

# Language Matters

An official newsletter of Yale-China Chinese Language Centre  
The Chinese University of Hong Kong

Issue no.28 @ Summer 2010



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香港中文大學  
雅禮中國語文研習所

# 香港電腦通訊節2010

Hong Kong Computer & Communications Festival 2010

August 20 – 23, 2010  
(Hong Kong Convention and Exhibition Centre)



Language Matters is the official Newsletter of CLC, which serves as

- a student corner for Chinese learners to share their experience and concerns
- a platform for teachers at CLC and other similar institutions to share views
- a research corner to share notes on language and culture
- a bulletin board to publicize CLC activities and related news in our field

## Learning / 學生園地

For CLC students and alumni to share their learning experience.

## Teaching / 教師園地

For Chinese teachers to exchange views.

## Research / 語言與文化研究

For discussions on language and culture.

## Activities & News / 動態與信息

CLC activities and news in teaching CFL.

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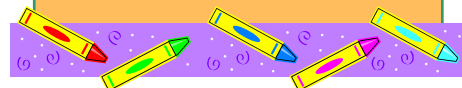
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## From the Editor

Language Matters(LM) is published regularly 3 times a year. Submissions for publication are welcome from all CLC teachers, students and alumni, as well as those who are involved with either teaching or learning Chinese (including Putonghua and Cantonese). Please send to:

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Fong Shu Chuen Building  
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Notes for submission:

1. Language : Either in English or in Chinese.
2. Length : Between 300 to 500 words, no longer than 800 words in any case.
3. Focus : Should be related to either learning or teaching Chinese, including cultural aspects of language learning.

LM is distributed to about 500 to 800 programmes and individuals in the field of teaching Chinese as a Second or Foreign Language, both local and international, in either electronic or printed form.

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(本刊文章均為作者一得之見，不一定代表中心觀點，引用本刊文章者請註明出處。)





# 香港失勢

## Has Hong Kong Lost Its Edge

以“香港失勢!?”為題的第七屆中大演講比賽已於三月四日舉行，本所學生寶榮武同學獲得普通話組(非母語)的優異成績。以下為寶同學的演講內容。

各位評判好，觀眾朋友們好。今天我想說的題目是“香港失勢!?”

“香港失勢!?” 這個題目好像是對香港的一種看法。但是，不論這個看法是對還是錯，有兩個地方首先必須肯定。第一，在歷史上，香港有一定的影響力和優勢，比別的地方好。如果這不是現實，怎麼可以說失了勢?第二，這些影響力和優勢近年可能減少了。我說這個不太可能，因為我不相信真的是這樣。

關於上述的第一點，本人認為香港以前的影響力和優勢是從金融、貿易、航運、通訊等方面來的。這是因為香港的投資者和公司非常瞭解國際經濟情況，作出了準確的判斷。但另一方面，關於我剛才提到的第二點，現在香港給人失勢的感覺是因為人們普遍覺得中國內地的吸引力比較大，所以我們都感覺到投資者決定離開香港，搬到中國內地去。但是，我不認為因為這樣香港便失去了優勢。我並不認同“香港失勢”這個說法。

首先說中國內地的經濟發展帶領全世界，的確是真的。他們已經是世界第二大的經濟體，許多人猜想很快會成為第一。同時，很多香港的工廠搬到中國，加上遇到金融風暴的難題，導致不只是低學歷的人失業率很高，學歷高的人才也不容易找工作，這一點也是真的。這個現實是很明顯的。所以有很多人認為香港失勢，這很容易明白。可是，有沒有失勢的感覺可是要靠你從甚麼角度來考慮這個問題。如果大家看清楚，不難發現香港公司因為在中國內地有大量的投資，使得廣東省和其它中國很多地方發展起來。而且，是香港先進的管理人才在背後參與和領導這些發展。我覺得香港一直帶領着中國內地經濟發展，是不可以否認的事實。2010年的今天，香港對中國內地的影響力還是非常大，因為香港常常做龍頭，領導國家走向未來。從客觀的角度去看，我自己真的不敢說中國最國際化的金融中心失了勢。

最後，別忘記大部分海外和國內公司選擇在香港開設總部。而且，香港是全中國最自由的地方，法律制度方面更是全國最完善的，是國家的典範，香港的影響力和優勢，不只是在經濟方面，也在社會方面。

由於上述的原因，我不能接受“香港失勢”這句話。香港仍然扮演着領導的角色。

謝謝!

Esteemed judges of the panel and members of the audience; I wish a good day to all of you. Today, the topic I'm going to discuss is whether or not Hong Kong is losing its edge.

This topic is currently in vogue, as there are many who think Hong Kong's best days are in the past. No matter if the statement is true or false, there are two issues presumed by such a supposition. First, that Hong Kong historically had influence and advantages in comparison to other territories in the Asia region; otherwise you wouldn't discuss how Hong Kong is losing its edge, because to lose something you must first possess it. Secondly, the advantages previously held by Hong Kong have perhaps diminished in recent years, although, I don't believe such a statement to be true as I shall discuss.

