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Can-do-descriptors for a module “Elementary Chinese Language Skills”
“中文基础能力”模块学习目标描述

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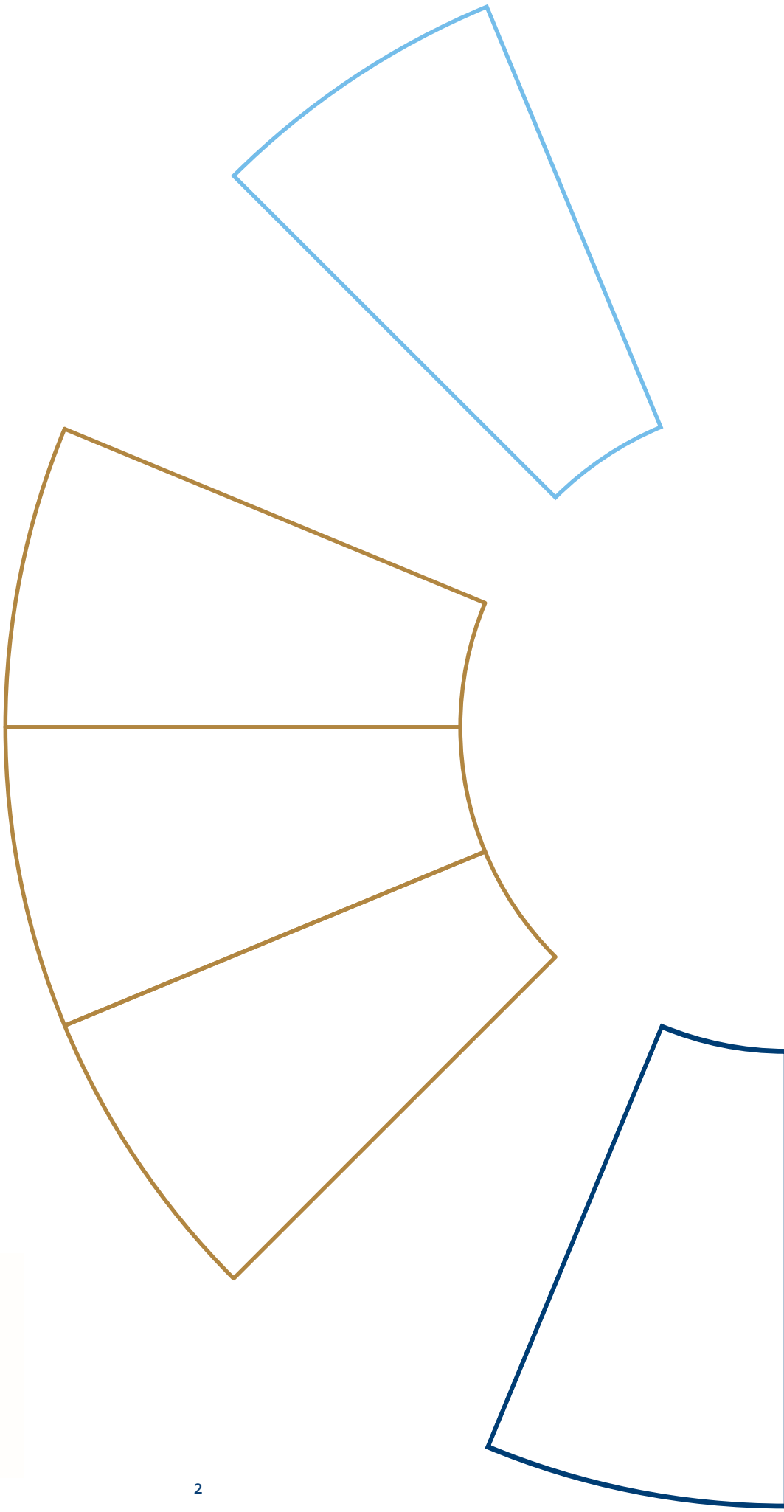

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ABSTRACT

Based on the ChiKoN survey on Chinese language courses offered at language centers and China centers at German universities („Chinesisch nebenbei lernen? Ergebnisse der ChiKoN-Erhebung zu Chinesischangeboten an Sprachen- und Chinazentren deutscher Hochschulen“), this publication proposes initial learning goals for a limited-time module entitled „Elementarkompetenzen Chinesisch“. These goals will a) enable basic skills for initial oral and written interaction with the Chinese-speaking academic world, b) provide an introduction to the world of the Chinese language(s) and its writing system, on which further modules in various areas of competence can be built, and c) promote learners' autonomy more strongly than conventional Chinese teaching concepts.

