

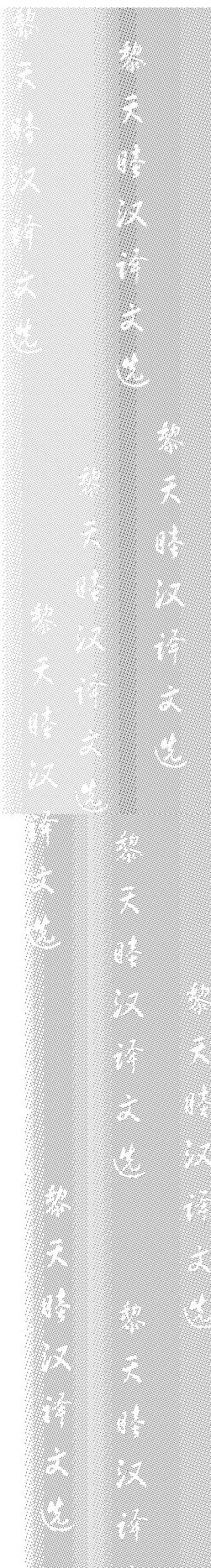
序

黎教授是我深深敬重的学者和好友，但我还是第一次读到他收在本书中的全部文稿。在学习这些文稿时，我好像就跟黎教授坐在一起，面对面地交谈，共同回忆和研讨。这让我把他的身影同他的学术智慧和业绩更加清晰地联系在了一起。我看到的是一位非凡的人物：他从一个聪明的汉语学习者成长为一名责任心极强的汉语教师（他也是英语教师），又成长为一位敏锐和求实的语言学家；他喜欢中国，热爱汉语和汉语教学，无论是在汉语教师的岗位上，还是在大学中文系主任和大学校长的岗位上，他都十分重视在汉语研究和汉语教学领域跟中国同行的交流与合作；通过交流与合作，黎教授对中国语言学和中国对外汉语教学作出了历史性的贡献。

黎教授的学术优势和学术成就跟他作为一个汉语学习者和一名汉语教师的身份密不可分。他对汉语的学术敏锐性来源于他把汉语学习者、汉语教师和语言学家的多重眼光聚焦于汉语，看到了一般人看不到的东西；他的求实精神来源于一名汉语教师的责任心，为了让学生学得更快、更好地勤恳求索，提出了许多富有启发性的理论观点和教学主张。我相信，只要读一下这部著作，大家都会得出与我相同的结论。

黎教授的这部著作内容广泛而深刻，我没有能力对它的学术价值作全面的评价。作为一名汉语教学工作者，我感受最深的是黎教授关于汉语教学研究和跟汉语教学关系密切的汉语研究。我下面要谈的学习心得是举例性的。

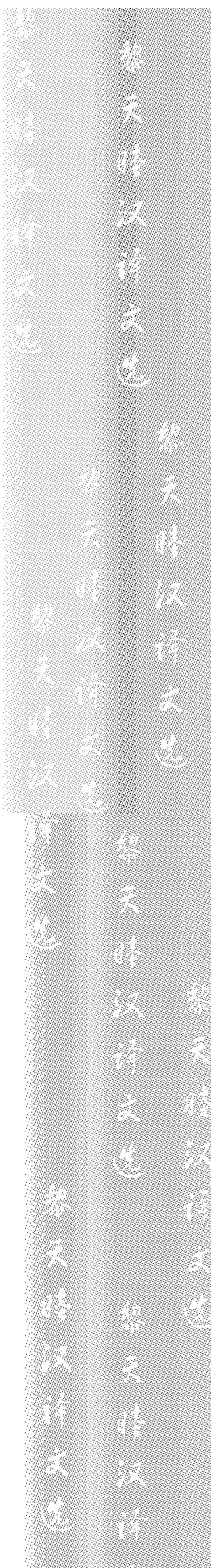
从事汉语作为第二语言教学的教师都知道，学生最大的学习难点包括“了、着、过”的用法。在众多的研究中，黎教授从“着”出发再联系“了、过”的研究使我得到了



