



Grammar in Chinese Language Teaching

10th Chinese Conference at
IoE Confucius Institute 17 May 2013

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Grammar in Chinese Language Teaching

- Uses of 的 and 了

- Why: role of grammar
- What: role of teacher
- Which: types of grammar
- Who and how: role of a teacher
- Concluding remarks



Examples of 的 and 了 from Edexcel GCSE Chinese

- 你多大了? 7
- 王明...现在不工作了 19
- 他在曼联踢了8年足球 /他也参加了中学会考 21
- 1981年, 他参加了北京歌舞团 /观众们还不明白发生了什么事情/歌曲唱完了/中国出现了第一个摇滚歌星/崔建开始了他的摇滚.../除了...22
- ...
- 太.....了 35 \\我们终于要见面了97\\ 马来西亚漂亮极了98\\ 我来伦敦一个星期了/快吃晚饭了/我要下楼去了99\\ 坐地铁, 下了地铁再打的 111\\ 参观了/照了.../买了.../住了.../
- 你是什么时候/在哪儿出生的? 9
- Hannah是二零零七年还是二零零年来英国的 18
- 我的朋友/她的个子/她的头发是黑色的, 短短的/有的时候/它的个子/他的头 /红色的眼睛 14
- 你的生日是几月几号? 15
- 你有空的时候喜欢做什么17
- 李先生的姐姐..他的弟弟 18\\ 王明的奶奶...她的妈妈 19
- 崔建是1961年出生的/在北京举行的演唱会上/当他跳上北京工人体育馆的舞台的时候 22
-
- 我妈妈做的鱼很好吃。 208

(Chapter 1 – 25 pages, +过/没去过; 的and得; 唱完)



Why: role of grammar

- ▶ Role of grammar in language teaching
- ▶ Language teaching theories and role of grammar
 - Is second/foreign language learning the same with first language learning in terms of process
 - Communicative approach and diminished role of grammar
- ▶ What



What: when you have need help

- ▶ What do you usually do if you need to find answers to questions on grammar
- ▶ What do you do when you are unable to find an adequate answer
- ▶ What are common limitations of the grammar books you have used?
- ▶ Which



Which: types of grammar

- ▶ Chinese grammar at a glance
- ▶ Grammarians: theoretical grammar
- ▶ Language teachers: teaching grammar
- ▶ Features of teaching grammar
 - Practical – partial but true
 - Succinct – short but to the point



Which: books on grammar

《二十世纪现代汉语语法“八大家”选集》（《黎锦熙选集》、《王力选集》、《吕叔湘选集》、《胡裕树、张斌选集》、《朱德熙选集》、《邢福义选集》、《陆俭明选集》）东北师范大学出版社2003年出版

黄伯荣、廖序东主编《现代汉语》（增订四版）高等教育出版社2006年出版

刘月华 《实用现代汉语语法》（增订本）商务印书馆2001年出版

卢福波 《对外汉语教学实用语法》（修订本）北京语言大学出版社2011年出版

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Yip, Po-Ching & Rimmington, Don. 2003. **Chinese: A Comprehensive Grammar (Comprehensive Grammars)**. Routledge (+ Basic and Intermediate)

Ross, Claudia & Ma, Jing-heng Sheng. 2006 **Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars) + Workbook**. Routledge (bilingual in S & T Mandarin + pinyin)

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现代汉语语法

……汉语与西方印欧语系的语言是不同的，写汉语语法而照搬西方那一套是行不通的。我最后说到，语言之所以不同，其根本原因在于思维模式的不同。西方的思维模式是分析、分析、再分析，认为可以永恒地分析下去；东方的思维模式是综合，其特点是整体概念和普遍联系。

- 季羨林《中国现代语言学丛书》序

应该清醒地看到，这门学科距离真正成熟还相当遥远。到目前为止，许多事实尚未得到深刻的揭示，许多重要现象尚未得到准确的解释。现在，面临的主要问题是‘二求’：一求创建理论和方法，二求把事实弄清楚。

- 邢福义《汉语语法学》

……想补充两点…要从思维模式东西方不同的高度来把握汉语的特点；要在对汉语和与汉语同一语系的诸语言对比研究的基础上，来抽绎出汉语真正的特点

- 季羨林《二十世纪现代汉语语法“八大家”选集》序

Who and how: role of a teacher

- ▶ An expert teacher
 - Your students and their learning process
 - Your materials and syllabus
 - Your intercultural comm. competences
 - Delivery adequacy and suitability
 - Interesting and exciting activities/exercises

- ▶ An expert researcher
 - Being observant
 - Looking for explanations
 - Seeking solutions
 - Sharing



How: as an expert teacher/researcher

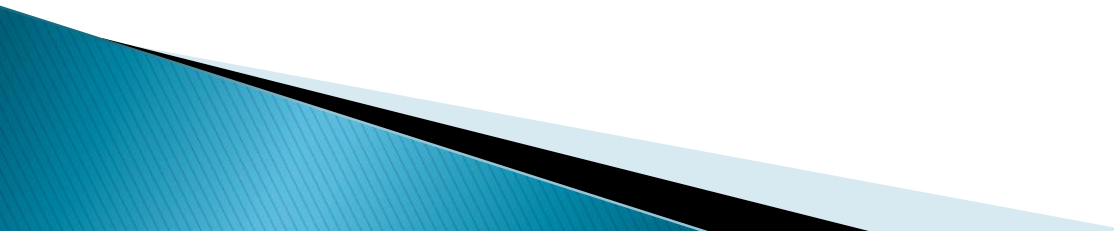
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How: as an expert teacher/researcher

- ▶ How many types of uses of 的 are there in the first chapter?
 - ▶ How many kinds of 了 are there in the first chapter?
 - ▶ How did your students perceived them?
 - ▶ Which uses are easy/difficult, and why?
 - ▶ How did you deal with them?
 - ▶ And the result? – students' experience and achievement
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Concluding remarks

- ▶ Theoretical grammar is the base, but teaching grammar is the tool, necessary and useful in second/foreign language teaching
- ▶ Grammar in language teaching is a means but not the end
- ▶ Adequacy is the key in the use of teaching grammar: target students, amount, time and activities (tasks)
- ▶ Teaching grammar is evolving and teachers should be active agents, contributing to the making of adequate teaching grammar



Thank you!

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