

# Steps towards Reading Proficiency: Progressive Readings

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## 1. Introduction

The daunting challenge of training the students to read authentic material including newspapers, in simplified and traditional characters within just two or three years requires an abundant supply of reading materials appropriate for all levels of learners. The learners can be exposed to the written language progressively and repeatedly.<sup>1</sup> However, such training materials, especially those for the beginning and intermediate college students, almost do not exist. What commonly found are textbooks and children books which do not always attract the attention of college students. This work discusses the challenges faced by Chinese language programs and their efforts to effectively increase the students' reading proficiency and how these challenges can be met satisfactorily. We will present an example that can meet these challenges: the Progressive Readings created by the instructors at the University of Southern California. The design and working of Progressive Readings are briefly introduced here in the hope of inviting more participation and cooperation to establish the desperately needed bank of progressive reading materials for all levels of students.

## 2. The challenges

The ambitious goal of a Chinese program, undoubtedly, has always been to train the students to attain advanced proficiency, if not near-native proficiency, in the spoken and written language within the short span of the students' tenure within the program. After the completion of the basic-level of language learning, for instance, the students will achieve solid control of the basic grammatical structures within a communicative context. They will know how to use a dictionary, recognize both the simplified

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<sup>1</sup> Tan (1998) reviewed a substantial amount of literature on the effectiveness of extensive and intensive reading on increasing language proficiency and hypothesized that extensive reading is more effective. This hypothesis was proved correct by his experimental study of college Chinese students learning English in China.

<sup>2</sup> We concentrate on the Chinese language programs at the colleges and universities in the United States. However, the challenges may very well be the same in many other programs teaching Chinese as a second language.

traditional form of characters, read authentic materials in a variety of fonts and mats. *Shumianyu* 'the written language' not just *koutouyu* 'the colloquial language' included, etc. See Kubler (1997: section 3). We also expect our students to study intensively outside the classroom (Ross 1997: 53). The instructors need to help the students to learn the language on their own, be sensitive to the diverse learning styles of the students and provide sufficient variety in order to accommodate different needs and interests of the students of very diverse background (Kubler 1997:47, 1997:55, Chu 1997:103). After two or three years, we expect our students to start to read Chinese newspapers or sophisticated literary works.<sup>3</sup> The mission is accomplished!

Realistically, however, we seem to be challenged by more problems and limitations than blessed with our resources and ambitions. Even though we all strive to be sensitive to all the needs and expectations of every single student and try to be as flexible as possible in accommodating students with all kinds of background (Kubler 1997:47), the fact that an instructor can have in one class 20 students with as many different language learning experiences does not make the task easy at all. Many language classrooms are plagued by the problem of having students who know too much and are bored with the course materials or having students who are so intimidated by the appearance of their classmates that they think they can never do well in the class. Separating the students into accelerated tracks, regular tracks or some other tracks only solves part of the problem because a program can seldom afford to offer many tracks as needed up to the highest level of the curriculum. Individualized instruction is an ideal; but it can be so exerting on the instructors that only a small number of students can be well served in this manner (see Peterka 1997).<sup>4</sup>

Concentrating on the issue of reading, there are the so-called 'heritage students' or 'false beginners' with some reading proficiency but unpredictable gaps and holes. There are also Japanese and Korean students who recognize many of the characters but not necessarily the meaning. There are students who have been to China or H-

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<sup>3</sup> Newspaper Chinese is offered in the fourth year at the University of Southern California, for instance, as a prerequisite of two years of Chinese. There are also some Chinese programs requiring their third-year students to read the original literary works by writers in the early Republic, Ming or Qing dynasties.

<sup>4</sup> Zhang and Huang (1998) noted the difficulty of offering individualized teaching to false beginners as discussed in Christensen and Wu (1993).

<sup>5</sup> One would often be amazed at the unpredictability of those heritage students who have received some language training at home or in the community Chinese schools. Some students can sometimes recognize uncommon characters but not some of the most basic characters. Some sound extremely confident and amazing association abilities, interpreting paragraphs in a very creative way, but mistakenly.

Kong or Taiwan for different amounts of time, picking up some characters but part or most of it. All of these students come with their own learning experience their own expectations. They progress at very different paces because of the negative or positive influence from their prior experiences. Variations in assignment course work within a class or individualized instruction may solve the problem. However, this has not been a consistent and viable alternative when the language program has enrolled hundreds of students.