最大的启发。他说：“‘着’对于汉语学习者相应语法点的掌握及汉语教师教学活动的开展均构成了极大的障碍。而教材通常会着重选择对其与英语的动作、状态进行体标记-ing的表层相似关系加以强调。我们认为，此种处理方式势必引发母语负迁移现象的出现，进而导致学生出现由于语义理解模糊而造成的语法点的规避、误用等现象。”“我们认为，只有在汉语宏观的时体系统下对‘着’加以研究，才可正确地对其语义特征加以揭示。我们还想进一步指出，汉语动词的时体系统宏观上受到了一个统摄全局的概念的制约。该概念从根本上有别于制约英语或任何其他印欧语系语言动词时体标记的规则系统，虽表现为一个简单概念，对汉语时体系统的影响却甚为深广。”（见《“着”还被关在门外呢——“着”的核心语义研究》）这一十分中肯的论述不但击中了汉语作为第二语言教学的时弊，而且击中了汉语语言学的时弊，尤其是后者。汉语语言学的时弊在于许多汉语研究者习惯于用印欧语系语言的眼光看待汉语，用西方语言学的理论指导汉语研究。把印欧语系语言的时体系统硬生生地套在汉语的脖子上，是实例之一。汉语语言学是汉语教学最重要的理论依据，汉语语言学理论上怎么说，汉语教师就怎么教。用教西方语言的方法教授汉语是汉语语言学导致的必然结果。黎教授在这里提出了“汉语宏观时体系统”的概念，指出“汉语动词的时体系统宏观上受到了一个统摄全局的概念的制约”，并指出这个概念“从根本上有别于制约英语或任何其他印欧语系语言动词时体标记的规则系统”，至少对我个人来说，这些见解可谓一语惊醒梦中人。尽管不一定所有的人都能完全接受黎教授关于“着”以及“了、过”语义特征的具体结论，但是他研究这个问题的视角的启发性作用是毋庸置疑的。

黎教授的另一项重大贡献是关于汉语语序问题的研究。他在《汉语语序及语序变化》一文中指出：“我们认为，汉语是话题优先的语言，……汉语的话题用以表征那些‘旧的’‘已知的’‘共享的’信息，而句子的其他部分则主要通过提出‘新’信息来对已知信息加以评论。可见，汉语句子的此种构成模式同‘整体—部分’固定名词短语完全一致。”“由于汉语‘整体—部分’名词短语的语序模式是严格固定的，我们可以由此归纳出以下‘整体先于部分’的原则：当一个名词短语涉及整体与部分关系的表达时，整体先于部分出现。”黎教授的这一论述从根本上揭示了汉语的语序规则，因此受到了广泛的重视，实际上已被普遍接受。

重视汉语特点的研究，强调汉语不同于印欧语系语言，是黎教授的一贯精神。早在30年前，黎教授就发现了汉语的组合特征及其类型学意义。他在考察越南语、汉语等“单音节”“孤立语”声调起源的论文中，把汉语的“单音节”定义为“几乎每个音节都具有相应的语素所指”的“语素音节 (morphosyllable)”，“以同诸如印欧语系、犹他—阿兹提克语族以及阿尔泰语系等语言中的音节加以区分”。在分析“语素音节”特征的基础上，黎教授把“组合”概括为汉语的类型学特征。他说：“同时我们认为，某指定语言沿流模式的决定性因素包括该语言结构具有的各种类型学特征。其中汉语沿流模式的决定性因素包括：汉语具有的语素音节特征 (morphosyllabicity)、序列制约在音系学中的重要地位、声调特征 (仅针对现代汉语)、屈折变化的缺失、语素音节词干构词法 (word building through the concatenation of morphosyllabic stems) 以及句法 (至少在某种程度上) 对词法的反映和复制等。我们也可将汉语的以上类型学特征概括

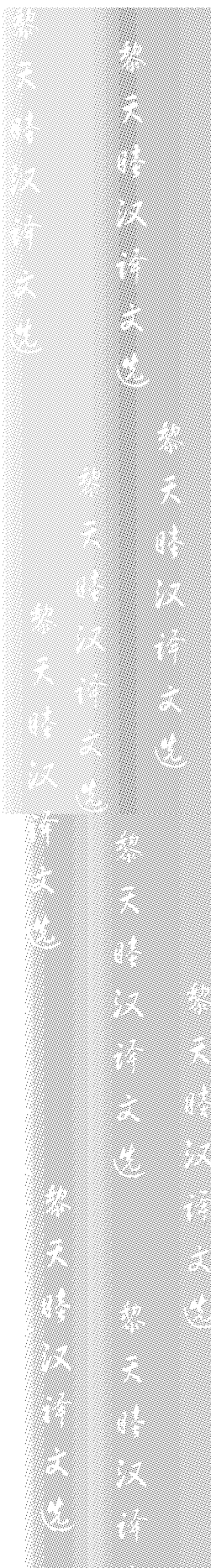


为一点，即从音系学角度看，汉语的句法及形态构成更多地利用了组合而非聚合平面的组织规则。”（见《声调起源：分析与启示》）。

在论述汉语组合的类型学特征的同时，黎教授还就汉语研究中的方法论问题提出了耐人寻味的忠告。他说：“本文在对汉语音系学特征进行讨论时，运用的则是生成主义语言学的理论和规则。严格地讲，这些规则属于‘羡余’规则或‘序列结构’规则的范畴。然而无论我们如何对其归类，且无论其于哪一点上满足了音系学理论的要求，我们都应看到，很显然，序列规则揭示了汉语音系学的主要特征，而转换（特征—变化）规则则不然，仅对汉语一些相对次要的特征进行了反映。我们认为，序列规则在揭示汉语特征中的此种优势地位直接取决于组合平面规则相对于聚合平面规则所具有的优势地位。鉴于两种规则此种地位上的对等关系，任何不持偏见的语言学家都应该抛开流派之争，对以上组合、聚合平面理论在汉语类型学研究中具有的重要地位加以关注。”（见《声调起源：分析与启示》）这一忠告强调了进行语言研究不应该带有任何理论偏见，必须从语言事实出发，而不是从某种固定的理论或规则出发。我认为，这一忠告的意义不下于对“组合”这一汉语类型学特征的界定。

