Language Matters

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

Issue no.44 @ Autumn 2015

✳ 要　　Contents　　目 ✳

Online reading
http://www.language-matters.net

聖誕及新年快樂
Merry Christmas and Happy New Year

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.

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 Chinese as a foreign/second language.

From the Editor

吳所長迎新日信息

Welcome Message from CLC Director at Orientation (Autumn 2015)

Pairs of Relationships in CSL Learning

My name is Weiping Wu and I have been the Director of this centre since 2001. Usually I talk a little bit about language learning from a macro perspective at orientation. My topic last semester is the journey as a language learner and this time I would like to comment on some major pairs of relationship in language learning.

First, are you learning Chinese as a foreign language (FL) or as a second language (SL)? How you define that will determine how you learn. For some of you from Europe, it is natural to be bilingual or multi-lingual, but some of you may have never been to any foreign countries where foreign languages are used, so everything is totally new to you. When you are learning Chinese here in Hong Kong, you hear lots of Cantonese outside the classroom; when you are learning Chinese in Beijing, common people around you speak Putonghua. Obviously, where you learn Chinese will affect your view of the language (FL or SL) and how you learn.

The second pair, are we learning the language or are we learning the culture? Maybe some of you think there is no difference since language is part of culture and culture is part of language, yes and no. When you think that you are here to learn the language only, you may ignore the culture which would lead to different results. If you think that you should also learn the culture, then you will pay more attention to how language is used in different contexts. Different focus of your attention will surely lead to different outcomes in learning.

Third, are you taking achievement tests or proficiency tests in the course of your learning? You may take Putonghua Course 1113 here and get an A, you may later find that this "A" is much better than other "A's" somewhere else, or you may find this "A" doesn't mean much somewhere else. This is typical of an achievement test: we are testing you to see how much you have learned from what the teacher taught you. Proficiency tests, for example, HSK, PSC or our COPA work differently. Once you got a certificate from any official test center, we know exactly where you are regarding your language proficiency. An advanced level certificate in COPA would put you at exactly the same level as someone else with the same certificate. Most of the tests you face here are achievement tests. If you really want to know how good you are compared with others, you have to take a proficiency test.

The forth one, spoken language vs. written language. The Foreign Service Institute (FSI) in the U.S. considers Chinese as a "Category 4" language partly because of the difficulties involved in written Chinese. That means you have to spend 4 times as much time and efforts to reach the same level as other English speakers who learn French or other European languages. What does that have to do with written and spoken language? The most time you can stay here for our H. D. program is two years. Within those two years, if you are not quite clear about this pair of relationship and want to do everything, you may have everything half-cooked since whatever you know (listening/speaking vs. reading/writing) is not enough for you to use.

Number five, traditional vs simplified characters. These two standard character sets of Chinese don't actually fight against each other all the time, as some of you might think. We have more than 45,000 characters in Chinese in the Kangxi Dictionary. Among that, only less than 400 are drastically different between the two sets. As a learner, you need to know how they work but don't need to fight with other people in order to "defend" any of them, as long as your communication needs are met.

How about the composition of students in a language class? Some teachers thought those with the same language and culture background should form a class (called "country-specific"), while others believe all students will benefit from mixed backgrounds in the same class. Given the enrollment situation in most universities, it is impossible to offer country-specific classes most of the time. Both approaches have merits and demerits and it depends on how you view things from your perspective.

As for learning approach, we used to focus on the structure of the language and the four skills, with courses focusing on listening, speaking, reading and writing respectively. It sounds very scientific, right? Before these "scientific" things came about, however, people did learn language anyway. Now we are talking about a communicative approach and the importance of language use, instead of structure-based, or skill-specific approach. Which approach will you take if you have a choice?

With the advances in technology, we also have to clarify the role of teachers and IT devices. Teaching methodology with Hi-tech assistance can help us a lot, but should it dominate our classroom? What is the division of labor between the human teacher, with all the traditional approaches in language teaching, and anything that we can put under "E-learning"?

Finally, I would like to draw your attention to two words: correct vs appropriate. When we are talking about being "correct", we often think of pronunciation, vocabulary and grammar. Experience tells us that even if you say everything correctly, you may still sound funny because it is culturally inappropriate. Surely you don't talk to your friends the same way you talk to your parents? With exactly the same language structure, the way we say it and the timing we choose will lead to different meanings and interpretations.

In short, whatever we teach you here may, such as the correct knowledge of the language, may not be the final goal of your learning. You need to understand not just "what" the correct structure is, but also all the "siblings" of that "what" (all other "wh-words" including who is talking to whom, when and where to use what, how to do that and perhaps why). Only when you have a good understanding of these contextual factors, can you speak appropriately and, with more practice, use Chinese like the native speaker. So do go out, try to practice what you have learned here by talking to the local people.

I have touched upon these importance relationships in language learning so that you can put things in context, but there is no easy answer to any conflict. You will eventually find your own answer while studying with us. Again, welcome to Hong Kong, welcome to CUHK, welcome to CLC!

北京 BEIJING PRINCH 2015

2015 年暑期，初夏時節，一批中大學生一路向北遠赴北京，參加了為期兩周的中國語言文化實踐課（PRINCH）。參與學生在中央民族大學小老師們的陪伴下，展開豐富的實地探訪活動，並對活動進行大量的個人口頭報告，體驗了地道的北京文化生活，提高了普通話口語表達能力。以下是參加本次課程的國際學生之親身感言。

第一組學生
CPTH4412A
春季 2015
進修部
普通話組

松本迪子（日本） ： 我是從日本來的，在發音方面，我提高了很多，
MATSUMOTO Michiko 　每天都玩得很開心！

孔秀玫（法國） ： 我參加 PRINCH 最大的收穫就是了解中國傳統和
DE GUNZBOURG 　現代的文化，而且我的中文水平提高了很多。
Augusta Sao Rose

