

Language Matters

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

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雅禮中國語文研習所

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清明節
Ching Ming Festival



農曆新年
Chinese New Year



復活節
Easter



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

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

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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 Chinese as a foreign/second language.

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From the Editor

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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.

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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。)

認識很多漢字，可是我不知道怎麼寫.....

我學了普通話兩年了，但是上中文大學以前，我從來沒有寫過漢字。我認識很多漢字，可是我不知道怎麼寫。這個學期我開始寫漢字。對我來說，記得怎麼寫漢字很難。爲了記得怎麼寫漢字，我每天練習寫。我不能把一個字看成一個整體。我得把漢字看成是由不同部分組成的，除此之外，還要知道每部分的意思。譬如，我看“照”這個字，我會看到在這個字裏，有“日”字，“刀”字，“口”字，還有“火”是它的部首。然後，我還得一直練習寫字我才能記得怎麼寫。我覺得學習寫漢字，不管你用甚麼辦法，都需要花很多時間。

喬華 Arwa Joher

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I have been studying Mandarin for 2 years, but until I attended CUHK, I had never written Chinese characters. I can recognize them but I do not know how to write them. This semester, I started writing characters. In my opinion, it is very difficult. In order to remember how to write characters, I have to practice every day. I cannot look at the character as a whole. I must look at it in parts and know the meaning in order to remember how to write them. For example, “照” has the “sun”, “knife”, “mouth”, and “fire” characters. Afterwards, I must continuously write them until I can remember to write them. I think no matter which method you use, they all involve spending a lot of time.

如果你已經認識繁體字的話，你也可以看得懂簡化字.....

我開始在中文大學學普通話的時候，我就決定學繁體字。有很多同學說學繁體字太難，所以他們還是學簡化字。因爲簡化字的筆劃沒有繁體字那麼多。現在我已經學了三個月了，我覺得繁體字真的不太難。如果你已經認識繁體字的話，你也可以看得懂簡化字。但是如果你先學簡化字，然後你想學繁體字，我覺得這不是一個好的主意。雖然在香港不說普通話，但是香港用繁體字。所以如果你去飯館吃飯，你可以知道這個飯館有甚麼菜。學繁體字是值得的，因爲你可以認識兩種不同的字。

鄭詩敏 Judy Cheng

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When I started Putonghua classes at CU, I decided to learn the traditional characters instead of simplified even though many people chose simplified because they said it is easier to learn. I find traditional characters are not that difficult to learn once you get used to it, and it is much easier to learn the simplified characters after you know the traditional ones. When the professors run out of traditional handouts, I am still able to understand the reading in simplified characters because once you know the traditional, you can kind of guess and fill in the missing strokes. And even though Putonghua isn't the main language of Hong Kong, Hong Kong uses traditional characters so when I am out at restaurants and there is no English menu, I am still able to recognize some of the characters. While some traditional characters may seem intimidating at first because there may seem like there are so many strokes that you cannot write it clearly, it really isn't that bad. Once you take a closer look at the character, you begin to see some clues to help you remember how to write it. For example, the traditional character for love contains the character for heart in it, where as the simplified character for love doesn't. It is worth the time to learn traditional because then learning simplified becomes a lot easier and you also have the advantage of knowing both forms of writing.



把漢字想像成圖畫或者用漢字造出圖畫來記住它們.....

我覺得學習中文，最好是從學習聲調開始。爲了學習聲調，我編了一個押韻的句子：一瓶直線（第一聲是“-”）上升（第二聲是“/”）的飲料（第三聲是“v”），會讓你變得瘋狂然後掉下來（第四聲是“\”）。在掌握了聲調之後，我覺得一個人應該同時學習拼音和漢字。當我學習中文的時候，我只學習了拼音而沒有學漢字，因此我更擅長說而不是讀。爲了幫助自己學漢字，我會把漢字想像成圖畫或者用漢字造出圖畫來記住它們。我也會用新單詞造句，因爲聽到單詞出現在句子裏會讓我更好的記住意思。但是，最重要的事情是一遍又一遍的練習寫和學習在文章中認出它們。我覺得用某些單詞編故事或想像圖片會讓學習新語言更加簡單。最後但不是不重要的，我覺得你應該每天用這個語言。在我的大學，我會在所有東西上貼名字標籤並把它們放在公寓裏的每個地方。因此當我看到這些物品時，我能讀出這些字的字音，當我聽到一個詞的時候，在我的腦子裏就出現了它們的樣子。因此，我認爲最好的學習中文的方法，把聲音和圖像連在一起，每天練習語言並且同時學習拼音和漢字。