Having diverse students is bad enough, not being able to expose the student to the written language adequately is especially disheartening to an enthusiastic and devoted instructor. The students basically have what the teachers provide to them: textbooks and, in the better cases, some more supplementary materials. The availability of the supplementary materials, however, has always been a problem.<sup>6</sup> In some cases, it relies on each individual instructor to compile or write the materials. Each instructor has his/her own set of materials. There is a limit on what one instructor can do and there is often a gap between different instructors. The supplementary materials created for one class are generally used by that class alone, without much continuity in later classes.

The inadequacy of available reading materials naturally limits the exposure of students to the written language. The students, of course, could not be happier. Does any student like to face paragraphs and paragraphs of unfamiliar characters with new vocabulary taking them forever to determine what the radical is, how many strokes the radical is and where in the small-print dictionary he can find the word? Reading character texts is simply a daunting task even for a more advanced student, not to mention a beginner.

The use of a computer may alleviate the problem. An on-line dictionary is extremely helpful, saving a tremendous amount of time in counting the strokes of characters and finding the right page in a print dictionary. However, it requires that all the reading materials be digitally processed first. Moreover, the user must have a sense of which character goes with which character as an expression, which

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<sup>6</sup> There are just not adequate readily-made materials available in the market. One may suggest to children books because of the linguistic simplicity. However, it is not always true that Chinese children books are easy in language for foreign language learners. Moreover, children books are generally not the right material for the college students cognitively speaking. For instance, a common expression in children books is *piajiu* 'Younger brother bouncing a rubber ball.' When is such an expression used among college students even among native speakers?

time to develop.<sup>7</sup>

The use of a computer may also give the students opportunities to venture into a vast web of Chinese writings to read whatever materials that come their way. However, such a 'learner-control', or more accurately, 'no-control' learning in many cases turns out to be no learning at all because of the difficulty in locating appropriate materials, the lack of guidance and the perceived lack of relevance to the course work.

In brief, even though all conscientious Chinese language instructors are constantly striving to accommodate every student and meet their individual needs as effectively as possible, the difficulties are just overwhelming in the effort to increase the students' reading proficiency. The most fundamental difficulty is the lack of sufficient and appropriate materials. The students cannot be exposed to the written language adequately. They cannot count on the availability of appropriate materials to make progress step by step.

### 3. Meeting the challenges

To effectively meet the challenges requires the creation of reading materials with the following underlying principles:

#### 3.1. *Balance between classroom and individualized instruction*

Classroom instruction has the advantage of providing guidance, assessment and feedback at the appropriate time to a larger group of students. It can 'do more with less.' It also provides a setting where the students can cooperate in their learning and build up camaraderie. Individualized instruction meets the needs of each learner more closely. Effective materials therefore should be so designed that they can be used to incorporate the better side of the two modes of instruction, bringing individual

<sup>7</sup> There are many expressions that can mean differently when used independently or in different combinations. For example, *wo xiang zai jian ta yici* is 'I want to see him once again' not 'I want to say good-bye to him once'; *cher zhi mei* is not adult's beauty.

<sup>8</sup> According to Zhang (1998:64), 'The desirability of learner control has often been taken for granted. A critical reexamination is necessary, as pointed out by Dunkel (1990). Some learners, especially those at the beginning level, may feel overwhelmed when confronted with many choices. They may feel comfortable following a teacher-suggested sequence of activities. The guidance of a teacher can be comforting and provide a sense of security. How to take advantage of both teacher planning and user-control indeed is a challenging act.'

learning into the classroom activities. That is, the materials should vary with the students' reading abilities; yet, the variations need to have enough similarities to integrate activities in or for the class.

### *3.2.. Relevance to the curriculum*

To maximize the effect of the materials and to increase the students' motivation for working on the materials, the materials should be closely integrated into the curriculum. They are not just some outside reading for extra credits or for no recognition at all. It is something that is consistently expected in the program.

### *3.3. Appropriateness and flexibility*

The materials must be at the appropriate level that is comfortable but challenging to each of the learners. At the same time, they are flexible enough so that each student can move up or down the levels easily to tackle more challenging tasks and have easy and fast extensive reading exercises.

