換位思考：以學生為中心的國別華語教材 ——從先語後文談起

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摘要

考量到英語和華語在許多方面存在的差異、學生的語言背景和學習習慣、以英語為母語的學生掌握漢字的難度等因素，我們為沒有華語背景的大學部學生設計了一套兩年期的專業課程。基於對語言交際能力和長期記憶漢字的重視，我們以循序漸進的方式設計了教材。最初課文全數以拼音呈現，而隨著教材導入、學生學習了特定的漢字之後，再逐步分階段地移除拼音。此種獨特的方式可以使學生在學習語言的初始階段，受到拼音系統的輔助，同時確保他們在教材僅剩下漢字時，閱讀的過程亦能夠得到指導和協助。本文詳細地介紹了教材設計中幫助學生學習和記憶語言的各式策略。

關鍵詞：國別教材編寫、先語後文、漢字教學

目前外語教學推崇的是「以學生為中心」的任務型教學法，但是就海外華語教學的整體而言，似乎存在著兩個不同的中心：以學生為中心的華語課堂教學、課堂活動，及以漢語為母語的華語教師為中心的教材編寫和教材選擇。

「以學生為中心」的教學模式與教學實踐似乎已成為當今華語教學的主流。教師根據學生的需求製定課堂教學目標和內容，佐以任務型教學設計；學生是整個教學過程的中心，他們通過完成具體任務來達到語言習得的目標。這樣能夠使學生在盡短的時間內，盡快地掌握他們所學的語言。目前實際「以學生為中心」的作法大多體現在課堂教學中，由教師盡量創造機會讓學生開口說話，而不是教師本身的一言堂。

然而，如何在教材編寫和教材選擇方面做到「以學生為中心」的問題似乎並沒有受到教材編纂者及華語、漢語教師們的充分注意與重視。教材編寫和教材選擇的現狀仍是以教師為中心，即以華語、漢語為母語的教師為中心。

因此，本文將介紹一套美國本土的、考慮學生的學習習慣與語言背景的、以學生為中心的華語教材。該教材為《現代漢語課程》（Modern Mandarin Chinese: The Routledge Course Textbook/Workbook Levels I/II, Ross et al 2018, 2022），教材採用「先語後文」的形式，是針對位於美國、以英語為母語的學生使用的初、中級系列華語教材。

初學任何一門外語一般都是「聽說領先，讀寫跟上」。但是由於中文的書寫形式是漢字，跟學生所習慣的拉丁字母的書寫形式相差甚遠。加之漢語為聲調語言，對於初次接觸有聲調的語言的歐美學生來說，也需要一定的時間熟悉，所以《現代漢語課程》在課文的前五課，只用拼音，不介紹漢字，並強調發音、四聲的準確度和口頭交際的對話內容。從第六課開始再有規律、有系統地介紹漢字。這便是我們判斷的以學生為中心的漢語教材編寫。

《現代漢語課程》教材的另一項特色則是將「詞」、「字」分開介紹：生詞首次呈現時，只以拼音的形式介紹。如此一來，學生可以先把精力集中在發音、意思及用法上，然後再有規律地學習漢字。生詞和漢字的數量控制在學生可以掌握的前提下進行教學。生詞的數量大於漢字的數量，目的在於使學生在第一學年打下良好的詞彙基礎，以進行基本的口頭交際。在教材的第一冊，總計介紹了大約 575 個生詞和 180 個漢字。

教材中漢字和拼音的替代規則為：某一漢字一經介紹，該字的拼音形式就不再出

現。學生必須學著把注意力集中在漢字上，因為只有漢字才是漢語的詞或音節真正的書寫形式。以第一冊第六課剛開始介紹漢字時的課文為例，課文的呈現是這樣的：

Dialogue

The Situation: Xiǎo Zhāng is shopping at a neighborhood store for some everyday items.

