

CHINESE READING PROFICIENCY GUIDELINES : A CASE STUDY OF CHULALONGKORN UNIVERSITY STUDENTS

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Abstract

This research is to study and propose Chinese reading proficiency guidelines for Thai students using Chulalongkorn University (CU) Chinese-majored students as a case in focus. In our analysis of each course in the curriculum of CU Chinese Language Major, we first apply the so-called Language Functional Trisection, as developed by ACTFL CPG to help classify different levels of reading proficiency .Next we compare ACTFL Chinese reading proficiency guidelines to those of CU. Our finding shows that in all levels not only is the reading ability of CU students majoring in Chinese higher than that of ACTFL's, their level of progression grows faster than that of ACTFL's as well.

1. Introduction

This research is to study and propose Chinese reading proficiency guidelines for Thai students using Chulalongkorn University (CU)

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Chinese-majored students as a case in focus. The guidelines obtained from this pilot project are expected to be further used to develop a standard proficiency test on Thai students' reading skills. At the same time, they can also be used for further reference to the selection and compilation of teaching materials on such topics.

First, we study and analyze the American Council on the Teaching of Foreign Languages Chinese Proficiency Guidelines (ACTFL CPG) with the so-called "Language Functional Trisection". Then, we analyze the curriculum of CU Chinese Language Major. In our analysis of each course in the curriculum of CU Chinese Language Major, we apply the so-called Language Functional Trisection, as developed by ACTFL CPG to help summarize students' expected reading ability on each subject and to determine to which level each subject should belong. Then we conclude the principle criteria used for classifying different levels of reading proficiency.

Next we compare ACTFL Chinese reading proficiency guidelines to those of CU from two different aspects. Horizontally, we mainly discuss the similarities and differences within those three components of Language Functional Trisection as well as other relevant contents of the guidelines. Vertically, however, we chiefly focus on different levels of progression on Chinese reading ability from novice to advanced levels.

This research, however, is limited to analyzing the Chinese Curriculum of Chulalongkorn University and setting "Chinese Reading Proficiency Guidelines: A Case Study of Chulalongkorn University

Students”; and there is no practical test. The guidelines are issued in order to let interested persons use this study in designing the standard of Chinese Reading Proficiency Test, as well as selecting the appropriate materials for Chinese reading.

2. Chinese Proficiency Guidelines of the American Council on the Teaching of Foreign Languages

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an “all-before-and-more” fashion. The language-specific guidelines exemplify in Chinese the characteristics of each level of the generic guidelines. The examples do not constitute an exhaustive list or a discrete set required at a particular level, but rather the suggested functional samples of non-native ability in Chinese.

This research only focuses on reading ability, therefore, the reading skill of ACTFL CPG is presented as follows:

Reading

These guidelines assume all reading texts to be authentic and legible.

Novice

The Novice level is characterized by an ability to identify isolated words and phrases when strongly supported by context, and identify learned material.

Novice-Low: No functional ability in reading Chinese. Can recognize some romanization symbols and a few simple characters, such as the characters for “one”, “two”, “three” and “big”.

Novice-Mid: No functional ability to read but can identify/recognize a small set of graphic elements, such as the “wood” radical and the “mouth” radical, and a small set of characters, such as those for “month/moon,” and “horse,” which have been previously memorized. Such elements and characters are in either typeset or carefully hand-printed form and may be written in traditional full form or in simplified form. Can recognize isolated characters and compounds frequently encountered in public writing in high-context situations, such as the characters for “male” and “female” on restroom doors, or the compound for “exit” in an airport or train station. Has full control over at least one Romanization system.

Novice-High: Can identify a limited number of character components and characters common to high-frequency sets of listable categories encountered in areas of immediate need. Has comprehension of written language to interpret set expressions using basic vocabulary. Where specific characters and combinations have been memorized, can identify basic food categories on a menu (such as words for “noodles” or

“vegetables”) as well as numbers 1-1000 in prices, time in schedules, days of the week, months of the year, street sections, house numbers in addresses, and simple public instructions, such as “push” and “pull”. Such reading matter is approached for essential information. Detail is overlooked. Errors are frequent.

Intermediate

The intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.