KEYWORDS
CHINESE AS A FOREIGN LANGUAGE, CHINA COMPETENCE, LANGUAGE CENTERS, CHINA CENTERS, CFL

摘要

依托 ChiKoN 项目对德国高校语言和中国研究中心中文课程设置的调研（„Chinesisch nebenbei lernen? Ergebnisse der ChiKoN-Erhebung zu Chinesischangeboten an Sprachen- und Chinazentren deutscher Hochschulen“），本文提出了“中文基础能力”模块的初步学习目标建议。这些目标致力于：A）使学习者具备跟中文学术界及其行政部门进行日常工作沟通的基本能力； B）为学习者开启通往中文语言和文字世界的大门，为其后续在不同能力方向上的进阶学习提供稳固的入门基础；C）与传统中文教学理念相比，更加强调培养学习者的自主性。

关键词
中文作为外语、中国能力、语言中心、中国中心、中文教学

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1. Introduction
简介

The results of the ChiKoN study on the situation of Chinese language courses at academic language centers and China centers[1] indicate that within the framework of a first Chinese language module, which typically comprises 4 contact hours/week (in German: SWS) and 5 ECTS, the language skills that can be achieved are still below level A1 of the Common European Framework of Reference for Languages. This is due to the complexity of the linguistic, cultural and literary foreignness of Chinese, which can be regarded as the prototype of a "distant" foreign language for European learners (Guder 2008); Chinese is also classified as one of the four most difficult languages for American learners in the United States (cf. LTI n.d.). In light of the fact that achieving oral and written proficiency in Chinese at the A2 level necessitates the acquisition of approximately 30 ECTS credits or 24 SWS (on Chinese language acquisition in Chinese studies departments, see Guder & Burckhardt 2021), it appears ill-advised to devise introductory modules for the study of the Chinese language according to the conventional scheme of foreign language teaching for European languages. Instead, it seems more appropriate to take into consideration the distinctive characteristics of the Chinese language and writing system.

ChiKoN 对高校语言中心及中国中心课程设置的研究显示[1]，在常规一学期基础语言模块课程（通常含 15，每周 4 课时，计 5 个 ECTS 学分，ECTS 为欧洲学分互认体系）内，学习者所能达到的语言能力仍然低于《欧洲语言共同参考框架》（CEFR）的 A1 水平标准。原因在于，中文在语言、文化和文字系统上的高复杂性和相对封闭性，使其成为所谓的"远距离外语"(distant language) 的典型范例（Guder 2008)，而这一特性对欧洲的汉语学习者来说尤为突出；此外在美国，中文亦被列为本土学习者最难掌握的四大外语之一 （参见 LTI，年份未详)。 现有数据表明，达到欧标 A2 等级的各项能力维度标准需约 30 ECTS 学分或 24 SWS 学时（学期周学时）的综合投入（关于汉学专业中文习得数据，参见 Guder & Burckhardt 2021)，因此，按照欧洲语言的传统外语教学范式来设计中文入门课程收效有限，亟需充分考量中文特有的语言特性和文字体系。

The majority of current Chinese language modules are based on textbooks which, in general, endeavour to achieve an equilibrium between oral and written (i.e. character-based) competencies (see survey). By volume 2 at the latest, which is usually only reached after one semester of 8 contact hours/week, nearly all textbooks make the Chinese writing system obligatory, as reading and writing skills in Chinese are regarded as standard learning objectives[2]. However, according to research in the field of reading, successful reading of authentic texts commences at the earliest when a minimum of 95% (more likely 97-98%) of the vocabulary of a text is known (Hu & Nation 2000), which corresponds to a vocabulary of at least 3000-5000 lexical units. With respect to the Chinese language, which is characterized by a vocabulary predominantly comprised of two-syllable words (i.e. words consisting of two characters), this implies that readers must be familiar with 95% of the characters. According to several frequency studies, this rate is only achieved with at least approx. 1600 characters, which in turn