Fúwùyuán:	Zǎo. Nǐ yào mǎi shénme dōngxi?
Xiǎo Zhāng:	Wǒ yào mǎi shuǐ. 一 píng shuǐ duōshǎo qián?
Fúwùyuán:	一 píng shuǐ liǎng kuài 四 máo qián, 五 píng 十 kuài.
Xiǎo Zhāng:	Nà, wǒ mǎi 五 píng. Kělè duōshǎo qián?
Fúwùyuán:	一 píng kělè yě shì liǎng kuài 四. Yào ma?
Xiǎo Zhāng:	Yào. Mǎi liǎng píng.

　　顯然這種文本的呈現形式對漢語為母語的人而言，看上去很不習慣，但是對歐美的學生來說，它可以強迫學生學習漢字、掌握漢字。剛開始的時候，學生能閱讀只有拼音的課文，不過只要漢字一經介紹，就不會再出現拼音的形式。

　　依照《現代漢語課程》教材的設計，學生詞彙量擴大的速度遠大於介紹新漢字的速度。但是由於現代漢語以雙音節詞彙為主，而雙音節的詞是由不同的漢字組合而成，因此教材中的詞可能以漢字結合拼音的形式呈現。例如第一冊的最後一課、即第十六課的課文是這樣的：

Dialogue

The Situation: Xiǎo Xiè's parents have invited Xiǎo Zhāng, Xiǎo Wáng, Xiǎo Gāo, and Xiǎo Yè to dinner and are chatting after the meal. Mr. and Mrs. Xiè are interested in learning about their guests impressions of China, and they also want to know what plans they have for the summer.

謝先生：	你們在中國學中文已經學了快一年了，覺得怎麼樣？
小高：	我覺得這一年過得真快。開 shǐ， 我不習 guàn 住在中國，慢慢地(mànmān de)習 guàn 了，也覺得在中國生 huó 很有 yìsi.

小張：　　　我剛來的時候，覺得中文非常難，可是現在我覺得不太難了。
　　　　　　Suī然我說中國話說得很慢，漢字也寫得很不好看，可是我非常
　　　　　　喜歡學中文。

小王：　　　我們學了很多。現在可以跟中國人說話，還會寫一xiē 漢字。

小Yè：　　　你們的中文 jìnbù 得很快。

小謝：　　　小張 měi天都跟小Yè 說中文，中文當然 jìnbù 得很快了。

不難看出課文絕大部分是用漢字呈現的，拼音的數量很少。然而，該教材出版後的反應是兩個極端，或如獲至寶，或分文不值。

先看一看否定「先語後文」的評論：

太糟了。這本書的內容差得驚人。中文語言教材應該包括完整的資訊——這意味著拼音、漢字、英文，必須涵蓋這一些內容……初級階段的課文也相當糟糕，他們只從拼音開始教，偶爾會在後面加漢字。為什麼？這根本沒有意義。完全是浪費時間和金錢。這本書真的非常糟糕。 [1]

對於先語後文當然可以有不同的看法，可以批評、可以商榷，但應有理有據，有說服力，不能不考慮學生的具體情況而否定一切。

接著再來看看贊同此一作法的評論：

我必須說，在我的中文教學生涯中，我使用過很多的教材。在 80 年代，我開始使用 DeFrancis 系列（幾乎是當時唯一的選擇），然後轉用《新實用漢語課本》、《中文聽說讀寫》、《中文天地》和其他教材。看到 RCMC 之後，我問自己，這些年你都在做什麼？
毫無疑問，RCMC 是我見過最好的中文介紹書籍。我完全贊同以能掌控的方式

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[1] 評論出自亞馬遜（Amazon.com）的商品評價欄位：The worst. This book is so poorly put together it is mind blowing. Chinese language books should include complete information - this means including pinyin, characters, and english (English) for everything covered…. the beginning level text is also quite bad. They start with only pinyin and sometimes add characters later. Why? It just doesn't make sense. Such a waste of money and time. This book is absolutely horrible.

