

TEACHING CHINESE (GWOYU) AS A FOREIGN LANGUAGE
IN AMERICAN HIGHER EDUCATIONAL INSTITUTIONS:
AN EXPLORATORY STUDY

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摘 要

近廿年來，美國大專院校中國語文課程的設施非常普遍，甚至有些中學及小學亦設有中國語文的課程。在這中國語文教學迅速發展的情況下，有關教師的資格，教材的適當性，輔導教學之羅馬拼音的採用，教學方法的選擇，以及對學習者成績測驗方法等問題的研究均係當務之急，

筆者深感欲求上述問題之解決，非事先向正在美國各大學執教中國語文的學者專家就問題之徵結所在作一探討不可，故乃向全美大專中國語文教師作了一項抽樣式的調查。

此項調查報告為在美國執教中國語文者，想從事中國語文教學者，以及欲瞭解美國中國語文教學之實際狀況者均提供了一些值得參考的資料。

I. The Importance of Learning Chinese as a Foreign Language

Language is the most significant and complex work that human ingenuity has evolved. More than anything else, it sets man apart from the animal world. It is the vehicle of communication; it makes possible the keeping of records and the creation of a store of knowledge; it is a vital basis of creative thought. Without language there would be slow progress, unrecorded civilizations, and impoverished cultures. Much of the cultural heritage of mankind resides in language. In the language and literature of every people are preserved their hopes, their aspirations, and their thinking. (Chomsky: 1972; Fromkin: 1974).

Probably never before in the history of the world has the need been so great for communication among peoples of different tongues. Never before has the study of foreign languages been as necessary as it is today. There has been a tremendous growth of interest in the study and teaching of foreign languages in the United States since the end of World War II. (Gaeng: 1971).

The world of mankind is a changing one. War, inventions, and social-economic

progress have effected major changes in the United States and throughout the world. Through scientific discoveries and technological advancements, the peoples of the world are continually being drawn closer together, and, of necessity, are increasingly concerned with each other in world affairs (Parker: 1962).

The emerging and expanded interest in foreign languages has been reflected on the part of American policy makers in their recognition for the need of greater understanding of foreign peoples and their cultures. There is consequently, at every educational level, a growing interest in foreign language learning, and, in the country at large, an expression of concern from people who feel that international understanding is a necessity for peace (Oliva: 1969; Michael: 1966).

As horizons have broadened, so, too, has the need for multilingual communication been intensified. The statesmen, educators, businessmen, and others who at one time might have been indifferent to the values of foreign language study, apparently have come to believe that basic to the satisfactory understanding of a foreign culture is a knowledge of the language of that people. This "educational awakening" is evident in the curriculum trend which favors the introduction of foreign language study in American colleges, universities, and other institutions (Huebener: 1965).

There was a time when emphasis was placed on the claim that the study of foreign languages would help promote international peace. This beautiful idea appears to be hopelessly lost in a world suffering acutely from political rivalries, economic distress, and social illnesses. Yet, fundamentally, most of the troubles are due to prejudice and hatred based on misunderstanding. An increased awareness of the problem that other nations confront would help to remove some of the discord. (Grittner: 1969).

Now that the United States has assumed the political, military, scientific, and cultural leadership of the world, a knowledge of foreign languages is imperative for American youth. Large staffs of representatives of the United States are stationed all over the world. In one year alone over a million Americans were residing abroad. Highly significant, too, is the fact that the United Nations has its headquarters in the United States. The center of gravity - political, economic, and scientific - has swung to the United States. (Grittner: 1969).

This changes has a vital implication for American education. American people can no longer ignore the languages of other nations. Experts in many fields, who are called upon to act as leaders, must be equipped with foreign language ability. The average citizen must have some knowledge of foreign languages so that he may cope more intelligently with international problems (Huebener: 1965).

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The necessity of learning a foreign language needs no further elaboration; there remains, however, the question of selecting a particular foreign language to be mastered. The choice of which language to study may be based upon either pragmatic value or individual interest. Choice in any case will be difficult; there are so many languages utilized in the world today. According to Mario Pei, a well known linguist, there are 2,796 different languages but only thirteen of which claim a total of more than fifty million speakers. These languages are Chinese, English, Hindustani (including Hindi and Urdu), Russian, Spanish, German, Japanese, Malay (including Indonesian), French, Portuges, Bengali, Italian, and Arabic. The importance of a language globally may be judged upon the basis of (1) the size of population currently speaking the language; (2) the geographical distribution of speakers of the language; and (3) usefulness of the language in terms of political, diplomatic, commercial, military, cultural, and scientific needs. These standards are determined according to the desires and needs of the individual and the national interest in the society (Pei: 1958; Pei: 1966).

Among the Non-Western languages, Chinese deserves special attention by virtue of the importance of Chinese culture and Chinese influence in the vast areas of East Asia. China is the largest of all Asian countries and has the largest population of any country in the world. It covers an area of 4,000,000 square miles. Its population estimated to number about 900 million plus nearly 20 million more people living in diverse areas across the world - represents a fifth of the world's total population. Statistically speaking, there is one Chinese for every four persons of any other nationality. Chinese is the door to the minds of people in East Asia; it is one of the five languages of the United Nations (the others are English, French, Spanish, and Russian); and it is the basis for written language of 38 million Koreans and 100 million Japanese, and it has had a far-reaching influence on all the languages of Southeast Asia (Tregear: 1965; Rafferty: 1967).

The long cultural history and rapid modernization have given China a prominent place among the nations of the world. It has been stated by reliable authorities that, before the year 1750, more books were published in the Chinese language than in all other languages combined. Even as late as 1850 the quantity of books published in China far exceeded the number issued in any other country (Neeham: 1954).

Chinese culture is of particular importance for college students in the fields of archaeology, art, history, literature, philosophy, religion, political science, and sociology. Every specialist in these fields should be acquainted with the contributions for which the Chinese have been responsible; and every general course in each of these fields should include its purview.

To the student of archaeology, China offers the greatest possible opportunities, and it is no exaggeration to say, even more promising and fruitful opportunities than any other country in the world. In archaeological discovery, China is a land of unlimited possibilities that will have no end of surprises in store during next decades (Leslie: 1973).

Chinese art is the greatest in chronological and typical range of any single Asiatic culture. The Chinese art form and its content - as seen in pottery, porcelain, carvings in jade, ivory and wood, textiles, metal work, architecture, sculpture and painting - express the Chinese belief in "the oneness of Man with Nature" and in "man's ability to participate in the rhythmic creative ordering of existence." Furthermore, Chinese art forms express tangibly the joy of the people who are deeply in love with nature (Chiang: 1938).

For the student of history, a knowledge of China's past opens new vistas. China made many valuable contributions such as the compass, paper, printing, and gunpowder to modern civilization. China was entering into the creative period of its culture about the time that Greek genius was in its prime. China was a great empire when Rome was flourishing and was not far behind the latter in area and in military skill. When the crusaders were first starting eastward, China was far more cultured than was Western Europe. (Dawson: 1964).

Chinese literature is one of the major literary heritages of the world. It has had a continuous history for some three thousand years. Its medium, the Chinese language, has retained its unmistakable identity in both spoken and written aspects. Through cultural contacts, Chinese literature has profoundly influenced the literary traditions of other Asian countries, particularly Korea, Japan, and Vietnam. Not only was the Chinese script adopted for the written language in these countries but some writers adopted the Chinese language as their literary medium. Chinese literature itself was enriched by many types of utilitarian prose (official proclamations, memorials to the throne, prefaces and postscripts to books, eulogies and epitaphs), all written in a well-wrought style and serving as models of literary composition (Chen: 1961).

Chinese poetic literature has three important forms: the shih, the fu, and the tzu. The writing of poetry, which has been generally regarded in the West as the most imaginative and loftiest of all literary forms, was, in China, a common, everyday undertaking of the intellectuals. Almost every educated Chinese was a poet who turned out verses as frequently as there was an occasion for them (Chen: 1961).

No course in history of philosophy should be considered complete that does not include an account of the development of Chinese thought. Chinese philosophy

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began to flourish in the sixth century before Christ. Philosophy has probably played a greater role in the history of Chinese culture than in any other culture, making itself felt in every phase of life - in religion, in art, and most notably in government. For a period of more than two thousand years continuing through nineteenth century, examinations for civil service tested the candidate largely on his knowledge of the Chinese classics. Few civilizations of the ancient world had any scholastic or historical figures comparable to Confucius. It can be said that Confucius molded Chinese civilization in general. It may seem far-fetched, however, to say that he molded Chinese philosophy in particular - that he determined the direction or established the pattern of later Chinese philosophical developments. Chinese civilization and the Chinese character would have been utterly different if the book by Lao Tzu had never been written. No one can hope to understand Chinese philosophy, religion, government, *et cetera* without a real appreciation of the profound philosophy taught in this little book (Fung: 1948).

