

汉字教与学的新方案：
欧洲语言共同参考框架与中文教学

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The European Framework of Reference for Chinese
Language: A new approach for the teaching and the
learning of Chinese Characters

摘要：自2010年11月起，来自欧洲四国五所高等院校的十几位中文教学界学者承担了一个极富挑战性的项目：参照“欧洲语言共同参考框架”构建“欧洲中文参考框架”。鉴于中文作为非字母语言的特殊性，该项目将中文口头/笔头二元分歧纳入了考虑，分别建立了对应各等级“语言能力描述”的听说活动词汇表和读写活动汉字表。本文着重强调分离中文的听说和读写能力，并希望该理念能促使中文教师在教学活动中更系统、更科学地把口语和文字区分开来，以便更有效地发展学习者的语言能力。

Abstract: Since November 2010, a team of a dozen researchers from five universities and institutes of four European countries has been working on a challenging project: how to adapt the Common European Framework of Reference for Languages (in use since the beginning of the 2000 for the learning, teaching and assessment of European languages around Europe) to the Chinese language, a very distant language for European learners, with the peculiarity of its non-alphabetic writing system. In the end, the approach adopted by the team was to make a distinction between oral and written activities at each level of the framework. For the oral activities the team has provided lists of words, and for the written activities lists of characters. We focus on one point: we hope this dissociation between oral and written in the Chinese

framework will encourage more and more teachers to separate oral and written in teaching and learning activities (as well as in the selection of teaching materials) so as to allow the learners of Chinese to develop each language competence more efficiently.

关键词：语言水平认证；欧洲参考框架；听说/读写二分法

Keywords: Language assessment ; Common European Framework of Reference for languages ; dissociation of spoken/written activities