陳凱儀（烏克蘭） ： 我從烏克蘭來，我瞭解了每個中國人的日常的生
CHEKIRDA Kateryna 　活，也學習怎麼區分口語和正式書面語。

第二組學生
CPTH4412A
春季 2015
進修部
普通話組

學生自編 RAP

小劉老師 ： 我是小老師，每天 zhi,chi,shi,教學生很多知
LIU laoshi 　識，現在我的學生來說詩。

崔寶儀 ： 我來自加拿大，每天都吃辣，你在家不悶
TSUI Paulina Po Yi 　嗎？快來 PRINCH 吧！

鄧偉業 ： 我來自印度，我發音很酷，作報告很辛苦，
DHAR Vybhav 　但覺得很幸福！

柴木蘭 ： 我來自泰國，我很喜歡北京的生活，這裡有
CHAIDACH Kanyapach 　很多蘋果，但，現在我要去廁所。

卞樂智 ： 我來自德國，無論你來自哪國，參加 PRINCH
VON BIENENSTAMM 　有很多收穫，你一定不能錯過！
Christoph Romanow

第三組學生
CPTH2215
春季 2015
進修部
普通話組

王超仁（美國） ： 今年的 PRINCH 在北京。在北京，我們有很多特
HARNAGA Robert Paul 　別的地方可以去。還有，我們三個同學有一個老
　師，他陪我們去。所以如果我們在外邊兒說錯了，
　我們的老師可以給我們改一改。所以我覺得
　PRINCH 很好！

范曦怡（意大利）： 我是 2 班的學生，這是我第一次來北京，我非常感
VENANZI Camilla 　謝中文大學和民族大學給我這個寶貴的機會。因為
　在這兒我可以跟別的國家的同學做朋友，也練習了
　我的普通話。我也可以去很多很有名的地方，所以
　我覺得北京 PRINCH 很值得去，明年的學生應該
　去！

間宮俊史（日本）： 在 PRINCH，我們去了很多地方，一方面了解了北
MAMIYA Toshifumi 　京的文化，一方面學習漢語有用的表達方法。我非
　常感謝中文大學和民族大學給我這麼好的機會。

第四組學生
IBCE（美國）
大學課程部

孟旭文　　　　：PRINCH 讓我交了很多朋友。我可以跟
STIER David Anthony　我的朋友用中文聊天。還有，學了更多
　　　　　　　　中國的文化。

陶航　　　　：我在 PRINCH 每天都練習普通話，所以
DAYTON Hunter Cole　我的中文水平越來越高，我覺得這個項
　　　　　　　　目很值得去！

盧佳永（IUG 學生，韓國）：我在香港的時候沒有那麼多
NOH Ka Young　　機會練習普通話，但是，PRINCH 給我
　　　　　　　　們提供很好的環境練習我們的普通話，
　　　　　　　　所以我感覺我的普通話越來越好了！

第五組學生
IBCE（美國）
大學課程部

付俐　　　　：我覺得學習普通話有一點兒難，但是在
FORD Allison Jean　PRINCH，他們有很好的環境讓你進步。還
　　　　　　　　有，我們的老師很好，讓你知道中國的文
　　　　　　　　化，我覺得 PRINCH（是）特別的經歷。

浩銳　　　　：我覺得 PRINCH 值得去，我說了很多話，
HOGAN Ryder Wilson　明年應該把握這個機會來北京，北京歡迎
　　　　　　　　你！

石杉　　　　：我很喜歡 PRINCH，因為我們可以去很多的
SOLSRUD Kassandra　有名的地方。還有，每天我跟孔雷克和我
Maria Rosa Kay　　的老師聊天，很好玩兒。我的老師很漂亮
　　　　　　　　很聰明，她教得很好，所以，我的普通話
　　　　　　　　進步很大。

孔雷克　　　　：我覺得 PRINCH 給我很多機會看名勝古
COBHAM Alexander　跡。我覺得我的小老師是最好的老師，第
Pinckney　　　　一天我常聽不懂，但是每天我都有進步。

第六組學生
IBCE（美國）
大學課程部

伊克文　　　　：我很喜歡 PRINCH，因為北京是很好
IVKOVIC Alexander　的城市，可以常常練習中文。我覺得
Parker　　　　一直說中文很難，但是我覺得是值得
　　　　　　　　的。

艾茉莉　　　　：我覺得 PRINCH 很好玩兒，我跟我的
BROWN Emily Walker　同學看了很多有名的風景，學習了很
　　　　　　　　多中文。我最喜歡的一天是和少數民
　　　　　　　　族同學聊天兒，我也喜歡去南鑼鼓
　　　　　　　　巷，我很高興參加了 PRINCH。

康含娜　　　　：我喜歡 PRINCH，因為我們可以去很
KAHNG Hannah　　多著名的地方；我喜歡 PRINCH，因
　　　　　　　　為我們可以去各種各樣的飯館兒吃中
　　　　　　　　國菜，雖然我胖了，但是我很高興。

學生園地
Learning

青木沙惠 AOKI, Sae
大學課程部 University Programme Section
CPTH3333 Spring Term 2013-14
Nationality: Japanese

發現不一樣的香港
Discover a distinctive Hong Kong

大家好，我叫青木沙惠，是早稻田大學的學生。

首先，我想問你們一個問題：提到 "香港"，你們最先想到什麼？很多人可能會回答 "繁忙的金融中心"、"購物天堂"、"美味的點心" 或者 "美麗的夜景"。是，我同意它們都是香港的主要特色，也是香港給大家的典型印象。但是我認為，越瞭解香港，你就越能發現它歷史、文化的豐富和它體貼的一面。然後跟我一樣，你也一定會被這個 "發現的寶庫" 所吸引。我第一次來香港的時候，我覺得香港和東京很相似，沒有什麼特別的地方。然而我每次來香港，我的香港朋友都會把我帶到各種各樣的地方，所以我漸漸對香港有了更深的瞭解。今天我想介紹一下香港其他方面的魅力，把它在你心中形象變得更豐富。

第一，提到遊覽勝地，大部分遊客一定會去中環、銅鑼灣和尖沙咀等充滿高樓、雙層巴士和行人的香港中心區。除了這些，香港還有很多充滿歷史的地方。其中一個就是元朗的吉慶圍。這裡最早是鄧族居住的村子，它是被石牆環繞著的。如今，客家人和那些為了自衛而築造石牆的人的子孫們住在這裡。這裡給我留下了深刻的印象，因為這裡跟我之前對香港的印象完全不一樣。除了吉慶圍以外，市中心也有一些歷史建築物，比如灣仔的藍屋。