[1] Guder, Andreas / Frenzel, Andrea (2025): "Chinesisch nebenbei lernen? Ergebnisse der ChiKoN-Erhebung zu Chinesischangeboten an Sprachen- und Chinazentren deutscher Hochschulen", WiWiKo-China - ChinaAHa-Papiere (China-Analysen und Handlungskompetenz), Issue 1, April 2025.

[2] In German-speaking countries, only the textbooks by Gu & Meinshausen 2015 and Kubler 2016+2017 make an effort to fundamentally separate speaking and writing in beginner courses. These textbooks were not mentioned by the participants in our survey.
在德语国家，只有 Gu & Meinshausen 2015 和 Kubler 2016+2017 编写的教科书（在本调查中未提及）在初学课程中努力将口语和写作从根本上分开来。

corresponds to the scope of four volumes of textbooks / 32 SWS / 40 ECTS. This is about eight times the amount of a first 4 SWS module as offered at academic language centers or China centers.

现有主流中文教材普遍采用“口语-书写并进”模式，旨在同步培养口语和汉字识写能力（参见 ChiKoN 调研结果）。鉴于中文读写能力被视为核心学习目标，教材最晚自第2册起将汉字系统列为必修内容，按照常规安排，这通常发生在学生完成第一学期8个SWS学期周学时之后[2]。然而，Hu 和 Nation（2000）的阅读研究表明，要顺利理解母语者撰写的真实文本（authentic texts），学习者需掌握文中至少 95%（更可能为 97% 至 98%）的词汇，其对应词汇量约 3000 至 5000 词。就中文以双音节词（即两个汉字）为主的词汇结构而言，这亦意味着必须识读95%的汉字。综合多项字频研究，达到该覆盖率需掌握最少 1600 个汉字，这相当于四册教材（32 周课时/40 个 ECTS 学分）的内容体量，亦即语言中心或中国中心现行常规基础中文模块（4周课时）教学体量的八倍之多。

We therefore assume that the following learning objectives can be achieved within the framework of a traditional introductory module of 4 SWS / 5 ECTS, based on a standard textbook:

- Elementary conversation skills (below A1)
- Approx. acquisition of 250-300 words
- Approx. 200 characters, incl. manual writing

因此，我们认为，在使用普通教材的传统入门课程模块（4 SWS 周课时 / 5 ECTS学分）框架内，大致可实现以下学习目标：

- 具备基础会话能力（低于 A1 水平）
- 掌握约 250-300 个常用词汇
- 识读并手写约 200 个常用汉字

By contrast, the following aspects are not or hardly ever included in common textbooks:

- Digital writing and working with the Chinese language (despite their high relevance, in the ChiKoN study only one third of providers specified these as learning objectives)
- Autonomous research of unknown characters or words
- Intercultural aspects of communication
- Socio-culturally relevant, target group-specific knowledge on China (offered as a separate course in some institutions) and on the relationship between the Sinitic languages
- Critical use of artificial intelligence and translation tools in language contact

然而，现行教材普遍未涵盖或极少涉及以下内容：

- 中文数字文本处理及键盘输入（键写）能力 （尽管其在日常生活中的重要性日益凸显，ChiKoN 调研显示仅有三分之一的教学机构将其纳入学习目标）
- 自主检索生词与生字的能力
- 跨文化交际要素
- 中国社会文化背景知识，面向特定学习者群体的专题内容（部分院校另设独立课程），以及汉语语族内部各语言之间的关系
- 对人工智能及翻译工具的语言交互使用进行批判性反思与评估的能力

We therefore believe that in the evident conflict between learning goal orientation and the time-saving requirements of potential participants in introductory Chinese courses, the subsequent question should be posed: What should be the learning goals of an introductory Chinese module comprising 60 contact hours (= 4 SWS / 5 ECTS)?