Intermediate-Low: Can read, for basic survival and social needs, simple connected, specially prepared material and can puzzle out pieces of some authentic material with considerable difficulty, as it reflects similarity to specially prepared material and/or to high-frequency oral vocabulary and structure. Understands main ideas in specially prepared material where structure and syntax parallel the native language and where sentences are extremely simple. Can puzzle out, with difficulty and frequent error, very simple hand-printed message, personal notes and very short letters which may contain certain greetings, forms of address, and queries about well-being where such materials are written by a native speaker used to dealing with foreigners. Understands only the simplest language with high-frequency oral vocabulary and structure. Sentence structure is limited to Subject-Predicate constructions based on Subject + *shì*, Subject + *yǒu*, Subject + Stative Verb and simple SVO constructions, all in affirmative, negative, and simple question forms. Misunderstanding

arises when syntax diverges from that of the native language or when grammatical cues are overlooked.

Intermediate-Mid: Sufficient comprehension to understand specially-prepared discourse for informative purposes and to understand with use of a dictionary main ideas and some facts in authentic material paralleling oral language. Can understand and follow events of simple narration in specially-prepared material when sentence structure is simple and generally parallel to native language syntax. Can control certain small closed structural sets such as interrogatives (*shì, shénme*), specifiers (*nèi, zhèi*) and very common noun measures (*kuài, běn*). Understands simple Noun + Noun and Stative Verb + Noun modification with *de*, but relies more on lexical identification than structural knowledge in deriving meanings of sentences with coverbial phrases, verb complements, etc. using a bilingual dictionary, can decode critical elements of public announcements to determine who, when, and where regarding such subjects as public events. Can identify products and prices in popular illustrated advertising such as food, clothing, work supplies, and travel with extensive reliance on a dictionary. Can decode with considerable effort and frequent error, hand-printed notes or short letters for main facts on topics such as ages, occupations, and residence. Such tasks will be characterized by frequent errors and moderate success depending on subject matter, amount of unfamiliar vocabulary, simplicity of style, similarity of structure to oral language, and skill with dictionary.

Intermediate-High: Able to comprehend simple discourse of paragraph length in specially-prepared materials relying on low-level, high-frequency sentence patterns which moderately reflect native language structure and to decode authentic materials for key points with use of a bilingual dictionary. Can follow the narrative thread in more extended, specially-prepared discourse. Begins to comprehend high-frequency connectors forming complex sentences (...*de shíhou*; *suīrán...kěshì*). Is aware of aspect markers (such as *le*). But may ignore them in deriving meaning. Some confusion in understanding precise relationship of multiple modifiers to element being modified. With more complex structure, continues to rely on lexical identification rather than on grammatical cues, though less dependent on using native language word-order strategies. Through decoding and heavy reliance on dictionary, can sporadically identify bits and pieces of factual information in simple, authentic articles written in straightforward expository style on topics dealing with current events and daily activities familiar to the reader. Errors are frequent but lexical guessing begins to emerge as a strategy in dealing with authentic materials. With reliance on decoding strategies and with use of a dictionary, can generally identify key facts in descriptive material on daily life and routine events and carefully written personal communication. Confusion among graphically-similar characters is common. Begins to connect the meaning of sentences in discourse but cannot sustain understanding of longer discourse, especially on unfamiliar topics.

Advanced

The Advanced level is characterized by an ability to read, with consistent understanding, prose several paragraphs in length, dealing primarily with factual information and intended for the general reader, and in areas of special interest or knowledge, and increasing ability to understand parts of texts which are propositionally and linguistically complex.

Advanced: Sufficient comprehension to read edited materials within narrow topic range, particularly in areas of specialization or high interest, characterized by structure which increasingly mirrors that of authentic material. Can decode, but may not be able to read, a broader range or simple authentic prose characterized by repetition of a particular vocabulary pool and a widening pool of patterns. Is alert to a basic repertory of high-frequency patterns which often do not parallel native language constructions. Can comprehend relative clause modification with sporadic errors. Has better understanding of the aspect markers, though still makes errors. Can decode authentic prose (including newspapers and magazines) for general ideas; with more error, can glean a range of specific facts from short authentic pieces on sports, movies, and current events. Increasing control of structural features gives rise to periodic success at syntactically-based guessing strategy.