第二，提到吃的東西，很多旅行指南推薦的是，午飯吃點心，晚上去蘭桂坊喝酒。可是我推薦的地方是茶餐廳。第二次世界大戰以後，西餐很受香港人的歡迎，但是很多人吃不起。所以本地廚師就開了香港式茶餐 "冰室"，廉價提供西餐。比方說我經常吃的酥皮叉燒餐包和西多士，它們只要 200 日元左右。所以茶餐廳不但在今天的香港人之中有很高的人氣，而且也向我們展示了香港歷史的一部分。雖然外國人可能不敢進入茶餐廳（因為在那兒我沒有看過外國人），但是你在那兒可以享受獨特的美食和香港文化。

最後，我這麼喜歡香港，主要是因為我喜歡香港人。當我告訴香港人這個理由時，他們非常吃驚，有的時候他們甚至懷疑我是不是發瘋了。老實說，因為香港人很少笑、好像總是很忙的樣子、有時候甚至看起來在發脾氣，所以香港人給我的第一印象是非常不好的。但是如果你去當地餐廳，用很差的廣東話、身體語言或者文字去跟當地人聊天兒，嘗試走進當地文化中去，你會發現其實香港人都是很和善的。

總之你去香港的次數越多，越瞭解香港，你會發現越多的這種印象和現實的不同，你會更喜歡香港。雖然我已經非常熟悉香港了，但是我一點兒都不覺得膩，我還想發現一些新的東西。因此，雖然香港的面積只有東京的二分之一，但我相信香港會給你一個 "永遠講不完的童話"。我歡迎你到香港來，開始你自己的沒有終點的冒險！

Good afternoon ladies and gentlemen. My name is Sae Aoki from Waseda University. First of all, I would like to ask you a question. What first comes to mind when you think of Hong Kong? Many of you might say "hectic financial center!" or "shopping paradise!" or "delicious dim sum!" or "glamourous night view!" Yes, I'm sure they are definitely main features of Hong Kong and typical image of it that everyone holds. However as you get to know more about Hong Kong, you will find historical, cultural, and warm-hearted side of it and be attracted by the treasure chest of discovery as I experienced. When I visited Hong Kong for the first time, I thought it's similar to Tokyo and nothing special. However every time I went, my local friends took me to different places so I got to know the "depth" of Hong Kong. So today, I would like to let you know a different side of Hong Kong and enrich your image of it.

First, speaking of sightseeing spots, most of the tourists would definitely visit Central, Causeway Bay and Tsim Sha Tsui, the typical of Hong Kong which are filled with skyscrapers, double deck buses and people. Apart from those, there are also a lot of historical places around. One of them is Kat Hing Wai in Yuen Long district. It is a walled village which was first settled by Tang clan. And today, this village is inhabited by Hakka people and descendants of those who built these walls to protect themselves. I was strongly impressed as it was far from typical image of Hong Kong I used to hold. Other than this, you can find some historical buildings even in central part such as Blue House in Wan Chai.

Secondly, when thinking of things to eat in Hong Kong, most guide books recommend dim sum for lunch and bars in Lan Kwai Fong at night. However my recommendation will be Hong Kong-style teahouse called Cha chaan teng. After the Second World War, western food became popular in Hong Kong but it was too expensive for many people. Therefore local diners opened Hong Kong-style teahouses called "bing sat" and began to offer Western dishes with reasonable pricing. For example, I always eat crispy sweet barbeque pork bun or French toast which cost only around 200 Japanese yen. So Hong Kong-style teahouses tell us a part of the history of Hong Kong and today it is popular among busy frugal local people. Though it may require a bit of courage for foreigners to jump in, as I've never seen foreigners there, you can enjoy unique dishes and get a taste of the local people's culture there.

Finally, the main reason why I love Hong Kong is because I like the people there. When I tell local people this, most of them are startled and even doubt whether I am sane. To be honest I didn't have good impression of them neither because they don't smile, always look rushed and even sometimes angry. However if you try to adjust yourself to fit in the local culture by going to local shops and talk to them in poor Cantonese, gesture or writing, you will find them quite friendly.

Thus, the more you visit Hong Kong and learn about Hong Kong, the more you will be fascinated by those gaps. I am already quite familiar with Hong Kong as I mentioned. Yet, I never got tired of Hong Kong and still want to visit again and discover something new. So I believe Hong Kong, a city only half as large as Tokyo, is a place which offers you a "Never Ending Story". I invite you to commence your own endless journey in the amazing Hong Kong. Thank you!

普粵對比
Comparison Between Putonghua and Cantonese

張冠雄老師 **Mr. CHANG Kwun Hung**
University Programme Section
大學課程部

李春普老師 **Mr. LI Chunpu**
University Programme Section
大學課程部

李姍姍老師 **Ms. LI Shanshan**
University Programme Section
大學課程部

普通話 Mandarin ：拔（白頭髮）
bá vs 拽（袖子）zhuài
廣東話 Cantonese ：搹 māng
英文 English：pull out; drag; haul

詞　義

　　「搹」是粵語動詞，其基本義項有兩個：第一個義項是拽；扯；拉。如：搹斷咗條繩（把繩子拉斷了）；咪搹住我嗰衫袖（別拽著我的衣袖）。第二個義項是拔。如：搹草、搹鬍鬚、搹白髮。

　　這裡的「搹衫袖」、「搹白髮」，普通話會根據賓語的不同而選擇不同的動詞，「搹衫袖」，普通話說成「拽衣袖」；「搹白髮」普通話說成「拔白頭髮」。在普通話裡，這兩個短語中的動詞是不能互換的。

