



Globe Chinese Method
格鲁伯普通话与中文教程

Chinese Listening and Speaking

普通话

Putonghua

1

200 Sentences + Pinyin + 1500 Words

Language Teaching and Research Center of Wuhan University

Globe Language and Culture Institute

林待秋 著



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WUHAN UNIVERSITY PRESS

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Globe Chinese Method

1. Putonghua Listening & Speaking

Beginner:

Putonghua 1

(200 daily used sentences for communication, 1500 words, Pinyin for Putonghua)

Putonghua 2

(400 daily used sentences for communication, 2000 words.)

Intermediate:

Putonghua 3

(400 sentences for expressing thoughts and ideas, 1500 words.)

Putonghua 4

(300 sentences for discussing interesting topics, 1500 words.)

Advanced:

Putonghua 5

(200 sentences for exchanging ideology and culture, 1000 words.)

2. Chinese Characters Reading & Writing

Beginner:

Chinese 1

(Learn 140 Chinese character radicals, characters writing, 500 characters.)

Chinese 2

(Learn 600 high-frequency characters and be able to understand more than 80% of the Content in Chinese newspapers and magazines.)

Intermediate:

Chinese 3

(Learn 700 frequently-used characters and be able to understand more than 95% of the content in Chinese newspapers and magazines.)

Chinese 4

(Learn 800 frequently-used characters and be able to understand more than 98% of the Content in Chinese newspapers and magazines.)

Advanced:

Chinese 5

(Learn 800 less-frequently-used characters and be able to understand 100% of the content in Chinese newspapers and magazines.)

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Chinese Listening and Speaking

普通话

Putonghua

1

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致教师和学生

1. 基本原则

在法国流行一句俗语：“C'est du chinois!”意思就是，“瞧，这就是中文！”如果遇到一件极端困难的事情，人们就用这句话来表达。这句俗语的存在表明，长期以来汉语普通话与中文被认为是世界上最难教、最难学的语言和文字。这一观念根深蒂固，甚至成了公认的事实。在我看来，这其实是一种极大的误会和偏见。因为，只要冷静思考一下以下两个基本事实，就可以轻易推翻这一偏见：

第一个事实是：汉字自从被创造以来，就一直被世界上近1/4的人使用，使用这种文字的中华民族创造了5000年的文明，其文明甚至在过去的两千多年里一直引领世界。现在，继续使用这种文字的中国，已经成为世界经济和政治大国，正在成为新的文化大国。一种落后的文字创造了辉煌的文明，这显然是不合逻辑的。

第二个事实是：中国儿童和欧美以及其他国家的儿童一样，掌握其母语和本国文字的效率是一样的，没有任何证据表明中国儿童花了比外国儿童更长的时间和精力。如果汉字更难的话，就会得出外国儿童普遍智商低下这一全世界父母都不同意的荒唐结论。

谁犯了错误？

19世纪末，君主专制体制下的旧中国因为长期的君主专制和满族贵族的文化专制，加上当时列强殖民势力的入侵，导致国家积贫积弱，民族自信心一度丧失，中国学者转而学习西方文化技术，其中以索绪尔《普通语言学》为代表的语言学理论被中国学者移植到中国，经过百年的学术和教育体制的固定，成为指导中文教学的基本原则。在一部分其时的学者和政府行政决策的共同推动下，形成了系统的、带官方色彩的语言教学理论、教学法、教学模式以及评估模式（与此相对照的是，中国对于西方语言研究方法却关注甚少，更多的人选择了直接应用西方语言学现成的理论成果这种更省事的方式）。中国原有的文字学研究在教育传统成为仆从，甚至一度受到被整体取消的不公待遇。由于语言学理论是建立在表音文字的基础上的一整套复杂的形式主义规则体系，而中文则是一种非形态的、以形表意的文字体系，有着自己独特的以形表意的简洁规则，这种外来语言学理论的应用，对于中文而言，简直就是灾难。这种灾难的结果，就是使得普通话和中文成为了世界上最难教、最难学的语言文字体系。

传统的比较文字学认为，汉字处在世界文字发展史上的第二阶段，即由原始文字向拼音文字进化的古典文字阶段，认为汉字是一种中世纪古董，其命运是向拼音文字进化。文字学的考古和人类学的研究结果证明，世界上所有现存的文字，其历史几乎是一样悠久的，为什么只有汉字是一种古老的文字而要被“革命”呢？