### *3.4. Continuity and extensive, repeated exposure to the written language*

The materials need to have some continuity across levels so that repeated exposure can be ensured and progress is made gradually and steadily. The learners need a sense of familiarity with the materials and yet there is always something new. In other words, the learners are exposed to new materials built up on old materials gradually. The repetitive exposures are not mechanical repetitions. They are meaningful exercises that reinforce and strengthen the previous experiences.

### *3.5. Effectiveness and user-friendliness*

The medium for such materials must make the best use of the modern technology. For instance, it will save much time for the learner to effectively use the electronic dictionary via simple clicks or movement of the mouse, rather than forever trying to locate the radical, count the strokes and turn the pages. It should be presented in a way that the learning can be facilitated maximally. Moreover, it should be user-friendly. Time should not be spent on struggling with the mechanics.

These considerations underlie the design of the reading project and the creation of Progressive Readings undertaken by the group of Chinese instructors at the

sity of Southern California.

#### 4. Progressive Readings

Under the sponsorship of the office of the Dean of Curriculum and Instruction and the East Asian Studies Center of USC (through its Title VI grant) and the IB of USC, the Chinese language program at USC initiated in the summer of 1999 the design and implementation of a set of computer-aided reading materials with a goal of providing each individual student with the most appropriate levels of material and providing each learner with the challenge to progress in the most efficient and effective manner---Progressive Readings.<sup>9</sup>

What are 'Progressive Readings?' They are readings that are designed to help facilitate the students to progress from one level to another of reading proficiency. Essentially, we start with an authentic piece of writing and re-write it into several versions. The different versions differ in degrees of difficulty. All the different versions for the same article have roughly the same contents; however, the linguistic structures and expressions are varied. The lower-level version has the more simple structures and uses the more commonly used expressions. The next version increases the complexity of linguistic structures and expressions and so on. To determine the degree of difficulty, we relied on our course materials which are based on the *Practical Chinese Readers*<sup>10</sup> and consulted the BLI list (1994).<sup>11</sup>

<sup>9</sup>The group of dedicated contributors to this project includes Sanhui Chuang, Sumei Ho, Yichia Hsu, Feng Grace Li, Bingfu Lu and Zoe Wu.

<sup>10</sup> We revised the *Practical Chinese Readers* for our own program by re-arranging the units into a new syllabus (Wilkins 1976), at the same time deleting the more obscure or less useful expressions and adding more expressions that are necessary for the situations. The deletion and addition of expressions are primarily based on the instructors' pedagogical and linguistic experiences. See Teng (1998:43). The decision on which grammatical structures takes into account the structural, discourse and pragmatic factors (cf. Teng's discussion of Westney (1994)'s formal and semantic factors and Teng's discussion of all the other pragmatic issues, course, language transfer issues). We not only consider the formal and semantic complexities but also pragmatic factors such as language transfer and situation use. For instance, we do not hesitate to use double subject structures in the early stages because most of the languages spoken by the students have similar double subject structures. On the other hand, we place the passive construction at a later level because of its low frequency in actual use and its pragmatic and semantic constraints.

<sup>11</sup> We do not completely decide for the learner what the new expressions and structures are for each level. The readings were created with certain assumptions of the sequencing. However, it is the responsibility of the learners to work on the new expressions. The learners have the on-line dictionary to help with comprehension. The structures are not given explanations. However, with the contexts and the meaning of all expressions "guessing" generally is sufficient for comprehension.

Let us just take a short example to illustrate. The following story has three different versions.

I. 師傅 和 客人

客人：我的頭髮很難看？我很生氣。我怎麼出去呢？我的月會笑我。

師傅：沒關係，我的店也賣帽子。

II. 理髮師傅 和 客人

客人：你看，你把我的頭髮理成甚麼樣子？叫我怎麼出去人？

理髮師傅：沒關係，本店也賣帽子。

III. 理髮師傅 和 客人

客人：你看，你把我的頭髮理成甚麼樣子？叫我怎麼見人呢？

理髮師傅：不要緊，本店也代售帽子。

【問題】

- 1。客人喜歡他的頭髮的樣子嗎？
- 2。師傅怎麼說？

Comparison of these different versions illustrates the conceptions of the Progressive Readings. All the three versions are telling the same story: a barber's customer is not happy with the haircut and the barber offers to sell a hat to the customer. The language, however, differs in the three versions. The difference even begins with the title of the story: the first one only has the expressions *shifu* 'master' 師傅, the second and third one add the expression *lifa* 理髮, in front of *shifu* 師傅. This new vocabulary item to the repertoire without much burden on the students. They can guess at the meaning, or if they read the piece with a word processor, it should be the following entry, when *lifa* 理髮 is highlighted.<sup>12</sup>