　　拔：基本意思是把固定或隱藏在其他物體裡的東西往外拉；抽出。

　　　　如：拔草、拔刺、拔了一顆牙、拔白頭髮。

　　拽：意思是拉。

　　　　如：一把拽住不放、拽袖子。

　　綜上所述，普通話「拔」和「拽」是兩個完全不同的動詞，在普通話的「拔白頭髮」和「拽袖子」中，兩個動詞是不可以互換的，但在粵語中這兩個意思用一個「搹」字就可以了。

普通話 Putonghua	廣東話 Cantonese
理髮師：先生，您的頭髮理好了，怎麼還拽著我的袖子不放啊？ Lǐfàshī：Xiānsheng, nín de tóufa lǐ hǎo le, zěnme hái zhuàizhe wǒ de xiùzi bú fàng a?	髮型師：先生，您啲頭髮剪好嘑，做乜仲搹住我嘅衫袖唔放呀？ Faatyìhngsī：Sīnsāang, néihdī tàuhfaat jínhóu la, jouh māt juhng māngjyuh ngóh ge sāamjauh m̀fong a?
男顧客：你看，剛才你給我染的頭髮沒有染好，還是有幾根白頭髮。 Nán gùkè：Nǐ kàn, gāngcái nǐ gěi wǒ rǎn de tóufa méiyǒu rǎn hǎo, háishi yǒu jǐ gēn bái tóufa.	男顧客：你睇，頭先你幫我染嘅頭髮仲未染好，仲係有幾條白頭髮嘑。 Nàahm guhaak：Néih tái, tàuhsīn néih bōng ngóh yíhm ge tàuhfaat juhng meih yíhm hóu, juhnghaih yáuh géi tìuh baahk tàuhfaat bo.
理髮師：只有幾根，不會有什麼影響。您還想讓我再重新染嗎？ Lǐfàshī：Zhǐyǒu jǐ gēn, bú huì yǒu shénme yǐngxiǎng. Nín hái xiǎng ràng wǒ zài chóngxīn rǎn ma?	髮型師：得嗰幾條，唔會有咩嘢影響嘅。您仲想我幫你染過咩？ Faatyìhngsī：Dāk gógéi tìuh, m̀wúih yáuh mēyéh yínghéung gé. Néih juhng séung ngóh bōng néih yíhmgwo mē?
男顧客：可是我看著不舒服。重新染大概要多長時間呢？ Nán gùkè：Kěshì wǒ kànzhe bù shūfu. Chóngxīn rǎn dàgài yào duō cháng shíjiān ne?	男顧客：硬係覺得睇睇吓唔舒服。再染過大概要幾耐度呢？ Nàahm guhaak：Ngáanghaih gokdāk táitáihá m̀syūfuhk. Joi yíhmgwo daaihkoi yiu géinoih dóu nē?
理髮師：大概要半個小時左右。 Lǐfàshī：Dàgài yào bàn ge xiǎoshí zuǒyòu.	髮型師：大概要半個鐘頭咁上下啦。 Faatyìhngsī：Daaihkoi yiu bungo jūngtàuh gam seuhnghá lā.
男顧客：時間太長了，我還要趕著去接女朋友呢。 Nán gùkè：Shíjiān tài cháng le, wǒ háiyào gǎnzhe qù jiē nǚ péngyou ne.	男顧客：要咁耐㗎？我仲要趕住接女朋友喎。 Nàahm guhaak：Yiu gam noih gàh? Ngóh juhng yiu gónjyuh jip néuih pàhngyáuh wo.
理髮師：那您看怎麼辦好呢？ Lǐfàshī：Nà nín kàn zěnme bàn hǎo ne?	髮型師：噉您話點算好呢？ Faatyìhngsī：Gám néih wah dím syun hóu nē?
男顧客：算了，你幫我把這幾根白頭髮拔了吧。 Nán gùkè：suàn le, nǐ bāng wǒ bǎ zhè jǐ gēn bái tóufa bá le ba.	男顧客：算嘑，你幫我搹咗嗰幾條白頭髮就得嘑。 Nàahm guhaak：Syun la, néih bōng ngóh māngjó gógéi tìuh baahk tàuhfaat jauh dāk la.
理髮師：啊，好吧。 Lǐfàshī：À, hǎo ba.	髮型師：哦，噉好啦。 Faatyìhngsī：ah, gám hóu lā.

李兆麟博士

大學課程部中國學生組高級講師
研習所學術活動組成員

編者按: 本所是全球及香港少數提供有系統的廣東話課程的單位之一。李兆麟博士(S. Lee)是本所資深廣東話老師，服務中大二十載，擔當過領導崗位包括進修部廣東話組組長、大學課程部中國學生組組長及學術活動組組長，現專職向非本地大學生(以中國語言為母語背景) 教授廣東話、編寫教材及進行教研工作，本期由 S. Lee 與大家分享他在廣東話教與學方面的點滴體會。

何時與中大及廣東話教育結緣？

我與中文大學的緣份，是從港大畢業後進中大讀碩士研究生時開始。當時我在中大開始任教本科生語言學（包括粵語語言學）及應用語言學的導修課，並從事社會語言學的研究工作。90 年代初語言學導師不多，因此導師與學生的關係不錯，令我深深體會到教學相長的道理和教學的樂趣。碩士畢業後，我繼續從事語言學及英語教學相關的工作，其後在浸會大學服務時，因為一次機緣為浸大任教一系列外籍教職員粵語班。在這個過程中我發覺把粵語和粵文化介紹給對其有興趣的學習者是一件非常有意義的事。之後我就開始從事粵語及香港文化相關的教研工作。

有人說廣東話是 6 音，有人說廣東話是 9 音，究竟是怎麼一回事？

這是一個學術問題。粵語本體研究說粵語有 9 聲，所以大部分人所認識的粵語有 9 聲。在粵語教學中，6 聲或 7 聲是主流。6、7 聲系統是把 9 聲中的入聲（拼音以 p, t, k 結尾為入聲）有系統地歸入其他聲調內，有利語言學習。現代港式粵語用 6 聲（高平調, 高升調, 中平調, 低降調, 低升調及低平調），廣州粵語則還保留 7 聲（6 聲及高降調）。

有很多人說廣東話不用學，在香港留得久自然會懂，更不用學粵語拼音，你有甚麼看法？

我想其實這個問題是在問自學的可能性吧。說實話大

部份技能（包括語言）都有自學成才的可能。但自學需要一定的客觀環境和際遇，不是所有學習者都有機會遇上的。一般學習一種技能需要適當的學習環境，合理的動機，適用的學習工具和充分的練習。更何況英美外交部都把粵語界定為一種比較難的語言（僅在阿拉伯語之下）。其實大部分學習者都喜歡有系統地學習，先易後難，循序漸進。記得自己學打網球時，看到有人拿著球拍，見球就打，然後大聲說打網球不用學。亦看到有人跟隨教練或參加訓練課程一步一步地練習。很快就看出這兩種學習者學習成果的差別。如果想網球學得好，當然需要有教練指導。起碼姿勢正確，不易受傷。學習粵語（或其他語言）也是一樣。有系統的粵語二語課程包含了科研成果，前人經驗，專業教師們的努力，實用合理的教材及課程大綱。有系統的課程可以令學習者有效率地學習，提高學習成果。