中国人在20世纪50年代也曾经做出了取消汉字而实行拉丁化的决策，但后来的历史证明，这一做法是中国人自己犯下的可怕错误。现在，汉字不仅没有被取消，反而成为一种看起来最高效的文字：在所有用文字书写的信息载体中，中文最短；在用电脑输入文字的比赛中，汉字的输入速度最快；在构词能力上，汉字取得了冠军。汉字是古典文字这一结论，让人不得不怀疑西方人种主义的偏见仍然根深蒂固地存在于国际学术界。

2. 对于语言文字的新的认识

早在两千多年前，中国文字学家就认识到了语言和文字的区别，汉代文字学家扬雄就说过，“言者，心声也；书者，心画也。”意思是，语言是表达内心思想的声音符号，文字是表达内心思想的图画符号，也就是说，文字不是通过记录语言而表意的，文字本来就不是记录语言的符

号，而是直接表意。

中国人有着从来不把口头交流的语言和书写在竹片上的汉字看成是一个东西的历史传统，在三千多年里，中国人一直是听说一套（白话），读写是另一套（文言文）。占世界人口近1/4的中国人这种“言文不一致”的历史事实，直到现在还被不少学者认为是一种不正常的现象。似乎中国人的祖先都不正常，只有在20世纪使用白话文以后中国人才正常了。

1967年法国哲学家雅克·德里达（Jacques Derrida），以及英国哲学家哈里斯（Harris），都对传统的“普通语言学”的基本原理提出了系统反思，同样确立了语言与文字两者的严格界限，并且推翻了“文字记录语言”、“语言第一性、文字第二性”的传统理论，即“文字是记录语言的符号”这一传统说法，不仅要受到空前怀疑，而且是不成立的。

20世纪90年代以来，一位毕生从事普通话与中文国际教学实践的中文教师、北京语言大学的张朋朋，在系统反思自己近40年对外汉语与中文教学的经验教训之后，总结出一套“语文分开、语先文后、语文互进”新教学法，第一次将“汉语普通话”与“汉字”完全当作两个不同的学习系统来教，取得了惊人的效果。他在北京语言大学和欧洲近10年的新教学法成功实践证明，汉语和英语一样是同样易教易学的语言，中文则是一种相对英文和法文更容易掌握的文字体系。在总结新教学法的基础上，他和其他学者进一步深入研究，在中国明确提出语言和文字是两套不同的符号系统，语言的本质是以音表意的听说交际信息系统；汉字的本质是以形表意的视觉信息符号系统，两者通过表意发生关系，而不是传统理论认为的“汉字记录了汉语”。根据这一原则，汉语普通话的基本教学单位是句子，中文读写教学的基本单位是字。语言听说教学的性质是技能训练，目标是“集中识句”，即掌握一定数量的核心交际句型；中文读写教学的性质是文字学习，目标是“集中识字”，即掌握常用汉字2500个。张朋朋的这一观点，受到了中国国内一些学者的高度认同，2007年，他被武汉大学聘为武汉大学语言文字教育研究中心的主任，专门主持对外汉语普通话与中文新教学法和教材的研制。这一新教学法概括起来就是，普通话听说的“句本位”原则和中文读写教学的“字本位”原则。这两大原则的创立，对于破除“中文难教难学”的偏见，具有极其重要的理论意义和现实价值。

3. 句本位：汉语普通话的基本单位是句子，普通话的学习方法是集中识句

早在1921年，哈罗德·帕尔默（Harold Palmer）博士就指出了理解一种语言与如何运用一种语言之间的明显差异。创立“新概念英语”教学法的美国著名英语教师、语言教育家亚历山大先生（L.G.Alexander），同样指出，“语言单位并不是人们曾经普遍认为的单词，而是句子。”他认真分析了传统教学法的弊病后，毫不客气地说，“过时的翻译——语法教学法极端浪费时间而且效率低下，因为这种方法实际上是鼓励学生犯错误：让学生在充分准备的情况下运用语言技能。……他们的学生在学到一定程度后会不可避免地无法继续学下去：他们不得不回头重新开始。……同别的教学法相比，这是一种最无益、最浪费时间和效率的方法。”（引自《新概念英语》教材序言，亚历山大等编著）。汉语普通话，作为一种拼音符号系统，与英语、法语诸语种一样具有以音表意的同质性，因此，其基本单位，就如同交际环境中客观存在的事实一样，是句子：即人们是用句子来交际的，而不是用单词来交际的。建立一个一个句子的听说能力，就是语言教学的普遍法则。