Advanced-Plus: Can comprehend edited material of a more general nature where structure, though simple and constrained, truly mirrors the essential features of authentic expository prose. Increasing skill at

extracting concrete, minor details. Can read some types of authentic expository prose without reliance on a dictionary where such prose tends to reflect the spoken language. Reading will be supplemented by decoding, depending on familiarity with the topic. Controls the full range of basic patterns common to the spoken medium but also present in the more popular styles of writing, such as relative clause modification, *bǎi*-disposal, *bèi*-passive, indefinite and exclusive usages of question words, as well as various aspect markers and resultative/directional compounds. Is aware of commonly used cohesive devices within and across paragraphs. Has some appreciation of formulaic rhetorical devices common to more stylized writing. Errors and misunderstandings will frequently arise in structure rather than lexicon when patterns and usages are drawn from the more strictly literary/classical stratum. Still has difficulty in drawing all but simplest inferences and often fails to detect subjective attitudes, values and judgments in what is read.

Superior

The superior level is characterized by an ability to read, for information or for pleasure, with almost complete comprehension and at normal speed, a wide variety of texts on a wide variety of topics.

Superior: Able to read (not just decode) a narrow range of authentic, expository material, including areas of professional interest, without the use of a dictionary. Able to read, with some dictionary use, authentic material over a wide range of subject matter and topics. Successful understanding occurs when the number of features and structural devices

from the literary/classical stratum is limited. Idiomatic expressions, such as proverbs not common to the spoken language, will inhibit understanding. Reading matter includes standard newspaper items addressed to the general public, printed or typed routine correspondence, and reports and technical material in fields of interest. Able to decode with a dictionary and with substantial effort and moderate error, popular novels, essays, and most literature for the general public. Appreciation of nuances or stylistics is limited, and gaps in detail may be frequent. Generally has emerging control of high-frequency grammatical constructions common to expository prose but has deficiencies in handling vocabulary across a wide range of subject areas. Has significant problems with prose more characteristic of the literary/classical style.

According to the closer examination on ACTFL CPG, it is found that levels of proficiency on the ACTFL CPG scale can be distinguished by considering the three interrelated criteria underlying the proficiency descriptions : “The Language Functional Trisection”, containing language function, language context (content) and language accuracy. In the reading skill, language function refers to what the user does with the language while he/she is reading; language context and content refers to the various situations and topics in which an individual uses the language to achieve his purpose; language accuracy refers to how accurate a user uses the language.

Also, the concept of proficiency, as represented in the ACTFL CPG, is often referred to in terms of a progression or continuum. It is described

this way in order to stress two fundamental characteristics. First, proficiency is not defined as a series of discrete-point equidistant steps or as a system with broad leaps and underlying gaps. Rather, as a representation of communicative growth, the levels describe a hierarchical sequence of performance ranges. Second, each level of proficiency subsumes all previous levels in a kind of “all before and more” system so that succeeding levels are characterized both by overlap and refinement.

As the results of this part, the major conclusions can be made as follows:

1) The level of the ACTFL CPG is universal. The level definitions do not specify any particular materials or teaching methods that need to be controlled but guidelines, instead, are more generalized performance criteria that must be met at each level of proficiency.

2) The components of language proficiency that underlie the ACTFL CPG descriptions entirely correspond with the communicative competence.

3. Chulalongkorn University Chinese Curriculum

In the last part, the ACTFL Chinese reading proficiency guidelines were discussed. This part we will discuss the Chinese reading capability of Chulalongkorn University’s students majoring in Chinese. The whole Chinese curriculum of Chulalongkorn University for the year 2006 is considered, including the curriculum objectives, the materials used in each subject, total hours, teaching contents and teaching methods.

Language Functional Trisection is also used to analyze students expected reading ability when they finish each subject and determine which level each subject should belong, whether it is novice, intermediate or advanced. Finally, we conclude the principle criteria used for classifying different levels of Chulalongkorn University Chinese Reading Proficiency, which can be presented as follows:

The Novice Level

According to the courses they have learnt, it is considered that the Novice Level of Chulalongkorn University students are able to read, for basic survival and social needs, simple specially-prepared materials. They are also able to read some authentic materials of considerable difficulty, as they are similar to specially-prepared material and/or to high-frequency oral vocabulary and structural patterns, but errors are frequent. With the use of a dictionary, they also are able to understand main ideas and decode some facts of simple narration in authentic materials paralleling oral language. Detail is overlooked and errors are frequent. The students have full control over syntax structures paralleling Thai structures, whereas, for those that do not parallel Thai constructions, they can understand them but still make some errors. At this stage, they still have to pause over or read materials several times for understanding, though the topics are highly familiar. Confusion among graphically-similar characters is common. Students are able to connect, with some difficulty and frequent errors, the meaning of sentences in discourse and

understand their literal meanings. However, they are still unable to understand the connotations and subjective concepts in the materials.

