The IoE Confucius Institute

What makes a good Chinese language textbook?

Workshop on Chinese Teaching Materials

George X Zhang 张新生

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What makes a good Chinese language textbook?

Lack of adequate teaching materials is a commonly encountered difficulty for teaching Chinese in the UK. While there are locally produced teaching materials as a result of consistent efforts in compiling suitable teaching materials for the UK market, Chinese language teachers still have to adapt existing teaching materials to their actual teaching according to the course requirements and more importantly their student's needs. The session, which is meant to be interactive with the involvement of the participants, will look at some key aspects or characteristics that a "good" textbook is supposed to have in this context, and what is needed on the part of the teachers in order to be able "reorganise" their own teaching materials to maximise their teaching.
What makes a good Chinese Language Textbook?

1. Characteristics of a good language textbook
2. Development of Chinese language textbooks in the UK
3. Roles of teachers in the use of Chinese language textbooks
First a few questions

• Teaching in schools?
• Timetabled classes or interest groups?
• GCSE and A level Chinese?
• Your education background?
• With or without QTS?
• Other trainings?
• What characteristics, in your view, should a good Chinese language textbook or teaching materials have?
1. 优秀语言教材应具备的特点

- 科学性（语言本体、教学理念和计划安排等）
- 系统性（成套、技能安排、模块同步等）
- 针对性（年龄、母语、学制、学习特点等）
- 趣味性（情景、故事、对话、练习形式等）
- 实用性（交际功能、文化、真实、自然等）
- 普及性（易用、价格、配套—习/考题等）
- 立体性（图文、多媒体、网络版等）
What is most important and WHY?

- **Scientificity** (language basic, teaching ideas and plans, etc.)
- **Systematicity** (set, skill arrangement, module synchronous, etc.)
- **Specificity** (age, native language, study period, learning characteristics, etc.)
- **Interest** (scenario, story, dialogue, practice form, etc.)
- **Practicality** (interpersonal function, culture, real, natural, etc.)
- **Popularity** (easy to use, price, accompanying practice/test questions, etc.)
- **Three-dimensionality** (text, multimedia, network version, etc.)
好的语言教材应首先具备针对性

- 对外汉语教材在海外的“水土不服”
- 针对性 – 本土教材
- 本土教材 – 适用性
对外汉语和汉语外语教学

• 对外汉语教学
  - 对外汉语教学 – 在中国的汉语教学
  - 教材强调语言的系统性和科学性

• 汉语外语教学
  - 汉语外语教学 – 在中国和其他汉语使用国家和地区以外的汉语教学
  - 教材应具备本土适用性
本土化教材面对的问题—适用性

英语学者卡宁思沃斯（1995年）的四点论：
1. 适合学习者的需要，符合语言学习课程的目的和任务；
2. 体现学习者现在和将来对语言使用的需求，可以帮助学生掌握并有效运用语言来为其目的服务；
3. 考虑学习者的学习需要，并有助于他们的学习过程，而不是将某种方法强加给学生；
4. 具有明确的协助学习者学习的作用，就像教师一样，是目的语和学习者之间的纽带。
本土化教材面对的问题—适用性

- 优秀语言教材所应有的特点—共性
- 适应学习者的需求、汉语学习认知特点和习得过程
- 符合本地的教育体制、教学目标和教学大纲等要求
2. 英国汉语教材本土化简述

- 英国本土汉语教材
- 汉语标准（欧洲语言框架和Edexcel考委大纲）
- 发展趋势
英国本土开发的汉语外语教材

- 外语系列教材中的汉语外语教材
  - 自学系列《汉语》和《汉语三个月》
- 汉语专业用教材《言语声片》和《汉语口语》
- 非汉语专业用的系列教材《步步高中文》系列
- 中学用《快乐汉语》和《进步汉语》
《汉语口语》

• 句型简明、实用
• 语言真实、自然
• 内容幽默、有趣
• 语法清楚、易学
• 本土化-汉语本科专业和学生学习特点
• 词汇/非汉语专业需求-详尽/集中
《步步高中文》系列教材

• 编写原则：三个CA和成人学习特点
  - 以成人学习特点为基础，以交际能力、英汉对比和文化意识三种方法为支柱的教材编写和教学原则

• 以汉字为本，重视具有生成功能的句型教学，突出汉语词语的结构特征，融文化意识培养于语言教学之中

• 内容比较有趣/针对技能训练的多种练习

• 符合英语使用者汉语学习特点对汉语语言内容做循序渐进的安排，将语法尽可能地体现于句型之中
成人汉语外语教学原则

以成人学习/成人语言学习为支柱的3 CA法
  - 交际 Communicative Approach - 学什么
  - 对比 Comparative Analysis - 怎样学
  - 文化 Cultural Awareness - 如何用

目的 - 使汉语学习变得愉快而有效。
## 《步步高中文》和其他考试

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CEFR和欧洲汉语标准

- CEFR （Common European Framework of Reference for languages）
- EBCL (European Benchmarking Chinese Language Project)
- Local standards (e.g.) Edexcel syllabus, marking and banding criteria
- HSKs
汉语外语教材的发展前景

宏观

• 海外汉语外语教学市场日益扩大
• 汉语外语的认知和习得研究之必要性和迫切性
• 海外汉语教学力量逐渐加强和参与
• 协作研发是成功开发海外汉语优秀适用教材的必由之路
Future Material Development

• More respect for the learners
• Greater personalization and localization of materials
• Greater flexibility and creativity of use
• More affectively engaged content
• A greater emphasis on multicultural perspectives and awareness
• More opportunities for learners with experiential learning style preferences
• More attempts made to engage the learner in the languages learning process as an experienced, intelligent and interesting individual
• More attempts made to use multi-dimensional approaches to language learning
3. Roles of Language Teachers

- Textbook developer v.s. textbook user

- Choose and adapt teaching materials to their needs in specific courses:
  - Awareness and understanding
  - Skills and competences
  - Continuous search and exploration
  - Exchange and share
Theory of learning and teaching

- Language learners succeed best if learning is a positive, relaxed and enjoyable experience
- The most important thing that learning materials have to do is to help the learners to connect the learning experience in the classroom to their own life outside the course
- Teachers teach most successfully if…
Some Factors to Consider

- Learning principles
- Cultural perspective
- Topic/content
- Teaching points
- Texts
- Activities
- Methodology
- Instructions
- Design
There is no such a thing as an ideal or perfect textbook/teaching materials.

Good textbooks/teaching materials should meet essential local needs.

Teachers are the ones who help to make well chosen textbook/teaching materials ideal or perfect according to actual needs.

Teachers should be actively engaged in “compiling” or adapting teaching materials, but need to develop continuously as teaching is an art as well as a skill.
何谓“好的”汉语外语教材？

谢谢大家！

张新生
georgezhang1978@gmail.com