The study of religion, of course, could not be completed without including China, the home of two powerful religious systems - Confucianism (strictly speaking, Confucianism is not a religion) and Taoism, and today as for centuries past a chief seat of Buddhism. The more thoughtful Chinese, moreover, have exhibited a wide range of religious speculation - from frank skepticism to immortality and the existence of a god or gods to ardent theism and earnest mysticism (Dawson: 1964).

Least of all can the political scientist afford to ignore China. More than almost any other people, the Chinese have been politically minded. From the earliest days when the Westerners began to keep anything like adequate records, much of Chinese philosophy has been concerned with political theory (Hu: 1960).

In the area of sociology, China is a rich and fascinating mine. The family system has been the social system of China. Out of the five traditional relationships, which are those between sovereign and subject, father and son, elder and younger brother, husband and wife, and friend and friend, three are family relationships. The remaining two, though not family relationships, can be considered in terms of the family. The major characteristics of the Chinese family system are well known: subordination of the individual to the group, the young to the aged, the living to the ancestors (through ancestral worship), the wife to the husband, and the daughter-in-law to the mother-in-law. It is true that no other great race has been living together as long as have the Chinese. In nearly every form of social mind and organization, the Chinese can provide the sociologists a most fertile field for investigation (Wright: 1964).

It is evident that anyone who is interested in any field of Chinese studies

requires a working knowledge of Chinese language - spoken and written. This knowledge is also mandatory in commerce and industry, for missionary work and diplomacy, for military and travel, for newspaper correspondence and pleasure, and for insight into one's own language.

II. The Problem

1. *Purpose of study*

The purpose of this study was to: (1) survey the reactions of Chinese language instructors in American higher educational institutions regarding the instructor's preparation and to determine the standards for teaching Chinese as a foreign language; (2) survey the reactions of instructors concerning the methodologies of teaching Chinese as a foreign language and ascertain the most agreed upon methods of teaching Chinese as a foreign language; (3) survey the reactions of instructors on what text books are being used for elementary, intermediate, advance, and classical Chinese and find out whether improved text books for each level are needed; (4) survey the reactions of instructors on three systems of Chinese Romanization (Wade & Giles, Yale, Pinyin) used as devices to teach Westerners how to pronounce Chinese words and recommend the most applicable one for teaching American students; (5) survey the reactions of instructors regarding the kind of foreign language testing they have used for their class evaluation and suggest the most suitable methods of testing Chinese as a foreign language.

2. *Questions to be Answered*

In carrying out the purposes of the investigation, answers were sought to a number of basic questions:

1. What is the attitude of Chinese language instructors toward the need for a native background in the language?
2. What is the attitude of instructors toward the need for training in one or two languages other than Chinese?
3. Which of the following courses of Chinese linguistics do instructors believe should be stressed in their preparatory training:
 - (a) the history of Chinese language;
 - (b) Chinese phonology; and
 - (c) Chinese morphology and syntax?
4. Which of the following courses of General Linguistics do instructors believe should be stressed in their preparatory training: (a) phonology; (b) morphology

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- and syntax; (c) psycholinguistics or language acquisition theories; and (d) sociolinguistics?
5. Which of the following course of applied linguistics do instructors believe should be stressed in their preparatory training: (a) the History of Foreign Language Teaching; (b) the Trends of Development of Foreign Language Teaching; (c) Psychology of Foreign Language Teaching and Learning; and (d) Contrastive and Error Analysis?
 6. What is the attitude of instructors toward the need for training in the use of audiovisual techniques and electronic devices?
 7. What is the attitude of instructors toward the various methods of foreign language teaching which apply to teaching Chinese as a foreign language: (a) grammar translation method; (b) direct method; (c) audio-lingual method; and (d) eclectic approach?
 8. What is the attitude of instructors toward stressing the following approaches in teaching Chinese as a foreign language: (a) Romanization followed by character learning; (b) emphasis on teaching syntactical patterns; (c) emphasis on teaching the four tones of Chinese language; (d) emphasis on teaching groups of words in meaningful context or situations; and (e) emphasis on teaching idiomatic and compound words?
 9. Do the instructors believe that the instructor should be prepared to (a) relate Chinese language to Chinese culture; (b) relate Chinese culture to American culture; and (c) present Chinese literature as a vehicle for great ideas?
 10. What is the attitude of instructors toward the need for developing in students a mastery of the four skills of listening, speaking, reading, and writing, in that order?
 11. What is the attitude of instructors toward the need for improved textbooks for elementary, intermediate, advanced, and classical Chinese?
 12. What kind of foreign language testing have the instructors used in evaluating their students?
 13. What is the attitude of instructors toward the three most popular Chinese phonemic systems?
 14. Have the instructors ever taught in an intensive semester? If so, do they prefer it to a normal full year sequence?
 15. As reported by the instructors, what is the rate of student attrition from the first to the second year and from second to third year of study in Chinese as a foreign language?
 16. As viewed by instructors, is student interest in Chinese as a foreign language

decreasing or increasing?

17. As viewed by instructors, is the academic quality of student enrolling in Chinese decreasing or increasing?

III. The Importance of the Study

During the last two decades, the teaching of Chinese in the United States has spread very widely not only among colleges, universities, and other institutions, but also at the secondary and elementary schools levels. The most acute problems in the rapid development of Chinese teaching have been the instructor's preparation, effective teaching methodologies, the shortage of better text books, and the methods of evaluation.

Much has been accomplished on study and research about the teaching of other languages such as English, French, German, and Spanish but very little concentration has been placed on teaching Chinese as a foreign language. In view of the urgent need to rectify this situation, the results of this study will be of benefit to the people who are interested in the subject of teaching Chinese as a foreign language as well as those who are in the teaching profession in general.

IV. Scope of study

In designing the survey aspects of the investigation, certain delimitations were found to be desirable.

- (1) Chinese school teachers in the United States' Chinatowns were excluded, as were Chinese language teachers in public and private elementary, junior high and high schools.
- (2) All foreign languages and all other Chinese dialects except Chinese National Language (Gwoyu) were excluded from consideration.
- (3) All Chinese language instructors and higher educational institutions that offered Chinese as a foreign language outside the United States were excluded.
- (4) The personal identification of respondents was optional in each case.
- (5) In addition, certain delimitations were imposed by the problem itself. Instructors were not questioned regarding their sex, actual course preparation, or teaching assignments. A further delimitation was that no individual institution was to be investigated in the study.

V. Assumptions

The following assumptions were basic to the design of the study:

- (1) Instructors surveyed were qualified to offer professional opinions regarding teaching Chinese as a foreign language in United States' higher educational institutions.
- (2) Participating instructors answered questions thoughtfully and accurately.

VI. Definition of Terms

The following terms are used extensively in this study. An understanding of these terms is considered important to the understanding of the study.

Chinese as a Foreign Language: Chinese as a subject taught to persons whose first language is not Chinese and who are residing in countries whose national and instructional languages are other than Chinese.

Chinese (Gwoyu): Gwoyu means a language officially spoken by a nation. Therefore, any nation may have its Gwoyu, so long as it is stated by the government of that nation, irrespective of dialectal differences. Thus, Gwoyu of Japan is Japanese; the Gwoyu of the United States is English, and so on. The Gwoyu of China is very often known in the Western part of the world as "Mandarin." It is spoken as the native tongue of the people of North China, Manchuria, Central, and South-east China, which encompasses approximately 90 percent of the population of China, exclusive of ethnic minorities (Peng: 1964).

Romanization: A phonomic transcription called "Romanization" is a device used to teach Westerners how to pronounce Chinese words. This is simply using alphabet letters to convey the sound of a picture-word. Writing ming for 明
Picture-language to letter-language (Wolff: 1974).

There are three main systems of romanization used in the United States at this time: The Wade-Giles system; the Yale system; and the Pinyin system. The Yale system is used in this study (Hsia: 1970).

Four Tones: Almost every Chinese syllable must carry one of four tonal contours or tones (pitch pattern). Changing the tone alters the meaning. The tones are indicated by diacritical marks over the vowels. Syllables also may have no definite tonal contour. These syllables are called toneless or neutral tone syllables, and are written without any tone mark (Yale: 1965).

first	(ā)	high and level cut	
		off sharply at end	mā

second	(á)	relatively high, rising with increasing loudness; often cut off sharply at the end	má
third	(a)	low in pitch, rising at the end, and gradually less loud	mǎ
fourth	(a)	falling from high to mid-low or low	mà
neutral	none	short, middle pitch	tāde

Higher Education: Instruction furnished by all schools and institutions above the secondary or high school level. These institutions include colleges, universities, and technical and professional schools. A college, university, or institution may or may not be coeducational, and its support may be either public or private. A further classification differentiates between undergraduate and graduate programs, the latter being administered in many universities as a separate unit generally known as the graduate school. Institutions of higher education administer their programs through departments, faculties, schools, or colleges, as, for example, the department or faculty of English, the School of Fine Arts, the College of Medicine. Upon completion of a prescribed curriculum, the student receives a diploma indicating that he is entitled to the degree of Bachelor of Arts (or of Science, of Law, or Literature), Master of Arts, Doctor of Philosophy, Doctor of Medicine or some other degree appropriate to the major field of study (Pullias: 1965; Encyclopedia of Education: 1973).