黎教授在《中国的双语现象与标准语》一文中表现了他对中国、对中国语言学和语言教学的激情。此文谈到：“中国国土辽阔，民族众多，语言复杂，口语与书面语之间关系独特，是研究双语现象的独一无二的实验室。”他盛赞中国的语言政策，指出：“从中国对语言的使用中，人类对于何时、何地、为何人们只会一种语言或会说多种语言以及是怎样实现的这个问题可以有新的认识。中国的语言状况是令人欣喜的，其语言改革涉及面最广，这项改革的成就在

于，自 20 世纪 50 年代中期以来它以最快的速度为众多的人口提供了一门通用的语言，这在以往任何时候、在其他任何地方都是看不到的。改革没有遇到任何障碍，在如今对中国至关重要的问题中，几乎不存在不同语言群体之间的矛盾冲突。”与此同时，他也为缺少这一领域的理论研究而感到惋惜。他说：“中国缺乏编码转换的系统研究，对于方言如何影响个人的语言能力也缺乏清楚的了解，也不知道人们对 MSC（即现代标准汉语——笔者注）和对当地方言的态度相对值（relative value）。没有人系统地研究人们从学校教育中获得了什么，也没有人研究在学校外人们又得到了什么。在非汉语领域，事实上所有和双语现象有关的问题都值得研究，因为还从未有人涉足过该领域。”鉴于这样的情况，他甚至情不自禁地“向中国政府公开呼吁，这样的研究应该进行”。“如果关于这些问题的研究得以进行，中国及世界其他国家都将受益匪浅。”他希望开辟的研究领域，还包括拼音化是否可行的问题。他十分委婉地对一度受到重视的拼音化方向表示担忧。“然而语言政策的最终目标却引起了激烈的争议，很多人不同意用拼音来取代汉字。关于这项极端的改革会给人们及中国的多语现象带来什么影响，研究工作还十分欠缺。少数民族语言的文字拼音化问题没有引起太大的争议，这只是因为涉及人数较少而已。这里我再次重申，我们所作的研究太少了，尤其是关于汉语拼音化是否能简化阅读的问题。”我们从《汉语拼音文本和汉字文本阅读速度的对比》一文中可以看到，黎教授对拼音化的担忧不是毫无根据的。此文讲的是黎教授自己在教学实践中的体会和所做的一次阅读速度对比试验，他的教学实践和试验的结果证明：即使是使用拼音文字的美国学生，汉语拼音在阅读心理上也不受欢迎；即使是在汉字教学滞后的情况下，跟阅读汉字文



本相比，阅读拼音文本的速度也没有显出明显的优势。

我上面谈到的学习心得十分肤浅，只是希望大家知道，黎天睦教授的这部著作语言学家固然不能不读，就是对学习语言学和语言教学的学生来说，也是难得的优秀读物。当然，黎教授的这部著作并没有完全包括黎教授对中国语言学和对中国对外汉语教学的全部贡献。我上面提到的他对中国语言学和对中国对外汉语教学的历史性的贡献还表现在其他方面。例如，他曾多次到中国访问和讲学，他在北京语言学院（今北京语言大学）讲学的讲稿《现代外语教学法——理论与实践》（北京语言学院出版社，1987）是我国出版的第一部关于汉语作为第二语言教学的学术专著，对推动我国对外汉语教学的学科建设发挥了重要的作用。他在担任俄亥俄州立大学中文系主任期间，通过建立合作关系帮助北京语言学院培养了一大批学术骨干，这批学术骨干至今还活跃在中国语言学教学和汉语作为第二语言教学的岗位上，发挥了并且继续发挥着重要的作用。