除了教學外，未來一兩年有甚麼學術計劃？

我現在正編寫一套對外粵語教材，以供研習所粵語課程使用。這套教材亦考慮出版。這套教材跟以往的不同，主要就是突顯語用為綱的教學理念。這理念是希望學習者能在不同語境下活用粵語。研究方面，近年我集中做一些粵語應用語言學及語言文化的研究。

在研習所服務二十年，有甚麼難忘的經歷？

最難忘的經歷可算是香港非典（沙士 SARS）時期的教學及行政工作。非典可算是香港近代最大的危機。值得慶幸的是我們還有學生堅持留港，等待復課然後繼續學習。當時教師們除了要做好教師的工作教導知識之外，還要照顧學生的心理，注意危機管理，工作實在不易。但是看到學生們對學習的熱誠，對香港的喜愛，令非典時期的教學及行政工作顯得很有意義。

每一個學生都給我很多回憶，他們每個都有自己的故事、經歷和學習原因。他們共通點是喜愛粵語、喜愛粵文化、喜愛香港。學生給與我這個為傳承粵語粵文化工作的人不少的鼓勵與支持。

Dr. LEE Siu Lun

Senior Lecturer (Cantonese), Chinese Students Division, University Programme Section
Ex-officio member, Academic Activities Division

Editor's note: CLC is one of the few units in the world and in Hong Kong which provides systematic Cantonese programmes. Dr. Lee Siu Lun (S. Lee) is a veteran Cantonese teacher of CLC who has served CUHK for 20 years. Before, he worked in the leader capacity and headed the Cantonese Programme Division of the Continuing Education Section, the Chinese Students Division of the University Programme Section and the Academic Activities Division. Currently, he is teaching Cantonese to non-local students whose mother tongue is a Chinese language and deeply involved in teaching materials writing and teaching-related research. This issue of PEOPLE featured S. Lee who gave us a snapshot of Cantonese teaching and learning.

When did you being connected to CUHK and Cantonese Education?

My relationship with CUHK started after I graduated from HKU and entered the graduate school of CUHK. At that time, I started working as a tutor teaching CUHK undergraduates linguistics (including Cantonese linguistics) and applied linguistics, as well as doing linguistic and sociolinguistic research. In early 90s in Hong Kong, there were very few tutors and teachers in the linguistic field. As a result, there were lots of interactions with students and made my teaching enjoyable. I continued with work relating to linguistics and language teaching after completed my M.Phil. I started teaching staff courses while I was working in Baptist University and understood the meanings of teaching the Cantonese language and culture to students who were interested in the language. I think teaching Cantonese language and its culture is both meaningful and interesting, then I devoted my teaching and research in the Cantonese language and its culture, especially focusing on Hong Kong culture.

Some said Cantonese has 6 tones and some said 9 tones. What is the truth?

This is an academic topic. Most Cantonese linguistic research said that there are 9 tones in Cantonese, as a result it is understood that Cantonese has 9 tones. When teaching the Cantonese language, 6 or 7 tones are the mainstream. The 6- or 7-tone system had re-categorized the entering tones (syllables ending with -p, -t, -k) in the 9-tone system. The entering tones are actually included in the 6- or 7-tone system and this is beneficial to language learning. Modern Hong Kong Cantonese has 6 tones (high level, high rising, mid-level, low falling, low rising and low level). Some Cantonese accents in Guangzhou have 7 tones (6 tones plus high falling tone).

Many thought that Cantonese can be automatically acquired along with the continuous stay in Hong Kong. Cantonese Romanization is not a must. What is your opinion?

I think this question is asking about the possibilities of self-learning. One cannot deny that most skills (including language skills) are possible to be self-learnt. However, there are certain external factors and experience that suffice for self-learning, but not all language learners have a chance to come across these experience and external factors. When people learn some skills; appropriate learning environment, sufficient motivation for learning, suitable learning tools and ample practices are necessary conditions for effective learning. Furthermore, the foreign services departments in the United States of America and in Britain considered Cantonese as a relatively difficult language in the world (just ranked lower than Arabic). With all these facts, most learners preferred to learn systematically and step-by-step with sufficient guidance. Your question is similar to questions like, "do I need to

learn to do sports/play in ball games?" This reminds me when I learnt how to play tennis. Some people just picked up a racket, hit the tennis ball randomly and shouted out loudly that there was no need to learn. On the other hand, there were people who followed some coaches or joined some training courses and practiced step-by-step. I think if a person want to have good tennis skills, it is always advantageous to have coaches; at least the forms are correct which reduce the possibilities of injury. Learning Cantonese (or other languages) are the same. A systematic language programme encompasses valuable experience and research results from teaching professionals. Together with reasonable curricula and suitable teaching materials, a systematic programme can increase learning effectiveness and help learners to achieve their learning outcomes.

What is your plan in academic development for the upcoming 1 to 2 years?

I am writing a set of teaching materials for Teaching Cantonese as a Second Language for the Cantonese programme of the Centre. The teaching materials will be published. This set of materials is different from previous textbooks in the sense that the major focus is on pragmatic language use. The concept of language for pragmatic use can help learners to use Cantonese actively in various real life situations. As for research, I am working on issues in Cantonese Applied Linguistics as well as in Language and Culture research.

Serviced in CLC for 20 years, any unforgettable stories?

The most memorable period is the time working during the SARS period (2003) in Hong Kong. SARS (Severe Acute Respiratory Syndrome) was one of the major crises for Hong Kong. Fortunately, we still had students who insisted to stay in Hong Kong; waiting for re-start of schools and continued their studies. At that time, all teachers needed to take care of students' psychological stress and be aware of crisis management apart from the ordinary teaching and administration work. It was a difficult period. However when I saw students' enthusiasm and their love to Hong Kong, the teaching and administration work as a teacher and administrator became extraordinarily meaningful.