艾希莉 Ashley Carden

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CPTH1133A Fall Term 11-12

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I feel the best way to learn Chinese is to first start with the tones. To remember the tones, I made a rhyme which was, “A straight (first tone is “-“) up (second tone is “/“) drink (third tone is “v”), makes you crazy and fall down (fourth tone is “\”).” After mastering the tones, I feel one should start to learn pinyin and the characters at the same time. When I began to learn Chinese, I learned only pinyin and did not learn the symbols, therefore I was better at speaking and not reading. To help learn the symbols, I would imagine them as pictures or try to make a picture out of them to match the meaning. I would also try to make sentences out of the new vocabulary word because hearing the word in a sentence would make me remember the meaning a lot better. However, the most important thing is to practice writing the symbols over and over and learn to recognize them in a text. I find making a story or imagining pictures with certain words makes it a lot easier to remember and learn a new language. Last but not least, I feel you should try to use the language every day. At my home university, I would make name tags for everything and put them around my apartment. Therefore when I looked at those objects I would read the word and get a mental image of that object every time I heard the word. So, when learning Chinese, I think the best strategies are to make mental images, practice the language everyday and learn both pinyin and symbols together.

老師會說明一個漢字是怎麼組成的，有甚麼意思.....

對我來說，會寫中文字是很棒的技術。兩年前，我開始學中文。最初，我覺得寫中文字很難和乏味。我不懂爲甚麼漢字有那麼多筆劃。但是我的大學的中文老師要求我們一定要學會如何寫漢字，我每天晚上要花很多時間做中文功課。最終，我開始真正喜歡寫漢字了。現在，到中文大學來學中文，我還是很喜歡學寫漢字，因爲有的時候，老師會說明一個漢字是怎麼組成的，有甚麼意思。這使得學習中國文字更有趣。以前，我知道如何認識漢字的部首，但是我現在可以瞭解更多的中國字的含義。因此，我現在對寫中文字更感興趣了。感謝我的老師教我！

張曉鳳 Dawn Cheung

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In my opinion, writing Chinese characters is a beautiful skill. Two years ago, I started learning Chinese. Initially, I thought that writing Chinese was really difficult and tedious. I didn't like how Chinese characters had so many strokes. Because my professor at my University required that we must learn how to write, every night, I would spend a lot of time learning how to write Chinese characters. Now that I have arrived at CUHK and am continuing to learn Chinese, I really like learning how to write Chinese words because sometimes the professor explains the meaning behind each Chinese character. This makes learning Chinese characters much more interesting. Back then, I use to be able to recognize radicals of Chinese words, but now, I can understand the meaning behind a Chinese word. As a result, I now think writing characters is really fun and has a lot of meaning. I thank my Chinese professor for teaching me!

Re collection of my Cantonese classes

白雨婷 Bai Yuting
大學組 University Programme Division
CCAN2013, 3013, 4013 (2009-2010)
Nationality : China

憶 粵 語 課



教我粵語課的先生邀請我寫感想是很久以前的事了，我不知不覺拖延到一年之後才寫，期間在校園裡遇見他總是不好意思，答應一定會寫。現在終於寫了，以後再見到他就可以坦然相對了。我應該是極少數從初級一上到高級廣東話的內地生之一。原因非常簡單，初級是因為必修，就自覺地上了。到了大一第二學期，考慮到廣東話比較輕鬆又容易拿分，就上了中級。大一結束的暑假，我決定一鼓作氣把粵語練到爐火純青和 local 無差別的境地，又上了新開設的高級廣東話。在各位盡心盡力的老師和精心編排的教材的幫助下，我在大一結束的時候，已經能夠說標準的粵語了。這要歸功於全面的課程設置：初級重在基本用語的發音，中級重在擴充詞彙和香港文化，高級則提供了更多練習機會，實用的俚語俗語還有新聞紀錄片等。再加上課時多，所以只要跟著上課，語言能力便能不知不覺地提高。

有些同學認為上廣東話課，不如多和 local 交朋友聊天，我覺得那雖然不失為一個好方法，但也不一定最有效。因為聊天時，local 可能會顧及你是內地生而多用一些簡單的詞彙，而碰到聽不懂的用語，甚至一連串聽不懂的句子，你也不太好意思叫別人重複，就略過了。而自己不標準的發音，local 朋友也很少會糾正你。於是結果可能就是表達方式得不到充分擴充，而且不標準的發音會形成習慣。上課的好處在於：老師會耐心的糾正你，給予足夠的重複練習的機會，從會說一點到流利地表達，明顯看到自己的進步。

現在回想起來，廣東話課是非常開心的，認識了很多新朋友，也和原本不熟的朋友建立了深厚的感情。印象最深的就是高級廣東話課和楊一光演戲，改編模仿一段 TVB 電視劇中的橋段，還要運用新學的十個詞語。我們找的橋段裡有夫妻罵戰，富家女血拼，暗戀男送雪糕等狗血場景。我們兩個把臺詞背得滾瓜爛熟，走到哪裡都順口拈來，隨時進入角色，直到笑到肚子疼。當天演出還帶了道具，“大陣仗”了一番，結果大家果然也都被我們的模仿樂翻了。之後好一段時間裡，我們兩個見面還是會用誇張的臺詞開玩笑，成為默契。還記得去博物館參觀，任課老師花心思給我們出了香港歷史文化的考卷，於是大家集體在博物館裡四處奔走找答案，煞是熱鬧。