鉴于学习目标导向与学习者“节省时间”诉求之间的冲突，我们必须思考如下问题： 在 60 课时（4 SWS 周课时，5 ECTS 学分）的基础中文模块中，究竟应设定何种学习目标？

The following text is a tentative proposal for can-do-descriptors / learning objectives for an “Elementary Chinese” module at university language centers and China centers (5 ECTS, 60 contact hours). The corresponding descriptors are derived from the new “pre-A1” level of the CEFR companion volume (Council of Europe 2020), the EBCL European Benchmarks for the Chinese Language project (Guder & Fachverband Chinesisch 2015), the work of colleagues (see literature list), experience and discussions within the ChiKoN project and our own considerations[3].

基于 ChiKoN 项目的调查结果和内部研讨，现面向高校语言中心及中国中心的“中文基础能力”模块（5 ECTS，60 学时）提出如下学习目标描述（暂定稿），供进一步讨论与修订。 相关能力描述主要参照以下框架：《欧洲语言共同参考框架（CEFR）》（欧洲理事会编，2020）新增的 ″Pre-A1″ 层级标准、欧洲汉语能力基准项目（EBCL；Guder & Fachverband Chinesisch，2015）及相关专家研究（见参考文献）以及本项目的实证观察与教学实践考量[3]。

[3] Special thanks to our colleagues Arvid Storch (Frankfurt), Christina Bazant-Kimmel (Vienna) and Andrea Frenzel (Berlin) for their review and valuable advice during the compilation of these descriptors.
特别感谢同事 Arvid Storch（法兰克福）、Christina Bazant-Kimmel（维也纳）和 Andrea Frenzel（柏林），感谢他们的审阅和宝贵建议。

2. Can-do-descriptors for a module "Elementary Chinese Language Skills" "中文基础能力"模块学习目标描述

2.1 Basic knowledge of the Sinophone region 中文语系地区方面的基本知识

- Has a basic understanding of the relationship between spoken Standard Chinese (Mandarin / *pǔtōnghuà* / *guóyǔ*) and the diversity of the Sinitic language area with its regional languages and their dialects
  对标准中文（所谓的 Mandarin/普通话/国语）与中文语系地区各大方言及地方话的多样性关系有基本了解

- Is aware of the linguistic differences between everyday oral language and formal written language (elements of Classical Chinese, preference for monosyllabic over disyllabic lexemes, idiomatic expressions)
  知道日常口语和正式书面语的语言差异特征（包括文言成分留存、单双音节词汇偏好差异、熟语的功能等）

2.2 Oral production and interaction 口语表达与互动能力

- Can use short phrases to talk about him-/herself and give simple, personal information about him-/herself (e.g. own name and, if applicable, one's Chinese name, marital status, nationality, occupation)
  能够运用简短的词句来进行自我介绍，并提供基本的个人信息（例如：本人原名及中文姓名（如有）、婚姻状况、国籍、职业等）

- Can briefly introduce a person (e.g. name, occupation) using simple words/gestures and formulaic expressions provided there is sufficient time for preparation
  在有准备时间的情况下，能使用简单词汇、手势及惯用表达介绍他人（例如姓名、职业等）

- Can understand simple questions about him-/herself (e.g. name, age, place of residence) and everyday routines, provided the questions are asked slowly and clearly, and answer them using short formulaic expressions or gestures
  在语速缓慢且可重复的条件下，能听懂关于个人（例如姓名、年龄、居住地等）及日常习惯的简单提问，并能使用惯用简短表达或手势回答问题

- Can ask simple questions about others and their everyday routines, and understand the answers if they are given slowly and clearly and repeated if necessary
  在语速缓慢且可重复的条件下，能够就个人信息和日常作息提出简单问题，并能听懂及应答

- Can do simple shopping and order food/drinks if he/she can point to them or support communication with other gestures.
  能够通过指示询问或在借助用手势辅助沟通的情况下，完成简单购物和餐饮点单