Linguistics: Linguistics is the scientific study of language - that is, the human capacity of speech - and of a particular language. A linguistic description of language is called the grammar of that language. Grammar, then, is a set of statements saying how a language works. Descriptive linguistics is the study of language history. Other branches of linguistics include anthropological linguistics, the investigation of languages associated cultures; psycho-linguistics, the study of linguistics behavior and the psychological mechanisms responsible for it; sociolinguistics, the study of the functioning of language in society; and applied linguistics, the attempt to put the insights resulting from linguistic research to practical uses, particularly in the area of language teaching (Elgin: 1973; Langacker: 1968; Allen: 1973).

Phonology: Phonology is the study of sound systems, that is, the study of speech sounds structure and how they function in language. The goal of phonology is to study the properties of the sound system which speakers must learn or internalize

in order to use their language for the purpose of communication. Thus, when approaching the sound system of a language, it is necessary to study not only the physical properties of the attested sounds (that is, how they are made and what their acoustic co-relate are), but also the grammatical properties of these sounds (Hyman: 1975).

Phonetics: Phonetics is the systematic study of speech sounds. This study involves: (1) articulatory phonetics, the most commonly practiced and the oldest variety, states by means of what organs and by what employment of these organs - place and type of articulation - a given sound is brought forth; (2) acoustic phonetic, describes the dislocation of air molecules, the "sound waves", that an articulation produces and impinges upon the eardrum, when they are transmitted to the nervous system and brain; and (3) perceptual phonetics identifies each sound by a set so-called inherent or distinctive features that lie in binary opposition, such as lax or tense, vocalism which complements rather than replaces articulatory classifications, is discernible on the spectrogram as a characteristic distribution of acoustic energy. Phonetics, since it is part of the analysis of the phenomenon of human language and speech behavior, contributes to the fields of anthropology, linguistics, psychology, sociology, and related fields. Furthermore, it has several practical objectives; (1) to help in learning to pronounce foreign languages; (2) to contribute to speech therapy; (3) to record previously unwritten languages and to develop writing systems for them; and (4) to develop more efficient electrical and electronic speech transmission systems (speech compression) (Hyman: 1975; Singh: 1976).

Phonemics: Phonemics deals with the classes of sounds of a given language. The members of each class are functionally and linguistically equivalent, but physically different, although similar to one another. These subtypes occur either predictably as positional variants, or in free alternation. A class of functionally same sounds is called a phoneme, and the different subtypes belonging to that class are called allophones. In addition to the phonemes, which occur successively in time and are therefore called segmental, there also exist non-segmental (suprasegmental, prosodic) traits, which may or may not have a distinguishing (prosodemic) function (Hyman: 1975).

Morphology: Morphology is the level of linguistic structuring between the phonological and the syntactic. Parallel to the lower phonological level there are morphs, allomorphs, and morphemes. The morpheme is usually defined as the smallest meaningful unit of language and, occasionally, leaving meaning out of it, it is defined as a recurrent patterned partial. Morphemes are composed of allomorphs. Morphemes are further classified as inflectional (paradigmatic) and

derivational. English has very few inflectional morphemes; only the plural and possessive in nouns and pronouns, and in verbs, the third person singular present tense, the present participle, the past tense, and the past participle. It has, however, many derivational endings (motherhood, legality, incredulity, unreasonableness). German, Russian, Latin, Greek, and Sanskrit have more, increasing in that order, inflectional morphemes than English language. Chinese, on the other hand, has none of these morphemes (Elgin: 1973).

Syntax: The ordering of morphemes and words into larger units, phrases, clauses, and sentences, is the sphere of syntax. In the second half of the 20th Century, syntax has become the most challenging and exciting part of linguistics. Morphology merges into syntax, and some scholars lump these studies together. The basic syntactic units are morphemes in such languages as Chinese, Thai, and Vietnamese. In English the syntactic units are inflectional morphemes, words, phrases, and clauses. Traditional Latin grammar has had, in terminology and in rules, a former hold on syntax rather than on the other levels of analysis. And the structuralists, overly concerned with the pieces that constitute a syntactic unit, neglected the rules of the larger syntactic arrangement of these units. In the mid-1950s, transformational linguists began to put syntactic constructs not at the end but at the beginning of linguistic analysis. Structuralism starts with the smallest analytical units (allophones and phonemes) and builds up to a sentence. Transformational grammar begins with the sentence with an underlying deep structure that states the theme and general meaning of the message upon which is mapped through sets of rules, the phonetic realization, or surface structure. These divergent attitudes are based on and, in turn lead to divergent philosophical attitudes toward language and linguistics; structuralism is inclined toward empiricism and stresses the importance of observable fact; transformational grammar, toward rationalism and intuition (Langacker: 1973).

VII. Procedures and Design

1. *Orientation to the Problem*

In order to ascertain the status of the problem, and to place it in its proper perspective historically, a search was made of the literature on the history and methodology of foreign languages teaching, and particularly of teaching Chinese as a foreign language in the United States of America.

The second phase consisted of interviews with Chinese language specialists. A more realistic and practical approach to the problem to a select number of specialists

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in Chinese language teaching for their reactions and criticisms (Appendix A).

The areas discussed with the Chinese language specialists during the interviews were:

1. the purposes of the research;
2. the need for questionnaire to be used as an instrument of research;
3. an outline of the proposed content of the questionnaire; and
4. to whom should the questionnaire be sent

As a result of the discussion, Chinese language specialists all agreed with the purposes of the research and the need for a questionnaire to be used as an instrument of research. The Chinese language specialists were very impressed with this method of research and they contributed some suggestions for the design of the questionnaire as well as to whom should the questionnaire be sent.

The final phase of the review of the literature and research was the synthesis of the findings in terms of the investigator's own experience in foreign language instruction.

2. *A Preliminary Instrument*

The procedures discussed in the preceding paragraphs contributed the information for a tentative questionnaire. This process consisted of items noted during the course of the search of the literature, with the addition of questions posed by colleagues, and suggestions made by specialists.

In the construction of the questionnaire, various texts dealing with the formulation, administration, use of the questionnaire in general, and several questionnaire samples, were also read, studied, and utilized (Berdie: 1974; Jacobs: 1974; openheim: 1966).

The questionnaire was designed from the literature to provide analysis of basic areas of inquiry and was constructed so that the responses could be grouped according to seven tentative items relating to the teaching of Chinese as foreign language in American higher educational institutions:

1. Instructor's Preparation
2. Methodology
3. Text Books
4. Testing
5. Romanization
6. General Information
7. Personal and Professional Background

3. *Refinement of questionnaire*

It was considered necessary to test the instrument and to obtain criticisms and suggestions for the questionnaire from persons experienced in teaching Chinese as a foreign language. A preliminary draft of the questionnaire was sent either by mail or in person to each of the Chinese language specialists. All expressed their critical judgments and made suggestions for the improvement of the questionnaire.

The revised questionnaire was then presented for critical evaluations to experts in the field of applied linguistics and teaching English as a second language. For example, among those experts, Dr. Robert Kaplan, a nation-wide known linguist, helped a great deal in improving the instrument. Chia-ming, my wife, helped to revise the format of the questionnaire for computer analysis. (Appendix B).

At this point, the questionnaire was then considered ready for use as a survey instrument. Copies were reproduced by the instant printing process and distributed to selected instructors of Chinese in colleges, universities, and other institutions all over the U.S.

4. *Administration of Questionnaire*

Since the study was limited to instructors of Chinese, an attempt was made to select a group of instructors who would be representative of the profession. A random selection of 200 names was chosen from the membership rosters of the Chinese Language Teachers Association and American Association of Teachers of Chinese Language and Culture.

Questionnaire were sent via first class mail, with a stamped and self-addressed envelope enclosed, a cover letter indicating the purpose and importance of the study. A follow-up letter was sent out four weeks after the submission of the original questionnaire to those instructors who had not responded.

Of the 200 questionnaires distributed, 139 or 69.5 percent were returned. However, of this number, one was returned by the post office as underdeliverable, and two were returned unanswered. Thus, 136 or 68 percent of the questionnaires were returned.