逐步介紹漢字的作法。多年以來，我看到我的學生在漢語口語方面的進步一直受限於他們掌握書面文字的速度，而書面文字無疑是學習漢語時最複雜的部分。RCMC（The Routledge Course of Modern Mandarin Chinese）將合理的漢字認讀進度與最合適的口語／聽力能力的發展相互結合，使我的學生真正有可能達到精熟的程度。如果這就是這套教材所做的一切，也已經足夠了，但是我的讚美並不僅限於此。

……再次感謝你和共同作者們，為這本「最好的課本」所做的努力。

RCMMC（The Routledge Course of Modern Mandarin Chinese）的一個非常創新的特色是將生詞和漢字分開來介紹，這樣漢字的學習過程就不會拖累漢語口語的學習過程（我自己曾在蘇黎世大學漢學系學習漢語，那裡的老師在他們的教材《中國話》中也將口語和漢字分開介紹，所以我根據自己的學習經驗得知，這樣的概念非常有意義）。[2]

　　為什麼對這樣一套教材會有這兩種截然不同的反應呢？或許我們能從另一個書評中找到答案：

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[2] 評論出自亞馬遜的商品評價欄位：I should say that I have used many texts in my career teaching Chinese. I began in the '80s with the DeFrancis series (almost the only real option in those days), moved on to Practical Chinese Reader, Integrated Chinese, Chinese Link, and a few others. After reviewing RCMC, I asked myself where you had been all these years!　This is, hands down, the best introduction to Mandarin Chinese I have ever seen. I thoroughly approve of the gradual introduction of characters in manageable increments. For years, I have watched my students' progress in spoken Chinese constantly limited by the speed with which they could master the written characters, surely the most complicated part of learning Chinese. RCMC (The Routledge Course of Modern Mandarin Chinese) combines reasonable literacy progress with optimal oral/aural skill development in a way that makes proficiency a real possibility for my students. If that were all your text had done, it would be enough, but my praise does not stop here.　…Thanks again so much for the work you and your co-authors put into this　最好的课本.

It is a highly innovative feature of "RCMMC" (The Routledge Course of Modern Mandarin Chinese) that words and characters are introduced separately, so that the learning process of the Chinese characters does not slow down the learning process of the Chinese oral language (I myself have studied Chinese at department of sinology at Zurich university where the teachers also separately introduced oral language and Chinese characters in their textbook "Zhongguohua", so I know by my own learning experience that this concept highly makes sense.).

（然而，）在德語國家的大多數中文教師都是在（xxx）出生和受教育的中國人，這些中文教師在中文教學技巧和教學法方面往往很有經驗。在大學的漢學系中，在歐洲受教育的中文教師大多與在（xxx）受教育的中文教師組成一個團隊，因此，在選擇課堂教學的教材時，比較進步的教師必須與比較保守的教師進行協商和妥協，這往往是進步和創新的障礙。[3]

這套教材的後續發展如何呢？出版幾年後，教材已經修改再版，看來還是很受歡迎的。下文將詳細地介紹一下「先語後文」漢字教學的具體作法。

首先是列出本課所介紹的漢字。仍以第六課第一次介紹漢字時為例：

Characters

Character	Pinyin	Meaning
一	yī	*one*
二	èr	*two*
三	sān	*three*
四	sì	*four*
五	wǔ	*five*
六	liù	*six*
七	qī	*seven*
八	bā	*eight*
九	jiǔ	*nine*
十	shí	*ten*

圖 1 教材首次介紹漢字的呈現方式

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[3] 評論出自亞馬遜的商品評價欄位：(However,) the majority of Chinese teachers within German-speaking countries are Chinese nationals who where (were) born and educated in (xxx), these Chinese teachers tend to be very conversative in terms of Chinese teaching techniques and pedagogy. At university level sinology departments, Chinese teachers that were educated in Europe mostly work in a team with Chinese teachers that were educated in (xxx), so more progressive teachers have to negotiate and compromise with more conservative teachers when choosing a textbook for class instruction which is often an obstacle for progress and innovation.