Regarding the first point, I believe Hong Kong's edge historically lay in the fields of finance, trade, shipping, communications, etc. This is because Hong Kong's companies and investors understand the international trade scene, and make smart investment decisions. On the other hand, regarding the second point, the reason people feel Hong Kong has lost its edge in recent years is because of mainland China opening up for trade, and the competition Hong Kong faces from this, so people think investors have left Hong Kong and set up shop on the mainland. The thing is I don't feel this phenomenon has degraded Hong Kong's advantage.

It's true that the mainland Chinese economy leads the whole world in growth, and is already the second largest economy, soon to be the first if current estimates are correct. At the same time, many Hong Kong factories have moved to the mainland, and if you factor in the current economic crisis, not only unskilled laborers have trouble finding work, but highly educated people are also having trouble getting a job. This obvious state of affairs leads many to believe that Hong Kong has lost its edge. But, all this hinges upon how you consider the facts. If you look closely, it's not hard to realize that much of the investment in mainland China comes from Hong Kong, and that Guangdong province as well as other parts of China has been developed predominantly by Hong Kong investors and companies. It is often Hong Kong managers and work force personnel leading China's rise in the background. To me, Hong Kong's role in leading Chinese development is an undeniable fact. Today, Hong Kong's influence on mainland economic affairs is stronger than ever, and often leads the country to a better future. From an optimistic standpoint, I cannot say that China's international financial center has lost any advantages it previously had, Hong Kong is strong.

Lastly, we should not forget that the majority of international and domestic Chinese companies select Hong Kong to set up their head offices. Furthermore, Hong Kong is China's freest city, enjoying the rule of law, exhibiting the most transparency in Chinese politics, and is a shining example of what China can become. Hong Kong's edge lies not only in economics, but also in this aspect of its society based on law and freedom.

For all these reasons and more, I cannot say that Hong Kong has lost its edge, but rather that Hong Kong is leading the way for China.

Thank you all.

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## 外交官學廣東話

### The story of a diplomat in learning Cantonese

I decided to come to Hong Kong and to learn Cantonese at the same time. Or perhaps I should say that these decisions were taken for me. In September 1996 I was sent to Hong Kong as a young British diplomat, first to spend ten months at the Yale-China Chinese Language Centre at The Chinese University of Hong Kong, and then to work at the British Consulate-General in Hong Kong.

I had already started learning Cantonese in London, and thought my standard was pretty good when I arrived. But I soon realized how much more I had to learn.

First of all, there was the issue of tones. I understood the idea, but just hadn't got it right in practice. It probably hadn't dawned on me just how integral the tones were to the language. One 'ma' sounded much like another at that stage ... But after some thorough drilling from one of the fiercer teachers at the CLC, the point started to sink in. The lesson for me was to take the tones seriously from the start!

Second up was vocabulary. One of the fascinating things about Cantonese is the rapid pace at which the language develops. There always seem to be new words and phrases. This meant that the language had changed somewhat in the thirty years which had elapsed since the publication of the textbook I used in London and my arrival in Hong Kong. Do you say 'nī douh' or 'nī syu' for 'here'? And who could I find to teach me the latest foul language ('chōu háu')?

The third challenge was more of a practical one. I had learnt the Sidney Lau transcription method for Cantonese, whereas CLC used the Yale system. There are other romanizations circulating too. This is one problem that today's learners of Putonghua don't have to grapple with given the standardized pinyin in use in the mainland today (and in Hong Kong, but not in Taiwan). As for most foreigners learning Cantonese, some sort of romanized way of spelling was essential for me in my learning process, though you still need to get the tones right too!

So these were some of the issues that I had to grapple with, under the watchful eyes of CLC's teaching staff. In addition there were intensive lessons in written Chinese, during which Mr. Lee (Léih Sīn Sāang) expertly guided me through the many different ways of

combining those very innocuous-looking characters which I peered at through my newly-acquired spectacles.

Was it all worth it? My answer is a resounding 'yes!'.

Let's leave aside for the moment the fact that, on the side, I improved my language skills through the means that was recommended by most locals I chatted to (including the teachers): 'pillow-talk Cantonese'. Lucy has indeed been a life-changing part of the Cantonese experience for me.

But from a professional point of view, learning Cantonese was hugely rewarding. Speaking the local language anywhere enables you to talk to people right across society, to participate in events and activities which are not available to those who only speak English, and to soak up the 'feel' of a place. After I finished my language course and started work in the Consulate-General, I was able to talk to some of the political and other local figures who were not so comfortable talking in English. Whether you are in Hong Kong or Guangdong working for a government, business, charity, or any other organization, local Cantonese language skills bring huge benefits.

Cantonese is also a good foundation for that more widely-spoken Chinese dialect, Putonghua. In fact, when I started learning Putonghua before I left Hong Kong the first time, it soon became clear that there were some tricks to transferring the skills: second and fifth tone in Cantonese nearly always become third tone in Putonghua for example. It doesn't work as well the other way round.

Learning Cantonese was hard work, lots of it. At the same time, though, the word that most often springs to mind when people ask me what it was like learning Cantonese is 'fun'. You have to enjoy a challenge, of course, but one of the great things about this language is the enthusiasm, tempered by occasional bewilderment, which you see when you manage to use your newly-acquired skills in public. Suddenly the taxi drivers relax: 'néih sīk góng!' (you can speak Cantonese).