我敬重黎天睦教授，是敬重他在语言学和语言教学上的贡献；我把黎教授视为自己的好友，是因为他喜欢中国，热爱汉语和汉语教学，他是中国人民的朋友。

黎教授七十大寿将至，借此机会，祝他健康长寿！

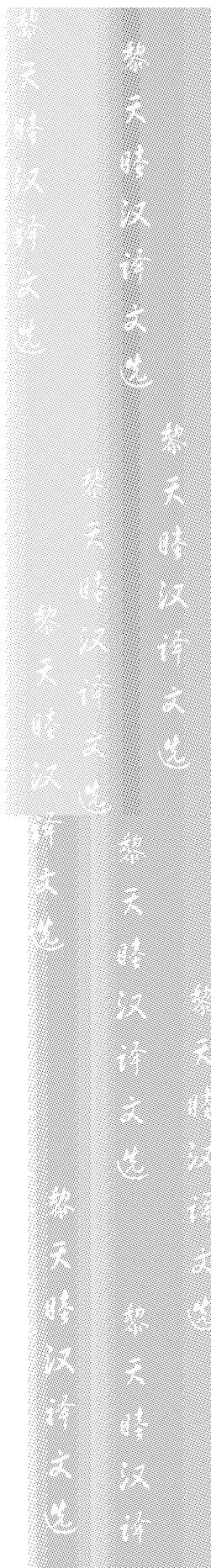
吕必松

2008年9月

Author's Preface

This volume owes its existence to Professor Lu Bisong. It was his idea to have some articles of mine translated into Chinese and published in Beijing, and he arranged for the organizing and coordinating which has resulted in publication. I am deeply grateful to him for this honor. Professor Lu is literally the founder of the field of Teaching Chinese as a Foreign or Second Language. His devoted work as a teacher and subsequently administrator at the Beijing Language Institute (now the Beijing Language and Culture University) not only led to thousands of foreign students becoming competent in Chinese, but laid the groundwork for the initiation of this field in China and for the integration of teaching Chinese elsewhere in the world with instruction in China. His presidency of the Institute in the 1980's initiated the transformation of the Institute into a university of international stature, one within which both major theoretical and major pedagogical advances have been made, and from which excellent teachers, teaching materials, and course schemes have emanated. His founding of the International Association for the Teaching of Chinese in the 1980's gave a worldwide scholarly home for research and experimentation in the field, and today the Association is the de facto "umbrella" organization for the regional and national associations of Chinese language teachers in various parts of the world.

In addition, his early work as a textbook writer and editor and his later work in theory and method of teaching and in the structure and development of the Chinese language have provided all of us with models of clarity, insight, and precision, models which the rest



of us attempt to follow, but at which most of us (especially this writer) fall short. His editing of journals has provided a scholarly vehicle of the highest standard to represent our field at its very best.

I have been especially fortunate that I had the privilege of meeting Professor Lu in 1973, when I was asked to accompany the first delegation of Chinese language specialists from China on a visit through the United States. The friendship which began with that trip has continued over thirty-five years. It is a friendship through which I have been immeasurably enriched, not only professionally, but deeply personally as well. Both of us are now well advanced in years. It is at this stage of life that we humans realize more and more that whatever achievements we may have had grow small in comparison with the blessings of friendships. I feel that particularly profoundly with Lu Bisong. In ways that defy words to express, this friendship has become closer over the years despite the fact that spread throughout all of these years, our total time together in the same city has been less than a year. What a wonderful friendship!

* * *

I wish to offer my thanks to those who translated the articles include herein that originally were published in English and those who devoted the hours necessary to correcting and rendering intelligible the two or three which originally appeared in Chinese. Those translators are: Fang Li, Meng Yanhua, Wuyun Saina, Xie Yingqiu, Yao Tao-chung, Yao Jingjing, Yu Ping, Zhang Zhanyi (in alphabetical order).

I wish also to offer my thanks to the Beijing Language and Culture University and to its University Press for publishing this book. When I say that this is an honor, I am certainly not exaggerating either my feelings or the facts. If what I wrote in the 1970's and 1980's

had any use for others at the time of writing, I am doubtful of their having any current value. The Press's confidence that they might continue to astonish me and humble me.

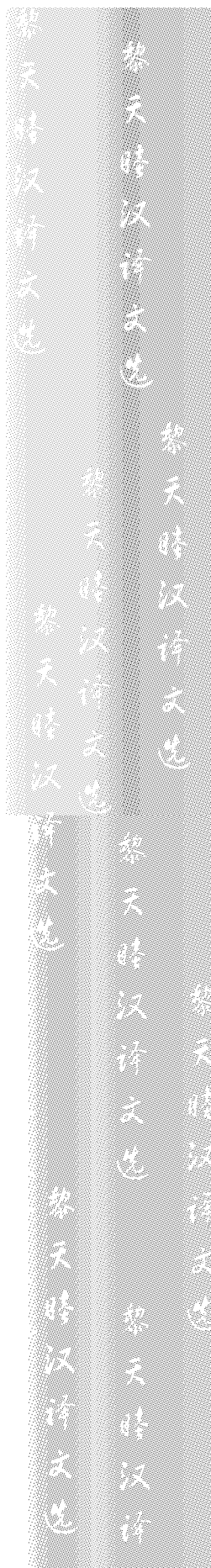
It has been my good fortune that the Press's editor assigned to this project has been Ms. Wang Yali. A tireless worker, Ms. Wang has been encouraging throughout the process, and also understanding of my own delays in getting material to her. She has made this book far better than it would have been without her, and she has made it a pleasure to work on it. What errors there may be here are my own fault and certainly not hers.