教過我的老師有好幾位，有的看上去跟我們一般大，能跟我們一起唱、一起跳。有的風趣幽默，總能想出各種奇奇怪怪的遊戲讓我們造句演小品。也有的老師愛拿同學開玩笑，經常有人莫名奇妙躺著中槍。約我寫稿的這位老師就出了名的認真，每次誰的發音有小小的不對，都會重複到幫他說對為止。對有困難、跟不上的同學，還主動提出課後幫她補課。他有一副磁石嗓音，我記得他的一首《海闊天空》感動了好多同學。

現在我已經大三了，和香港其他大學的內地朋友接觸時發現自己的廣東話真的會比他們流利標準很多，內地生之間的感情也更加深厚，我想這都要歸功於中大的“雅禮中國語文研習所”和優秀的老師們。

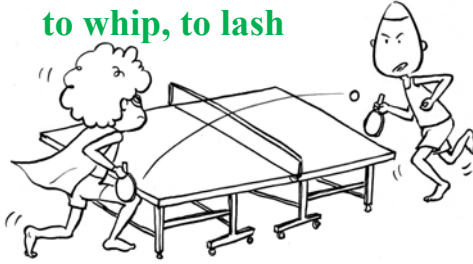
Comparison Between Putonghua and Cantonese

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普通話 Mandarin : 抽 chōu
廣東話 Cantonese : 抽 chāu
英文 English : to whip, to lash



詞義

「抽」在普通話和廣東話都有「打」的意思。普通話多指用條狀的東西打。如：往馬屁股上抽了幾鞭子，馬就跑起來了。用手猛力地打，也可以用「抽」。用手猛力地打球的廣東話是：「大力抽個波」(daaihlikh chāu go bō)，而抽人家耳光的廣東話是：「冇人一巴」(kám yahn yāt bā)；用條狀的東西打的時候，廣東話說：「抽佢幾下」(chāu kéuih géiháh)，也可以直接說：「鞭佢幾下」(bīn kéuih géiháh)或者「打佢幾下」(dá kéuih géi háh)。

普通話

廣東話

例 1:

小明： 昨天的那場乒乓球賽怎麼樣？
Xiǎo Míng: Zuótiān de nà chǎng pīngpāngqiú sài zěnmeyàng?
美美： 打得很辛苦。有的時候我和對方對攻抽殺幾個回合才拿下一分。
Měiměi: Dǎde hěn xīnkǔ. Yǒude shíhou wǒ hé duìfāng duìgōng chōushā jǐ ge huíhé cái náxià yì fēn.
小明： 這回你遇到強手了。你抽球可是很猛的，擋得住的人可不多啊。
Xiǎo Míng: Zhè huí nǐ yùdào qiángshǒu le. Nǐ chōu qiú kěshì hěn měng de, dǎng de zhù de rén kě bùduō ya.

明仔： 嚟日場乒乓球賽打成點呀？
Mihngjái: Káhmyaht chéuhng bīngbāmkāuh choi dá sèhng díng a?
美美： 打得好辛苦。有陣時我同對方對攻抽咗幾個回合先至攞到一分。
Méihméih: Dádāk hóu sānfú. Yáuhjahnsih ngóh tühng deuifōng deuigūng chāujó géigo wüihhahp sīnji lódóu yāt fān.
明仔： 呢次你遇到勁敵噃。你抽波咁有力，冇乜嘢人擋得到喎。
Mihngjái: Nīchi néih yuhdóu gihnglihk la. Néih chāubō gam yáuhlihk, móuh mātýéh yáhn dóngdākdóu wo.

例 2:

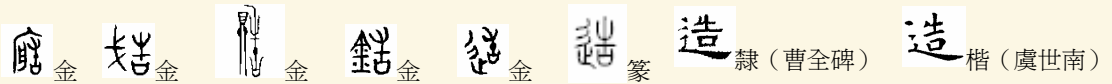
小明： 你看，這哪兒是開會啊，變成打架了。
Xiǎo Míng: Nǐ kàn, zhè nǎr shì kāihuì ya, biànchéng dǎjià le.
美美： 怎麼了？這不是關於大選的政治論壇嗎？
Měiměi: Zěnmé le? Zhè búshì guānyú dàxuǎn de zhèngzhì lùntán ma?
小明： 是啊，剛才台下的人衝到台上抽人家的耳光。再怎麼說，打人也是不對的。
Xiǎo Míng: Shì a, gāngcái táixià de rén chōngdào táishàng chōu rénjià de ěrguāng. Zài zěnmé shuō, dǎrén yěshì búduì de.