The Intermediate Level

According to the courses they have learnt, we think that the Intermediate level of Chulalongkorn University students have sufficient comprehension to read authentic materials not only within the scope of daily life and social needs, but also within the basic knowledge of the Chinese language, such as areas of Chinese characters, Chinese phonetics, Chinese grammar, Chinese literature etc. together with some work demands, such as in Chinese computers and business Chinese etc. They have full control over high-frequency sentence patterns as well as being able to connect the meanings of sentences in the materials. There is sufficient comprehension to understand, with some dictionary use, some descriptive long passages reflecting spoken and written languages and the literal meaning of the main idea and concrete details can be understood. They, moreover, can read, with use of dictionary and lecturer's explanation, some literature which reflects more the characteristics of the literary/classical style. Lexical guessing, if highly contextualized, has always emerged as a strategy to understand the surface meaning as well as the connotations of the materials, though errors are frequent. Generally, their vocabulary is dramatically increased and their grammatical structural knowledge is also in the high range. Their reading ability is faster when the topic contents are very familiar, but for those that are unfamiliar, they might need to reread. They have increasing skill at

extracting main and subsidiary ideas in texts, but may be unable to detect or understand subtlety and nuance. Occasionally, they are able to figure out the author's subjective attitudes and value judgments. But they still are unable to comprehend the real meaning of the materials.

The Advanced Level

According to the courses they have learnt, we consider the Advanced level of Chulalongkorn University students as being able to comprehend authentic materials dealing with Chinese language areas. As the objective of Chulalongkorn University Chinese Language Major is to produce Chinese language lecturers or Chinese linguists, they are able to read within a normal range of speed and with almost complete comprehension a variety of the authentic materials within the scope of the Chinese language, such as Phonetics, Semantics, Pragmatics, Teaching Chinese as a Foreign Language, as well as Chinese Literature and Art etc. They also are able to appreciate some literature written in a high literary style. The writers' implicit intention and author's judgments can be figured out and the values of the materials can be appraised as well. They can read, without the use of a dictionary, authentic materials written in a straightforward expository style on topics dealing with areas of professional interest. Students are able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material, and are almost always able to interpret materials correctly, relate ideas and 'read between the lines' (that is, understand the writers' implicit intents in texts), though some errors take place. Lexical guessing is usually used as

a strategy, with some errors, while reading idiomatic expressions, such as proverbs not common to the spoken language, and prose in the classical style. Reading matter includes descriptions and narrations in contexts such as standard newspaper items, popular novels, essays, and most literature addressed to the general public, printed or typed routine correspondence, reports and technical material in fields of interest. However, they may experience some difficulty with unusually complex structures and low frequency idioms, and some details are overlooked.

According to the analysis and discussion in this part, the following conclusions can be reached:

1) The Chinese Proficiency Guidelines of Chulalongkorn University is a specific classification of reading ability. We do not intend to use it as a general guideline for other university students since it is aimed to be used as a proficiency guideline for Chulalongkorn Chinese-major students.

2) The components of reading proficiency that underlie the Chulalongkorn University proficiency guideline descriptions entirely correspond with the communicative ability.

4. The Comparability of ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese Guidelines

In part 2, ACTFL CPG was discussed and it was found that (1) CPG belongs to the universal guidelines and (2) CPG completely corresponds with the so-called “communicative competence”. In part 3, the CU Chinese language curriculum was mainly discussed and “Chulalongkorn

University Chinese Reading Proficiency Guidelines” were designed. As the result of the analysis, it is found that CU guidelines also depend upon the “communicative competence”, but it is appropriate for Chulalongkorn University students only, and not for other university students, which is to say it is not universal. In this part, the differences between both guidelines are mainly discussed.