VIII. Findings

1. *Introduction*

Data collected from the questionnaire that was sent to Chinese language instructors is summarized without comment or further interpretation in Table 1, Table 2, and Table 3. The views of Chinese instructors concerning the relative

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importance of various aspects of the teaching Chinese as a foreign language in American higher educational institutions are listed in Table 1, a list of the number of text books which are being used for each level is in Table 2, and the general information and the personal and professional background of the instructors are shown in Table 3.

In determining the relative importance of questionnaire items, it was necessary to translate qualitative ratings into numerical items. In order to accomplish this, the following values or weights were assigned to each answer step: "essential" = +3; "desirable" = +1; and "nonessential" = -3. Those who failed to respond to a question were counted but were assigned zero weights. This rating method is based on the theory of Likert-type or Summated Rating Scales (Issac: 1971).

In order to be able to evaluate and interpret the total weighted scores, arbitrary cut-off points were established so that items which received weighted scores of 50 or above could be considered to have been judged "important," and those that received weighted scores in excess of 125 could be interpreted as being "essential" in the judgments of the respondents. At the other extreme, those which received negative weighted scores were assumed to be of no real value in teaching Chinese as a foreign language. Summarizations of the relative values which instructors accorded to each item are arranged in rank order in Table 7 through 14.

It will be noted that findings are reported under the following headings: (1) Instructor's Preparation; (2) Methodology; (3) Testing; (4) Romanization; (5) Text Books; (6) General Information; and (7) Personal and Professional Background.

TABLE 1

VIEWS OF CHINESE LANGUAGE INSTRUCTORS CONCERNING THE RELATIVE
IMPORTANCE OF VARIOUS ASPECTS OF THE TEACHING CHINESE AS A
FOREIGN LANGUAGE IN AMERICAN HIGHER EDUCATIONAL INSTITUTIONS*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score**
<i>INSTRUCTOR's PREPARATION</i>				
<i>Language Emphasis:</i>				
A native Background in the language	Essential	56	42.4	212***
	Desirable	68	51.5	
	Non-essential	8	6.0	
		132****		

TABLE 1 - Continued

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score**
<i>Language Emphasis</i> - Continued				
Training in one language other than Chinese	Essential	45	33.5	200
	Desirable	83	61.9	
	Non-essential	6	4.4	
		134		
Training in two languages other than Chinese	Essential	0	0.0	-66
	Desirable	72	61.0	
	Non-essential	46	38.9	
		118		
<i>Chinese Linguistics:</i>				
The History of Chinese Language	Essential	28	21.2	108
	Desirable	84	63.6	
	Non-essential	20	15.1	
		132		
Chinese Phonology	Essential	60	44.1	224
	Desirable	68	50.0	
	Non-essential	8	5.8	
		136		
Chinese Morphology & Syntax	Essential	61	44.8	222
	Desirable	66	48.5	
	Non-essential	9	6.6	
		136		
<i>General Linguistics:</i>				
Phonology	Essential	26	19.4	138
	Desirable	94	72.0	
	Non-essential	12	9.0	
		134		
Morphology and Syntax	Essential	24	17.6	116
	Desirable	95	70.0	
	Non-essential	17	12.5	
		136		
Psycholinguistics or Language Acquisition Theories	Essential	21	16.4	98
	Desirable	89	69.5	
	Non-essential	18	13.0	
		128		

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TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>General Linguistics - Continued</i>				
Sociolinguistics	Essential	15	12.3	88
	Desirable	91	75.0	
	Non-essential	16	13.1	
		<u>122</u>		
<i>Applied Linguistics:</i>				
The History of Foreign Language Teaching	Essential	10	7.8	64
	Desirable	65	50.7	
	Non-essential	53	41.4	
		<u>128</u>		
The Trends of Development of Foreign Language Teaching	Essential	14	10.9	52
	Desirable	88	69.0	
	Non-essential	26	20.3	
		<u>128</u>		
Psychology of Foreign Language Teaching & Learning	Essential	22	16.9	78
	Desirable	84	56.9	
	Non-essential	24	26.1	
		<u>130</u>		
<i>Audio-visual Techniques:</i>				
Use of film projector	Essential	26	20.6	75
	Desirable	75	59.5	
	Non-essential	25	19.8	
		<u>126</u>		
Use of Tape recorders and slides	Essential	55	42.3	196
	Desirable	64	49.2	
	Non-essential	11	8.4	
		<u>130</u>		
Use of language laboratory	Essential	90	66.1	292
	Desirable	40	29.4	
	Non-essential	6	4.4	
		<u>136</u>		

TABLE 1 - Continued

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
METHODOLOGY				
<i>Approaches for Teaching Chinese as a Foreign language:</i>				
Romanization followed by character learning	Essential	52	43.6	111
	Desirable	39	32.7	
	Non-essential	28	23.5	
		119		
Romanization and character learning simultaneously	Essential	41	34.4	49
	Desirable	40	33.6	
	Non-essential	38	31.9	
		119		
Character learning only	Essential	4	3.6	-309
	Desirable	0	0.0	
	Non-essential	107	96.3	
		111		
Romanization only	Essential	0	0.0	-299
	Desirable	10	8.8	
	Non-essential	103	91.1	
		113		
Emphasis on teaching the Four Tones of Chinese language	Essential	72	58.5	191
	Desirable	32	26	
	Non-essential	19	15.4	
		123		
Emphasis on teaching syntactical patterns	Essential	82	63.5	277
	Desirable	43	33.3	
	Non-essential	4	3.1	
		129		
Emphasis on teaching particles	Essential	39	32.7	85
	Desirable	52	43.6	
	Non-essential	28	23.5	
		119		
Emphasis on teaching groups of words in meaningful context of situations	Essential	75	58.1	263
	Desirable	50	38.7	
	Non-essential	4	3.1	
		129		

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TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>Approaches for Teaching Chinese as a Foreign Language - Continued</i>				
Emphasis on teaching idiomatic and compound words	Essential	51	40.8	159
	Desirable	57	45.6	
	Non-essential	17	13.6	
		125		
Relating Chinese language to Chinese culture	Essential	59	46.4	245
	Desirable	68	53.5	
	Non-essential	0	0.0	
		127		
Relating Chinese culture to American culture	Essential	25	20.6	7
	Desirable	55	45.4	
	Non-essential	41	33.8	
		121		
Presenting Chinese literature as a vehicle for great ideas	Essential	12	10.8	-49
	Desirable	53	47.7	
	Non-essential	46	41.4	
		111		
<i>Methods Should be Stressed</i>				
Grammar translation method	Essential	22	18.0	-18
	Desirable	54	44.2	
	Non-essential	46	37.7	
		122		
Audio-lingual method	Essential	41	34.7	72
	Desirable	45	38.1	
	Non-essential	32	27.1	
		118		
Direct method	Essential	38	33.6	69
	Desirable	45	39.8	
	Non-essential	30	26.5	
		113		
Eclectic approach	Essential	39	37.5	70
	Desirable	37	35.5	
	Non-essential	28	26.9	
		104		

TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>Classroom Skills</i>				
Developing in students a mastery of the four skills of listening, speaking, reading, and writing in that order	Essential	91	77.1	284
	Desirable	23	19.4	
	Non-essential	4	3.3	
		<u>118</u>		
A mastery of aural comprehensive skills	Essential	54	50.9	190
	Desirable	46	43.3	
	Non-essential	6	5.6	
		<u>106</u>		
A mastery of conversational skills	Essential	52	49.0	186
	Desirable	48	45.2	
	Non-essential	6	5.6	
		<u>106</u>		
A mastery of reading skills	Essential	59	53.6	208
	Desirable	46	41.8	
	Non-essential	5	4.5	
		<u>110</u>		
A mastery of composition skills	Essential	26	25.4	90
	Desirable	60	58.8	
	Non-essential	16	15.6	
		<u>102</u>		
A mastery of syntactic skills	Essential	34	33.6	117
	Desirable	54	53.4	
	Non-essential	13	12.8	
		<u>101</u>		
<i>TESTING</i>				
<i>The Listening Test:</i>				
Discrimination of Sounds	Essential	65	55.0	200
	Desirable	41	34.7	
	Non-essential	12	10.1	
		<u>118</u>		
Discrimination of Tones	Essential	65	54.1	210
	Desirable	45	37.5	
	Non-essential	10	8.3	
		<u>120</u>		

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TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>The Listening Test - Continued</i>				
Retention Tests	Essential	46	42.5	156
	Desirable	51	47.2	
	Non-essential	11	10.1	
		<u>108</u>		
Listening Comprehension	Essential	97	78.2	312
	Desirable	25	20.1	
	Non-essential	2	1.6	
		<u>124</u>		
<i>The Speaking Test:</i>				
Pronunciation	Essential	73	62.9	214
	Desirable	31	26.7	
	Non-essential	12	10.3	
		<u>116</u>		
Tones and intonation tests	Essential	69	61.0	219
	Desirable	36	31.8	
	Non-essential	8	7.0	
		<u>113</u>		
Oral syntax	Essential	63	59.4	200
	Desirable	35	33.0	
	Non-essential	8	7.5	
		<u>106</u>		
Free response tests	Essential	67	58.7	232
	Desirable	43	37.7	
	Non-essential	4	3.5	
		<u>114</u>		
The comprehensive speaking test	Essential	67	63.8	207
	Desirable	30	28.5	
	Non-essential	8	7.6	
		<u>105</u>		
<i>The Reading Comprehension Test:</i>				
Identification items	Essential	49	42.9	148
	Desirable	49	42.9	
	Non-essential	16	14.0	

TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>The Reading Comprehension Test - Continued</i>				
		114		
True-False items	Essential	34	31.7	95
	Desirable	53	49.5	
	Non-essential	20	18.6	
		107		
Multiple-Choice items	Essential	38	33.3	94
	Desirable	52	45.9	
	Non-essential	24	21.0	
		114		
Appropriate-Inappropriate item	Essential	28	27.4	54
	Desirable	48	47.0	
	Non-essential	26	25.4	
		102		
Completion	Essential	36	34.6	120
	Desirable	54	51.9	
	Non-essential	14	13.4	
		104		
Logical inference	Essential	32	29.9	99
	Desirable	57	53.2	
	Non-essential	18	16.8	
		107		
Continuation of thought	Essential	27	25.0	82
	Desirable	61	56.4	
	Non-essential	20	18.5	
		108		
Questions and answers	Essential	66	54.5	229
	Desirable	49	40.4	
	Non-essential	6	4.9	
		121		
Written summaries	Essential	39	36.4	125
	Desirable	53	49.5	
	Non-essential	15	14.0	
		107		
Grammar	Essential	44	39.6	123
	Desirable	48	43.2	

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TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>The Reading Comprehension Test -</i>				
Continued				
Vocabulary	Non-essential	19	17.1	200
		<u>111</u>		
	Essential	59	51.8	
	Desirable	47	41.2	
	Non-essential	8	7.0	
	<u>114</u>			
Idiomatic and compound words	Essential	49	46.2	132
	Desirable	39	36.8	
	Non-essential	18	17.0	
		<u>106</u>		
Reading speed	Essential	28	26.2	71
	Desirable	56	52.3	
	Non-essential	23	21.5	
		<u>107</u>		
<i>The Writing Test:</i>				
Copying	Essential	23	22	9
	Desirable	42	40	
	Non-essential	40	38	
		<u>105</u>		
Dictation	Essential	66	55.5	219
	Desirable	45	37.8	
	Non-essential	8	6.7	
		<u>119</u>		
Partial sentences (fill-in-blank)	Essential	32	30.2	106
	Desirable	58	54.7	
	Non-essential	16	15.1	
		<u>106</u>		
Sentence substitutions	Essential	28	26.9	92
	Desirable	59	56.7	
	Non-essential	17	16.3	
		<u>104</u>		
Replacement	Essential	34	32.4	77
	Desirable	47	44.8	

TABLE 1 - Continued

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>The Writing Test - Continued</i>				
Sentence making	Non-essential	24	22.8	236
		<u>105</u>		
	Essential	73	59.8	
	Desirable	41	33.6	
	Non-essential	8	6.6	
	<u>122</u>			
Transformation	Essential	42	40.0	117
	Desirable	45	42.9	
	Non-essential	18	17.1	
		<u>105</u>		
	Essential	51	46.8	
Desirable	43	39.4		
Non-essential	15	13.8		
	<u>109</u>			
Essential	67	55.4	199	
Desirable	40	33.1		
Non-essential	14	11.5		
	<u>121</u>			
Essential	41	36.3		67
Desirable	40	35.4		
Non-essential	32	28.3		
	<u>113</u>			
<i>ROMANIZATION</i>				
<i>Evaluation of the Romanization</i>				
<i>Used for Teaching</i>				
Yale System	Good	52	53.0	162
	Fair	36	36.7	
	Poor	10	42.3	
		<u>98</u>		
	Good	9	14.0	
Wade & Giles System	Fair	40	47.0	
Poor	36	42.3		
	<u>85</u>			

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TABLE 1 - *Continued*

Teaching Chinese as a Foreign Language		Number	Percent	Total Weighted Score
<i>Evaluation of the Romanization Used for Teaching - Continued</i>				
Pinyin System	Good	44	45.0	149
	Fair	44	45.0	
	Poor	9	9.0	
		<u>97</u>		
<i>The Need for a Better System</i>				
	Yes	25	23.8	
	No	80	76.2	
		<u>105</u>		

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

** Numerical values were obtained by assigning the following weights: "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; and no response to the question = 0.

*** Weighted scores were interpreted as follows: Above 125 = essential; 50 - 125 = important; 0 - 50 = of little value; and minus scores = of no value to the teaching of Chinese as a foreign language.

**** Wherever the total is less than 136, the non-responses equal the difference between the total given and 136. It should be remembered that non-responses were given a value of zero and thus do not affect the weighted scores.

TABLE 2

TEXT BOOKS USED FOR TEACHING CHINESE AS A FOREIGN LANGUAGE*

Level	Number of Different Text Books Used
Elementary Chinese	12
Intermediate Chinese	11
Advanced Chinese	8
Classical Chinese	5

TABLE 2 - Continued

Level	Number of Different Text Books Used
The need for a set of better text books for each level	Yes: 136 No: 0

* These responses are based upon the questionnaire presented to the instructor of Chinese as a foreign language.

TABLE 3

GENERAL INFORMATION OF TEACHING CHINESE AS A FOREIGN LANGUAGE AND
PERSONAL AND PROFESSIONAL BACKGROUND OF INSTRUCTORS OF CHINESE
AS A FOREIGN LANGUAGE IN AMERICAN
HIGHER EDUCATIONAL INSTITUTIONS*

Teaching Chinese as a Foreign Language	Number	Percent
<i>GENERAL INFORMATION</i>		
Rate of Student Attrition:		
A. First to the second year of study		
1. Less than 10%	17	15.0
2. 10 - 25%	32	28.3
3. 25 - 50%	49	43.4
4. 50 - 75%	11	10.0
5. 75 - 100%	4	3.5
	<u>113</u>	
B. Second to the third year of study		
1. Less than 10%	12	11.4
2. 10 - 25%	37	35.2
3. 25 - 50%	29	27.6
4. 50 - 75%	23	22.0
5. 75 - 100%	4	4.0
	<u>105</u>	
C. Teachers taught in an intensive semester		
a. Yes	99	75.0
No	33	25.0
	<u>132</u>	

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TABLE 3 - *Continued*

Teaching Chinese as a Foreign Language	Number	Percent
<i>GENERAL INFORMATION - Continued</i>		
b. Like intensive semester		
Yes	61	61.0
No	39	39.0
	<u>100</u>	
D. Student interest in Chinese as a Foreign Language is:		
a. Falling	26	20.0
b. Constant	53	41.0
c. Raising slightly	35	28.0
d. Rising significantly	14	11.0
	<u>128</u>	
E. Academic quality of student enrolling in Chinese is:		
a. Falling	16	13.0
b. Constant	63	51.0
c. Raising slightly	37	30.0
d. Rising significantly	8	6.0
	<u>124</u>	
<i>Personal & Professional Background</i>		
A. Taught Chinese as a foreign language:		
1. 1-- 4 years	29	24.0
2. 5 - 9 years	37	30.0
3. 10 or more years	57	46.3
	<u>123</u>	
B. Instructor's age is:		
1. 20 - 29	9	7.3
2. 30 - 39	39	31.7
3. 40 or more	75	60.9
	<u>123</u>	
C. Instructor is:		
1. Chinese	90	73.0
2. Chinese parentage but born elsewhere	2	1.6
3. Not Chinese	31	25.0
	<u>123</u>	
D. Degree earned:		
1. B.A. or B.S.	6	5.0
2. M.A.; M.S.; MFA	42	35.0
3. Doctorate	66	55.0

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TABLE 4 - *Continued*

Rank Order	Language Education	Total Weighted Scores**
Chinese Linguistics:		
1.	Chinese Phonology	224
2.	Chinese Morphology and Syntax	222
3.	The History of Chinese Language	108
General Linguistics:		
1.	Phonology	138
2.	Morphology and Syntax	116
3.	Psycholinguistics or Language Acquisition Theories	98
4.	Sociolinguistics	88
Applied Linguistics:		
1.	Contrastive and Error Analysis	82
2.	Psychology of Foreign Language Teaching and Learning	78
3.	The Trends of Development of Foreign Language Teaching	52
4.	The History of Foreign Language Teaching	-64
Audio-Visual Techniques:		
1.	Use of language laboratory	292
2.	Use of tape recorders and slides	196
3.	Use of film projector	75

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

** Numerical scores were obtained by assigning the following weights to responses; "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; no response = 0.