接著將用英文詳細地介紹漢字的筆劃和筆順，包含某一漢字的整體和偏旁部首，漢字佈局的大小及間隔。接著提供學生每一個漢字的筆劃、筆順書寫樣本。

圖 2 教材提供的筆劃、筆順範例

最後我們會介紹書寫規則及行筆方向。最初的幾課，我們對每一個漢字都有詳盡的、一筆一劃的書寫範例。談論到偏旁部首、書寫時應遵循的規則等等細項，亦都逐一用學生的母語（英文）解釋清楚。具體作法如下：

Lesson 6 Characters Step-by-Step

一	一 yī is a horizontal stroke and is written from left to right. It is also the radical.
二	二 èr has a vertical orientation and is written from top to bottom. Each stroke is written from left to right. 二 èr is also the radical.
三	三 sān has a vertical orientation and is written from top to bottom. Its radical is the character 一 yī and it is written last.
四	四 sì is a box-shaped character with strokes inside of the box. Its radical is 囗 **wéi**. 囗 **wéi** never serves as an independent character, but as a radical, it is often associated with the meaning *enclosure*. There are two radicals whose shape is that of a box, the *enclosure* radical 囗 **wéi**, and the *mouth* radical 口 **kǒu** that you will learn in lesson 7. 囗 **wéi** is a large box that encloses the other strokes of the character. 口 **kǒu** is a small box that may occur next to, above, or below the other components of the character. All boxes are written in the same way, and as you learn how to write 四 you learn all of the rules for writing box-shaped characters. The first stroke of 四 is a *vertical stroke*. It defines the left side of the box. Vertical strokes are written from top to bottom. The second stroke is a *right corner stroke*. Right corner strokes are always written from left to right and from top to bottom as a

single stroke.

Boxes are always filled before they are closed. After you have written the right hand corner of 四, fill in the box. The inside of 四 includes two strokes, both written from top to bottom.　The stroke on the left is written first.　It is a *left falling stroke*.　It is written from top to bottom and falls to the left.　The stroke on the right is written second.　It is a *vertical-curved stroke*. It starts as a vertical stroke written from top to bottom and then curves to the right.

After you have filled in the box, close it with a *horizontal stroke* written from left to right.　In boxes, the closing stroke is always the last stroke.

Notice that although the radical for the character 四 is 囗, it is not written as a separate unit.　The first two strokes of 口 are written together, but the last stroke of 口 is written after the two strokes on the inside of the box.

圖 3 教材對書寫規則的介紹

　　在介紹漢字的時候，我們則是以單個漢字為出發點，而不是以詞為出發點。同樣以第六課的漢字為例：

Characters

常	cháng	*often*	非常 fēicháng *extremely*
			常常 chángcháng *often*
地	de, dì	*particle*	地圖 dìtú *map*
			慢慢地 mànmàn de *slowly*

圖 4 以漢字為出發點的教材編寫

　　教材首先會給出漢字，然後是漢字的發音和意思，最後提供由這個漢字組成的單詞。

　　在詳細地介紹了每一個漢字以後，關鍵點在於如何幫助學生學習、掌握漢字。傳統的方法是要求學生每個漢字寫十遍。我們都知道這是非常不負責任、也是最沒有效果的方法。必須注意的是，「先語後文」不是忽視漢字教學，而是花更多的時間和精力，以幫助學生學好漢字。教材更是設計了不同的練習項目，以幫助學生習得漢字、掌握漢字。這一套教材在介紹了漢字的數字「一」至「十」之後，提供學生練習題如下：

1. Indicate the number of strokes used in writing each character.

a. 十 ___　b. 五　　___　c. 一　　___　d. 三　　___
e. 七 ___　f. 四　　___　g. 六　　___　h. 八　　___

2. Circle the character in each line that corresponds to the meaning on the left.

　a. bā: eight　　　　　　父　　　　　八

　b. yī:　one　　　　　　一　　　　　二

　c. liù: six　　　　　　　穴　　　　　六

　d. shí: ten　　　　　　十　　　　　千

　e. sān: three　　　　　王　　　　　三

　f. èr: two　　　　　　　土　　　　　二

　g. jiǔ: nine　　　　　　九　　　　　丸

　h. wǔ: five　　　　　　五　　　　　王

i. sì: four 曰 四

j. qī: seven 七 匕

3. Write the first stroke of each of the following characters.

a. 八   e. 五

b. 九   f. 二

c. 十   g. 四

d. 七   h. 六

4. Complete each character by writing in the missing strokes.

a.   six

b.   nine

c. four

d. five

e. eight

5. Chinese Sayings. Complete each of these expressions by writing in the appropriate numbers *in Chinese characters* to match the English translations as in the example.