Note: Tim enjoyed his first spell at Chinese University so much, he was British Consul-General in Chongqing from 2004-2007 and previously worked for the British foreign service in Hong Kong and London. He returned in January 2008 to embark on a PhD in Chinese Studies. He is now researching and writing on China for a wide range of audiences.





# 香港街道名稱演變

## The evolution of street name in Hong Kong

各位同學大家好，我嘅演講題目係香港街道名稱演變。



香港雖然地少人多，但係因為佢有一段好豐富嘅歷史，街道嘅名稱隨着時間不斷演變，到而家，香港街道密佈，街道嘅名稱千變萬化，出街嘅時候，時時會見到一啲好有趣或者好奇怪嘅街名。今日，就想同大家分享下自己對香港街道名稱嘅研究。

香港而家大概有四千幾條街道，隨住香港嘅不斷發展，城市不斷擴大，街道命名嘅方式都有所改變，使用過嘅街道命名嘅方式主要有6種，即係話用總督，有突出貢獻的人士，地產發展商，中國內地城市嘅名或者當地特徵同寓意吉祥嘅命名。

早期嘅道路不少都係用總督名命名嘅，譬如話彌敦道。相信大家嚟香港之前就聽過呢條街。周星馳有一部好出名嘅電影，叫做《算死草》，裏面有一個人叫做阿歡，佢嘅髮型好特別，就係係彌敦道9號剪嘅。除咗彌敦道之外，比較出名嘅仲有軒尼詩道。由張學友，湯唯主演嘅《月滿軒尼詩》即係以軒尼詩道為主題嘅愛情電影。

位於尖沙咀嘅麼地道係為咗紀念印度商人麼地。佢對香港大學嘅成立有好大嘅貢獻。另外，相信大家知道中大有個何東夫人堂，噉大家仲知唔知有條街叫做何東道呢。何東曾經係香港嘅首富。香港以前有句俗語用於話一個人自不量力，即係“你以為你係何東㗎”呢句話足以顯示何東先生對香港嘅貢獻啦。但係對唔住各位，我搵唔到佢嘅相，淨係搵到一張佢哋兩夫婦墓地嘅相。

以地產發展商命名嘅街道有旭龝道，因為呢條街嘅發展商叫做羅旭龝。後來呢，隨着香港同內地嘅商業來往嘅加強，有啲街道就用內地城市嘅命名，例如上海街，廣東道等等噃。

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以街道特徵命名嘅又點呢？首先，我想問大家知唔知有一條街位於香港島灣仔區，曾經係香港嘅著名印刷品製作同門市集中地呢？用呢條街道為歌名嘅香港流行歌曲仲得到好多音樂大獎，呢條街就係喜帖街。呢條街而家重建緊，重建之後，好有可能會失去佢本來嘅特徵，對於文化保護嚟講，算係一種損失。

而家，就好流行用寓意吉祥嘅詞嚟命名街道，譬如「鴻圖道」，「安寧里」、「百子里」等等。因為啲人嘅生活水平提高，更加注意居住環境同風水。

講完香港街道命名嘅方式之後呢，我要做一個總結，好多香港嘅街道背後都有故仔，記錄每一處嘅歷史、文化同民族色彩等。係歷史嘅角度嚟睇，反映出殖民影響嘅變小同本地化嘅加強。另外一方面，街道名稱又反映出隨着民主化都市化嘅發展，人名命名化同地方特色都漸漸消失，街道嘅命名方式變得簡單化。而家，大家生活水平提高，更加關心居住環境同風水，所以，而家新命名嘅街道都重視吉祥嘅含義。

我覺得，街道就係一個城市嘅血脈，通過瞭解街道名稱嘅演變，可以幫助我哋深入瞭解一個城市嘅內涵。如果有機會，我想走遍香港嘅每一條街，記低每一個街名。



旭龝道 Kotewall Road



廣東道 Canton Road



彌敦道 Nathan Road

# 來香港學習的理由

## Why I study in Hong Kong

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同學們好！我從 2009 年 1 月到 2010 年 4 月在中文大學學普通話。記得我告訴朋友們說我打算去香港學普通話的時候，我周圍的人都說，“在香港學習普通話？為什麼？”問得對！香港的主要語言是廣東話，去那兒學習普通話別人覺得有點奇怪。但是我的回答是“在香港的生活是你想像不到的！”香港被稱為“東方之珠”，除了夜景和摩天大樓以外，香港的魅力還挺多的。

我決定來香港的理由是香港有獨特的風格。衆所周知，香港是亞洲國家當中對外國人最開放的城市之一。市區處處都很容易看到外國人。來自世界各個地方的人都融入了這個城市的生活。這形成了香港的獨特性。

其次，在香港我可以參加各種各樣的國際文化活動。比如說，香港國際電影慶典，跨國公司或者有名的單位舉行的活動等。享受豐富的文化環境也是住在香港的樂趣之一。

最後，我可以瞭解香港人和中國內地人的不同想法。在香港我可以接觸內地來的留學生們和學習普通話的香港人，有些人對中國政府的做法有意見，有些人希望跟中國內地多合作等等。來自中國和香港的人想得還是很不一樣。