4. 字本位：中文的基本单位是字，中文学习的方法是集中识字

中国汉字以形表意的基本特点和两千多年的文字学研究教学传统表明，识字量的多少直接决定中文读写能力的高低。近年来，中国国家语言文字工作委员会进行了广泛调查统计，在2005年发表的《中国语言生活状况报告》中的统计数据表明，581个汉字就覆盖全部中文文料的

80%，934个汉字就覆盖全部中文文料的90%。这意味着，掌握最常用的汉字达到五百八十多个，就认识报纸杂志上80%的汉字，再进一步掌握到九百多个，就认识90%的汉字。

另外一个事实是，中国两千多年的中文教学实践，即长期实行集中识字的传统，其中不乏经典的教材。例如，中国儿童启蒙读物《百家姓》，在一篇文章中就快速识字六百多个；《三字经》，通过社会文化和常识的了解，识七百多个汉字；《千字文》，集中识1000个汉字。这种集中识字的传统，同样成就了中国近代学人辜鸿铭先生在19世纪中叶留学欧洲时仅用9年就精通13门外文的“神话”。

历史和事实都表明，集中识字是完全建立在汉字文化特点和文字学规律上的科学教学法。因此，以字形教学为基础，从汉字以形表意的特有规律出发，先学习汉字部件，再学习构词能力较高的汉字，再进行意块的学习（包括传统的词、短语等），进而到句篇的学习，才是科学的中文教学方法。传统的“词本位”教学法，以及“翻译-语法”教学法，不仅取消了语言和文字的差别，取消了语言知识和语言技能的差别，而且完全不顾汉字的本质特点和表意规律，以西方语法规则为指导、以识词为目标，其结果是使教师和学生陷于无所适从、找不到方向的境地。导致了“C'est du chinois!”这一国际误区，将数以千万计的外国朋友挡在了简洁优美、趣味无穷、富有东方特色的中文大门之外。

林待秋

2008年8月8日

To teachers and students

1. Basic principle

There is an old saying going in France: “C’est du chinois”, which means “Look, this is Chinese”. People always tend to say this if they come across a rather difficult thing. This expression shows that Chinese language and Chinese characters are considered as the language and characters which are both the hardest to learn and to teach. It is a deep-rooted opinion and publicly accepted fact. In my opinion, it is in fact a misunderstanding and prejudice, this opinion can be easily overturned through the follow-ing two facts:

The first fact is as follows: Chinese characters have been used by nearly a quarter of people in the world since it was created. The Chinese nation who has been using Chinese characters built up a civilization of 5000 years, and also she had been leading the world for 2000 years. Nowadays, China, which is adopting Chinese characters, has already turned into a great economic and political country, also in the process of becoming a great country in culture. It is not logically coherent that a lagging character created such a splendid civilization.

The second fact is as follows: Like occident children and children in other countries, Chinese children can master their own mother language and characters at the same efficiency. There is no evidence indicating that Chinese children spend more time and energy than children in foreign countries. If the Chinese character is harder than other languages in the world, it will come to a conclusion that children in foreign countries get a lower IQ at large, which all the parents in the world will find hard to agree with.

Who actually made a mistake?

At the end of 19 century, Old China under the system of emperor autarchy, resulted in a weak and poor country and the national confidence had once been lost, because of a long time cultural autarchy of Manchu Nobiliary and invasion of colonial force. Then Chinese scholars turned to learn western culture and technology, and the linguistic theories delegated by The General Linguistics of Sausure were transplanted in China, which became the basic principles guiding Chinese teaching after the establishment of academic and educational system for about a hundred years. It later came into systematic, official linguistic teaching theories, teaching methods, teaching modes and modes for teaching evaluation. (However, in order to save time and energy, Chinese people pay more attention to a direct acceptance of western linguistic theories rather than a concern on the research methods of western linguistics.) The original research on Chinese characters and the traditions of education had once got an unequal treatment of being entirely abolished. As for Chinese language, the application of foreign linguistic theories is simply a disaster, for western linguistic theories are a set of complicated and formula system, while Chinese language is a non-formula character system which holds its own distinct rule that the meaning can be shown through the form. The result of this disaster is to make Putonghua and Chinese characters become the linguistic system that is the most difficult to learn and to teach in the world.