- Can understand simple greetings, greet people, introduce themselves and say goodbye
  能听懂简单的问候语、能与人打招呼、自我介绍和说再见

- Can understand and use some elementary formulaic reactions such as *shì, bú shì, duì, méiyǒu, duìbuqǐ, xièxie, qǐng, bù hǎoyìsi*
  能听懂并使用一些基本惯用应答用语，例如：是、不是、对、没有、对不起、谢谢、请、不好意思

- Can understand and use simple numbers and telephone numbers
  能听懂和说出简单的数字和电话号码

- Can name days of the week and date as well as one's date of birth and age, and ask about them
  能说出日期、星期、生日、年龄的表达，并能询问相关信息

- Can point to something and ask what it is or what it is called in Chinese
  能够通过指示询问某种物品及其中文名称

2.3 Listening comprehension / Audiovisual comprehension 听力能力 / 视听能力

- Can understand very short, simple questions and statements, provided they are articulated slowly and clearly and accompanied by visual signals or supporting gestures and repeated if necessary
  在语速缓慢、发音清晰并配合视觉提示或手势的条件下，能听懂非常简短的问句和陈述句，必要时可重复

- Can recognise words/gestures, names and numbers that he/she already knows from simple, short recordings when spoken very slowly and clearly
  能从熟悉的简短录音视频文件中辨识语速极慢而发音清楚的词语/手势、人名及数字

- Can understand numbers, prices, dates and days of the week, provided they are articulated slowly and clearly and in a clearly defined and familiar everyday context
  如果语速缓慢清晰，且处于熟悉的日常环境中，能听懂数字、价格、日期和星期的表达

- Can understand short and simple instructions (e.g. *"tíngzhù", "qǐng bǎ mén guānshang"* etc.), provided they are given slowly and in direct conversation, accompanied by pictures or gestures and repeated if necessary
  当指令以面对面方式缓慢说出，并辅以图片或手势时，可听懂如“停住”“请把门关上”等简短口头指示，必要时可重复

- Can recognize some familiar words/gestures as long as they are articulated clearly and slowly and in a clearly defined and familiar everyday context or visualized via gestures
  在语速缓慢、表达清晰的限定日常情境中，能够识别一些熟悉的词汇或手势

- Can use visual information and his/her prior knowledge to identify the theme of a film clip
  能运用视觉信息和已有的知识来辨识影视片段主题

2.4 Mediation (oral)
口头转述能力

Can convey simple instructions regarding places and times, numbers and prices orally in the other language, provided they are given slowly and clearly and repeated if necessary
在语速缓慢且发音清晰的前提下，可将关于地点、时间、数字及价格的简单指示或信息口头转述给对方，必要时可重复

2.5 Pronunciation and Hanyu Pinyin
发音与汉语拼音

- Can pronounce names of people and places as well as unknown words given in pinyin transcription so that they are understandable to native speakers
能根据汉语拼音准确拼读人名、地名及陌生词汇，确保其发音能被母语者理解

- Can pronounce Chinese personal names and place names in a way that is understandable to native speakers. (e.g. *Jiāng* vs. *Jiǎng* vs. *Zhāng* vs. *Cháng* vs. *Qián*; *Tiānjīn*, *Zhèjiāng*, *Shēnzhèn* etc.) 能以母语者可理解的方式发音中文人名及地名 （例如：姜 vs. 蒋 vs. 张 vs. 常 vs. 钱； 天津 、浙江 、深圳等）

- Can understand familiar words and phrases when written in pinyin with tone marks
能识读已学过的带声调注释的拼音词汇及短语

- Can write down unknown place names and personal names in largely correct pinyin when pronounced clearly and distinctly
能将陌生但发音清晰的人名、地名用基本正确的汉语拼音记录

  Can write down familiar words and short sentences in pinyin with mostly correct orthography
能把已学过的词汇和短语用基本正确的汉语拼音记录下来