<sup>12</sup> The word processor used in our lab is NJStar. There are several very good programs that can be used for reading, such as NJStar and Wenlin. NJStar is also a quite good tool for writing. (See, for instance, my review of the various software at his website <http://philo.ucdavis.edu/~txie>)

理髮【*lǐfǎ*】 haircut; hairdressing.<sup>13</sup>

Not only is the title different, the story is also told in different ways. Compare the remark by the customer of the first and second version, repeated in (A) and (B) respectively:

A: 我的頭髮很難看? 我很生氣。

我怎麼出去呢? 我的朋友會笑我。

B: 你看, 你把我的頭髮理成甚麼樣子? 叫我怎麼出去見人?

For those familiar with the college Chinese textbooks (the Practical Chinese Readers, for instance), it is clear that the sentence structures used in (A) are the terms taught in the first year, if not the first semester. They are the basic pattern of simple subject and predicate structures, which are quite similar to the English structures. (B), by contrast, involves the more complicated structures that are generally taught later in the sequence of the curriculum. (A) and (B) also differ in the degree of explicitness. (A) is more direct and explicit than (B). In (A), the customer says explicitly that he is angry and his friends will laugh at him. This is not so in (B). (B) so uses the more idiomatic expression: *jiào wǒ zěnmě chūqu jiàn rén*.

The same variation in degrees of difficulty or familiarity is also illustrated by the remarks of the barber in the three versions, which are repeated as (D), (E), and (F) respectively:

D: 師傅: 沒關係, 我的店也賣帽子。

E: 理髮師傅: 沒關係, 本店也賣帽子。

F: 理髮師傅: 不要緊, 本店也代售帽子。

Again, for those familiar with the college Chinese textbooks, it is understandable why *méi guānxi* is used before *bú yào jǐn* (which actually was not even included in the first year's textbook in the series of Practical Chinese Readers). My store also changed from *wǒ de diàn* to the more formal *běn diàn*. And the expression for 'sell' changed from the very commonly used *mài* to the less common and more formal expression *dài shòu*.

<sup>13</sup> We will elaborate slightly on the use of word processors in the next section.



These examples give an indication of what the progressive readings are. A readings are followed by questions which are formulated in different forms, such as multiple-choice questions or essay questions. They are to provide meaningful exercises mostly for reading and partly for writing. Some have the same set of questions to the various versions of the same story; some others have different questions. Answers to the questions are provided. For further illustration, we list one more example in the Appendix.

So far, we have already written or edited 200 stories, each has several different versions (from three versions to five). Part of them has been uploaded to the Chinese language program website at USC: [www.usc.edu/dept/ealc/chinese](http://www.usc.edu/dept/ealc/chinese).

A very important characteristic of the presentation of the stories in our web is the use of boundaries to separate words or idiomatic expressions, in contrast to most all the current materials which use only punctuation marks for clauses.<sup>1</sup> The advantage and the benefit of marking word boundaries were presented in Lu (1998) which will not be repeated here.

## 5. Ways of utilizing the program

The Progressive Readings can be used in as many ways as a creative and innovative instructor can imagine. We suggest below some more common and easily-carry-out applications.

### 5.1. *Comprehension tasks*

The most direct use of the readings is to just ask the students to read the readings on-line and do the exercises as simple reading comprehension practices. It would be the best if the students are asked not only to read the appropriate level of the readings but also one level up and one level down. For the one-level down readings, they can enjoy the stories without difficulty and appreciate their own ability to read (but build up the desperately needed self-confidence in reading character texts). For the level up readings, they can copy and paste them to the word processor (which requires three operations: block, copy and paste) and read them with the dictionary using the word processor. The boundaries and the convenience of the dictionary make reading a much easier task even though the readings are more difficult than when

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<sup>14</sup> The disadvantage of lacking in such boundaries especially for the beginning students can be understood if we imagine English sentences with only commas and periods without word boundaries.

learners can handle normally.

### 5.2. Comparison

Ask the students to circle or write out the differences between different of the writings. The result of the comparison is either made into a written or discussed in the classroom.