總之，過去一年的香港生活是我的人生當中很難忘的事情。我覺得離開香港以後也會繼續想起在香港的生活！

안녕하세요. 저는 지난 2009 년 1 월부터 올해 4 월까지 홍콩중문대학교에서 중국어를 배웠습니다. 처음 홍콩에서 중국어를 배우겠다고 했을 때 주변사람들은 같은 말을 했습니다. “홍콩에서 중국어를? 왜?” 맞습니다. 광둥어가 제 1 언어인 홍콩에서 중국어를 배운다는 건 언뜻 봐도 이해하기 어렵습니다. 하지만 저는 곧바로 이렇게 대답했습니다. “홍콩에서 생활한다는 건 상상 그 이상이거든요!” ”동양의 진주”라고도 불리는 홍콩의 아름다운 야경과 마천루 이외에 제가 홍콩을 선택하게 된 이유는 홍콩의 독특한 분위기 때문이었습니다. 모두 알다시피, 홍콩은 다른 아시아의 도시들 중에서도 외국인에게 개방적인 도시 중 하나입니다. 도심 곳곳에서 외국인들을 쉽게 볼 수 있고 세계 곳곳에서 온 사람들이 이 도시에 융화되어 생활하고 있습니다. 이는 홍콩만의 독특한 분위기를 형성하였습니다.

그 다음은 홍콩에서 열리는 다양한 국제 행사에 참여할 수 있다는 것이었습니다. 예를 들면, 홍콩국제영화제와 세계적인 기업이나 단체에서 주최하는 행사를 쉽게 볼 수 있습니다. 다양한 문화행사를 누릴 수 있다는 것 또한 홍콩에서의 즐거움 중 하나입니다.

마지막으로는 홍콩과 중국의 변화하는 모습을 볼 수 있다는 점입니다. 홍콩으로 와서 공부하는 중국본토의 유학생들과 중국어를 공부하는 홍콩사람들, 한쪽에서는 중국 정부에 대한 반대시위를 하고 있으면서도 힘을 합쳐 함께 -하는 모습은 같은 듯 하면서도 다른 듯 한 중국과 홍콩의 관계를 말해주는 것 같습니다.

학기를 마무리하면서 지금 드는 생각은 지난 1년 여간의 홍콩생활은 제 인생에서 잊을 수 없는 시간들이었습니다. 아마 한국에 돌아가서도 홍콩에서의 생활이 생각 날 것 같습니다.



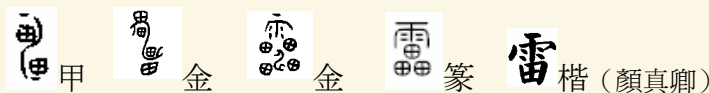


### 說“雷” léi

謝春玲老師 Ms. Xie Chun Ling  
University Programme Division  
(大學組)

曾被評為網絡上最火爆流行語的“雷”字，在網絡語言中表示“震驚”的意思，而且比“震驚”的程度還要深，近來國內媒體也頻頻用它來形容令人震驚的人和事件。由“雷”再引申出的“雷人”，就是形象地說某個事件讓人震驚，感覺像被雷擊過一樣，也成為網絡最流行詞語。

甲骨文已有雷字，它的古今發展演變如下圖所示：



“雷”字甲骨文像電閃雷滾之形，是個象形字。金文形一沿襲甲骨文，形二上部增“雨”為意符，表明字義與下雨有關。小篆沿襲金文形二而略簡，已經失去電閃雷鳴之初形，成為會意字。楷書下部省為一“田”。

“雷”字本義指帶異性電的兩塊雲相接近時，因放電而發出的強大聲音，可以組成雷電、雷擊、雷鳴、雷雨、雷暴等詞，引申指軍事上用的爆炸武器，例如：雷管、地雷、掃雷、探雷、炸雷等。如今在網絡上用來表示“震驚”、“使震驚”、“驚嚇”等意思，比如：雷人、很雷、雷倒.....等。

