

Abstract

Re-designing the curriculum and instructional material of Chinese history for Pakistani students NUML

Chinese history as a subject has been taught to the Pakistani students at Diploma in interpreter-ship level in Chinese Department at National University of Modern Languages for the last forty years. The students at the interpreter-ship level are at the intermediate stage of the Chinese language. These students have a vocabulary of 700-1000 words only.

The need to conduct this research is due to the researcher's personal experience and due to the gap in literature found on the topic. The researcher has been teaching Chinese for the last twenty years and has taught the subject area study which is comprised of geography, history, and culture. This subject of area study is exclusively taught in the Interpreter-ship course.

The curriculum books prescribed to teach Chinese history to these students up till now are all published in China. These books are used to teach foreign students enrolled in undergraduate-level language programs in Chinese universities. These students have a vocabulary of around 2000 to 2500 words. The content and vocabulary in these history books are very advance for the Pakistani students studying at Diploma level interpreter-ship course at NUML. The said course is only for three semesters, hence with background knowledge of only 700-1200 Chinese characters, it is very difficult for the students to understand the contents of these history books. Moreover, the vocabulary used in these books is less relevant for day-to-day communication in the Chinese language. The

researcher has found that both the teachers and students struggle to effectively learn the contents based on a vocabulary of only 700 to 1200 words. The course of Chinese history requires students to learn a huge number of proper names, an enormous number of historical events, and detailed history of Chinese dynasties. Neither researcher nor her students were ever satisfied with the books and materials available to teach and learn history of China. For the past five years the researcher has been pondering over this issue and trying out new pedagogic to teach Chinese history, however, the intended gains have been less to none. The researcher, in this research, has deep-dived on a focused, contextual, curriculum challenge faced by educators and students studying Chinese history in Pakistan.

Keywords: Chinese department, Chinese history, the Chinese history study materials, The Chinese history curriculum, Teaching Method

摘要

近四十年来，《国立现代语言大学》中文系的巴基斯坦学生一直在这所大学的高级班（interpreter-ship）学习“中国概况”。

高级班学生的水平大概相当于中国“汉语水平考试”三、四级，学生的词汇量只有 700 到 1200 左右。笔者认为：自在《国立现代语言大学》开设这门课程以来，对它的研究目前还是空白。根据自己多年教授汉语的经验，笔者认为对此进行一些研究是非常必要的。笔者二十年来一直教授汉语，其中还有五年教授“中国概况”的经验。“中国概况”的课程包括中国地理，历史和文化。这门课适用于《国立现代语言大学》的汉语高级班。

迄今为止，为这些学生开设中国历史课程的教材都是在中国出版的。这些书是用来教中国大学本科语言课程的外国学生的。这些学生有大约 2000 到 2500 个词汇量。这些历史书的内容和词汇对于在《国立现代语言大学》学习的高级班学生来说是非常难的。高级班的这门课程只有三个学期，因此只掌握有 700-1200 个汉字的

背景知识，学生很难理解这些历史书的内容。此外，这些书中使用的词汇与汉语的日常交际关系不大。

笔者发现学生实际上很难以 700 到 1200 的词汇量为基础学习中国历史。中国历史课程要求学生大量的专有名称、大量的历史事件和中国各朝代的详细历史。无论是笔者还是她的学生都无法满足于现有的书籍和材料来教授和学习中国历史。五年以来，笔者一直在思考这个问题，尝试用新的教学方法来教授中国历史。然而收获却很少。在本研究中，笔者深入探讨了在巴基斯坦学习中国历史的教育工作者和学生所面临的有针对性的、有背景的课程挑战。

研究的差距和本研究收集的数据表明，需要重新设计《国立现代语言大学》中文系的“中国历史”课程和教材。这是一个新的研究。过去没有任何研究会建议修改中国历史课程。笔者希望本研究能对《国立现代语言大学》中文系正在教授“中国历史”，以及今

后教授中国历史的教师有所帮助；同时有利于促进巴中友谊，有利于两国双边关系和有利于从两国贸易关系的角度了解中国。

关键词：中文系，中国历史，中国历史教材，中国历史课程，