### 5.3. Summary or story-telling

Ask the students to summarize their readings orally in the classroom or in form as homework. They can also re-tell the entire story in their own words.

### 5.4. Group discussion

Ask the students to read the same story (but different versions, according to level of proficiency) and come to the class to discuss the stories. The students should be the leader of the discussions; the instructor is only a helper or facilitator.

### 5.5. Task-based group activities

Ask groups of students to compare a few readings and complete a task together. For instance, there are a number of readings on tourist spots. The students can be divided into groups and asked to read about the various tourist spots. They can then decide on a place where they can spend their vacation and tell the class why they have chosen the place based on their readings. They can make a presentation on what that place may look like and what can be interesting about the place based on their readings. Another example involves the articles on the famous historical figures. Groups of students can read about these historical figures and tell the class who they think they would like to be their leader or friend, who they think can get adjusted to the modern society most easily if re-appearing in the current times, etc. Again, they should make a presentation on why the particular person is chosen based on their readings.<sup>15</sup>

<sup>15</sup> Even though the materials created do not call for task-based activities, they are ready to serve as the basis for such activities. This is the advantage of incorporating the materials into classroom instruction, compared with the general CALL programs. As noted by (Zhang 1998: 58), 'With respect to syllabus design, most CALL courses are structure-driven rather than notional-functional in the sense of Wilkins (1976). Nor do we find many task-based programs like *Phillipe* for French, which requires the learner to use language in order to find apartment accommodation in Paris.'

### *5.6. Character conversion and recognition*

The students can be asked to copy and paste the readings into the word processor and convert the characters from the traditional to the simplified or from the simplified to the traditional (which is a simple operation of changing fonts in the word processor). Then, individuals or groups of students can complete the task of comparing two forms and circle the differences.<sup>16</sup> They can form generalizations about the correspondences or patterns between the two forms, serving as character recognition exercises.<sup>17</sup>

## *6. The values of Progressive Readings*

As indicated by the design and implementation of the Progressive Readings, there are several advantages that they can bring to a Chinese language program.

### *6.1. They can incorporate the advantage of individualized instruction to the classroom activities, combining the values of both modes of instruction.*

Individualization is possible within classroom uniformity. Note that each student in a class will be able to read the version of the article that is appropriate for him. Even though their readings are different in linguistic expressions and structure, their main ideas are the same. This provides the basis for classroom activities such as group discussions or group tasks.

### *6.2. They combine learner-control learning and guided learning.*

There is freedom in the choice of which level of readings a student wants to concentrate on; however, there is a limit to the choice. The choice is also guided, in the sense that there is clear marking of the levels of each reading and the students start with the level that is more appropriate for the level of the class and then go down the levels. This differs from free reading over the internet or from the large collections where there are too many choices to be managed comfortably, which often overwhelms and discourages the students. It also differs from the uniform

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<sup>16</sup> The instructor needs to pay special attention to the errors in automatic conversion, as no software is perfect in converting the fonts between simplified and traditional.

<sup>17</sup> We completely agree with Kubler (1997:46) that the students should recognize both the traditional and simplified characters. However, they need not be able to write in both.

signment in a classroom setting where each student is given identical work, no matter whether the work is too easy or too difficult for each individual student.

### *6.3. They make more effective and interesting learning.*

The students start with the level of readings that is most appropriate. Then they go down a level to enjoy a quick and easy reading. (Or, vice versa: they start from the easiest level to learn the story and then work their way up.) Next, they go up a level to study a piece that is more challenging linguistically but is quite familiar to them because of the similarity in contents with what they read earlier. In other words, students will have a chance to study one story expressed in at least three ways, with somewhat different linguistic expressions and structures. The students are repeatedly exposed to similar linguistic expressions, which increases their familiarity and comfort with the character texts.<sup>18</sup> The repeated exposure is meaningful in various contexts, not mechanical and out of contexts. The process is not only quite effective but also less intimidating. The students always work from the familiar and comfortable level to the less familiar and more challenging level.

### *6.4. They expand the linguistic repertoire for the students.*

It is generally observed that the students with prior Chinese linguistic experiences, especially the so-called heritage students, often have very limited repertoires of linguistic expressions (Chao 1997). They are not familiar with the more formal linguistic expressions and are not able to use different varieties of language to express an idea or a comparison of different versions of a story (Suggested Activity (5.2.) in the previous section) makes the students aware of different linguistic options, including the formal version, to express the same ideas.