The traditional Comparative Linguistics holds that Chinese characters are a kind of middle-ages antique, which will be destined to be evolved towards phonetic characters, besides, Chinese characters are in the second phase of the history of world's writing systems. The archeological research on Character Study and anthropology testifies that all the existent characters in the world share almost the same long history. Why only Chinese character is a kind of old and should be reformed?

Chinese people had once tried to adopt a national policy of latinism, which later was proven to be a terrible mistake made by their own. At present, Chinese characters are assumed to be the most efficient characters rather than being got rid of. Firstly, Chinese characters are the shortest among all the written information carrier by all kinds of characters; secondly, in the contest of computer input of characters, Chinese characters are the fastest to be keyboarded into; lastly, as for word-formation, Chinese characters also take the first place. The conclusion that Chinese characters are a kind of ancient characters makes us suspicious that ethnic prejudice from western world is still deeply rooted in the international academic field.

2. A new cognition towards language

As early as more than 2000 years ago, Chinese literary scholars had already realized the difference between language and character. Yang Xiong, the Han era philologist, once said “Speaking is the sound to express inner heart, while writing is the drawing to describe inner world,” which means language is a vocal symbol and character is a drawing symbol. In other words, character is a direct expression rather than an expression through recorded language, for character is not a symbol to record language.

There was a tradition in China that the oral language and the written characters on bamboo were never regarded as the same thing. During the past more than 3000 years, as for Chinese people, listening and speaking is one thing while reading and writing is another. This historical fact that writing was not in accordance with speaking, is still asserted as certain abnormal phenomenon by a large number of linguist, although it exists in China, which takes up a quarter population of the world. It seems that the Chinese ancestors were all abnormal, only in last century when colloquial characters were applied did Chinese people become normal.

In 1967, Jacques Derrida, a French philosopher, together with Harris, an English philosopher, proposed a systematic reflection on the basic theories of traditional general linguistics. Apart from that, they both established a strict limit between language and character and overthrew the traditional theory that “language was recorded by characters” and “language first, character came second”. It pointed out that the traditional saying that character is the symbol to record language was doubtful.

In 1990s, a Chinese teacher Pengpeng Zhang, professor of Beijing Language University spending all his life teaching Chinese, came to a conclusion of a set of new teaching methodology after a systematic reflection on his own external and internal Chinese teaching, which is named “Putonghua listening and speaking is separated from character learning; Putonghua listening and speaking first, character learning second; listening and speaking interacts with reading and writing”. The first time

to teach Putonghua and Chinese characters from a totally different study systems, an amazing effect was made. The 10-year successful practice of this new teaching methodology in Beijing Language University and Europe proves that Chinese is as easy to teach and to learn as English. In addition, compared with English and French, Chinese character is the one that is easier to get a mastery of. On the basis of concluding new teaching methodology, he and other scholars took a deeper research, and clearly put forward that language and character belong to two different symbolic systems. The nature of language is a vocal communicative information system in which the meaning is expressed through sound, while the nature of character is a visual symbolic system in which the meaning is expressed through the form. Language and character interact with each other through expressing meaning, rather than the traditional saying that language was recorded by character. According to this principle, the basic teaching unit of Chinese Putonghua is sentence, while the basic teaching unit of the reading and writing of Chinese is character. The nature of Chinese language listening and speaking is skill training and the aim is to focus on recognizing sentences, while the nature of Chinese reading and writing is a kind of characters learning and the aim is to fix on recognizing characters, which means to get a mastery of 2500 characters. Professor Zhang's opinion is highly accepted by some other scholars in China. In 2007, he was employed by Wuhan University as the director of Language Teaching and Research Center, especially responsible for the research on the new teaching methodology of External Chinese Putonghua and Chinese Characters, including editing textbooks. This new teaching methodology can be concluded as sentence-focus principle of Putonghua listening and speaking and character- focus principle of Chinese reading and writing. The creation of these two principles shows a great theoretical and realistic significance for shaking off the prejudice that Chinese was hard to learn and to teach.