明仔： 你睇吓，咁樣邊算係開會呀，搞到打交添。
Mihngjái: Néih táiháh, gámyéung bīnsyun haih hōiwú a, gáudo dágāu tīm.
美美： 搞乜鬼呀？呢個唔係關於大選嘅政治論壇咩？
Méihméih: Gáau māt gwái a? Nīgo hnhaih gwāanyū daaihsyún ge jingjih leuhntāahn mē?
明仔： 係呀，頭先台下面有人衝上台打咗人一巴。點講都好，打人都係唔啱嘅。
Mihngjái: Haih a, tauhsīn tòih hahbihn yáuh yáhn chūng séuhngtòih kámjó yáhn yāt bā. Díng góng dōu hóu , dá yáhn dōu haih hnhgāam ge.

說“造” zào

謝春玲老師 Dr. Xie Chun Ling
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創造的“造”是一個很古老的漢字，周朝銅器銘文上就出現大量的“造”字，並且有很多形體：



形一上部像房屋形，屋內左下是舟，兩者均為意符，表示建造房屋、船隻等；右下是“告”，聲符，表示讀音與告相近。可見，“造”是一個形聲字。形二左旁為意符“戈”，表示造兵器；形三左旁為“鼎”，各體皆因不同製造對象而用不同的意符。形四左旁為“金”，也是意符，表示製造材料；形五意符則為“辵”，表明字義與行為動作有關。諸形體意符不同，但均以“告”為聲符。小篆沿襲金文第五形。隸變後，辵字作偏旁時寫作“辵”。楷書沿襲隸書。

“造”字本義表示製作。如：製造、修造、塑造、創造

“造”字還有以下引申義：

- ① 造就，培養。如：造詣、深造 又引申指前往，到。如：造訪、造府、登峰造極
- ② 建設：造林、建造、營造、改造、締造
- ③ 虛構：造謠、編造、假造、捏造、偽造、臆造
- ④ 指莊稼收穫次數：早造、晚造、一年三造



割禾收造

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Start with Assessment

— A ‘Counter-clockwise’ Approach to In-service Teacher Training

劉震霞老師 LIU Zhenxia
University Programme Division
(大學組)

According to some scholars (Mr. Alan Waters), there are three ways to prepare language teachers: teacher education, teacher training, which consists of pre-service and in-service training, and teacher development. The ‘counter clockwise’ approach is more suitable for in-service training, which is usually used for quality control.

Content and aids of in-service teacher training

First, effective teaching approaches are very important. Second, proficient teaching techniques and skills are also vital. Last but not least, the teaching philosophy of all the teachers should be in line with the program’s ultimate goal. The first two are basic requirements for a good teacher and might be same in different programs, while the last one is unique for different programs and should be the most important component of in-service training. This implies that in-service training should aid concept-building in the minds of teachers. Through in-service training all the teacher-trainees should set out to improve their teaching by matching their teaching style or method to a proven teaching philosophy or the uniform goal of the program.

The ultimate goal of our language program

Different language programs value different things and have different goals. The ultimate goal of the Yale-China Chinese Language Center is to foster the communicative competence of the students.

Communicative competence encompasses two aspects in the process of language teaching and learning: correctness and appropriateness. Correctness refers to language form, and appropriateness refers to language use. We value both, and in particular the latter. Thus, it is very important to make sure all the teachers in our program believe in language use, and not just language structure, as the final goal, and practice what they believe even in the early stages of students’ learning.

Key points of our in-service training

Since our program values appropriateness very much, the most important thing for us to do is put the concept of pragmatics into the minds of our teachers and guide them to practice it in their classroom teaching. So the key points of our in-service training are as follows:

1. Knowledge of Pragmatics.
2. Awareness of and sensitivity to appropriateness.
3. Awareness of most common “pragmatic points” or tasks – representations of the system of language use.
4. Attention to pragmatics in instruction.