It is already known that ACTFL CPG is not based on the amount of hours, the particular teaching materials used or the pedagogical methods, whereas the CU guidelines are inevitably concerned these matters. As the result, many differences are to be found between both guidelines. Therefore, both guidelines will be compared in vertical and horizontal planes. The vertical plane discusses the differences between both, dealing with the content of ability in each level and the horizontal plane will consider the progression of Chinese reading ability from novice to advanced, which can be discussed as follows:

CU novice students can read connected simple specially prepared materials and some authentic materials and decode conversation, the main idea in a descriptive text, and figure out concrete information as well, whereas CPG novice learners possess the ability to identify learned Chinese characters and they are able to read connected sentences, decode the main idea when they are in the intermediate level.

The intermediate learners of CPG are able to read materials on familiar topics and limited work requirements, whereas CU students can handle these topics within a much broader scope and are able to read

authentic materials dealing with the Chinese language area as well as some work requirements, such as business, secretarial work etc.

The superior level students of CPG are able to understand the implicit figurative meaning and humor lying behind the literal meaning of the material. In the case of CU advanced students, they are not only able to understand the figurative meaning and humor, but are also able to interpret the writers' implicit intention in the texts.

Dealing with the comparability in ability progression, CU students' reading ability starts from the novice level. At this stage, we not only expect them to identify learned vocabulary, but also to decode the main idea and key points. This means that they are able to understand concrete narrative material; however, CPG novice learners have very limited reading ability. They can only identify concrete as well as learned characters. CU intermediate students not only can read concrete narration, but also can figure out part of the abstract material, whereas those at the CPG intermediate level have just begun to decode the main idea and essential concrete details.

The ability progression on context and content includes four continua, which are situation, genre, background knowledge and familiarity. It is found that CU students' reading ability progression on context and content is one step faster than that of CPG students in all aspects.

The novice level of both guidelines has limitations in language accuracy. We think that this is very common because they have just

started learning Chinese, so the knowledge of vocabulary and structure is very limited. Consequently, they are able to read texts reflecting simple language, but require rereading and misunderstandings are frequent. However, CU students enter the stage of 'accuracy' at the intermediate level, that is they are able to read texts written with complicated language, and occasional reread with fewer misunderstandings.

Based on the above analysis, the following conclusion can be made:

1) Each aspect of the hierarchical proficiency of Chulalongkorn University Chinese curriculum is higher than the ACTFL Chinese Proficiency Guidelines.

2) The improvement of students in the Chulalongkorn University Chinese Guidelines is faster than those of ACTFL Chinese Proficiency Guidelines.

Here are the conclusions of the differences between ACTFL Chinese Proficiency Guidelines and Chulalongkorn University Chinese guidelines, including further explanations:

1) The Chulalongkorn University Chinese reading proficiency guidelines only focus on the main objective of the curriculum, that is, to produce graduates who are fully adept and knowledgeable in the Chinese language and Chinese literature, so that they can study further and become Chinese language experts, Chinese language researchers or Chinese language lecturers in the university. Unless the level of proficiency is quite high, it is impossible to reach the superior level.

2) Unlike ACTFL CPG whose target group is the American general public, the Chulalongkorn University Chinese reading proficiency guidelines are designed to take Thai students majoring in Chinese as their principal target. Apart from learning Chinese, they have to learn about other aspects of linguistics. This is the reason why students' ability improves so quickly.

3) Due to the closeness (in terms of language typology) between Chinese and Thai languages, for instance, phonetics, vocabulary and grammar are rather similar, therefore, Chulalongkorn University's students take greater advantage of studying Chinese language than those of ACTFL whose native language is English and also has an influence on the improvement of students' reading ability.

5. Chinese Reading Proficiency Guidelines :

A Case Study of Chulalongkorn University students

The Novice Level

Novice readers are able to read, for basic survival and social needs, simple specially prepared materials and some authentic materials with considerable difficulty, which reflect similarity to specially prepared material and/or to high-frequency oral vocabulary and structural patterns, but errors are frequent. With use of a dictionary, they also are able to understand the main idea and decode some facts of simple narration in authentic materials paralleling oral language. Detail is overlooked and errors are frequent. They have full control over syntax structures

paralleling Thai structures, whereas, for those do not parallel Thai constructions, they can understand them but still make some errors. At this stage, the reader still has to pause over or read materials several times for understanding, though the topics are highly familiar. Confusion among graphically-similar characters is common. Students are able to connect, with some difficulty and frequent errors, the meaning of sentences in discourse and understand their literal meanings. However, they are still unable to understand the connotations and subjective concepts in the materials.