Example

___(xīn)___(yì) 一 **xīn** 一 **yì**   ***one-heart-one-mind***

yī   yī   *whole-heartedly, with one's heart and soul*

a. _____ (rì bù jiàn, rú gé)   **one - day -no - see, as if - apart -**
   yī   **three - autumns**

   _____ (qiū)   *Being apart for one day feels like*
   sān   *three years.*

b. _____ (máo bù bá)   *one*-hair-not-pull
   yī   *stingy*

c. _____ (rén xíng bì yǒu wǒ shī) *three-person-walk-certainly-*
   sān   *have-my-teacher*

                                   When three people are walking
                                   together, one of them is sure to be
                                   my teacher. (There is always
                                   something to learn from others.)

　　隨著學生所學的漢字數量的增加，漢字的練習方式也隨之增加。第十六課的漢字練習如下：

1. Indicate the number of strokes used in writing each of the following characters.

a. 候　　　　f. 歡
b. 住　　　　g. 覺
c. 時　　　　h. 開
d. 真　　　　i. 漢
e. 常　　　　j. 月

2. Circle the character or characters in each line that correspond to the meaning on the left.

a. shí(hou) *time*	侍	時
b. *month*	月	朋
c. *live*	住	在
d. （喜歡 *like*）	難	歡

e. *write*	寫	學
f. (*begin*)	開	關
g. (*France*)	法	去
h. (*map*)	他	地
i. *with*	跟	很
j. (覺得 *think*)	覺	學
k. *often*	常	家
l. *north*	北	比

3. Write the first **two** strokes of each of the following characters.

a.	候	f.	常	
b.	寫	g.	非	
c.	剛	h.	法	
d.	真	i.	開	
e.	喜	j.	月	

4. Complete each character by writing in the missing strokes.

a.	喜	huān (xǐhuan *like*)
b.	甲	gēn *with*
c.	氵	hàn (Hàn zì *Chinese*)
d.	扣	dì (dìtú *map*)
e.	冂	shí (shíhou *time*)
f.	习	xí (xuéxí *study*)
g.	亻	zhù live, reside

h.	𧢲	jué (juéde *think, feel*)
i.	宓	xiě *write*
j.	士	xǐ (xǐhuan *like*)

5. Rewrite this list of characters, arranging the characters in terms of their total number of strokes.   Begin your list with the character with the fewest number of strokes.

跟	法	喜	開	漢	候	非	真	月	常	習	地	剛	住	寫	歡	覺	時

6.   Radicals. Here is a list of characters from lesson 6 through lesson 16. Rewrite each character in the row next to its radical.

漢	住	朋	候	時	他	早	剛
星	期	到	沒	們	法	你	晚

刂	
日	
氵	
月	
亻	

7.   Character Sleuth. Group the following characters in terms of a part that they share in common.   The shared part need not be the radical in each character. Write the shared part first, and then list the characters that share the part afterwards, as in the example. You can use a character more than once.

當，難，坐，您，喜，覺，地，友，跟，常，見，想

現，也，學，漢，家，怎，容，曼，學，歡，很，他

Shared Part	Characters
人	人，大，太， 天

8. Find the words and phrases. You won't be able to completely understand the following passage, but it contains many characters that we have learned.

a. Circle **ten words** that we have learned that are **composed of two or more characters each** and write them on the answer sheet below the passage.

b. In one sentence in English, state the general topic of this passage.

　　小謝說中文不難。他當然覺得中文不難了。他是中國人，從小的時候他就每天都看中文，聽中文和說中文。我們是美國人。我們剛剛開始學中文。一年以前，我們不知道中文怎麼說，也不知道中文怎麼寫。學一個外國話，剛開始的時候當然都覺得很難了。現在我們可以說很多，還可以寫一點。中文雖然很難，可是我很喜歡。我想我一定會學好。

a. Words in this paragraph composed of two or more characters:

1.　　2.　　　3.　　　4.　　　5.

6.　　7.　　　8.　　　9.　　　10.

