



International Journal of Chinese Language Teaching
Special issue on systemic functional linguistics and Chinese grammar
Call for papers

Guest Editors

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Background

Ever since Ma Jianzhong 马建忠 justified his pioneering grammar of Chinese (1898) in terms of its utility for language teaching, the key role of grammar has never been as much up for debate in Chinese language teaching as it has in English language teaching. Nevertheless, the teaching of Chinese grammar still faces its own particular problems. The first has to do with the nature of Chinese grammatics (语法学) as a largely imported framework which generations of Chinese grammarians have struggled to adapt to Chinese. The present situation in this regard is not so much whether currently used descriptions are inaccurate, but whether they cover the whole range of the language's patterning, especially areas in which Chinese differs significantly from the familiar European languages, and the extent to which they capture the particular "characterology" (Halliday 2014) of the language. The second relates to the actual teaching of grammar itself. In the content-focused tradition of Chinese language teaching, "vocabulary items and grammar rules" tend to be seen as content to be absorbed in themselves rather than as the constituent elements of language use or language skills to be deployed in context.

From both of these viewpoints, the theory now known as systemic functional linguistics (SFL) has much to offer. Though representing a minority tradition in descriptions of Chinese, such works as Halliday's early descriptions of early and modern Mandarin (1956, 1959) are full of descriptive insights and theoretical innovations, and feed directly into the early versions of the theory which would eventually come to be known as systemic functional linguistics. Within this theoretical framework numbers of treatments of aspects of Chinese grammar have been carried out over several decades, and there have also been initial attempts to adapt such descriptions to the teaching of Chinese (McDonald 1992, 1999). Moreover, SFL has been extensively applied to English

language teaching, including the teaching of grammar, and there is now an extensive literature which can be drawn on to inform applications to languages such as Chinese.

The emphasis in SFL on meaning as function in context, and the explicit links theorised between context, meaning, and wording allow both descriptive and pedagogical applications to place grammar within the language system as a whole and in relation to its contexts of use. The theorisation of vocabulary and grammar/syntax as a unified continuum dubbed “lexicogrammar” embodies the great insight acknowledged by numbers of numbers of scholars within linguistics from the grammatical or lexical end that ultimately “structures” and “words” cannot be separated, that particular grammatical structures pattern together with particular lexical classes, and that “each word has its own grammar” (Halliday 1966). In the last two decades multilingual applications of SFL (e.g., Caffarel et al (eds) 2004, Martin et al (eds) 2020) have become increasingly common, allowing principled comparisons to be made across languages, and exploring how comparable grammatical systems are realised in different languages, both of which features have obvious applications to the area of pedagogical grammar.

Aims and Scope

This special issue aims to explore the conceptualisation and realisation of pedagogical grammar as applied to the teaching of Chinese. We welcome the ambiguity of “grammar” in English, where it may either refer to the general concept (语法) or to that concept as embodied in an explicit description (汉语语法、语法书). Combining that broad interpretation with an explicitly SFL viewpoint, we also understand grammar as joined with lexis in a continuum of wording choices whereby no grammar comes without lexis and vice-versa, with this unified lexicogrammar seen as realising the meanings of a text in context. From a pedagogical point of view, therefore, while we recognize the utility of “reference grammars”, i.e. descriptive grammars designed to be consulted by teachers and learners, we see the teaching of grammar as covering a wider range than that, with grammatical considerations informing the design of materials for other aspects of the language, and grammatical patterns functioning as one door into the understanding of texts.

We welcome articles that examine issues falling within this broad scope, whether concentrating on the description or the teaching of Chinese grammar, or the intersection between the two. While SFL-informed approaches still constitute a minority within Chinese teaching, we believe they have much to offer the field as a whole, whether in conceptualising key issues and critiquing current practice, or in demonstrating different ways of approaching the challenge of teaching the grammar of Chinese in the context of an integrated pedagogical program.

Important Dates

- Abstract submission due: 15 Nov, 2020
- Initial notification: 30 Nov, 2020
- Full manuscripts due: 1 March, 2021
- Revised manuscripts due: 15 May, 2021
- Publication date: June or September 2021

Submission Instructions

We accept submissions written in English or Chinese. English articles should be around 9,000 words and Chinese articles 10,000 Chinese characters (inclusive of notes and bibliography). For formatting requirements, contributors are invited to review online the journal's style guide and recent publications at www.clt-international.org. Questions about this special issue and submission of abstracts and full manuscripts should be sent to guest editors at laomaa63@icloud.com (Edward McDonald) and wangpin@situ.edu.cn (Pin Wang).