Finally I want to offer my special thanks to Professor Cui Yonghua, Professor Liu Xun and Professor Wang Xiaojun for their high concern and enormous help during the publication of this collection of papers.

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As I think over the pieces included here, it strikes me how much each one is a response to particular issues that I was facing at the time in my own struggles to understand how Chinese is structured and operates and how we foreigners actually learn the Chinese language. I am not a systematic thinker. Though I have numerous times outlined systematic grammars of Chinese, I have never been able to write one because my attention and motivation have always been captured by specific problems that seemed to me important, intriguing, and about which I found myself thinking day and night. That episodic approach seems to me to have provided such consistency as there might be to unite the disparate essays included here.

Beyond that, I suppose that there have been three themes or modes of approach that are evident. The first such theme-and by "first" I mean both chronologically first in my working experience



and first in being the theoretical underpinning for whatever else I have tried to write—has been some points of the underlying “language logic” of the Chinese language which makes that language different from my own native language, English. Every language has certain underlying conceptual codes which permeate that language. These “conceptual codes” of our many languages are generally not available to conscious retrieval by us as native speakers—unless we examine simultaneously how aspects of our language operate and how we ourselves (and fellow native speakers) —actually speak in different situations. Nor, in earlier years were they generally addressed in formal linguistic analyses of languages, and particularly were not usually addressed in textbooks, though increasingly both linguistic analyses and pedagogical grammars are highlighted by profound insights. Points of internal “language logic” are found at all linguistic levels, phonology, morphology, syntax, discourse, pragmatics. For the foreign learner, grasping that internal logic is ultimately the heart of the language acquisition process, and until one begins to grasp that “language logic” one is overwhelmingly speaking one’s native tongue with sounds and sentence patterns of the target language. While most of us who attempt to learn Chinese (and certainly this writer) will always remain partly speakers of our own native languages via a Chinese medium, the degree to which we master major facets of the internal logic of Chinese is the degree to which we begin to sound more like normal speakers and less like foreign intruders.

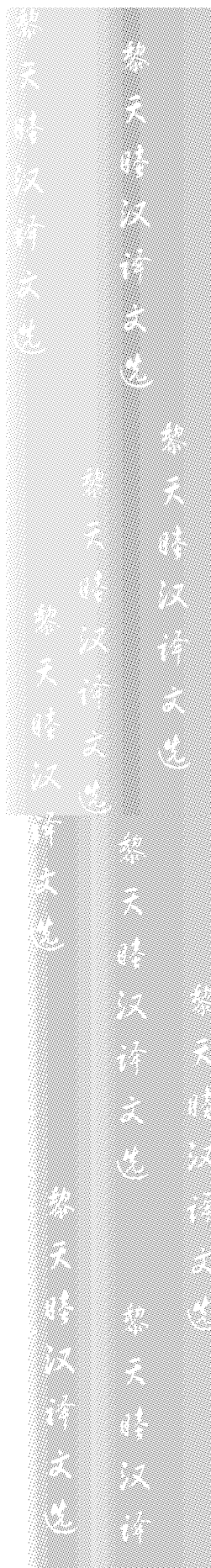
My attempts to explore the nature and implications of the structure of the Chinese syllable, the morphology and syntax of the resultative construction, the basic word order of Chinese, and the semantics of verbal aspect in Chinese and the Cantonese final particle system have all been efforts directed towards grasping small pieces of

the natural logic of the Chinese language.

The second theme that has repeatedly drawn me to work has been to try to figure out ways of teaching and learning that will be ever more effective. For me, at least, I think that perhaps two general principles have become my most important guidelines through study of others' works and personal trial and error.

One of those principles is that students need to hear and read several times the amount of language as they need to produce in order for them to begin to produce natural utterances. The work of Harris Winitz and others on the "comprehension method" has been most enlightening. The epiphany came for me not from directly reflecting on my own teaching, but from reading their work and then suddenly realizing why some things had seemed easy in Chinese and some nearly impossible. The "easy" things-though, of course, they were not at all easy, but the result of hundreds of hours of exposure-included realizing at some point that when I heard spoken Cantonese in Hong Kong I could generally tell when a sentence was correct and when it was not, even though I didn't understand the meaning of the sentence. This was not in any sense an unusual feat. It was simply the result of having heard my wife speak Cantonese with her friends and relatives over many hundreds of hours and of my spontaneously and entirely without any intent doing what young children do regarding their native language, grasp its principles of systemic organization without realizing that they are doing so.