*** Weighted scores were interpreted as follows: Above 125 = essential; 50 -125 = important; 0 - 50 = of little value; and minus scores = of no value to the teaching Chinese as a foreign language.

TABLE 3 - *Continued*

Teaching Chinese as a Foreign Language	Number	Percent
4. Other	6 120	5.0

2. *Instructor's Preparation*

The weighted response of instructors of Chinese as a foreign language regarding the instructor's preparation are presented in Table 4. A native background in the language and the training in one language other than Chinese were considered to be essential. It will be noted that in this rank-order summarization as rated, courses in Chinese Phonology, Chinese Morphology and Syntax, Phonology (General Linguistics), use of a language laboratory, and use of tape recorders and slides were all considered to be essential to the instructor's preparation for teaching Chinese as a foreign language. Other important equalifications were knowledge of the History of Chinese language, Morphology and Syntax (General Linguistics), Psycholinguistics or Language Acquisition Theories, Sociolinguistics, Contrastive and Error Analysis, Psychology of foreign Language Teaching and Learning and ability to use a film projector. Judged to be of no specific value was training in two languages other than Chinese, and the History of Foreign Language Teaching.

TABLE 4

RELATIVE IMPORTANCE OF INSTRUCTOR'S PREPARATION (LANGUAGE EMPHASIS AND LINGUISTICS COURSES) AS JUDGED BY INSTRUCTORS OF CHINESE AS A FOREIGN LANGUAGE*

Rank Order	Language Education	Total Weighted Scores**
Language Emphasis		
1.	A native background in the language	212***
2.	Training in one language other than Chinese	200
3:	Training in two languages other than Chinese	-66

3. *Approaches for teaching Chinese as a foreign language*

The weighted reactions of instructors of Chinese regarding the value of approaches to teaching Chinese as a foreign language are exhibited in rank order in Table 5. Here it is seen that emphasis on teaching syntactical patterns, emphasis on teaching groups of words in meaningful context or situations, relating Chinese language to Chinese culture, emphasis on teaching the Four Tones of Chinese language, emphasis on teaching idiomatic and compound words were all considered to be essential. Romanization followed by character learning, and emphasis on teaching particles were considered important but not essential. Considered to be of little value were Romanization and character learning simultaneously and relating Chinese culture to American culture. Presenting Chinese literature as a vehicle for great ideas, phonetic system only, and character learning only were deemed to be of no value in this context.

TABLE 5

PREFERENCES OF CHINESE LANGUAGE TEACHERS CONCERNING APPROACHES FOR TEACHING CHINESE AS A FOREIGN LANGUAGE*

Rank Order	Approaches for Teaching Chinese as a Foreign Language	Total Weighted Scores**
1.	Emphasis on teaching syntactical patterns	277***
2.	Emphasis on teaching groups of words in meaningful context or situations	263
3.	Relating Chinese language to Chinese culture	245
4.	Emphasis on teaching the Four Tones of Chinese language	191
5.	Emphasis on teaching idiomatic and compound words	159
6.	Romanization followed by character learning	111
7.	Emphasis on teaching particles	85
8.	Romanization and character learning simultaneously	49
9.	Relating Chinese culture to American culture	7
10.	Presenting Chinese literature as a vehicle for great ideas	-49
11.	Romanization only	-299
12.	Character learning only	-309

* These responses are based on the questionnaire presented to instructors of Chinese as a foreign language.

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- ** Numerical scores were obtained by assigning the following weights to responses: "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; no response = 0.
- *** Weighted scores were interpreted as follows: Above 125 = essential; 50 - 125 = important; 0 - 50 = of little value; and minus scores = of no value to the teaching Chinese as a foreign language.

4. *The methods of language teaching to be stressed in teaching Chinese as a foreign language*

The weighted responses of instructors of Chinese concerning the methods of language teaching stressed in teaching Chinese as a foreign language are exhibited in rank order in Table 6. Here it is seen that none of these methods was rated essential, but the Audi-Lingual Method, the Eclectic approach, and the Direct Method were reported as important, in that order. The grammar-translation method was deemed to be of no value in this context.

TABLE 6

PREFERENCES OF CHINESE INSTRUCTORS CONCERNING THE METHODS OF
LANGUAGE TEACHING TO BE STRESSED IN TEACHING CHINESE AS
A FOREIGN LANGUAGE*

Rank Order	Methods of Language Teaching	Total Weighted Scores**
1.	Audio-lingual method	72***
2.	Eclectic approach	70
3.	Direct method	69
4.	Grammar translation method	-18

- * These responses are based on the questionnaire presented to instructors of Chinese as a foreign language.
- ** Numerical scores were obtained by assigning the following weights to responses: "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; no response = 0.
- *** Weighted scores were interpreted as follows: Above 125 = essential; 50 - 125 = important; 0 - 50 = of little value; and minus scores = of no value to the teaching Chinese as a foreign language.

5. *Criteria for measurement of classroom skills*

The weighted responses of instructors of Chinese regarding the relative importance of various classroom skills are summarized in Table 7. All of the skills listed in the questionnaire were judged to be essential, and were rated in the following rank order of importance: (1) developing in students a mastery of the four skills of listening, speaking, reading, and writing in that order; (2) a mastery of aural comprehensive skills; (4) a mastery of conversational skills; (5) a mastery of syntactic skills; and (6) a mastery of composition skills.

TABLE 7
RELATIVE IMPORTANCE OF CRITERIA FOR THE MEASUREMENT OF
CLASSROOM SKILLS*

Rank Order	Classroom Skills	Total Weighted Score**
1.	Developing in students a mastery of four skills of listening, speaking, reading, and writing, in that order	284***
2.	A mastery of reading skills	208
3.	A mastery of aural comprehensive skills	190
4.	A mastery of conversational skills	186
5.	A mastery of syntactic skills	117
6.	A mastery of composition skills	90

* These responses are based on the questionnaire presented to instructors of Chinese as a foreign language.

** Numerical scores were obtained by assigning the following weights to responses: "Essential" = + 3; "Desirable" = +1; "Non-essential" = -3; no response = 0.

*** Weighted scores were interpreted as follows: Above 125 = essential; 50 - 125 = important; 0 - 50 = of little value; and minue scores = of no value to the teaching of Chinese as a foreign language.

6. *Testing*

The weighted responses of instructors of Chinese regarding the relative importance of language testing for teaching Chinese as a foreign language are summarized in rank order as rated in Table 8. All different kinds of listening tests and

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speaking tests were rated to be essential. As to the comprehension test, five were rated essential except for grammar, completion, logical inference, true-false items, multiple-choice items, continuation of thought, reading speed, and appropriate-inappropriate item which were rated to be important. Four of the writing tests were rated essential and the rest were rated important with one exception - copying - which was deemed to be of no value.

TABLE 8
RELATIVE IMPORTANCE OF LANGUAGE TESTING AS JUDGED BY INSTRUCTORS OF
CHINESE AS A FOREIGN LANGUAGE*

Rank Order	Foreign Language Testing	Total Weighted Score**
The Listening Test:		
1.	Listening comprehension	312***
2.	Discrimination of tones	210
3.	Discrimination of sounds	200
4.	Retention tests	156
The Speaking Test:		
1.	Free response tests	232
2.	Tones and intonation tests	219
3.	Pronunciation tests	214
4.	The comprehensive speaking test	207
5.	Oral syntax	200
The Reading Comprehension Test:		
1.	Questions and answers	229
2.	Vocabulary	200
3.	Identification items	148
4.	Idiomatic and compound words	132
5.	Written summaries	125
6.	Grammar	123
7.	Completion	120
8.	Logical inference	99
9.	True-False items	95
10.	Multiple-choice items	94
11.	Continuation of thought	82

TABLE 8 - *Continued*

Rank Order	Foreign Language Testing	Total Weighted Score**
12.	Reading speed	71
13.	Appropriate-inappropriate item	54
The Writing Test:		
1.	Sentence making	236***
2.	Dictation	219
3.	Translation	199
4.	Retelling a story	151
5.	Transformation	117
6.	Fill-in-blank (Partial sentences)	106
7.	Sentence Substitution	92
8.	Replacement	77
9.	Creative writing	67
10.	Copying	-9

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

** Numerical scores were obtained by assigning the following weights to responses: "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; no response = 0.

*** Weighted scores were interpreted as follows: Above 125 = essential; 50 - 125 = important; 0 - 50 = of little value; and minus scores = of no value to the teaching Chinese as a foreign language.

7. *Romanization*

The responses of the instructors concerning the evaluation of the romanization used in the United States are presented in Table 9.

The Yale system was evaluated as the first choice among all the romanizations used in this country. The Pinyin system comes next, but Wade and Giles rated as the last. Responses to the question, "Do we need a better system of Chinese Romanization" were completely negative.