2.6 Dealing with the Chinese writing system
汉字系统

- Knows the basic characteristics of Chinese writing (square character structure, no word boundaries, semantic and phonetic components, important punctuation marks)
了解汉字系统的基本特征（方块字形结构、无分词、形旁及声旁、主要标点符号使用规范）

- Can write at least 20 characters by hand in a legible form
能手写至少 20 个汉字，字迹清晰

- Can write down unknown characters by hand following slow, visual, rule-compliant instructions (stroke by stroke) in a way that is legible for native speakers
能按笔画顺序临摹陌生汉字，保持规范结构，字迹清晰，母语者可辨

- Can manually copy an unknown character in legible form (e.g. to check its meaning via touch-pad)
  以手写方式准确抄写未知汉字（如用触控板查询）

- Is familiar with the technology for producing Chinese characters (e.g. personal names) using electronic devices (e.g. smartphones), both via pinyin input using the keyboard and manually via the touchpad
  熟悉如何在智能手机等电子设备上，通过拼音或手写输入法输入汉字（如个人姓名）

- Can enter his/her gender, nationality and date (e.g. own birthday with 年 月 日 and Arabic numerals) in a form by hand and digitally
  能以手写或键写形式在表格中填写本人的性别、国籍和日期信息（例如：以“年”“月”“日”和阿拉伯数字输入自己的生日）

- Can look up the meaning and pronunciation of an unknown character or Chinese word using digital tools or suitable websites
  能使用数字工具或相关网站查询陌生汉字/词语的含义和发音

- Can recognize whether a text is written in traditional characters or in simplified characters
  能识别文本采用繁体字或简体字书写

2.7 Reading comprehension
阅读理解能力

- Can recognize familiar words and characters if they are accompanied by illustrations (e.g. on menus or in picture books)
  能够在配图文本（例如菜单或绘本）中识别已学过的词汇及汉字

- Can extract information about the day and time and familiar place names from a letter or e-mail
  能从信件或电子邮件中提取日期、时间及常见地名的信息

- Can extract information about times or prices from posters or visual messages
  能从海报或视觉材料中提取时间或价格信息

  Can identify prohibition notices as such (禁止，勿), even if the activities mentioned are unknown
  能辨识禁令标识（禁止，勿），即便不明白其具体活动描述

2.8 Written text production and interaction
文本写作与交互

- Can write his/her own nationality, gender and date of birth and, if applicable, his/her Chinese name manually and digitally
  能以手写和键写方式书写自己的国籍、性别、出生日期以及中文姓名等信息

- Can use reference works to enter their own name, nationality, marital status, dates and times digitally or manually on a form or in a note

可借助查询工具，以键写或手写方式在表格或备注栏中输入自己的姓名、国籍、婚姻状况、日期和时间

- Can use LLMs / translation tools to communicate simple, personal information in short phrases and sentences after double-checking their accuracy
经仔细校对确认以后，能借助大语言模型/ 翻译工具，以简短句式传达基本个人信息

2.9 Online communication 线上交流

- Knows that many European communication apps and platforms are not officially permitted in the People's Republic of China and is familiar with Chinese alternatives
了解中国大陆对多款欧洲通讯软件及平台的访问限制，并知晓其本地替代产品

- Can establish simple social contacts online by using the simplest polite everyday forms of greeting and saying goodbye
能使用最基本的日常问候和道别礼貌用语，建立简单的线上社交联系

- Can post simple online greetings using formulaic phrases and emoticons
能够使用固定表达短语和表情符号发布简单的线上问候讯息

- Can post short, simple details about themselves, provided these can be selected from a menu and / or a translation tool is available
在菜单选择栏或翻译工具支持下，能够发布关于自己的简短的基础信息

- Can make a selection in online forms if there is visual support or help from translation tools
在有视觉辅助或翻译工具的帮助下，能够在线表单中完成选择操作

2.10 Basic intercultural knowledge in language contact 语言交际中的跨文化基础知识

- Is aware of the cultural conditioning of his/her own behavior and communicative actions
能意识到自身行为及沟通方式受特定文化制约