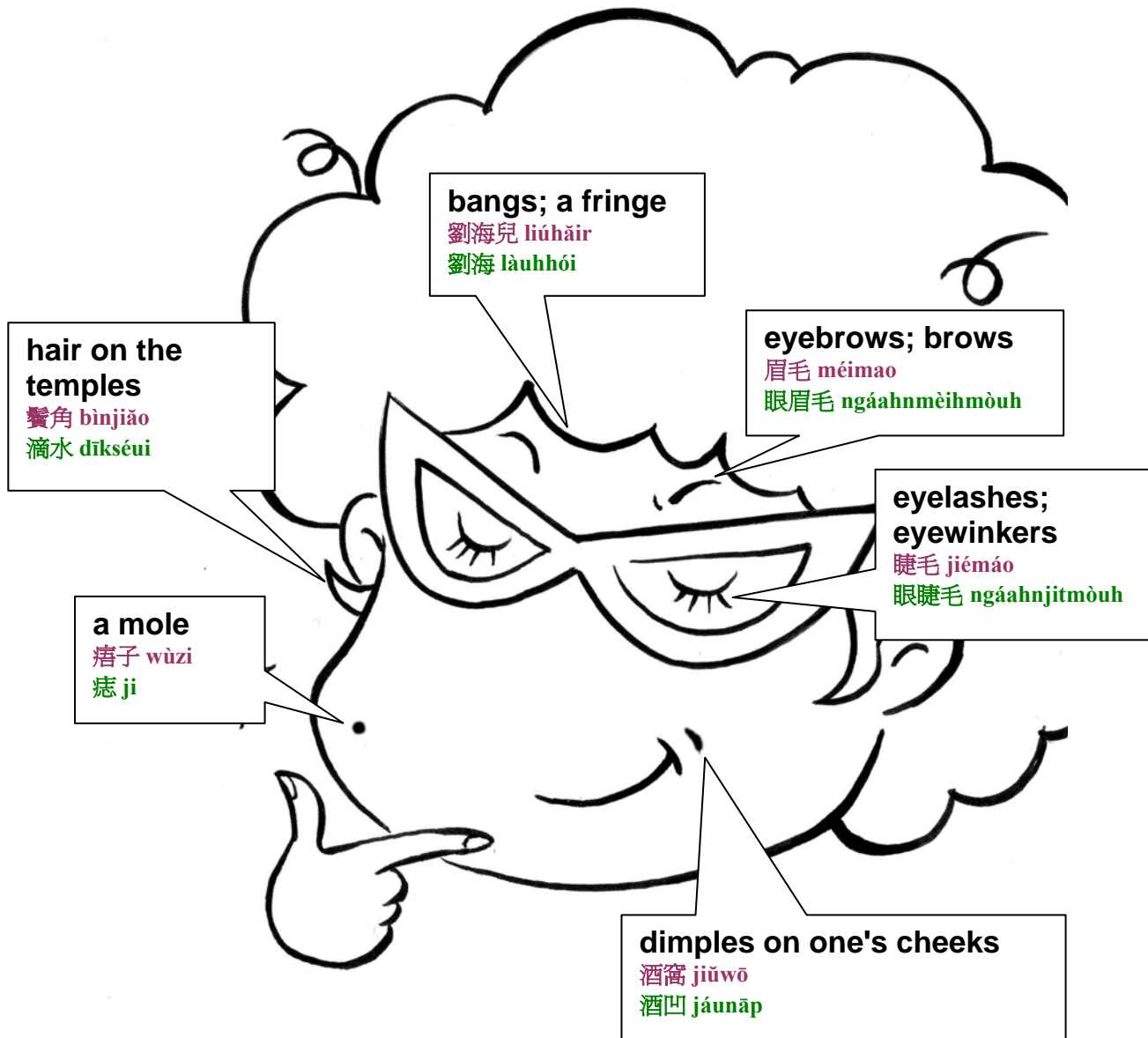


## Comparison Between Putonghua and Cantonese

陳凡老師 Ms. Chen Fan  
Putonghua Programme Division  
(普通話組)

張冠雄老師 Mr. Chang Kwun Hung  
Cantonese Programme Division  
(廣東話組)

尹嘉敏老師 Ms. Wan Ka Man  
Cantonese Programme Division  
(廣東話組)



英 English  
普 Putonghua  
粵 Cantonese



## 關於二語教學中正音工作的幾點探討

### Implications about Pronunciation Correction in Teaching Chinese as a Foreign Language

寇志暉老師 Ms. Kou Zhi Hui  
University Programme Division  
(大學組)

在漢語作為第二語言的學習過程中，學生要經歷很多困難和挑戰。不同語言背景，不同語言能力的學生在聽、說、讀、寫這四個方面遇到的困難有所不同。就‘說’而言，我們會從語音、用詞用句、流利度、意義的表達和傳遞等等方面來進行衡量。語音是其中的一個重要的因素，它會影響到說話者的語言面貌和交際意義的實現。幫助學生正音，讓他們在能夠準確使用相關詞彙、句型的情況下，更清晰、順暢地進行表達或交際是漢語教學工作中的重要一環。由於研究的需要，筆者曾經對日韓學生進行過語音偏誤的調查和研究。過程中也涉及到對學生進行正音的環節。在此，筆者欲以日韓學生的正音為例，從學習者的母語語音系統、正音的困難和條件等出發，探討一下漢語教學過程中的正音工作。

#### 學習者的母語語音系統

在對外漢語教學的課堂上，教師經常同時面對日、韓及其它不同國家的學習者，我們應具備有的放矢的語音教學策略以兼顧不同母語學習者的語音學習。我對日、韓學生曾經做過的語音調查研究顯示，不同母語的負遷移，導致日、韓學生的主要語音偏誤不同。在教學過程中，要指導語音的掌握，必須先清楚地瞭解兩者語音偏誤的不同趨勢，然後做出有針對性的教學設計。如果教師對學習者母語語音系統有一定的瞭解的話，就能鼓勵和提示正遷移，預防和提醒負遷移，提高效率，也能有效地利用母語與目的語之間的相似或相同點來引導語音模仿，達到事半功倍的效果。一般來說，糾正學習者的語音習得偏誤的主要階段應該是在漢語學習的初級階段，到了中、高級後還不能糾正的發音一般都會被認為是化石化了的偏誤，所以教師們可以掌握的是學習者母語的初級階段的內容，特別是語音系統方面，這