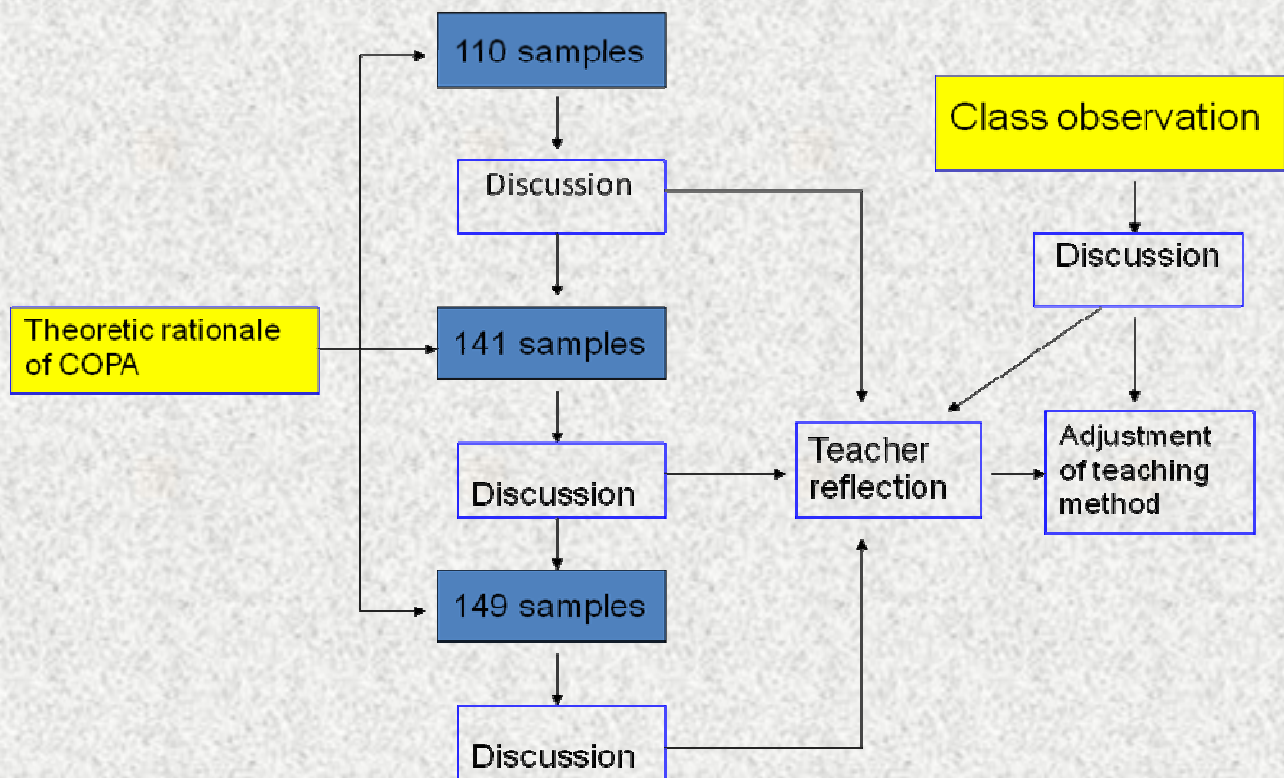
In order to ensure that our teachers develop and use this knowledge and awareness, we can rely on different training approaches, such as a lecture to introduce knowledge about pragmatics to the teacher trainees or a model class in which the teacher keeps a watchful eye on language use. But we choose to start with assessment.

COPA as an in-service training tool

Compared with other components of in-service training, assessment offers a panoramic view rather than a segment of the whole. The assessment tool of our center is COPA, which consists of 600 specially created real-life, or similar to real-life tasks. The ability to perform these tasks is deemed close or very close to the real-life ability of the examinees. As an examiner, you have before you some passages of speech containing all factors of language: linguistic, sociolinguistic, discourse, and strategic. And this is exactly why we use COPA as the first step of our training.

Training procedure

Our training procedure is as follows:



The whole procedure is a good way to consolidate the awareness of appropriateness, because when the trainee listens to every sample he must pay attention to language use and evaluate each examinee's level with consideration given to correctness and appropriateness. The concept of appropriateness has already been ingrained in the trainee's mind after viewing 400 samples.

Conclusion

The counter clockwise approach is very useful in in-service teacher training. It has some drawbacks. First of all, it depends too much on the exam. Teaching for the test is dangerous, so the quality of the assessment is vital. But for any program the quality of assessment isn't less important than that of the teacher training. Designing a good assessment is in keeping with the goals of the training, and need not be considered an extra effort. Second, training based on assessment may not pay enough attention to teaching skills which are also important for quality teaching. Assessment shouldn't be the only one of the components in in-service training.

本所在職教師培訓及相關學術活動

CLC academic workshops and seminars for teachers

學術講座

CLC Seminars

講題：多元背景下的漢語教學與研究

日期：二零一一年十一月三日

講者：崔希亮教授

(北京語言大學校長)



講題：漢語結構助詞“的”隱現的問題和漢語名詞系統的關係

日期：二零一二年二月廿二日

講者：孫朝奮教授

(美國史丹福大學

亞洲語言文學系教授)



弘揚中華文化講座

Chinese Culture Seminars

去年十月，國際經典文化協會和雅禮中國語文研習所聯合舉辦了一場內容豐富的“弘揚中華文化學術講座”。

現今五十歲左右的人依稀還記得，小時候，老一輩哄孩子睡覺時總在很有韻律地吟哦著很長很長的歌謠，旋律很溫馨。這旋律曾經是那個時代兒童的搖籃曲，伴著孩子入夢，伴著他們成長。

後來，我們漸漸明白，中華民族的祖祖輩輩，就是靠這種口口相傳的形式，把傳統文化中的許多經典流傳了下來。他們中的很多人也在吟哦中用自己一生的時間去實踐經典裡面的傳統美德：正直、善良、勤勞、無私奉獻，直到頭上堆滿白雪，腰彎成一道山梁。更重要的是他們用這些美德教育和影響著一代代人。