The second principle of language teaching and learning that I slowly learned over a long time is that **activity which uses the target language in a realistic context is the most valuable thing that can be done in any language course**. Drilling and explanation both have important uses, but they achieve little unless much more time



is spent on appropriate and interesting exercises which provide controlled, structured, and do-able excursions into using the target language.

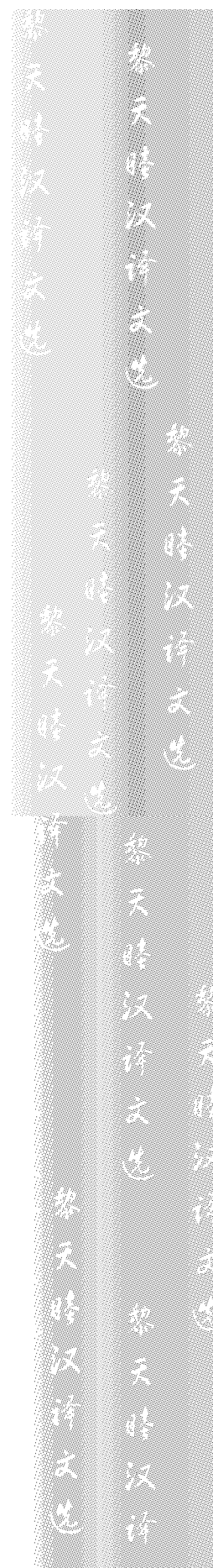
Such writing as I have done on the comprehension method, controlled composition, intensive and extensive reading, fitting utterance length and complexity to student levels of achievement, defining the different levels of attainment and recognizing that as we progress through ever more fluent and accurate stages of language acquisition, we reiterate the process of going from beginner to advanced with each new big step that we take-all relate to and, hopefully, illustrate those two principles.

Finally, the third theme on which I have tried to write concerns initiating and administering language and area study programs. Altogether over the past forty-some years, I have spent far more hours on administrative tasks than on research and writing. Indeed, research and writing have seemed to me the reward-the holiday, if one will-that one earns as a consequence of patient slogging through eons of administrative chores. The pressure of the need to get things done at the moment has inhibited long-term reflection on what good administrative viewpoints and mindsets might be. Like most administrators, I have written comparatively little on the subject. What I have written has focused on the on-going need for Americans to improve our language attainment rapidly and to a much higher level than we ever thought possible. In this, I have been enormously inspired and instructed by being able to observe China's highly successful experience in teaching English as a second or foreign language and the stunning results of teaching Chinese to students from third-world countries. I have also been inspired by the best of my own American students. The most capable of our young people have become, per-

haps for the first time in our history, intelligent, outgoing, and fearless language learning, similar to their counterparts in other countries. As a result, the best of American attainment in Chinese has soared to a level that I would never have imagined would be seen in my lifetime. This is illustrated most dramatically by the results of the debate sponsored in 2007 between Qing Hua University students and excellent students from major universities in Europe, Japan, and the United States. In general, one may justly say that, so far a foreign-language acquisition is concerned, there is a real and palpable (even if only vaguely defined) global standard of expectations among students of foreign languages and today the best students from all countries quickly discover that standard of expectations and work to meet it.

What I have tried to write on study abroad, organizing language programs, initiating Asian studies in institutions which have nothing at all in their curricula regarding Asia, the training of Sinologists, and the progress that we as a field seem to be making has all been at least implicitly pointed towards a recognition of a generally very high standard of Chinese language attainment amongst European and Asian students of the language and an insistence that Americans should extend effort to meet that standard.

Timothy Light
October 2008



自序（译文）

这部论文集能够面世首先要感谢吕必松教授。是他建议将我的部分文章译成中文并在北京出版，此后又多方组织和协调，最终促成了本书的正式出版。我对吕教授给予我的这份荣誉深表感激。吕教授是中国对外汉语教学领域的奠基人之一。在他执教及随后担任北京语言学院（今北京语言大学）院长期间，吕教授和他的同事们不懈努力不仅使得成千上万的外国学生学会了汉语，还为对外汉语教学在中国的发展及在世界各地的普及奠定了基础。20世纪80年代至90年代中期，吕教授时任北京语言学院院长，在此期间该学院完成了向一所大学的转变，并凭借完善的主体理论和教学法优势赢得了国际声誉，同时培养了一批优秀的对外汉语教师，出版了一系列对外汉语教材，并形成了一整套课堂教学设计体系。同期由吕教授等创办的世界汉语教学学会使世界各国对外汉语教学的学术研究和教学经验都有了交流的平台，今天这一学会实际上已成为世界上各国家和地区的汉语教学学会的核心组织。

此外，吕教授无论是早期的教材编写和杂志编辑工作，还是后期的教学理论、教学法及汉语语言结构和发展的研究工作，都以其明晰的解释、深刻的洞察力和严谨的学术态度为我们树立了学习的榜样，这些都是我们渴望遵循的，同时也是我们（尤其是我自己）所望尘莫及的。他曾担任主编的期刊《世界汉语教学》将我们这一领域的最佳面貌以最高标准呈现给了世人。