可以成為教師在進行語音教學時開啓困難之門的鑰匙。當然，另一方面語音教學過程中有關教學難點和經驗的總結，對語音教學全面的設計也具有支持的作用。

#### 正視正音的困難和條件

瞭解了學習者漢語語音習得中的負遷移、偏誤成因之後，更現實的問題是：開展正音工作應具備哪些條件呢？糾正發音是語言教學中不可缺少的一環，教師們聽到學習者的語音錯誤時，常會不厭其煩地示範並糾正，但是教師們都有這樣的經驗，正音往往達不到預期的目的，學習者大多能即時糾正偏誤及模仿出準確的讀音，但在實際使用過程中又會故態復萌。

我曾經針對日、韓學生的語音偏誤設計過一次正音訓練，正音結果表明，送氣音、韻母 an [an]等仍是日本學生的主要語音困難所在；而舌尖前音 c [ts<sup>h</sup>]、z [ts]仍然是韓國學生的主要語音困難所在。在正音時，學生會按照我的要求注意他們的發音，如：喜歡[ci xuan]、上課[ɕaŋɕk<sup>h</sup>ɤ]等，他們能夠跟着我的示範，準確地發出這些音，但是一旦他們自己說話或回答問題時，又會恢復原狀，發成[ci fan]、[ciaŋ k<sup>h</sup>wu]等一貫的偏誤形式。另外，日本學生的送氣音和韻母 an [an]、韓國學生的舌尖前音 c [ts<sup>h</sup>]、z [ts]等的僵化（Fossilization）情況，說明了雖然日、韓學生對大部分存在困難的音節有糾正的能力，能在教師有計劃及準確的指導下，暫時克服困難，將語音模仿到位。不過，由於習慣成自然，來自母語語音系統中的獨特的發音習慣和慣用的發音部位對學習者第二語言語音實踐的限制很大，要衝破這些限制，不但要看學習者的語言能力，還要求學習者有知錯改錯的毅力和堅持，教師們在這些方面應給予學習者適當的提醒和鼓勵，正視這些正音的困難和條件。

### 學習者對自己的二語語音習得困難應有準確的認識

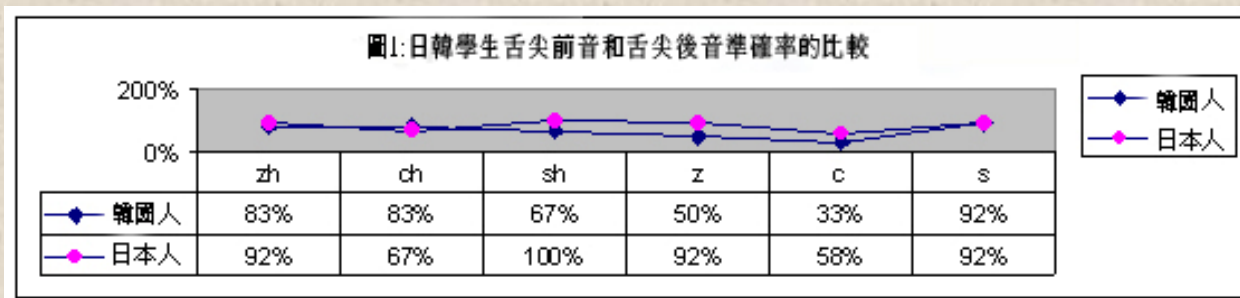
找出真正的負遷移，可以讓正音過程有理可依，有據可循，科學地制定教學計劃。不同語言間會存在細微差別，因此二語習得過程中，成人不時要調整和修改一些已知的概念，這給二語習得帶來一定的困難。”（黃冰 2004：17）我們可以看到，學習者在接收第二語言（本文指漢語）的同時，他們的母語系統的特性也在影響着他們，這看起來像一場鬥爭。一方面，學習者努力地去避免來自母語根深蒂固的習慣的影響（負遷移）；另一方面，努力地接收來自第二語言的新的概念。在這場鬥爭的過程中，一部分母語語音系統的特性就不知不覺地轉移到第二語言的習得中去了。當教師們瞭解了偏誤的來源，並制定方法進行正音時，學生的配合也是相當重要的。首先他們要對自己的二語語音習得困難有準確的認識；其次刻苦的模仿練習也是必不可少的，例如，堅持準確發音的口型和舌位並對某些語音進行適當的記憶也是有幫助的。

由圖 1 可見，日、韓學生的舌尖前音和舌尖後音的準確率的趨勢是不同的，其中除了 **ch[tʃ]** 以外，其他音的掌握都是日本人的比較好。學習語言不但要因人而異、而且要因地制宜，不能只依賴文

獻的總結和指引。由於語言能力、學習目的（工作，休閒，考試等）、學習方法、以往的其它二語的學習經驗等各方面都不相同，我們如何充分瞭解自己所面對的學生的情況是很重要的，對於他們的偏誤側重點、不同的偏誤趨勢、不同的偏誤原因等都應有所掌握，否則，一味地重複強調與他們無關的所謂偏誤，會讓學習者莫名其妙，這可能反而更干擾和混淆了他們的學習。