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TABLE 9

EVALUATION OF THE ROMANIZATION USED FOR TEACHING
CHINESE AS A FOREIGN LANGUAGE*

Rank Order	Romanization	Total Weighted Scores**
1.	Yale	162***
2.	Pinyin	149
3.	Wade and Giles	-41
The need for a better system of Chinese Romanization?		
	Yes:	25
	No:	80
		105

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language. For the questionnaire,

** Numerical scores were obtained by assigning the following weights to responses: "Essential" = +3; "Desirable" = +1; "Non-essential" = -3; no response = 0.

*** Weighted scores were interpreted as follows: Above 125 = essential (or good); 50 - 125 = important (or fair); 0 - 50 = of little value; and minus scores = of no value to the teaching Chinese as a foreign language.

8. *Text books*

The number of different text books used for each level is exhibited in Table 10. It is noted that there are twelve different text books used for elementary Chinese; and there are eleven different text books chosen for intermediate Chinese. For the advance level, instructors indicated eight different text books; but only five different text books are used for the classical Chinese. As to the question, "Do we need a set of better text books for teaching Chinese to non-Chinese speakers?" the answer was positive.

TABLE 10

NUMBER OF TEXT BOOKS USED FOR TEACHING
CHINESE AS A FOREIGN LANGUAGE*

Level	Number of different books used
Elementary Chinese	12
Intermediate Chinese	11
Advanced Chinese	8
Classical Chinese	5
The need for a set of better text books:	
	Yes: 136
	No: - 0 -
	136

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

9. *General Information*

The data of general information of teaching Chinese as a foreign language is presented in Table 11. It is noted that forty-nine out of one-hundred-thirteen instructors estimated the rate of student attrition from the first to the second year of study in Chinese as a foreign language was from 25 to 50 percent; thirty-two estimated from 10 percent to 25 percent; seventeen estimated from less than 10 percent; eleven estimated from 50 to 75 percent; and four estimated from 75 to 100 percent. There were thirty-seven out of one-hundred-one instructors who estimated the rate of student attrition from the second to third year from 10 to 25 percent; twenty-nine estimated from 25 to 50 percent; twenty-three estimated from 50 to 75 percent; twelve estimated from less than 10 percent; and four estimated from 75 to 100 percent. It is interesting to know that ninety-nine out of one-hundred-thirty-two instructors taught in an intensive semester and sixty out of ninety-nine preferred that type of program. Fifty-three of one-hundred-twenty-four instructors responded that student interest in Chinese as a foreign language was constant; thirty-seven put down increasing slightly; sixteen said it is decreasing; and eight said it is increasing significantly.

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TABLE 11

GENERAL INFORMATION*

General Information	Number	Percentage
<i>A. Rate of Student Attrition:</i>		
(1) First to the Second year of Study		
25 - 50 %	49	43.4
10 - 25 %	32	28.3
less than 10%	17	15.0
50 - 75 %	11	10.0
75 - 100 %	4	3.5
	<u>113</u>	
(2) Second to the Third year of Study		
10 - 25 %	37	35.2
25 - 50 %	29	27.6
50 - 75 %	23	22.0
less than 10%	12	11.4
75 - 100 %	4	4.0
	<u>105</u>	
<i>B. Instructors taught in an intensive semester:</i>		
Yes	99	75
No	33	25
	<u>132</u>	
<i>C. Instructors like intensive semester:</i>		
Yes	60	60
No	39	39
	<u>99</u>	
<i>D. Student interest in Chinese as a Foreign Language is:</i>		
Constant	53	41
Raising slightly	37	30
Falling	16	13
Increasing significantly	8	6
	<u>124</u>	
<i>E. Academic quality of student enrolling in Chinese:</i>		
Constant	63	51.0
Increasing slightly	17	30.0
Falling	16	13.0
Increasing significantly	8	6.0
	<u>124</u>	

* These reponses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

10. *Personal & Professional background*

The data of personal and professional background is exhibited in Table 12. It is noted that fifty-seven out of one-hundred-twenty-three instructors have taught Chinese as a foreign language for ten or more years. Thirty-seven instructors have taught it for five to nine years and twenty-nine have taught for one to four years.

The age of the one-hundred-twenty-three instructors is distributed as follows: seventy-five are forty or more years of age; thirty-nine are thirty to thirty-nine years of age and nine are twenty to twenty-nine years of age. According to the data, ninety out of one-hundred-twenty-three instructors are Chinese; two have Chinese parentage but born outside of China; and thirty-one are not Chinese. The data also shows that sixty-six out of one-hundred-twenty instructors have doctorate degrees, forty-two have master's degrees, and six have other degrees such as in Library Science, Law, and advanced master's degrees.

TABLE 12

PERSONAL AND PROFESSIONAL BACKGROUND*

Personal and Professional Background	Number	Percentage
Taught Chinese as a Foreign Language:		
10 or more years	57	46.3
5 - 9 years	37	30.0
1 - 4 years	29	24.0
	<u>123</u>	
Instructor's age is:		
40 or more	75	60.9
30 - 39	39	31.7
20-- 29	9	7.3
	<u>125</u>	
Instructor is:		
Chinese	90	73.0
Chinese parentage but born elsewhere	2	1.0
Not Chinese	31	25.0
	<u>123</u>	

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TABLE 12 - *Continued*

Personal and Professional Background	Number	Percentage
Highest Degree earned		
Doctorate	66	55.0
Master	42	35.0
Bachelor	6	5.0
Other	6	5.0
	<u>120</u>	

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

11. *Comments*

The instructors of Chinese as a foreign language who participated in this survey expressed great interest and insight into the questions raised in the questionnaire, some of them adding extra pages for explanation and clarification of their viewpoints. Unfortunately the scope of this paper does not allow for a full report of opinions and experiences exhibited both throughout the pages of the questionnaire and in response to the final two questions which sought free and unrestricted answers.

a. Comments regarding structured questionnaire items:

Classification of the free responses given to the final item labeled "other" following each section of the questionnaire revealed that in several instances there were clusters of responses.

With respect to Instructor's Preparation, sixteen instructors specified courses in Foreign Language Teaching Methodology and Testing, ten in Chinese Etymology, ten in The History of Chinese culture or Civilization, eight in Instruction to Chinese Literature, seven in Chinese Grammar, three in Introduction to General Linguistics, two in Chinese Sociolinguistics, one in Chinese dialects.

In the section regarding Methodology, scattered responses ranged from Individualization, Linguistic-oriented method, Chinese calligraphy, and tone practice.

In the question regarding Romanization, two other systems mentioned were Gwoyulomadz and Juyin Dzmu (Ponetic alphabets).

b. Free responses to unstructured questionnaire items:

The final page of the questionnaire provided space so that respondent could comment freely and offer criticisms and suggestions, with the following two guide-

lines: (a) What in your own background was of greatest help to you? (b) What have you found to be the most effective method of teaching Chinese as a foreign language?

Answers to these questions were grouped according to content and arranged in rank order according to the frequency with which each point-of-view was mentioned. The results of this summarization are exhibited in Tables 13 and 14. From these results, it appears that the overall opinions of instructors of teaching Chinese as a foreign language throughout the United States is reflected in some measure by the frequency of mention of various issues.

c. Most helpful background and experiences:

As is seen in Table 13, seven-three instructors offered remarks concerning the most helpful background and experiences. Ranked first in importance was the native background. Next frequently mentioned was the classroom teaching (actual teaching experience); third was language training; fourth was courses in linguistics. In fifth place was the experience of travel, study, and residence in China. The observation of good teaching and the influence of college language professors was followed by courses in Chinese culture and literature.

TABLE 13

INSTRUCTOR'S COMMENTS CONCERNING THEIR MOST HELPFUL
BACKGROUND AND EXPERIENCE*

Rank	Most Helpful Background & Experience	Frequency of Mention
1.	Native background	25
2.	Classroom teaching (actual teaching experience)	20
3.	Foreign language training	9
4.	Courses in linguistics	8
5.	Travel, study, and residence in China	5
6.	Observation of good teaching	4
7.	Chinese civilization, culture, and literature	2

* These responses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

d. Most effective method of teaching Chinese as a foreign language:

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The responses to "What have you found to be the most effective method of teaching Chinese as a foreign language?" were many and varied, as may be seen in Table 14. A plurality of respondents favored the audio-lingual method, as is indicated by the twenty instructors who mentioned this approach. The second rank position was the eclectic method. The direct method drew ten comments while the linguistic-oriented method drew eight comments. Six stressed the need for more grammar training. Other comments stress the need to include individualization; culture and civilization; literature and the most important ingredients for teaching success were the desire to teach and the enthusiasm of the instructor.