- Knows (regardless of the language used) the mechanisms of indirect communication and suitable communication strategies (including multilingual speech acts) to counter conflicts, rejection and criticism
能掌握间接沟通机制与多语情境下的冲突、拒绝、批评应对策略（无论使用何种语言）

- Can distinguish between family names and personal names in Chinese
能区分中文的姓氏和名字

- Knows common forms of address and function designations (e.g. *xiānshēng, nǚshì, lǎoshī*) and knows that the family name is often combined with function designations such as *lǎoshī* in forms of address and that the personal name is rarely used in a formal context
知道怎么用称呼及职务头衔（例如 先生、女士、老师），并知道正式场合中，通常将姓氏与职务头衔（如老师）结合使用，而名字较少单独出现

- Knows the function of smiling and laughing to avoid conflict and can react appropriately
  了解微笑和大笑避免冲突的功能，并能做出恰当的反应

- Knows that intensive eye contact and physical contact can be perceived as inappropriate
  了解长时间眼神或肢体接触可能被视为失礼

- Is aware of the importance of hierarchies and group membership in one's own and other societies and their effects on communication
  意识到在自身及其他社会中等级观念与和群体归属意识的重要性，并理解其对沟通的影响

- Is aware of the importance of official (meetings, classroom, etc.) and unofficial settings in the other society and their impact on communication
  知晓其他社会中正式场合（会议、课程等）和非正式场合的区别，并理解其对沟通方式的影响

2.11 Overarching competence goals: Learning strategies, research skills, use of AI and translation tools
总体能力目标：学习策略、信息检索技巧、人工智能和翻译工具应用

- Can identify and use different language learning strategies to optimize their own learning process in Chinese
  能识别并使用多种语言学习策略，以优化自身的中文学习过程

- Can independently research the meaning and pronunciation of unknown characters and words
  能独立检索陌生汉字及词汇的含义与发音

- Knows the possible uses of artificial intelligence in connection with foreign languages and is able to critically apply AI and translation tools in connection with the Chinese language
  了解人工智能在外语学习中的应用场景，并批判性地运用人工智能及翻译工具辅助中文学习

- Knows typical problems that arise with automated translations from Chinese into German or English, such as unclear tense/number or unclear topic/subject
  了解从中文自动翻译成德语或英语时会出现的典型问题，例如时态/单复数模糊或主题/主语不明确等问题

- Conversely, is aware of the possible stylistic and semantic inadequacy of Chinese translations from German / English
  反之，能意识到从德语/英语翻译至中文可能存在的文体失配与语义缺损

It is recommended that, in addition to this elementary competence module in Chinese, a (target group-oriented) range of modules on regional and sociocultural content be offered in parallel to promote intercultural competence on China.

我们建议，在此类中文基础能力模块之外，应并行开设关于中国国情与社会文化的专题课程，并依目标群体需求灵活调整，以拓展多元跨文化能力。

Unlike with advanced language modules, in order to successfully design the content of both the elementary language module and the regional / socio-cultural module, teachers should have a highly

developed ability to express themselves in the language of instruction (here: German or English). This is more important than individual Chinese language skills.

与中高级中文教学模块不同，为确保中文基础能力模块及区域与社会文化模块的教学内容质量，教师需要具备学习者母语（如德语或英语）精准的表达能力，且该能力比教师个人的中文水平更重要。

This list of learning objectives is intended as a basis for a hoped-for discussion about learning objectives for an introduction to the world of Chinese language and writing. Further modules for language acquisition (A1, A2) could then be developed based on this introduction. Following a constructive, comprehensive discussion of the skills to be achieved, it would be desirable to initiate the development of appropriate (digitally usable) teaching materials (e.g. based on Kubler 2020 and others) that reflect the complexity of Chinese language culture and that can be made available as a learning platform (including video material).

本学习目标描述旨在为关于汉语及汉字入门学习目标设定讨论基点，并作为后续 A1、A2 模块设计的框架。待各方围绕应达能力展开充分研讨后，有望推动开发相应的（可数字化的）教学材料（如基于 Kubler 2020 及其他研究成果），真实合理反映中文语言文化的复杂性，并可作为学习平台（包括视频材料）使用。

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