

論文報告 Paper Presentation

華語二語教學中漢字教學的幾個議題

## **Addressing issues in Chinese Characters Education in Teaching Chinese as a Second Language**

李兆麟(Lee, Siu-Lun)

The Chinese University of Hong Kong

This paper addresses and discusses some major issues in Chinese characters education in Teaching Chinese as a Second Language (CSL). Chinese characters teaching in CSL involves training skills such as character recognition & production, as well as reading & writing skills. A very simple and common question from amateur is that how many characters should be taught at different levels and which set of characters should be taught at different level. However, some important literatures in the CSL field in recent years (Jin, 2006; Zhao, 2009) advocate pragmatic views and emphasize that correctness of language forms can only solve the basic problems of “what”, but “when the language is used”, “to whom the language is used” and “in what situation the language is used”, are important in determining the successfulness of communication. Following the pragmatic views of language teaching and learning, teacher incorporating one keyword in teaching CSL nowadays is “pragmatic based”. Learners and teachers concern the actual targeted learning outcomes which are not just how many characters are learnt, but what the learners can do. In order to achieve the outcomes, there are several issues teachers and curriculum planner to address and to discuss. The skills involved include:

1. Characters collocations
2. Pragmatic use of language
3. Law of diminishing return in learning (Hsueh, 2005; Mark & Lu, 2005)

This paper would use cases in tertiary education teaching CSL in Hong Kong to discuss the issues.

Keywords: Teaching Chinese as a Second Language, Pragmatic based approach