1973年，中国语言学家代表团首次访美，我作为访团的陪同，有幸认识了吕教授，并与之建立起了至今长达35年的友谊。这段友谊使我无论在学术上还是自身修养方面都

受益匪浅。如今我们都年事已高，方才意识到人活一世，再高的成就在深厚的友谊面前都显得那么渺小，与吕教授的友谊使我对此感触尤深。虽然我与吕教授生活在同一座城市的时间总共不过一年，但经历过这些年之后我们的友谊却越来越深，这使我不得不感慨友谊之伟大！

* * * * *

本论文集集中的文章多数为英文，少数两三篇以中文写成。这里我要感谢英文论文的译者们以及为我的中文文章润色的朋友们，他们是：方立、孟艳华、乌云赛娜、谢盈秋、姚道中、姚京晶、于萍、张占一（按音序排名）。

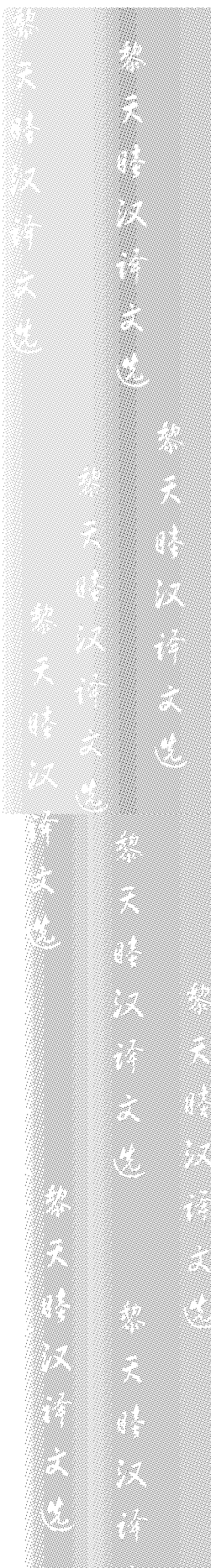
我还要向北京语言大学及其出版社表示感谢，毫不夸张地说，这本书的出版对于我来说实为莫大的荣誉。如果说我在20世纪七八十年代所写的文章在当时看来还能为人所用的话，那么我实在不敢说它们在今天还有多大的现实意义。北京语言大学出版社对本书的信心着实令我愧不敢当。

令我深感欣慰的是，出版社委托王亚莉女士为本书的责任编辑。在整部书的出版过程中，王女士不知疲倦、悉心投入，并对于我迟迟不发来原稿给予了极大的理解。如果没有她的努力，这本书不会是今天这个样子。因此，如果本书有任何错误理应是我的过失而绝非她的。

最后，我还要特别感谢在本论文集出版过程中给予高度关注和极大帮助的崔永华教授、刘珣教授和王晓钧教授。

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回顾这本书中的论文，每篇文章似乎都是对某一特殊问题的回应。这些问题反映了我如何理解汉语的组织 and 运用，以及外国人学习汉语的真实情况。我并不是一个擅长系统性思维的人，虽然我不止一次有过对汉语语法系统进行概述的想法，但这些想法从未付诸实践——因为我的注意力始终被



那些具体的问题所吸引，在我眼中它们是如此地重要，让我无法自拔。将这些问题的片段连结起来便形成了今天这部论文集。

此外，在我看来，这部论文集有三个明显的主题或者说研究视角。这里我要将汉语潜在的“语言逻辑”放在第一位——这个“第一”不仅是时间上的，同时它也是我写过的所有文章的“第一”理论支柱——正是这种“语言逻辑”使得汉语与我的母语英语大不相同。每一种语言都有贯穿其始终的潜在概念编码，许多语言的这种概念编码对于母语者而言都是无意识提取的——除非我们在说话的同时审视自己如何运用语言，或是关注在不同的语境下我们自己（或其他母语者）的语言有何不同。虽然在早期的研究中，语言分析和教学语法也都关注语言的内部逻辑，但是研究仅局限于音韵、形态、句法、篇章和语用层面，而很少涉及语言形式分析或具体的教材分析。对于外国学习者来说，掌握一门外语的“语言逻辑”是语言习得过程中的核心问题，而在学习者真正掌握这种内部逻辑之前，他总是不可避免地在使用自己的母语，只是带上了目的语的发音和句式而已。所以当我们大多数人（当然也包括我本人）试图学习汉语时，往往只是以汉语为中介而在某种程度上仍然保持着自己的母语。在这一过程中，我们掌握汉语内部逻辑的程度决定了我们在说汉语时是否更像是一个“母语者”。