3. Sentence orientation: the basic unit of Chinese Putonghua is the sentence

As early as 1921, Doctor Harold Palmer had pointed out the distinctive difference between understanding and application of a language. Mr. L.G. Alexander, the founder of *New Concept English*, renowned English lecturer and linguistic educator, also said, "The unit of language is not, as was once commonly suppose, the word, but the sentence." He stated unreservedly after an anatomy of traditional teaching methodology, "The old-fashioned translation and grammar-rule methods are extremely wasteful and inefficient, for the student is actually encouraged to make mistakes: he is asked to perform skills before he is adequately prepared... At some point in the course their students inevitably become incapable of going on: they have to go back... No approach could be more ineffective, wasteful and inefficient." (From the preface of *New Concept English*, edited by Alexander). Chinese Putonghua as a symbolic system of Pinyin is, in nature, the same as languages like English and French in terms of both indicating the meaning of a thing by the sounds. Therefore, its basic unit is crystal clear the sentence, that is, people always communicate through sentences instead of words. To establish the competence of listening to and speaking individual sentence becomes the universal rule for language teaching.

4. Character standard: the basic unit of Chinese is character

According to the unique ideogram expression of Chinese characters and over 2,000-year study of Chinese written language and teaching conventions, it turns out that the amount of character recognition decides directly one's Chinese literacy. In recent years, the National Language Commission of China has conducted an extensive investigation and statistics and states in its *Annual Report of the Language Situation in China: 2005* that 581 common Chinese characters cover almost 80% of all Chinese materials and 934 cover 90%, which means, if mastering over 580 most frequently-used characters, one can read 80% characters in a newspaper or magazine, and if over 900 characters, one can read 90%.

Besides, during an over 2000-year history of Chinese teaching practice, the traditional approach of teaching Chinese is in a concentrated way, and there is no lack of classical textbooks. To name just a few, *Hundred Surnames*, an enlightened reading material, over 600 characters are required to be recognized speedily within one article; *Three Character Primer*, over 700 characters are to be learnt through the understanding of social culture and common senses; *The Thousand Character*, 1000 characters are offered to be mastered collectively. This convention of learning characters collectively made the contemporary scholar Gu Hongming a myth maker, who successfully mastered 13 foreign languages with only 9 years during his study in Europe in 1850s.

Both the history and facts make it clear that the collective approach of learning characters is a scientific methodology based on both cultural properties of Chinese characters and linguistic laws. Therefore, the scientific teaching should, based on grapheme teaching and according to the unique linguistic laws of indicating meaning by forms, start from learning Chinese character units, to characters which can be actively compounded into new characters, and then to semantic clusters like phrases and finally learning discourse. The old fashioned "phrase-focus" teaching methodology as well as "translation & grammar" not only abolished the discrepancy between language and character and between linguistic knowledge and skills, but also ignored the nature of Chinese character and its ideogram expression laws. They took the western grammar rules as their guidelines and vocabulary memorization as their goal. Actually, both teachers and students were at a loss as to what to do and where to go, which resulted in the "**C'est du chinois!**" phenomenon, keeping thousands of foreign friends out of the door to the elegant, fascinating and oriental featured Chinese language.

LIN Daiqiu

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《格鲁伯普通话与中文教程》的教学理念和教学法

1. 语言文字理论

语言是自然物，其产生方式是约定俗成，本质是以音表意，是听说交际系统，属感性体系；习得规律是自然习得，遵循感觉—模仿—知觉的认知路线。语言的基本单位是句子，听说教学内容是掌握定量交际高频句与高频词。习得方法是在课堂和课外建立类似母语习得的交际环境。

文字是人造物，其产生方式是人为创制，本质是以形表意，是视觉交际系统，属理性体系；习得规律是人为习得，遵循类比—联想、归纳—演绎的认知路线。文字的基本单位是字，读写教学内容是掌握定量的高频字，以字组词的能力，以词造句的能力。习得方法是在课堂和课外建立识字、写字、组词、造句的能力。

在语言教学中以“语法规则”为纲的教学法，妨碍语言能力的习得。同样，在读写教学中兼顾听说教学则分散学生的注意力，降低读写课程的教学效率。本套教材在全球首创“语文分开、语先文后、语文互进、集中识字”十六字教学法。

2. 教学理念与目标

教两个系统：“语”的系统（普通话听说）和“文”的系统（中文读写）

训练两种能力：语言能力和文字能力，即前者是掌握听说2000交际句的能力，后者是识读用写3000汉字的能力。

评估两个系统：“语”的系统（普通话听说）和“文”的系统（中文读写）。

3. 教学法：语文分开、语先文后、语文互进、集中识字

语文分开：将汉语普通话和汉字读写分开安排，分别按照各自的规律独立设置教学内容和教学方法。汉语普通话听说教学和学习内容是掌握2000常用汉语交际句，教学和学习方法是通过建立交际情境集中识句。中文读写教学和学习内容是识、读、写、用3000个汉字，教学和学习方法是集中识字，先学习常用部件和独体字，再学习高频字，然后学习句篇。