TABLE 14
INSTRUCTOR'S VIEWS CONCERNING THE MOST EFFECTIVE
METHOD OF TEACHING*

Rank Order	Most Effective Method	Frequency of Mention
1.	Audio-lingual Method	20
2.	Eclectic approach	15
3.	Direct method	10
4.	Linguistic-oriented Method	8
5.	Grammar training	6
6.	Individualization	3
7.	Need to include culture, civilization, and literature	3
8.	Desire to teach, enthusiasm	3

* These reponses are based upon the questionnaire presented to instructors of Chinese as a foreign language.

IX. Answers to the questions

At this point, it is well to consider the findings as they give answers to the basic questions propounded in the beginning.

1. Instructors generally considered that a native background in the language to be essential for teaching Chinese as a foreign language.
2. Instructors generally agree with the need for training in one language other than Chinese.

3. Instructors believe that courses such as Chinese Phonology, Chinese Morphology and Syntax, and the history of Chinese language should be stressed in preparatory training.
4. Instructors believe that General Linguistics courses such as Phonology, Morphology and Syntax, Psycholinguistics or language acquisition theories and Sociolinguistics should be stressed in preparatory training.
5. Instructors believe that applied linguistic courses such as Contrastive and Error Analysis, Psychology of Foreign Language Teaching and Learning, the Trends of the Development of Foreign Language Teaching should be stressed.
6. Instructors generally agree with the need for training in the use of audio-visual techniques.
7. Instructors generally approve the audiolingual method, the eclectic approach, and the direct method, in that order, but are abandoning the grammar-translation method.
8. Instructors do agree to stress the following approaches in teaching: (a) Romanization followed by character learning; (b) emphasis on teaching syntactical patterns; (c) emphasis on teaching groups of words in meaningful context or situations; (d) emphasis on teaching idiomatic and compound words; and (e) emphasis on teaching the Four Tones of Chinese language.
9. Instructors believe that the instructor should be prepared to relate Chinese language to Chinese culture, but not necessary to present Chinese literature as a vehicle for great ideas.
10. Instructors agree with the need for developing in students a mastery of the four skills of listening, speaking, reading, and writing, in that order.
11. Instructors agree with the need of new and presumably better textbooks for each level.
12. In classroom evaluation, the following language tests have been used: The Listening Test - listening comprehension, discrimination of tones, discrimination of sounds, and retention tests; The Speaking Test - free response tests, tones and intonation tests, pronunciation tests, the comprehensive speaking test, and oral syntax; The Reading Comprehension test - questions and answers, vocabulary, identification items, idiomatic and compound words, and written summaries; The Writing Test - sentence making, dictation, translation, and retelling a story.
13. Instructors prefer Yale Romanization.
14. Ninety-nine out of 132 instructors responding, taught in an intensive semester and they liked that type of calendar.

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15. The rate of student attrition from first year to the second year of study was from 25 percent to 50 percent; from the second year to the third year of study was from 10 percent to 25 percent.
16. Student interest in Chinese as a foreign language is generally constant.
17. The academic quality of students enrolling in Chinese is, in general, constant.

X. Conclusions

In review of the limitations and scope of this writing the following conclusions seem to be warranted:

1. Instructors of Chinese as a foreign language in American higher educational institutions are generally aware that a native background in the language and training in one language other than Chinese are essential in teaching Chinese as a foreign language.
2. Instructors generally approve, without question, that the training in Chinese linguistics, general linguistics, and audio-visual techniques are necessary for teaching Chinese as a foreign language.
3. Instructors generally consider that emphasis on teaching syntactical pattern; teaching groups of words in meaningful context or situations; idiomatic and compound words; teaching four tones of Chinese language; and relating Chinese language to Chinese culture are essential approaches for teaching Chinese as a foreign language.
4. Instructors as a group approve the audiolingual method, and are abandoning the grammar-translation method.
5. In the listening test, the instructors prefer the discrimination of sounds, discrimination of tones, retention tests, and listening comprehension. In the speaking test, the instructors prefer the free response tests, tones and intonation tests, pronunciation tests, the comprehensive speaking test, and oral syntax. In the reading comprehension test, the instructors prefer the questions and answers, the vocabulary, identification items, idiomatic and compound words, and written summaries. In the writing test, the instructors prefer sentence making, dictation, translation, and retelling a story.
6. All instructors agree that we do need a set of better textbooks for each level for teaching Chinese to non-chinese speakers.
7. The Yale system of Chinese Romanization is considered as the first choice in the United States. Instructors as a group do not approve of attempting to develop another system of Chinese Romanization.

8. The rate of student attrition from first year to the second year of study is from 25 percent to 50 percent; from the second year to third year of study is from 10 percent to 25 percent. The student interest in Chinese as a foreign language is constant, and the academic quality of students enrolling in Chinese is also constant.

XI. Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are proposed:

1. A prospective instructor of Chinese as a foreign language should have a native background in the language; otherwise, he should have the following capabilities in the language: (1) to understand lectures, news broadcasts, and conversations in the Chinese language at normal tempo; (2) to talk at normal speed with an adequate command of vocabulary syntax and pronunciation ability for persons to whom the language is indigenous; (3) to read with immediate comprehension prose and verse of average difficulty and mature content, and some literary masterpieces of Chinese language; (4) to write a letter, or message clearly and correctly, and (5) a period of residence in the country to learn culture.
2. Instructor preparation preferably should include the study of one language other than Chinese, either as a major or minor.
3. The preparation of the instructor of Chinese as a foreign language should include courses designed to teach Chinese culture, literature, geography, history, art, social customs, and contemporary civilization of lands in which the Chinese language is spoken.
4. The preparation of the instructor of Chinese as a foreign language should include technical courses designed to understand the linguistic differences between English and Chinese and how to apply this understanding in teaching.
5. The preparation of the instructor of Chinese as a foreign language should include technical courses designed to develop competence in implementing the audio-lingual approach, specifically, the development of the four skills of listening, speaking, reading, and writing.
6. The preparation of the instructor of Chinese as a foreign language should include courses which introduce the methods and techniques of present-day foreign language teaching as well as teaching Chinese as foreign language.
7. The instructor of Chinese as a foreign language should have a thorough train-

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ing in foreign language testing including the concepts, principles, and procedures of listening test, speaking tests, reading tests, and writing tests.

8. Most of the textbooks in the market are out of date. A set of better textbooks for each level (Elementary, Intermediate, Advanced, and Classical) is needed for more effective teaching.
9. For practical reasons, the Yale system of Chinese Romanization should be utilized in teaching Chinese as a foreign language to American students.
10. For the efficiency of learning Chinese as a foreign language, intensive programs should be promoted and implemented during summer months.
11. Special courses, seminars, and workshops should be offered for prospective instructors, either by the cooperating college, university, and institution or by the Chinese Language Teachers Associations.
12. For instructors already in service, special attention should be given to workshops and in-service training in methodologies of teaching Chinese as a foreign language.

XII. Suggestions for further study

Further avenues of investigation are suggested as a result of this study, notably in the following areas:

1. A similar study in countries such as Canada, Australia, or England.
2. The need for Chinese language teacher training.
3. Teaching Chinese as a foreign language: Methodology:
4. A study of Chinese phonemic transcription systems.
5. Evaluation of existing books for Chinese as a foreign language in American colleges, universities, and institutions.
6. Classroom evaluation: test design for Chinese as a foreign language.
7. The relationship of training in linguistics to the academic preparation of Chinese language instructors.
8. The use of the language laboratory as a teaching device for teaching Chinese as a foreign language.
9. The development of a model handbook for Chinese as a foreign language.
10. Career opportunities for students majoring in Chinese language and culture.

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Yale University. *Dictionary of spoken Chinese*. New Haven, Conn.: The Institute of Far Eastern Language, 1966.

Appendix A

A List of Chinese Language Specialists

Mr. K. Y. Bau
Professor of Chinese
Oriental Languages and Literature
University of California at Los Angeles
Los Angeles, California

Mr. Tung Cheng
Professor of Chinese
City College of Los Angeles
Los Angeles, California

Dr. George Hayden
Associate Professor of Chinese
East Asian Languages and Cultures
University of Southern California
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Dr. Sam Po Lee
Associate Professor of Chinese
Department of Foreign Languages and
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Long Beach Long Beach, California

Prof. C. P. Sobelman
Professor of Chinese
Columbia University
New York, New York

Dr. Frank Tain
Professor of Chinese
Department of Foreign Languages and
Literature, California State University at
Los Angeles, Los Angeles, California

Dr. Henry Tiee
Professor of Chinese
East Asian Languages and Cultures
University of Southern California
Los Angeles, California

Appendix B

Experts of Applied Linguistic and Teaching
English as a Second Language:

Dr. William Gay
Director and Professor
American Language Institute
University of Southern California

Dr. Mieko Han
Professor of Japanese and Linguistics
University of Southern California
Los Angeles, California

Dr. Robert B. Kaplan
Professor Linguistics
Department of Linguistics
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Dr. Sumako Kimizuka
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