### *6.5. They provide continuity.*

The Progressive Readings provide continuity for the students and language programs. They provide individual students with a continuum of learning materials. They can start from the levels they are most comfortable with and continue to different levels with similar stories and linguistic expressions. The materials also provide continuity in the language program with the continuity of reading training. The students will all have a chance to quickly review what they have read before by reading the lower

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<sup>18</sup> As discussed in Zhang (1998:54), 'once is not enough!' (Robinson 1990). The importance of practice is not only the central role of the practice phase of the instructional but also the necessary recycling of material.

els of readings and look ahead to what they can read at a later stage. The reading is for the continuity and familiarity which make the students feel comfortable with the work on.

*6.6. They make more efficient readings.*

The format of the readings enables the users to process the readings effectively and efficiently. Because the readings can be read in a word processor and words and idiomatic expressions are separated by boundaries, it is quite easy to read through a story. New expressions are no longer intimidating because they can be quickly accessed by simple manipulations of the mouse. The new expressions are learned in contexts and further information for the new expressions are just under their fingertip. They can access and practice through the functions of the word processor all possible combinations with the new expressions, the strokes of the character, the pronunciation, Pinyin etc. Not much search or agony is necessary to learn a lot about the language.

*6.7. They provide easy venue to practice for the recognition of different forms of characters, including the distinction between simplified and traditional forms.*

*6.8. They provide assessment and feedback opportunities.*

Because the readings are accompanied by questions, the students' work and progress can be checked easily and feedback can be given in classroom activities or individual comments immediately.

## **7. Looking ahead**

This project is still undergoing revision and further expansion. There are immediate plans. They include revising the existing readings, marking the boundaries and uploading all of them to the program website. The answers to the exercises accompanying the readings will be placed in a separate page for the user to decide when the answers should be shown. Suggested activities based on the readings will be included. A program will also be installed in order to record the student's progress. The individual student's scores can be kept, errors logged and learning performance tracked. Audio recordings will also be made so that the students have the choice of listening to how the stories are read.

This project will eventually lead the students to explore more authentic writings with confidence. Some guidance of such authentic readings is provided in the category of General Reading and Treasure Box at our program website. They provide a wide range of reading and information for students of different interests. All the readings can still be copied and pasted to word processors so that new expressions can be quickly looked up and processing of the readings can be smooth and efficient.

Although we are quite confident that our readings are very beneficial to our students, as supported by the remarks and evaluations from our students, experimental studies are still needed to prove or disprove the effectiveness of such a project. They include experiments on whether marking word boundaries indeed facilitate the processing of the readings, and whether the Progressive Readings indeed have benefits that motivated their design and implementation.

As a concluding remark, we would like to make a most sincere request for cooperation. The readings can be greatly enriched if there are more Chinese language instructors participating in the project. As Ms. Xu Xiao-nong, First President of the National Council for the Chinese School Associations and Editor of its newsletter, rightly pointed out: if every teacher can just contribute one piece of article written in 3 to 5 different versions, we will have an unprecedented enormous supply of reading materials appropriate for all levels of learners. We at USC are committed to utilizing our manpower to categorize the contributions and place them at our website (with the contributor's name and affiliation attached to each contribution). They will be accessible and free of any charge to all interested in the materials. This can turn out to be a most significant cooperative project uniting all Chinese language instructors to make a lasting contribution to the field of Chinese language teaching. Everyone can be a significant contributor to this cooperative project, as well as a happy and relieved beneficiary!<sup>19</sup>

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<sup>19</sup> If you are interested in the cooperation, please write 3-5 different versions of an article according to the ideas presented in this work and send them to The Reading Project, c/o Audrey Li, East Asian Languages and Cultures, University of Southern California, Los Angeles, CA 90089-0357, U.S.A. A softcopy in GBK code will be the best. It can also be sent electronically to [audreyli@usc.edu](mailto:audreyli@usc.edu). Please include informal contact information and what names/affiliations you would like to have to be included in your contributor