语先文后：人类习得语言能力和文字能力的规律是先听、后说、再识字、再读写文章，因此，本教材先进行普通话听说教学，在完成《普通话1》之后，才开始《中文1》的识字教学。普通话教学内容安排由多到少，中文教学内容由少到多。

普通话听说教学由多到少，方法是模仿和练习

中文教学由少到多，方法是集中识字

语文互进：从《普通话1》开始，普通话教学以拼音为学习内容，不学习汉字，但在整个普通话教学过程中，逐步注意建立拼音和汉字的联系，逐步培养“见字识音的能力”。中文课程以识字、阅读和写作为唯一教学内容，不学习拼音，逐步培养“去拼音”的文字理解阅读能力。

集中识字：中文教学的最高目标就是识字，分阶段识字3000个：先集中识常用部件140个，再集中识高频字600多个，再集中识常用字1500个，最后集中识次常用字1600多个。

4. 各阶段的教学任务

(1) 普通话各阶段的教学任务:

基础阶段:《普通话1》学习200生活常用句,1500常用词和普通话拼音;《普通话2》学习400生活常用句,2000常用词。

中级阶段:《普通话3》学习400与表达想法与意见相关的中级句,1500常用词;《普通话4》学习300与讨论一定意义话题相关的中级句,识词1500。

高级阶段:《普通话5》,学习200与思想与文化交流相关的高级句,识词1500个。

(2) 中文读写教程分级与教学内容

基础阶段:《中文1》,识部件140个;《中文2》,识高频字600个,读懂中文报纸杂志内容80%以上;

中级阶段:《中文3》,识常用字700个,读懂中文报纸杂志内容95%以上;《中文4》,识常用字800个,读懂中文报纸杂志内容98%以上;

高级阶段:《中文5》,识次常用字800个,读懂中文报纸杂志内容100%。

《普通话1》的结构和教学模式

1. 《普通话1》简介

《普通话1》由30篇课文和10篇拼音练习组成,各自独立成体系。如同人一开始不需要学拼音就会说话一样,口语学习一开始也无需从拼音开始,而是直接从交际句开始。

但是,掌握标准的汉语普通话口语,必须有计划、有步骤地通过精心设计的普通话拼音练习才能解决好。通过口语学习拼音和有计划地练习拼音,两者有机地结合,才会在一方面将外国学生的注意力集中在交际句这个最重要的目标上,另一方面也帮助外国学生解决在普通话第二、三声,以及少数难发和容易混淆的拼音音素上遇到的实际困难。

2. 每课的结构如下:

I. 课文:本部分是引出最常用的交际句,教学时间约5分钟。采取“拼音大、汉字小”的排版原则。

II. 核心句型与词汇:本部分是最重要的学习内容,教学时间约为80分钟。目标是句子的听说练习,通过大量、反复的听、说,掌握常用句型,同时通过句子学习常用词。采取“拼音大、汉字小”的排版原则,不教汉字。

III. 说一说:本部分是利用本课和上一课已经学习过的句子,由老师示范进行成段口语表达。目标是建立日常说话的能力,逐步培养“见字识音”的能力。

IV. 听对话:本部分是利用本课和上一课已经学习过的句子,听3篇情境对话,教师进行评估。学生也可利用本部分对话内容对课堂教室的内容在课后进行自我评估。

3. 教学时间

《普通话1》的课堂教学时间为120课时,一般每周12节。

*学习者可登陆www.chinese4000.com辅助学习。

The Teaching Concept and Teaching Approach of *Globe Putonghua & Chinese Character Textbook*

1. Theories of Language and written words

Language is a natural substance, whose mode of production is established through common practice. Language is, in essence, sound symbolism. It is a communicative system of listening and speaking, a typical sensual system. The law for acquiring a language is a natural acquisition, following the cognitive route of perception, imitation and cognition. The basic unit for language is sentence. In this sense, the teaching of listening and speaking is to focus on the mastery of a quantitative frequently-used communicative sentences and phrases. The acquisition can be achieved by establishing the similar communicative environment to the mother tongue acquisition both in and out of the classroom.