我曾试图揭示汉语音节结构的内涵和本质，动结式的形态和句法意义，汉语的基本语序，汉语动词体貌的语义学意义，以及粤语的句末助词系统。不过所有的这些努力都仅仅是抓住了汉语庞大内部逻辑系统的一个个极小的片段。

另一个不断鞭策我工作的主题是试图找到一个最为行之有效的汉语教学的方法。通过吸取他人的经验和自己的反复

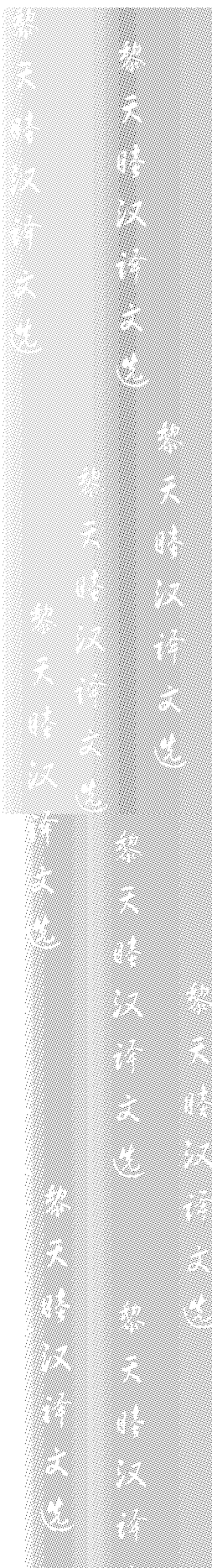
试验，我总结出两条自认为最重要的基本指导原则：

原则一，学习者在自然输出语段之前，需要反复听读，而听读的量要远远高于输出的量。我从 Harris Winitz 和其他人关于理解方法的研究成果中受益匪浅。对于这一原则的认识并非完全来自自己的教学实践，当我阅读这些学者的文章时，我突然意识到为什么一些学习任务对于学习者来说很简单，而另外一些则是“不可能的任务”。所谓“简单任务”——当然，实际上绝不简单，任何任务的学习都需要数百个小时——举例来说，当我在香港听人们说粤语时，即使我不懂什么意思，也可以大致辨别出哪句对哪句错。这并非因为我有特殊的语言技能，而是我数百个小时听我太太用粤语和她的亲友交谈的结果，这个过程是本能的、毫无意图的，就像小孩子对待他们的母语一样——在不知不觉中抓住语言的系统组织原则。

通过日积月累的学习，我得出了关于语言教与学的第二条原则，那就是在现实语境中运用目标语是语言课堂上最有意义的活动。课堂演练和讲解都十分重要，但是如果没有融入适当的控制良好、结构正确、学生力所能及的目标语运用练习，这些演练和讲解就不会有很大的意义。

在我所写的文章中，无论是关于理解方法，还是限制性作文，或者有关精读和泛读，抑或适宜话语长度及学生成绩等级的复杂性问题的论述，都为学习成绩的不同等级给出了定义，并且认识到在学习者语言习得的各个阶段，我们都会重申从初学者到高水平学习者过程中的每一次重大进步。

最后，我要说的第三点主题涉及语言及学科领域研究的规划。在过去的四十几年里，我花在行政工作上的时间远远多于学术研究和写作。在我看来，作学术研究就像是一种奖励——或者说是难得的假期——只有战胜那些无穷无尽的行



政琐事后才得到。此外，眼前的工作压力使我根本没有时间去考虑到底什么才是行之有效的行政理念，因此我在这方面的著述也相对较少。我的注意力完全集中在了如何快速提高美国学生的语言成绩，以及如何能够使我们的语言能力有更大的突破上。在这方面，中国在英语作为第二语言教学方面的成功经验，以及对第三世界国家进行汉语教学的惊人成果给予了我灵感和方向。同时，我身边优秀的美国学生也激励了我——他们可能是美国历史上第一批聪慧、无畏而又善于交际的语言学习者，丝毫不逊色于其他国家的学生。正是这些学生，为美国人学习汉语的成绩创下又一新高，而我从未想象过在我有生之年会见到如此骄人的成绩。2007年在清华大学的学生与来自欧洲、日本和美国等的优秀大学生之间展开的群英辩论会的结果有力地证明了这一点。总之，就外语习得而言，国际上确实存在一个对于学习者的期望值标准（尽管这一标准的定义并不十分明确），而今天，全世界的优秀学生们都在朝着这个标准努力着。

我曾就出国学习、组织语言项目、在部分学院开设亚洲研究专业以及培训汉学家等问题进行过论述，所有这些努力和我们在这一领域内已经取得的进步似乎都暗示着我们已经意识到，欧亚学生在汉语习得成绩标准上又有了质的提高，同时也表明了美国学生达到这一标准的决心。

黎天睦

2008年10月

（乌云赛娜 译）