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## Appendix

### 【漢庭頓 圖書館】 Level-1

漢庭頓 圖書館 是 美國 的 一個 很有名 的 地方。

漢庭頓 圖書館 是 漢庭頓 先生 在 一九一九年 建 的。漢庭頓 先生 是 一個 商人，他的 商業 王國 有 鐵路 公司， 在 南加州 有 多的 房子 和 大樓。但是， 漢庭頓 先生 也 是 一個 很 喜歡 文 人。他 很 喜歡 書，藝術 和 花園。他 買 了 很多 世界 上 非常 的 書，也 買 了 英國 很多 的 藝術 品，而且 建 了 漂亮 的 花園。

漢庭頓 先生 喜歡 研究，愛 科學，也 喜愛 美 的 東西，所以 會 今天 的 漢庭頓 圖書館。

### 【漢庭頓 圖書館】 Level-2

漢庭頓 圖書館 是 美國 的 一個 文化 中心。

漢庭頓 圖書館 由 漢庭頓 先生 在 一九一九年 創辦。漢庭頓 先生 是 一位 傑出 的 商人。他 建立 的 商業 王國 包括 鐵路 公司 南加州 的 房地產。漢庭頓 先生 不 只 是 一位 商人，他 也 是 位 有 遠見 的 人士。他 非常 喜愛 書 本，藝術 和 花園。他 在 已 活著 的 時候，收集 了 當時 在 世界 上 非常 珍貴 的 古 書，藝術 品，並 修建 了 人人 喜愛 的 植物 園。

漢庭頓 先生 喜歡 研究，愛 科學，也 喜愛 美 的 東西，所以 才 有 今天 的 漢庭頓 圖書館。



### 【漢庭頓 圖書館】Level-3

漢庭頓 圖書館 是 美國 最 出色 的 文化 和 教育 中心。

漢庭頓 圖書館 是 由 漢庭頓 先生 在 一 九 一 九 年 建 立 的。漢庭頓 先生 是 一 位 成 功 的 商 人，他 建 立 的 商 業 王 國，其 中 包 括 鐵 路 公 司 和 位 於 南 加 州 的 房 地 產。但 是，漢庭頓 先生 不 僅 僅 是 一 個 人 而 已。他 也 是 一 位 具 有 遠 見 的 人 士。他 對 書 本，藝 術，花 園 極 有 興 趣。他 收 集 了 世 界 上 非 常 珍 貴 的 書，英 國 藝 術 品，並 修 建 了 令 人 喜 愛 的 植 物 園。

雖 然 所 有 這 些 展 出 品 表 面 上 互 相 沒 有 關 係，但 是 漢庭頓 先生 對 研 究，科 學，和 美 的 追 求，讓 這 一 切 都 變 為 一 體。

### 【漢庭頓 圖書館】Level-4

漢庭頓 圖書館 是 全 美 最 出 色 的 一 個 文 化 和 教 育 中 心 之 一。

漢庭頓 圖書館 是 一 家 非 營 利 機 構，由 漢庭頓 先生 在 一 九 一 九 年 創 辦。漢庭頓 先生 是 一 位 傑 出 的 商 人。他 建 立 的 金 融 帝 國 其 中 包 括 鐵 路 公 司 和 位 於 南 加 州 的 房 地 產。但 是，漢庭頓 先生 不 僅 僅 是 一 位 商 人 而 已。他 也 是 一 位 具 有 遠 見 卓 識 的 人。

他 醉 心 於 書 本 藝 術 和 花 園。他 在 自 己 的 有 生 之 年，收 集 了 世 界 上 非 常 珍 貴 的 藏 書，英 國 藝 術 瑰 寶，並 修 建 了 令 人 喜 愛 的 植 物 園。

雖 然 所 有 這 些 展 出 品 表 面 上 互 不 相 干，但 是 漢庭頓 先生 對 研 究，科 學，和 美 的 追 求，使 這 一 切 都 融 為 一 體。

## 【問題】

- 1。漢庭頓 圖書館 在 哪裡？
- 2。漢庭頓 圖書館 是 有名的 飯館 嗎？。
- 3。漢庭頓 圖書館 是 誰 建的？
- 4。哪年 建 的？
- 5。漢庭頓 先生 做 什麼 工作？
- 6。他的 商業 王國，包括 什麼？
- 7。他 在 北加州 有 很多的 房子 和 大樓，對嗎？
- 8。漢庭頓 先生 是 一個 很 喜歡 文化 的人 嗎？
- 9。他 很 喜歡 書，藝術，和 什麼？
- 10。為什麼 會 有 今天的 漢庭頓 圖書館？