遺憾的是，不知從什麼時候開始，我們耳邊已經聽不到這個韻律了。據說，還能用傳統吟誦方式誦讀經典的人最年輕的都已經 80 多歲了，這門藝術面臨消亡，成為絕唱。

幸運的是，今天，國際經典文化協會主席溫金海，還有像趙敏俐教授和徐建順教授這樣的有識之士，他們致力於對這份國之瑰寶進行搶救性的整理和研究，讓它們得以保留下來，傳承下去。所以講座的第一個講題請來了趙敏俐教授、徐健順副教授為大家作“中國式的讀書法——吟誦之美”的演講。

第二個講題是關於玉器文明的。中華文明源遠流長，良渚文化是長江流域最重要的考古學文化。距今 5300 年至 4200 年前，屬於新石器時代。該文化遺址最大特色是所出土的玉器。以良渚玉器、黑陶為代表的卓越的藝術成就，一直被稱為“中華文明的曙光”。講座請來浙江余杭市（良渚出土地）良渚文化研究會顧問陳雲庵先生向大家介紹良渚玉器研究。

本次講座第三個講題是探討中國傳統文化中陰陽五行與人的關係。每個人在窮其一生不斷認識客觀世界的同時，也渴望認識自我，瞭解自我。在感性的層面，認識自我可以通過閱歷，尤其是經受挫折、遭遇變故，磨難會像洗禮般讓我們更瞭解自己。在理性的層面，我們總說掌握命運，與命運抗爭，什麼是“命”什麼是“運”？中華遠古先民給我們留下一份自我認知的學問。這次講座第三位講者是玄學研究學者駱信明，他的題目是“由陰陽五行認識自我”。

在三個講題中，一個是物質文化遺產方面的，兩個是非物質文化遺產方面的。三個多小時的演講，聽眾飽享一頓中華文明傳統文化大餐。大家揣著期待而來，滿懷希望而歸。

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

訪深圳市普通話水平測試中心 Shenzhen PSC centre visit

2011年12月16日，大學組中國學生組謝春玲組長、四位老師和學術組陳凡組長走訪了深圳市語言文字工作委員會和深圳市普通話水平測試中心，主要就近幾年普通話水平測試（PSC）在題型與評分細則上的調整、深圳PSC電腦輔助測試的情況進行了了解。雙方也交流了針對粵語方言區人士培訓普通話的經驗。



雙方交流經驗及心得。



本所老師與深圳市語言文字工作委員會工作人員合照。

優秀教師獎 CLC Exemplary Teaching Award 2010-2011

本所2010-11年度優秀教師獎經學生評分、教職員投票及所務會確認三個既定程序後，終於名花有主。得獎人劉震霞在評獎年度任教於普通話組，現為大學組教師。頒獎典禮於今年1月31日的全所大會上舉行，由文學院院長梁元生教授擔任頒獎嘉賓。

劉震霞老師為人認真盡責，極富教學熱誠，理論基礎扎實，實戰經驗豐富，頭腦清晰，心思縝密，屢屢推陳出新，廣受學生愛戴。除教學外，劉老師熱心扶掖後進，在教師培訓方面卓有貢獻，在組內教材和測試方面建樹良多。此次以最高票獲此殊榮，實至名歸。

劉老師在領獎後表示，加入研習所後獲益良多，開闊了視野，也從新老同事身上學到了很多不同的教學方法和技巧。她還特別感謝辦公室的同事在各方面給予的幫助。

我們祝劉震霞老師未來在工作上能再創佳績，更上層樓。



文學院院長梁元生教授(右)頒授獎狀予劉震霞老師(左)。

Language Knowledge vs. Language Ability



For each of the orientation, I usually say something related to CSL learning and teaching and a written version based on the speech will appear in our newsletter, "Language Matters". Last time, I talked about "How to Learn" verses "What to Learn", reminding students that when you are learning something, the best way to learn is from inside your own head and you will have to figure it out yourself. What works for others may or may not work for you. If you have discovered how to learn Chinese while you are here, you can always move forward no matter whether you have teachers around you or not.

Today's topic is "Language knowledge" verses "Language ability". That is what I am trying to say here in English. By the time you are with us for six semesters, we will be able to discuss that in Chinese.

Long time ago, we had a lot of Sinologists in the US, who had a PhD in Oriental Studies or Chinese Studies. They were very knowledgeable about Chinese language and literature but they might not be able to speak Chinese. Today most of you are here because you want to use Chinese. When you want to use the language, you need the knowledge not only in your notebook but somewhere in your head. Think of this, you have the sounds, the words, and the grammar. Perhaps you know how to say things in the classroom, but can you express yourself in Chinese when you are outside by yourself, and feeling comfortable about what you say?

People would ask: 'How can one have the ability without knowledge?' It's true that you cannot have ability unless you have knowledge. But looking at the issue from the other prospective, even though you have the knowledge, you may not have the ability without lots of practice. You can remember all words in the dictionary but you may not be able to use them in real life. You can pronounce all 421 Chinese syllables in Putonghua but, when it comes to speaking Chinese, you may not be able to tell other people what you want. I stress this point because most of the language teaching programs start with language knowledge, but then over 90% of the teachers stop right there. Many of the teachers think that once I teach you the knowledge you would be able to use it. Wrong. Even if I teach you the knowledge you may not be able to use it appropriately when needed.

