型(口译、笔译)。《标准》从不同交际方式和交际过程入手,以“能做某事”作为语言能力描述的出发点,真实反映语言的实际运用,同时体现口语和书面语之间存在较大区别这一汉语的特点。

三、框架与内容

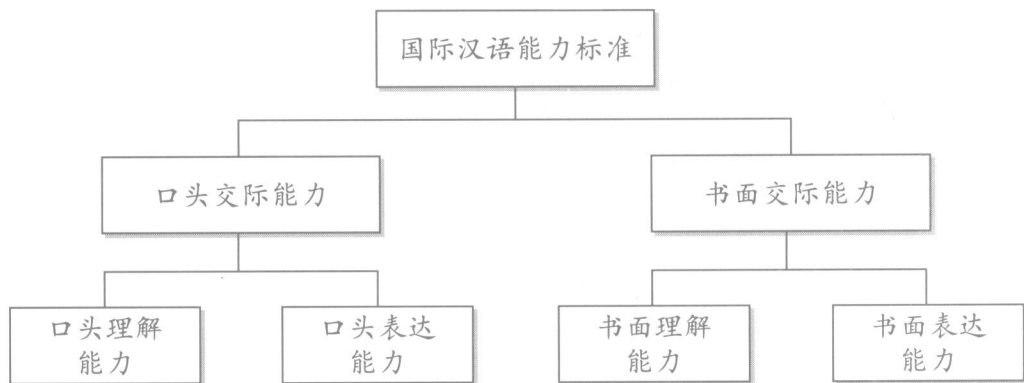
《标准》的基本框架由三个层面(见下图)组成,每个层面分五个级别。

第一层面是国际汉语能力总体描述。该层面对把汉语作为外语的学习者在听、说、读、写活动中所表现的语言能力进行综合描述。

第二层面分别从口头和书面两种交际方式的角度对汉语能力进行描述,既体现了语言运用的实际状况,也反映了汉语学习的特点。

第三层面从语言交际理解与表达的过程入手,分别对汉语口头理解和表达能力、汉语书面理解和表达能力进行描述。

国际汉语能力标准框架图



第三层面的描述由语言能力描述和任务举例组成。“语言能力描述”以“能做某事”为出发点，对每一交际过程涉及的语言能力进行描述，包括：

1. 口头理解能力，涵盖对社交场合互动话语的理解，对指示性、说明性话语的理解，对各种信息类话语的理解；
2. 口头表达能力，涵盖社交场合的互动型口头表达，口头给出指示、说明或要求，陈述与表达信息；
3. 书面理解能力，涵盖对社交场合往来函件的理解，对指示性或说明性文本的理解，对各种信息类文本的理解；
4. 书面表达能力，涵盖社交场合往来函件的撰写，信息的记录、加工与书面传达。

“任务举例”列举与各语言能力级别相对应的汉语应用任务的实例，以便于读者对所描述语言能力级别的理解。

四、研制过程

自 2006 年 8 月起，国家汉语国际推广领导小组办公室（Hanban）先后组织海内外八十多所大学的语言教学专家及教育测量专家参与《标准》的研制工作，并广泛征求了国内外专家学者和教师的意见，参与者达五百多人。研制组在国内外先后收集了近七千条语言应用任务，根据任务的难度、复杂度等特征并采用定性和定量的方法提取出构成语言能力的要素，建立起汉语能力描述库并确定了《标准》的级别。《标准》借鉴了 CEFR（Common European Framework of Reference for Languages: learning,

teaching, assessment)、CLB (Canadian Language Benchmarks) 等国际语言能力标准的研制成果。

需要指出的是,《标准》是对汉语作为外语或第二语言学习者使用汉语能力的描述,不是对汉语本身的描述。作为汉语教学、学习及评测的共同参考框架,《标准》尚未提供反映汉语使用能力的各种知识和策略,如词汇、语法等。我们正在抓紧制订这方面的标准,以便汉语学习者、教师、测试工作者等人士使用。

北京外国语大学中国外语教育研究中心韩宝成教授和北京语言大学赵金铭教授作为本项目研制组牵头人,为《标准》的研制做出了重要贡献,我们深表感谢。全国人民代表大会常务委员会副委员长许嘉璐教授在百忙之中对《标准》进行了审阅,提出了许多宝贵意见,对此我们特别感谢。我们还要感谢所有参与过本项研究并发挥了建设性作用的海内外专家、学者和教师。

《标准》的研制在汉语作为外语或第二语言教学的历史上尚属首次。由于时间短,缺乏经验,目前的《标准》必然存在一些不足之处,有待在实施过程中臻于完善,欢迎广大读者提出宝贵意见。

国家汉语国际推广领导小组办公室

2007年11月

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Explanatory Introduction

1. Aims

Chinese Language Proficiency Scales for Speakers of Other Languages, drawn up to meet the needs of Chinese language teaching and learning worldwide, is a guideline document for teaching Chinese to speakers of other languages.

Designed for learners of Chinese as a foreign language, the Scales provide a five-band all-round description of their ability to use their knowledge and skills of the Chinese language for communication. It is an important basis on which the language proficiency of learners of Chinese can be measured.

The Scales can serve as a reference standard for drawing up a syllabus of teaching Chinese for speakers of other languages, for compiling Chinese textbooks, and for assessing the language proficiency of learners of Chinese.

2. Principle

The Scales have been established on the principle of drawing on the strengths of other language proficiency scales already developed internationally, taking theories of communicative competence as their foundation, focusing on the learner's actual use of the language and reflecting the characteristics of the Chinese language.