Written words (characters) are artificial product whose mode of production is a man-made creation. Written words (characters) are, in essence, shape symbolism, which is a visual communicative system, a typical rational system. The law for acquiring written words (characters) is an artificial acquisition, following the cognitive route of analogy-association and induction-deduction. The basic unit for written words (characters) is word (character), thus the teaching of reading and writing is to focus on the mastery of frequently-used words (characters), the collocation of words (characters) and the sentence-making. The acquisition can be achieved by offering trainings for word (character) cognition, word (character) writing, collocation of words (character) and sentence-making both in and out of the classroom.

The traditional language teaching methodology took “grammar rules” as the central task and hence hindered the acquisition of language competence. Similarly, if during the teaching of reading and writing, equal consideration is also given to listening and speaking instruction, a distracting and low efficiency in reading and writing learning will surely occur. This set of textbook is the first to create the methodology – Separate the teaching of listening and speaking from reading and writing; teach sentence listening and speaking prior to reading and writing of Chinese characters; then the teaching of Putonghua listening and speaking interacts with that of character reading and writing and they help each other forward; and learn characters concentratively.

2. Teaching Concept and Goals

Teach two systems: A system of “yu” (Listening and speaking of Putonghua) and a system of “wen” (Reading and writing of Chinese characters)

Train two kinds of abilities: Putonghua ability and character ability. The former refers to the listening and speaking ability for 2000 communicative sentences, and the latter refers to the reading and writing ability for 3000 Chinese characters.

Assess two systems: A system of “yu” (Listening and speaking of Putonghua) and a system of “wen” (Reading and writing of Chinese characters)

3. Teaching Approach

Separate the teaching of Chinese language listening and speaking from Chinese character reading

The listening and speaking will be lessened. The method is to imitate and practice.

The reading and writing will be increased.
The method is to learn characters concentratively.

and writing; teach sentence listening and speaking prior to reading and writing of Chinese character; then the teaching of Putonghua listening and speaking interacts with that of character reading and writing and they help each other forward; and learn characters concentratively.

Separate the teaching of listening and speaking from reading and writing: Separate the teaching of Putonghua listening and speaking from character reading and writing, and devise independent content and method for the two aspects on the basis of their own rules. The content of Putonghua listening and speaking is, to master 2000 daily communication sentences, and the method is to learn the sentences intensively through communicative situations. The content of character reading and writing is to know, read, write, and use 3000 characters, and the method is to learn the characters concentratively, first frequently-used radicals and characters without radicals, then high-frequency characters, and then sentences and paragraphs.

Teach sentence listening and speaking prior to reading and writing of Chinese character: The law of human language acquisition is first listening, then speaking, then reading, and writing at last. Therefore, this textbook will teach Putonghua listening and speaking at first. After we finish Putonghua 1, we can start Chinese 1. The listening and speaking will be lessened while the reading and writing will be increased as we move on.

The teaching of Putonghua listening and speaking interacts with that of character reading and writing and they help each other forward: In Putonghua 1, the only content of Putonghua listening & speaking teaching is Pinyin. Students will not learn characters at this phase. However, during the teaching process, the textbook will begin to set up the relationship between pinyin and characters step by step, and cultivate learners' ability to realize the pinyin when they see a character. The only content of *Chinese* will be character learning, reading and writing. Learners will not learn pinyin at this phase. The textbook will slowly cultivate the ability to understand and read characters without pinyin.

Learn characters concentratively: the supreme goal of Chinese teaching is character recognizing. Students will learn 3000 characters at different phases. First they will learn 140 frequently-used radicals, and then learn 600 high-frequency characters concentratively. After that, they will learn 1500 frequently-used characters, and at last learn 1600 less-frequently-used characters.

4. The teaching tasks for each phase

(1) The teaching tasks for Putonghua Listening & Speaking

Beginner : *Putonghua 1* (200 daily used sentences, 1500 words, Pinyin for Putonghua);
Putonghua 2 (400 sentences for daily communication, 2000 words)

Intermediate : *Putonghua 3* (400 sentences for expressing thoughts and ideas, 1500 words);
Putonghua 4 (300 sentences for discussing interesting topics, 1500 words)

Advanced : *Putonghua 5* (200 sentences for exchanging ideology and culture, 1000 words)