Most of you speak English. When I was learning English, my teacher told me that in English, you have a "he" verses a "she" for the third person. From the first second my teacher told me, I knew that for female, we have to say she and for male, we have to say he. But 30 years have passed and I still use "he" instead of "she" if not careful, especially when I don't see the person in front of me. That means I have the knowledge but I don't have the full ability. There are many similar examples in every language. So, my point here is, when you have a notebook, full of notes, an indication of solid knowledge from your teacher, don't laugh in your dream, you are not there yet. When you have all the points in your head instead of your notebook, when you have them at the tip of your tongue and ready to go when you need them, then you are there.

In short, whatever knowledge that you know, it is not yours yet. Whatever language that you can use, that's yours. In this connection, I want to give you a famous saying about money by one who has lots of money. He told people that whatever money you had in the bank under your name is not yours. Any money that you have spent, however, is yours. You never know what might happen to you next. If you get hit by a car and die, that money will be somebody else's money. If you have spent the money for a glass of beer or your favorable dish, and you have them in your tummy, then that money is definitely yours. This is extreme of course, but again my point is, unless you have the language ability based on the knowledge, then that knowledge is not yours.

You are here with CLC, and you will spend, say, 12 weeks learning Chinese. By the time you have finished your program, you are not going to let people see a notebook full of "knowledge points", you are going to use in front of them what you have in your notebook. Unless you are able to do that, you cannot convince people that CLC is good, that CLC is more than notes taking, and more than the explanation of knowledge.

吳所長迎新日歡迎辭 Welcome Remarks by CLC Director at Orientation (Spring 2012)

Our whole program is designed to make sure that you know not only the knowledge but the ability to use that knowledge.

We talk about vocabulary, grammar and phonology in a language program. Think of this, even the people who have been studying Chinese grammar cannot agree with each other, whether a certain structure is right or wrong, whether we should say this or that. Language is complicated. Maybe everything should have an explanation but we just don't know. So back to your classroom, when you are confused by certain grammar points or the minor differences between certain things, just ask yourself, or ask your teacher: Can we use this in this kind of situation? The "why" part is difficult and can be left for a later stage after you can use it properly.

Out of the sixty people here, less than 5% will be grammarians, or phoneticians who can explain the "why" behind what we say, but almost all of you will be language users who can say the right words in the right order with the correct pronunciation. Even our teachers or linguists who have been studying language for many years, we may or may not be able to tell you the "why" in many cases. As a native speaker, we can always tell you what to say and how to say it, which are closely related to language use. So spend your money and your time in the places that you need them most. And in order to do that you need to draw the line between the knowledge and the ability. If you just know what it is, that is not enough. You need to know how to use it, in what context you will be using it. If you don't know why you are doing it for the time being, take it easy and, believe or not, you will either know later or you may find it not important as you move on.

Finally, try to get the best out of your teachers while you are here. They are all experienced and well trained. Like what I said last time, however, that you are the one who will find the best way to learn. Also remember that you are here to learn to use the language and not just to make your notebook full.

Now I will repeat what I say every time: Welcome to Hong Kong, you should try to make the best use of it while you are here. Welcome to CUHK, CLC is at the foot of the hill but don't stop here, go on top of the hill and see what else we have on campus. And welcome to CLC. We are a big family with more than ten thousand people and we are almost fifty years old by now. We are the largest family in Teaching Chinese as a Second Language here in Hong Kong and you are all welcome here.

人事動態 Personalia – New Staff

大家好！我叫于亞平。在那個很特殊的年代，我 18 歲的時候就做了一名中學老師，比我的學生只大三歲。所以和很多雅禮的老師不一樣：做老師在前，讀大學和研究生在後。我感到十分幸運是以教師為我的終身職業。經歷了一番走南闖北之後，我最近加入了雅禮中國語文研習所。這是一個多元化的大家庭。無論來自何方、何國，學習中文使我們走到了一起，這是我們的緣分，也是我的榮幸。老師們的敬業精神，同學們刻苦學習的態度，不但是我學習的榜樣，也是我努力工作的動力。我喜歡雅禮，希望你們也喜歡！



于亞平老師 (普通話組)
Ms. YU, Yaping
Putonghua Programme Division

大家好！我叫陳旻(Man)，很高興又回到了中文大學，回到了 CLC 工作。幾年前我還在中大唸書時，就已經是 CLC 的學生了。還記得當年上李虹老師、謝春玲老師的普通話課，是多麼的愉快！上 CLC 的課簡直是一種享受，學習氣氛總是融洽活潑的。兩位老師不厭其煩地解答了我許許多多在學習普通話上的問題，謝老師的高級普通話課更為我後來考 PSC 打好了紮實的基礎。為此我真的要在這裡再次感謝她！