Every student has given me good memories. Every student has his/her own stories, experience and reasons for learning the language. One thing that is the same is that they are passionate about the Cantonese language, devoted to Cantonese culture and in love with Hong Kong. This has generated lots of energy and support to me who is working hard to pass on the cultural heritage of the Cantonese language and culture.

Yuti errors of learners of Cantonese as a second language
（粵語二語學習者的語體偏誤分析）[1]
Paper presented in The First International Forum on Linguistics in Chinese Education (IFOLICE-1), May 9-10, 2015, University of California, Davis, U.S.A.

李兆麟博士 **Dr. LEE Siu-lun**
University Programme Division/C
大學組

陳健榮老師 **Mr. CHAN Kin Wing**
Cantonese Programme Division
廣東話組

Abstract:

Yuti 語體 is discussed in the literature of teaching Chinese as a Second Language (CSL). This paper analyzes the errors of learners of Cantonese as a second language when rules of *Yuti* or register-style are ignored. It is a study of learners' spontaneous speaking samples by building up a learners' corpus. All data are collected from spontaneous in-class speaking tasks by twenty Cantonese L2 learners during different learning stages. The analysis is based on the *Yuti* grammar suggested and developed by Feng (2010, 2011). The data shows examples containing utterances and samples with register-style errors produced by Cantonese L2 learners. Examples show violation of syntactic rules by using inappropriate register-style or mingling different register-styles with different levels of formality in particular linguistic context. The research is a preliminary analysis of register-style grammar in Cantonese and discusses some implications and suggestions for teaching Cantonese as a second language.

Theoretical background:

Firth (1957) argued that both the linguistic forms, such as phonetic function, lexical and morphological system, the syntactic structures; and the awareness of the "context of situation" are the principle components of "meaning" when the speakers want to convey meanings in communcation with a language. In the teaching of Chinese as a second language field, Feng (2010, 2011) noticed that Chinese has various forms of *Yuti* in the spoken language, such as "formal vs informal" and "elegant vs vulgar", which is highly correlated with the "context of situation". In addition, he also suggested different linguistic forms employ different prosodic strategies and all these patterns are related to "context". He further pointed out that these strategies should not be mixed up or the resulted utterance would be unacceptable or inappropriate. This echoed with some researchers who suggested that besides 'grammaticality', 'acceptability' (Wang 2003, Jiang 2005) is also an important criteria when evaluating L2 learners' utterances and learning outcomes.

---

[1] Preliminary ideas of this paper were first presented in 3rd International Conference on Chinese as a Second Language (第三屆漢語作為第二語言研究國際研討會), August 28-30, 2014, University of Parma, ITALY.

The issue of register-style is also vital in the teaching of Cantonese to expatriate learners. Chan and Lee (2014) reported that learners learning Cantonese as a second language may produce 'grammatical but inappropriate/unacceptable' utterances because of the lacking of training of pragmatic usage with appropriate language contexts. The 'inappropriateness' may result from the insensitivity of different language contexts. 'Context' can be generally classified into three main types; (1) physical context (date, time, location, theme, etc) of the conversation, (2) social context (the social status of the speaker and the addressee, etc.) and linguistic context (what language is being used and why). Hymes (1972) suggested that the 'rule of speaking' should be associating "particular modes of speaking" with "particular setting and activities" otherwise 'meaning' cannot be conveyed smoothly and successfully.

Research and summary of result [2]:

This research carried out an error-analysis based on a Cantonese L2 learner corpus to find out what kinds of errors would arise when register-style is ignored. The following arguments are made in this paper: (i) register-style is also an important aspect of Cantonese; (ii) There are two common types of register-style errors, namely 'mingling' and 'discourse-context mismatch'. (iii) These register-style errors can be observed in the levels of prosody, lexicon, syntax and discourse.

References:

Firth, J.R. (1957). *Papers in linguistics 1934-1951*. London: Oxford.

Hymes, D. H. (1972). On communicative competence. In J.B. Pride & J. Holmes (Eds.) *Sociolinguistics: Selected readings,* (pp. 269-293). Harmondsworth: Penguin.

陳健榮, 李兆麟. (2014) 粵語二語學習者的語體偏誤分析，載 李兆麟, 謝春玲, 吳偉平合編,《語言學與華語二語教學：語用能力培養的理論與實踐》，225-236 頁，商務印書館(香港)。[Chan, K. K. & Lee, S. (2014). Analyzing *Yuti* errors of learners of Cantonese as a second language. In S. Lee, C. Xie and W. Wu (Eds.), *Linguistics and CSL teaching and learning: Theories and practices in the training of pragmatic abilities,* (pp. 225-236). Hong Kong: The Commercial Press.]

馮勝利. 2010. 〈論語體的機制及其語法屬性〉,《中國語文》，第 5 期，400-412。 [Feng, Sheng-li. 2010. On mechanisms of register system and its grammatical property. *Studies of the Chinese Language,* 5: 400-412.]

馮勝利. 2011.〈語體語法及其文學功能〉,《當代修辭學》，第 4 期，1-13。[Feng, Sheng-li. 2011. The grammar of *yuti* and its function in literature. *Contemporary Rhetoric,* 4:1-13.]

姜自霞. 2005.〈留學生使用＂女人＂的偏誤傾向及原因分析〉,《雲南師範大學學報》，第 3 卷第 4 期，24-26。[Jiang, Z. (2005). Error analysis of the use of "nüren" by overseas students, *Journal of Yunnan Normal University,* 3.4: 24-26.]

王曉娜. 2003.〈第二語言語體能力的培養與教材虛擬語境的設置〉,《漢語學習》第 1 期，70-74。 [Wang, X. (2003). Second language stylistic competence and context design in materials. *Chinese language learning, 1*: 70-74.]

---

[2]   Detailed discussions of research methodology and research findings, please refer to the full paper.
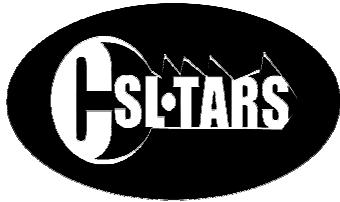
CSLTARS News:Introduction of CSLTARS publications

Introduction of *Linguistics and CSL Teaching and Learning Series (Book IV) (Part I)*

"*Linguistics and CSL Teaching and Learning Series*" is a series of book publication after each International Symposium on CSL Teaching and Learning. The fourth book of the series follows the structure of the previous three books. Every book in this series consists of two parts, namely "Language study and research" and "Classroom practice". The first part focuses on linguistic research and theoretical frameworks related to CSL teaching. The second part includes applications of theories and innovative ideas in practices and summaries of experience in CSL classroom teaching.