9. Find the Incorrect Characters.

Xiǎo Zhāng has written this note to his Chinese teacher back home, but he has written 12 characters wrong.   Circle the mistakes and write them correctly in the space below the note.

　　我在中國住了差不多一年了。找很喜歡住再中國。剛來的時候，我覺得中文非常難，我說的很慢，也不回寫漢子。慢慢地我不覺得中文男了。上課的時候和不上課的時候我都得說中文，看中文，寫中文。我覺的在中國學中文可一字得狠塊，也可以字得很多。

a.　　　　b.　　　　c.　　　　d.　　　　e.　　　　f.

g.　　　　h.　　　　i.　　　　j.　　　　k.　　　　l.

10. Focus on Phrase Order: Scrambled Sentences. Rewrite each sentence, putting the phrases in the correct order to match the English translations.

a. 非常 / 會 / 漢字 / 可是 / 得 / 她 / 寫 / 慢 / 她 / 寫
She can write Chinese characters but she writes them extremely slowly.

b. 個 / 他們 / 在 / 月 / 已經 / 了 / 幾 / 了/ 中國 / 住
They have already been living in China for several months.

c. 不 /kuài子 / 的時候 / 習guàn / 來 / yòng / 吃飯 / 剛 / 我
When I first arrived I was not used to using chopsticks to eat.

d. 找 / shǔjià / shǔ 期 / 得 / fang / 以後 / 我 / gōngzuò / 一個
After we begin summer vacation I have to find a summer job.

e. 地圖 / 給 / 你 / 我 / 買 / 中國 / 請 / 一張
Please buy me a Chinese map.

11. Rewrite these sentences in Chinese characters.

a. Zhè zhāng Měiguó dìtú duōshao qián?

b. Q: Nǐ xiànzài zài zuò shénme?

　A: Wǒ zài xuéxí Fǎwén.

c. Tāmen dōu fēicháng xǐhuān zhù zài Běijīng.

d. Nǐ juéde zài Zhōngguó kāi chē róngyì háishi zài Měiguó kāi chē róngyì?

e. Wǒ gāng lái Měiguó de shíhou, bù xǐhuān chī Měiguó fàn, mànmānde xǐhuān le.

12. Rewrite the following dialogue in Chinese, using characters throughout.

Xiè xiānsheng: Do you think Chinese characters are very difficult?

Xiǎo Gāo: I think they are extremely difficult.

Xiè xiānsheng:　Do you like learning Chinese characters?

Xiǎo Gāo: I don't.　But (even though I) don't like (it), I have to learn (them).

Chinese people only write characters.

Xiè xiānsheng: I think gradually you will feel that characters are not difficult.

Xiǎo Gāo:　Is that true? (Really?)

　　本教材——《現代漢語課程》的識字教學針對每一課所介紹的漢字，都於課本和練習本中設置了相應的練習項目，幫助學生了解漢字的結構、筆劃、筆順、部件及偏旁部首，並以此循序漸進地培養學生閱讀和書寫漢字的能力。

　　本文簡略地介紹了面向美國學生、運用「先語後文」理念進行之漢字教學的教材編寫及教學模式。先語後文不是忽視漢字教學，而是更有規律、有系統地幫助學生掌握漢字。雖然此模式對不同母語背景的學生而言可能並不適用，但是「先語後文」作為不同的漢字教學策略與實踐方法，依然可以供同仁參考。

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Speak First, Script Second: Remarks on Compilation of Textbooks for American Students

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Abstract

Taking into the considerations of the different aspects between English and Chinese, the language backgrounds and learning habits of our students as well as the difficultness of mastering Chinese characters for English native speakers, we developed a two-year undergraduate course for students with no prior background in Chinese study. Retaining its focus on communicative skills and the long-term retention of characters, the text is presented in pinyin from the outset with a gradual and phased removal of pinyin as specific characters are introduced and learnt. This unique approach allows students to benefit from the support of pinyin in the initial stages as they begin speaking while ensuring they are guided and supported towards reading only in characters. This paper details the different ways in the textbook to help our students learn and retain Chinese.

Keywords: Language specific Chinese textbook compilation, Speak first Script Second, Chinese character instruction