從人文主義教育思想的觀點來看，我們要顧及學習者們的語言背景、語言能力。由於我們所面對的學習者大都是成人，在正音時也要顧及他們的自尊心，要避免“窮追猛打”。在進行正音工作前，先做到準確地估計和預期他們可能出現的語音偏誤現象，瞭解真正的語音困難所在，再制定正音計劃，對於一些化石化了的語音，並沒有必要執着。由於發音習慣限制了他們對新語音的操作能力，正音結果能達到所說的“可接受性(acceptability)”就行了。在正音後，應觀察他們的語音是否向正確發音靠攏了。在認真研究學習者母語語音特徵、考察學習者目的語偏誤、總結原因、實行正音計劃之後，我們的正音工作就基本達到目的了。

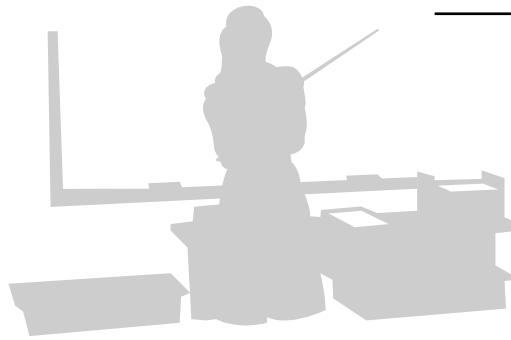
日、韓學生語音偏誤趨勢不同，正音重點不同（圖 1 選自寇志暉碩士論文）



參考文獻列於寇志暉碩士論文（2006）：

THE INTERFERENCE AND TRANSFER OF FIRST LANGUAGE TO THE ACQUISITION OF THE SECOND LANGUAGE





## 學術講座 CLC Seminars

本所榮幸地邀請到國家語言文字委員會副主任、教育部語言文字資訊管理司司長李宇明教授來所演講。講座 2010 年 3 月 29 日下午於方潤華堂舉行。

李宇明教授的研究領域涵蓋現代漢語語法學、心理語言學、應用語言學、兒童語言學和語言規劃。現已出版專著十餘部，發表論文三百餘篇，並多次獲得學術研究優秀成果獎。李教授強調此次是以學者身分與大家共同思考、交流座談。本次講座的題目是“海外華語教學特點及教學”。李教授首先談了制定語言政策主要要考慮的兩個問題：一是要推動語言生活的和諧。為此應該處理好以下四種關係：1) 普通話和方言的關係，

2) 境內民族語言，主要是民族共同語與少數民族語言的關係。3) 本土語言和外語的矛盾。4) 境內漢語與海外華語的關係。二是要讓語言和語言知識最大限度地為國家服務。此後，與會老師就“粵方言的標準及教學”、“針對香港少數族裔進行中文教學”以及“華語教學資源共用”等不同方面的問題向李教授請教，並展開討論。

參加本次講座的除本所全職和兼職教師外，還有來自香港理工大學、香港職業訓練局屬下院校的同行教師。講座內容從宏觀著眼，高瞻遠矚，使人視野開闊，同時激發思考，大家受益良多。



左起：所長吳偉平博士、李宇明教授及陳凡老師。



與部份與會者合影。

## 新生註冊日 Orientation

1. CLC 夏季常規課程
2. 中大商學院國際貿易及中國企業學(IBCE)伙伴 --- 南卡羅萊納州大學暑期漢語課程  
日期:2010 年 6 月 4 日

1. CLC Regular Summer Term
2. Putonghua programme for CUHK Business Admin. Faculty International Business & Chinese Enterprise Programme (IBCE) partner --- South Carolina University  
Date: June 4, 2010



夏季常規課程註冊日，所長吳偉平博士致歡迎辭。



研習所所長、老師及南卡羅萊納州大學老師及工商管理學院職員的合照。



師生一起共進午餐。



攝於天人合一亭。

IBCE homepage (CUHK):  
<http://www.cuhk.edu.hk/prog/ibce/>

IBCE homepage (South Carolina U):  
<http://moore.sc.edu/masters/academicprograms/masterofinternationalbusiness.aspx>



## 恭喜！恭喜！小生命的誕生 Congratulations to the newborn babies



## 長期服務獎 Long service

行政組資深職員何慶群女士於 2010 年 4 月獲中文大學頒發二十五年長期服務獎。在同一機構服務超過二十五年，真是殊不簡單。何女士工作認真、態度熱誠，值得我們學習。



## 工作假期計劃與漢語課程建議 Working Holiday Scheme and CLC Chinese Language Course Suggestions



To foster cultural and educational exchange and to reinforce the bilateral relationships between Hong Kong and the participating countries, the HKSAR government has established the Working Holiday Scheme. Through the scheme, overseas young people aged 18 to 30 can gain valuable experience while living and working in HK. During their stay abroad, they can gain a better understanding of the cultural and social developments of HK. The new experience that they gain would help enhance their self-confidence, adaptability and interpersonal skills.

### Eligibility and entitlement

National passport holders of the participating countries between 18 and 30 years old who are ordinarily residing in their home country and whose main intention to Hong Kong is for holiday are welcomed to join the Scheme. Successful applicants will be allowed to stay up to 12 months in Hong Kong and take up temporary employment for not more than

three months with the same employer. Depends on countries, participants can enroll into short educational course(s), including CLC Chinese language courses, to equip themselves for their short-term employment and giving more fun to their holiday in HK.