References

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《国际汉语教学学报》
系统功能语言学与汉语语法专刊
征稿启事

专刊主编

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相关背景

自《马氏文通》(1898)问世以来,在语言教学方面效用显著,因而语法在汉语教学中的关键作用未受质疑,而在英语教学中对于语法的地位则常有不同意见。尽管如此,汉语语法教学也存在其特有的问题。首先是汉语语法学基本上是舶来品,一代又一代汉语语法学家致力于使外来理论框架适用于汉语。当下的问题并不在于靠外来理论进行的描写是否准确,而在于这些描写是否充分覆盖了语言的运作模式,尤其是汉语与欧洲语言的大相径庭之处,以及这些描写是否充分反映语言的“特性研究”(Halliday 2014)。其次是语法教学本身的问题。在以内容为主导的汉语语言教学中,“词汇条目与语法规则”也常被当作教学内容本身,而非语言使用中的组成成分,亦非语境中所采取的语言技能。

系统功能语言学理论在以上两方面均有建树。韩礼德早年关于早期现代汉语与现代汉语的描写(Halliday 1956, 1959)尽管在当时并不代表主流语法传统,但充满描写之灼见与理论之创新,为后来的系统功能语言学理论奠定了根基。在此理论框架下,数十年间,汉语语法的方方面面得以探究,并涌现出基于系统功能描写的汉语教学应用论述(McDonald 1992, 1999)。此外,系统功能语言学广泛应用于包括语法教学在内的英语语言教学,当前已有充足的文献可供汉语研究参考。

系统功能语言学聚焦意义,将其视为语境中的功能,语境、意义、及措辞之间的理论联系将语法置于语言系统与使用环境整体之内,在语言描写和教学应用方面皆是如此。系统功能语言学的理论模式将词汇和语法/句法统归为“词汇语法”这一连续体,“结构”与“单词”密不可分,特定语法结构与特定词汇类别共同运作,“每个词都有它自己的语法”(Halliday 1966),这一洞见已为不可胜数的语法学家或词汇学家所认同。过去二十年间涌现出诸多基于系统功能语言学的多语种研究(如 Caffarel et al (eds) 2004, Martin et al (eds) 2020),开展了跨语种的系统功能对比,探索了相似的语法系统如何在不同语言中得以实现。这些成果对于教学语法具有显而易见的助益。

征稿主题

本期专刊旨在探讨适用于汉语教学的教学语法如何得以建构与实现。关于一般意义上的语法研究或某一具体方面的语法(如“汉语语法”等)描写均欢迎赐稿。在系统功能语言学视阈下,我们亦将语法看作与词汇互补的措辞手段,两者互相依存,缺一不可,共同在语境中实现语篇的意义。因此,从教学的视角来看,我们在认可“参考语法”在教与学两方面的功用的同时,也扩大语法教学的范围,在语言其他方面的教学设计中给予语法一席之地,视语法模式为理解语篇的必由之途。

欢迎惠赐稿件探讨汉语语法描写或教学、或是两者兼备的话题。尽管系统功能语言学在汉语教学方面仍是小众理论,我们深信其可为此领域做出卓越贡献。这种贡献可以体现在诸多方面,如解决关键理论问题、检视现有的描写方案、探索整体教学语境下的汉语语法教学等。

时间节点

- 摘要提交：2020 年 11 月 15 日
- 接受通知：2020 年 11 月 30 日
- 全文提交：2021 年 3 月 1 日
- 修改稿提交：2021 年 5 月 15 日
- 刊出日期：2021 年 6 月或 9 月

稿件体例

论文可用英文或中文撰写，篇幅限 9000 英文单词或 10000 汉字（含注释及参考文献）。文稿格式要求请参阅期刊体例及近期刊出的论文，网址：www.clt-international.org。有关本期专刊的诸项事宜请洽专刊主编 Edward McDonald (laomaa63@icloud.com) 和王品 (wangpin@sjtu.edu.cn)。

参考文献

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