This article introduces the first part of the book, "Language study and research". The paper written by Wu Yongyin from East China Normal University titled "Waxes and wanes between forms and meaning in the second language teaching: from the perspective of pedagogies and learners" focuses on the discussion of weakening grammar teaching in CSL/foreign language teaching. There was a tendency of weakening grammatical form teaching, even to abolish grammar teaching ("null grammar" teaching). The paper pointed out the necessity of teaching grammatical form and grammatical form drills for second/foreign language acquisition. The paper discussed these questions from the pedagogy orientation and from learners' perspective via data from a survey. The paper concluded with two major points, (1) learners' views expressing the needs of grammar teaching far beyond the imagination of teachers; (2) grammar teaching is necessary.

Feng Shengli's paper "The grammar and drills in Chinese teaching" also discussed the issue of grammar teaching. Feng's paper concerned the different aspects of syntactic theories, (1) formal grammar (based on structuralism and forms); (2) functional grammar (based on semantic structure and semantic constraints); (3) prosodic grammar (based on prosodic structure and prosodic syntax); (4) Yuti grammar (based on communication principles); (5) drilling grammar (based on form-function relationship and principle of second language acquisition). The paper pointed out that each aspect mentioned above contained its own principle of "grammaticality" and the various aspects were interrelated and working together as one syntactic system. "Trinitarian grammar" can be considered and used in second language teaching. "Trinitarian grammar" was a basic model focusing on language scenarios, stressing on the realization of language functions, working with linguistic forms and pedagogic grammar in language classrooms. In other words, it is a model in which teachers worked from "forms to linguistic functions and connecting to yuti scenarios"; while students started from "yuti scenarios to functions and then linguistic forms".

Linguistic research in this book also discussed teaching material preparation in CSL teaching. Chen Xuechao's paper, "Internalize' culture of overseas Chinese teaching materials" discussed issues concerning how to handle the relationships between communicative language skills and culture in communication, as well as how to incorporate "grammar points" and "cultural points" in order to tackle the two extreme treatments, namely "empty loading" and "over-loading", in CSL teaching materials. Chen's paper pointed out the importance of developing learners' cultural awareness in language learning, in order that learners can move from the habit of "learning-without-noticing" in their first language and culture acquisition to a "learning-and-noticing" second language learning experience. The paper suggested that CSL teaching materials developers should consciously "internalize" target culture and provide some key points and strategies to "internalize" culture when preparing CSL textbooks and teaching materials.

Wu Weiping in his paper, "The 'naked phenomena' in CSL teaching and efforts to provide contexts for language use", commented on the "naked assessment" in which major elements in linguistic scenarios such as, to whom, where and when were neglected. He discussed the so called "naked phenomena", including "naked assessment", "naked teaching" and "naked teaching materials" in CSL teaching and suggested that in CSL teaching and learning process the differences among informal speech, formal speech and elegant speech, should be focused. Teachers should let student understand what forms should be used when talking in different linguistic scenarios and how to use different linguistic forms to express their intended meanings. The paper discussed the "de-naked" process and practices from four perspectives, i.e. assessment, curriculum design, teaching materials preparation and classroom activities. Wu pointed out that lacking of linguistic scenarios in CSL teaching was the fundamental issue. It was because Yuti characteristics and linguistic scenarios were interrelated.

Zhou Xiaobing, Zhang Peng and Gao Xuesong from Sun Yat-sen University in Guangzhou gave us a macro view on the forms, categories, media languages, target users and publications of Chinese teaching materials by analyzing the 9505 textbooks in Global Chinese Teaching Materials E-library and presenting to us its relevant research findings. The authors pointed out several problems for developing global Chinese teaching materials. The problems included, only a few multimedia materials, insufficient material categories, a small number or primary and second materials, a great shortage of regional materials and lack of joint efforts made home and abroad to develop materials. The paper discussed these issues with concrete examples and explored the contents and methods for material evaluation, including objects and objectives, contents and attitudes, arrangements of language points and communication skills, material layouts and related factors. In the conclusion, the paper pointed out that material research and development could be conducted more scientifically and specifically by evaluation a large quantity of various teaching materials.

Introduction of the second part of the book on "Classroom practice" will appear in the next issue of Language Matters.

Secretary of CSLTARS, LEE Siu-lun
24 October, 2015

CSLTARS 會訊：語言學與華語二語教學叢書（第四冊）簡介（上）

《語言學與華語二語教學叢書》是華語二語教研學會每年一屆國際研討會論文集。叢書第四冊題為《教學理論與創新實踐》。沿襲前三冊的體例，本冊亦分語言研究篇和課堂實踐篇兩大部分。顧名思義，前者重在與語言教學密切相關的語言理論研究；後者則是語言學理論在教學實踐中具有創新思維的教學實踐研究。

本文先介紹"語言研究篇"。在本冊收錄的語言研究中，華東師範大學吳勇毅《第二語言教學中形式與意義的博弈：教學法與學習者的視角》一文，針對第二語言教學/外語教學淡化語法，淡化語法形式的教學，甚至不教語法（"零語法"教學）的傾向，提出第二語言教學/外語教學究竟要不要教語法，語言形式的教學還需要不需要，語法形式的操練對語言習得到底有沒有用等一系列值得教學一線教師深思的問題，並從第二語言/外語教學法的導向和學習者的取向角度，以問卷調查、數據分析的方法，討論了上述問題。文章得出結論有兩點：（1）學習者重視語法的程度遠遠超出教師的想像。（2）正式的語法教學是必要的，也是必須的。