### Application for Working Holiday Visa

Completed application form together with the required documents may be sent either (1) to the HK Immigration Department by post directly or (2) by post or in person to any of the Chinese diplomatic and consular missions in the participating country.

Inbound working holiday in HK for eligible residents of the participating countries:

[http://www.immd.gov.hk/ehhtml/hkvisas\\_10.htm](http://www.immd.gov.hk/ehhtml/hkvisas_10.htm)

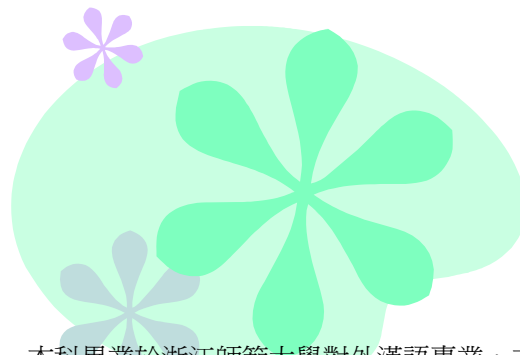
Outbound working holiday for eligible HK residents to the participating countries: <http://whs.esdlife.com/>



**Countries that have bilateral Working Holiday Scheme agreement with the HKSAR (as at July 2010)**  
(Information on in-bound working holiday in HK only)

Countries (in alphabetical order)	Annual quota	Number of study or training courses allowed	CLC course suggestions
Australia	5000	any number (course duration of not more than 3 months)	<ul style="list-style-type: none"> <li>- 1 weekday evening course</li> <li>- 1 regular school term</li> <li>- Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通話(非華語人士)基礎證書課程 (July daytime only)</li> <li>- Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粵語(非華語人士)基礎證書課程 (July daytime only)</li> <li>- Other Summer daytime short course(s)</li> </ul>
Canada	200	any number (cumulative duration of courses not more than 6 months)	<ul style="list-style-type: none"> <li>- Certificate Programme in Putonghua as a Foreign/ Second Language 普通話(對外漢語)證書課程</li> <li>- Certificate Programme in Cantonese as a Foreign/ Second Language 粵語(對外漢語)證書課程</li> <li>- Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通話(非華語人士)基礎證書課程</li> <li>- Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粵語(非華語人士)基礎證書課程</li> <li>- 2 regular school terms</li> <li>- 3 school terms of week-day evening courses</li> <li>- 1 school term of week-end course</li> <li>- Summer daytime short course(s)</li> </ul>
Germany	150	one only (course duration of not more than 6 months)	<ul style="list-style-type: none"> <li>- Certificate Programme in Putonghua as a Foreign/ Second Language 普通話(對外漢語)證書課程</li> <li>- Certificate Programme in Cantonese as a Foreign/ Second Language 粵語(對外漢語)證書課程</li> <li>- Foundation Certificate Programme in Putonghua for Non-native Chinese Speakers 普通話(非華語人士)基礎證書課程</li> <li>- Foundation Certificate Programme in Cantonese for Non-native Chinese Speakers 粵語(非華語人士)基礎證書課程</li> <li>- 1 school term of week-end course</li> <li>- 1 Summer daytime short course</li> </ul>
Ireland	100	not allowed	- Not applicable
Japan	250	one only (course duration of not more than 6 months)	- Same as Germany
New Zealand	400	one only (course duration of not more than 3 months)	- Same as Australia

Note: Bilateral agreement with **Korea** is under construction.



## 人事動態 Personalia – New Staff



大家好！我是黃楹。本科畢業於浙江師範大學對外漢語專業，之後在香港中文大學獲得漢語語言學及語言獲得文學碩士。我很喜歡與來自不同文化背景的朋友交流和學習。一直以來，我對漢語教學充滿了熱情，在平時教學過程中，我也在不斷摸索和總結有效、可行的教學方法與經驗。

能夠成為雅禮中國語文研習所的一員，我感到十分榮幸，這不僅圓了我繼續從事對外漢語教學的夢想，更讓我有機會向經驗豐富的老師學習和請教。在今後的工作中，我會盡最大的努力去提高自己的教學水準和教學技能，從而更好地為研習所服務。

最後，希望在今後的工作中可以與大家共同進步，也祝願大家工作愉快、萬事如意。

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## 最新消息 Updates



## 研習所課程資料 Application for CLC Chinese language courses

CLC programme type	New school term date	Web-site
Full-time regular programmes	January, June and September	<a href="http://www.cuhk.edu.hk/clc/regular.htm">www.cuhk.edu.hk/clc/regular.htm</a>
Part-time evening/ weekend courses	January, April, July, October	<a href="http://www.cuhk.edu.hk/clc/e_ssp.htm">www.cuhk.edu.hk/clc/e_ssp.htm</a>
Summer day-time short courses	June, July, August	<a href="http://www.cuhk.edu.hk/clc/summer.htm">www.cuhk.edu.hk/clc/summer.htm</a>

Note: major levels of Putonghua, Cantonese and Chinese reading courses are offered in most of the school terms above.