事隔兩年多，去了澳洲深造、教學的我懷著感恩的心，又回到了這裡。再見到 CLC 的老師，真讓人感到格外親切！為了報答老師們的教導，現在作為 TA，我一定會為研習所、為老師們盡心盡力地服務，希望大家多多指教！



陳旻小姐 (行政組)
Miss CHAN, Man
Administration Division

大家好，我是蘇潔，很榮幸能在這裏跟大家見面。我畢業於香港公開大學中國語文教育系，獲得碩士學位，從事普通話教學工作已有 8 年了，從事對外漢語教學工作也有 4 年了。在這段教學相長的生涯中，我獲益匪淺。從一開始看着學生根本聽不懂你講什麼，或者很吃力地用普通話跟你溝通，到後來能夠舒服地、輕鬆地跟你用普通話溝通時，那種農人辛勤灑種、耕耘後，喜獲豐收的滿足感與快慰感，真是溢於言表。

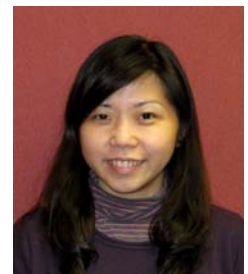
我熱愛教學工作，熱愛成為一個哺育花朵成長的園丁。加入雅禮中國語文研習所不久，已感受到許多同事的溫情與友好，日後我定能克盡己責，為哺育更多美麗花朵的成長，獻一份薄力。



黃蘇潔老師 (普通話組)
Ms. WONG, Su Jye
Putonghua Programme Division

大家好！我是 2011 年 12 月新加入研習所的趙麗敏。在短短的幾個月裡，我已被老師對教學的熱誠、同學對語言知識的渴求及同事之間互相幫助的精神，深深地感染了。我真的很開心可以加入研習所這個大家庭。

我衷心希望我能在未來的日子，對每一位老師和同事們有更深的認識，廣結良朋；並能盡快熟悉中文大學這個美麗的校園。



趙麗敏小姐 (行政組)
Miss CHIU, Lai Man
Administration Division

新春晚會 Spring Party 2012

新春晚會已於三月二十三日完滿結束。廣東話組王祖彥同學和普通話組唐雅嵐同學擔任晚會司儀。

節目包括有長笛演奏、舞獅、唱歌、中國功夫、舞蹈、短劇表演及長笛演奏等等。今年亦加插抽獎的環節，增添熱鬧的氣氛。晚會得以順利完成，全賴老師們於課餘的時間為學生進行培訓和指導。學生們的積極參與，讓我們歡度了一個愉快的晚上。以下為學生綵排及表演的相片。



西藏舞練習 Tibetan dance practice



舞獅練習 Lion dance practice



詠春練習 Chinese kungfu practice (Wingchun)



中國功夫練習 Chinese kungfu practice (Shaolin)





大會司儀：唐雅嵐同學(左)及王祖彥同學(右)



長笛演奏 Flute play



舞獅 Lion dance



西藏舞 Tibetan dance



廣東話組同學大合唱 Cantonese chorus



日本民族舞 Japanese folk dance



普通話短劇 Short play in Putonghua



普通話組同學大合唱 Putonghua chorus



詠春表演 Chinese kungfu (Wingchun)



少林功夫 Chinese kungFu (Shaolin)



2012 Calendar

Regular credit-bearing programmes



- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Location: CUHK Shatin campus

Summer term 2012	4 June to 17 August. Orientation: 31 May
Fall term 2012	17 September to 7 December. Orientation: 13 September
Spring term 2013	21 January to 19 April. Orientation: 17 January



Summer intensive short programmes (daytime)

- Putonghua and Cantonese for non-native speakers

Programme/ level available	Date	Location	Application deadline
PRINCH (Pragmatic Internship in China). PTH level 3+	Group A: 16-29 May (2 weeks) Group B: 13-26 June (2 weeks)	Xi'an, China	Limited seats
CUHK International Summer School (ISS) PTH level 1-2, CAN level 1	26 June to 30 July (~ 5 weeks) Orientation: 25 June	Shatin campus	30 April
S2 (July programme) PTH level 1, CAN level 1	4-31 July (4 weeks) Orientation: 3 July	Shatin campus	30 April
CUHK International Summer School Chinese Language Programmes (ISS-CLP) PTH level 1-4	6-24 August (3 weeks) Orientation: 3 August	Shatin campus Weekend cultural tour in Hong Kong, Macau and Shenzhen	31 May
S3 (August programme) PTH level 1	6-24 August (3 weeks) Orientation: 3 August	Shatin campus	31 May
Beijing optional tour opens to all summer students	25-29 August (5 days)	Beijing, China	31 July



Evening/ weekend part-time programmes

- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Putonghua and Cantonese for native Chinese speakers
- New classes in **January, April, July and October**
- Location: Tsim Sha Tsui Learning Centre/ Shatin campus

下期預告 Coming Issue

香港高等院校新學制普通話教學首屆學術研討會報告
Report on the First Academic Seminar on CSL (Putonghua) Education
Under the New Curriculum at Universities in Hong Kong