Language use usually takes the form of various activities or tasks. Linguistic activity can be divided into the receptive type (listening and reading), productive type (speaking and writing), interactive type (conversation and correspondence) and medium type (interpreting and translation). The Scales take the perspectives of the mode of communication and the process of communication to describe the learner's language proficiency in terms of "being able to do certain things". This truly reflects the actual use of the language and at the same time incorporates an important characteristic of the Chinese language, namely, that there is a marked difference between spoken and written Chinese.

3. Framework and content

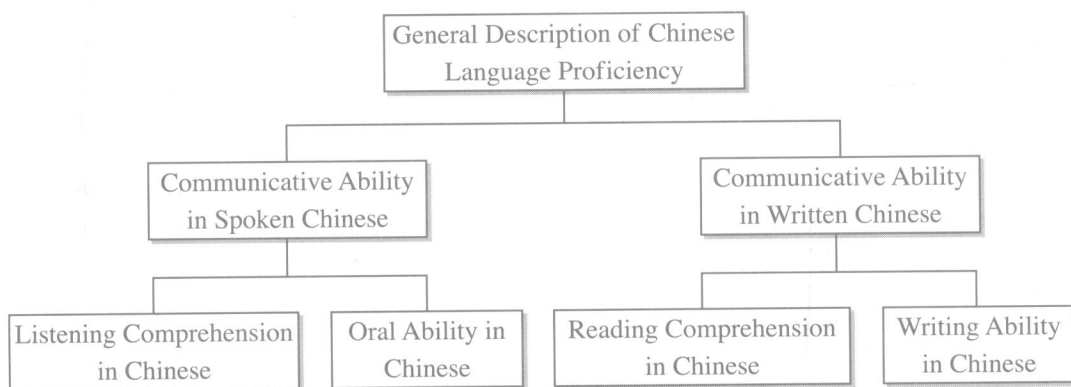
The basic framework of the Scales comprises three levels (see figure below), each of which in turn consists of five bands.

Level one is an overview of the proficiency of Chinese as a foreign or second language. At this level a comprehensive description is provided of the language proficiency of a learner of Chinese in terms of listening, speaking, reading and writing.

Level two describes the Chinese language proficiency in terms of the spoken and written modes of communication, reflecting both the actual use of the language and the characteristics of learning Chinese.

Level three focuses on the process of comprehension and expression in linguistic communication, describing the learners' ability to comprehend spoken Chinese and express themselves orally and their ability to comprehend written Chinese and express themselves in writing.

Scales of Proficiency for Chinese as a Foreign or Second Language



Description at Level three consists of description of language proficiency and exemplification of tasks. The description of language proficiency takes “being able to do certain things” as the starting point and describes the linguistic abilities involved in a communicative event, including:

(1) Listening comprehension, which comprises comprehending the interactive discourses in a social event/activity, comprehending instructive and explanatory discourses, and comprehending various informative discourses;

(2) Speaking, which comprises expressing oneself orally in a social interaction/ interactive situation, making oral statements, giving oral instructions, and explaining things and making requests orally;

(3) Reading comprehension, which comprises comprehending the correspondence in a social interaction, comprehending instructive and explanatory texts, and comprehending various kinds of informative texts;

(4) Writing, which comprises writing or replying to letters in a social interaction, recording, processing and conveying information in written form.

“Exemplification of tasks” cites the tasks of using Chinese that correspond to each band of language proficiency so as to facilitate the readers’ understanding of the band of language proficiency that is described.

4. Developing the Scales

Since August 2006 the Office of Chinese Language Council International has commissioned language education experts and language testing experts from over 80 universities at home and abroad to take part in the research on drawing up the Scales and has solicited advice and opinion from a wide range of Chinese and overseas experts, scholars and teachers. Over 500 people have participated in this project. The research team have collected nearly 7,000 language use tasks at home and abroad; on the basis of features such as task difficulty and complexity, they have extracted the components that constitute language ability by means of qualitative and quantitative methods; they have established a bank of Chinese language proficiency descriptors and determined the bands of the Scales. The Scales have drawn on the results of research on international language proficiency scales such as *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR) and *Canadian Language Benchmarks* (CLB).

It must be pointed out that the Scales provide a description of the ability of learners of Chinese as a foreign or second language to use the language, not a description of the language itself. As a common framework of reference for Chinese language teaching, learning, testing and assessment, the Scales do not provide the various knowledge and strategies that reflect the ability to use Chinese, such as

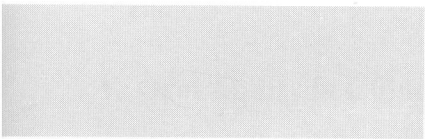
vocabulary, grammar, etc. We are intensifying our efforts to establish the scales in this respect for use by learners, teachers and testers of Chinese.

We are deeply grateful to Professor Han Baocheng from the National Research Center for Foreign Language Education, Beijing Foreign Studies University, and to Professor Zhao Jinming from Beijing Language and Culture University, who, as leaders of the research team of this project, have made important contributions to the research on the Scales. We owe a special debt of gratitude to Professor Xu Jialu, Vice Chairman of the Standing Committee of the National People's Congress, who took time out of his extremely tight schedule to review the draft Scales and made many valuable comments. We are indebted to all the experts, scholars and teachers at home and abroad who have participated in this project and played a constructive role.

The establishment of the Scales is the first such attempt in the history of teaching Chinese as a foreign or second language. Due to time constraints and the lack of previous experience, there are bound to be shortcomings in the current version of the Scales, which can only be perfected in the process of its implementation. We would welcome the candid opinions and criticisms of our readers.

The Office of Chinese Language Council International

November 2007



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