The Intermediate Level

Students at the intermediate level have sufficient comprehension to read authentic materials not only within the scope of daily life and social needs, but also the basic knowledge of Chinese language, such as Chinese Characters, Chinese Phonetics, Chinese Grammar, Chinese Literature etc. and some work demands, such as Chinese Computers and Business Chinese etc. They have full control over high-frequency sentence patterns as well as being able to connect the meaning of sentences in the materials. Students have sufficient comprehension to understand, with some dictionary use, some descriptive long passages reflecting spoken and written languages as well as being able to understand the literal meaning of its main ideas and concrete details. They, moreover, can read, with use of dictionary and lecturer's explanation, some literature which is more characteristic of the literary/classical style. Lexical guessing, if highly contextualized, always

emerges as a strategy to understand the surface meanings as well as connotations of the materials, though errors are frequent. Generally, their vocabularies are dramatically increasing, and their grammatical structure knowledge is also highly controlled. Their reading ability is faster when the topic contents are very familiar, but for those unfamiliar, they might need some rereading. They have increasing skill at extracting main and subsidiary ideas in texts, but may be unable to detect or understand subtlety and nuance. Occasionally they are able to figure out the author's subjective attitudes and value judgments. But mostly they still are unable to comprehend the subtle meaning of the materials.

The Advanced Level

The students are able to comprehend the authentic materials dealing with Chinese language areas. As the objective of Chulalongkorn University Chinese Language Major is to produce Chinese language lecturers or Chinese linguists, they are able to read within a normal range of speed and with almost complete comprehension a variety of authentic materials within the scope of the Chinese language, such as Phonetics, Semantics, Pragmatics, Teaching Chinese as a Foreign Language, as well as Chinese Literature and Culture etc. They also are able to appreciate some literature with high literary style. The reader can figure out the writers' implicit intentions, the author's judgments and can appraise the values of the materials as well. They can read, without the use of a dictionary, authentic materials written in a straightforward expository style on topics dealing with the areas of professional interest. They are

able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. The students are almost always able to interpret materials correctly, relate ideas and ‘read between the lines’ (that is, understand the writers’ implicit intents in texts), though some errors take place. Lexical guessing is usually used as a strategy, with some errors, while reading idiomatic expressions, such as proverbs not common to the spoken language, and prose with classical style. Reading matter includes descriptions and narrations in contexts such as standard newspaper items, popular novels, essays, and most literature addressed to the general public, printed or typed routine correspondence, reports and technical material in fields of interest. However, the reader may experience some difficulty with unusually complex structure and low frequency idioms, and some details are overlooked.

6. The Uses of “Chinese Reading Proficiency Guidelines:

A Case Study of Chulalongkorn University Students”

6.1 Suggestions for the Reading Test

1) The content of the test must be according to communicative competence, but not the progression of the students. The traditional Chinese language examination is always based on the number of Chinese characters and grammatical structures which students learn. If two persons know 1,000 Chinese characters, but those Chinese characters are not the same, is their reading ability also the same? We think that students’ reading ability is not how many Chinese characters or

grammatical structures they have learned, but that concern should be given to these three conditions:

Firstly, language comprehension depends upon the qualifications and functions of the language which can be shown in general communicative skills.

Secondly, language comprehension must be according to the specific situation, and this situation is limited by social and cultural conditions.

Thirdly, the differences of language comprehension levels can mostly be seen in a particular situation. Language function should be used appropriately to achieve the purposes that they have to understand.

2) The purpose of the test is to distinguish students' reading ability, whether their ability is good enough to communicate with other people, whether students can use language as a tool of communication, and whether they can deal with various social and professional needs.

6.2 Suggestions for Selection of the Teaching Materials

1) To comprehensively design the content of teaching materials: the use of reading materials in practical reading on different writing styles such as letters, factual pieces, newspapers, narration, articles, fiction etc.; these materials should be related to daily life, social situations and occupational needs; the materials should be from China or Taiwan, for authentic purposes. These materials are allocated to each level, the content should suit the social, cultural situation and students' needs.

2) To plan the usages of materials: to train the lecturers how to use materials, to supervise the practical use of the materials, to ask for the lecturers' opinions about the materials, and to adjust the materials to conform to students' needs.

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