同樣是語法教學論題，馮勝利的《漢語教學中的語法與操練》則關注不同的語法範疇，即：（1）形式語法（以結構主義、形式科學為基礎）、（2）功能語法（語義結構和語義限制為基礎）、（3）韻律語法（以韻律構詞學和韻律句法學為基礎）、（4）語體語法（以交際原理和語體語法為基礎，如"二元對立、語體風雅頌三分"等）、（5）操練語法（以形式-功能對應律和二語習得原理為基礎，如"程式記憶、操練效應"。文章指出，上述各個範疇中語法的獨立性必須嚴格建立在"語法合法性 grammaticality"的基礎之上；它們相輔相成，缺一不可，共同組成一個統一的語法體系，在二語教學中可以供"三一語法"借鑒和使用。搭建了一個從語體語境導入（問題方式）、強調功能的實現、落到形式的總結和記憶的課堂教學語法的基本模式。具體而言，教師是"從形式、到功能、再到語體語境"，而學生則是"從語體語境開始、到功能、再到形式"的模式。

語言研究也涉及華語作為第二語言的教材編寫，如何處理語言交際技能和交際文化的關係，如何在設計"語法點"的同時顧及"文化點"，克服以往華語教材中文化"空載"和文化"超載"兩種偏向這一糾結的問題，陳學超的《海外華語教材的文化"內化"》認為，應該確立語言文化意識，將第一語言中"習而不察"的文化適應，轉為"習而必察"的文化移入，教材編寫中自覺地進行文化"內化"，並結合目前華語教材編寫中的問題，提出了海外華語教材編寫中實現文化"內化"的若干具體策略。

針對華語二語教學中沒有人、地、時等語境因素的"裸考"，以及缺乏或忽略語境中人、地、時諸方面因素的教學和教學內容的所謂"裸教"和"裸文裸語"的"三裸"現象，吳偉平以《華語二語教學中的"三裸"現象及"去裸"實踐》

為題，審視多年來語言教學過程中口語語體缺失的現象，提出華語二語學習過程中必須充分注重通俗、正式和典雅語體之間的區別，讓學生知道在不同語境中為什麼必須用，以及如何用不同的語言形式表達自己的意思，從測試、課程、教材和教學活動等四個方面探討各種"去裸"實踐的利弊。指出，語體缺失的根本原因在於語境缺失，因為語體特徵與語境互相依存，前者在語言使用中不可能離開後者單獨存在。

以往幾冊似乎沒有全面關注教材庫建設的論文。廣州中山大學周小兵、張鵬、高雪松的《漢語教材庫建設與教材評估》，基於"全球漢語教材庫"9505 冊實體教材信息和相關研究成果，宏觀綜述了教材庫中漢語教材的形式、分類、媒介語、適用對象和出版信息等方面，指出全球漢語教材開發存在的諸如多媒體教材數量少，教材類型不夠豐富，中小學教材偏少，區域教材嚴重不足，缺少海內外合作開發等值得關注的問題。文章結合實例，探討了漢語教材評估的具體內容和操作方法，包括：對象與目標，內容與態度，語言點與交際技能編排，教材結構，相關因素等。文章最後指出，對多類別的海量教材展開評估，能更科學、具體地指導教材研發。

華語二語教研學會秘書
謝春玲
二〇一五年十月二十日

中學生講座
Talks for Secondary School Students

2015 年 7 月 2 日及 7 月 15 日，本所進修部廣東話組老師，陳智樑老師、陳健榮老師、沈敏瑜老師及沈嘉儀老師前往中華基督教會全完中學舉行共兩場講座，主題分別為「粵普對對踫」及「華語二語教學面面觀」。老師們運用大量的例子，向中學生詳細講解粵語及普通話在語音、詞彙與語法方面的異同，並且向中學生介紹了對外粵語教學的情況，並透過豐富生動的日常生活例子，講解了本地人使用粵語時的有趣現象。

兩場講座共有 42 位中學生參加。大部份學生在問卷中均表示，本所老師的講解清晰，講座內容有趣實用，資料豐富詳盡和具啟發性，加深了他們對母語(廣東話)及普通話的認識。

資料提供：沈嘉儀老師

Teachers from the Cantonese Programme Division of the Continuing Education Section (Mr. K. Chan, Mr. KKW Chan, Miss Shen and Miss K. Shum) were invited by CCC Chuen Yuen College to host two talks on July 2 and July 15, 2015 with themes "Cantonese meets Putonghua" and "Teaching Chinese as a Second Language" respectively. In the talks, CLC teachers used abundant examples to illustrate the similarities and differences between Cantonese and Putonghua in phonology, vocabulary and syntax. Through ample and vivid daily life situational examples, certain phenomena on the use of Cantonese among locals were illustrated, including Cantonese and English code mixing, language evolution (paradigm shift) etc. This is to raise the awareness and self-reflection of secondary students on their use of Chinese language.

There were altogether 42 students joining the 2 talks. Most students expressed through questionnaires that the teachers' explanation was clear; the talks were interesting, practical, informative and inspiring; the talk has reinforced their knowledge to their mother tongue (Cantonese) and Putonghua.

information provided by Ms. SHUM Ka Yee

大學課程部剪影
Snapshots from University Programme Section

中大暑期國際學院普通話課程歡送晚宴

2015 年 8 月 22 日

40 位國際學生在完成三星期的普通話課程後，在歡送晚宴中與老師及本地生大使享用"盆菜"(又稱"圍村菜")，體會南中國特色飲食文化。

Farewell Dinner of ISS-CLP

22 August 2015

40 international university students after the completion of a 3-week Putonghua programme, enjoyed a memorable time with their teachers and local student ambassadors by trying the Big Bowl Feast (also known as Walled-village Food) and had a taste of local delicacy culture of Southern China.

中大本科入學資訊日

2015 年 10 月 24 日

本所攤位設於利黃瑤碧樓。中國學生組老師指導學生應考 COPA(電腦口語水平評核)

CUHK Undergraduate Orientation Day

24 October 2015

CLC booth was located in Esther Lee Building. Visitors tried the COPA (Computerized Oral Proficiency Assessment) with the guidance from teachers of the Chinese Students Division.

李姍姍老師 (後排) 與參觀學生。
Miss LI Shan Shan (back row) and visitors.

Putonghua (Standard Chinese), Cantonese and Chinese Reading Programmes

For non-native and native Chinese speakers
Classroom in Tsim Sha Tsui and CUHK Shatin campus*

Spring Term 2016

Daytime Regular (Full-time) Programmes: 25 January to 22 April. Orientation: 21 January
Application deadline: (visa sponsorship needed) 25 October 2015. (HKID holder) 14 January 2016
Weekday Evening Part-time Programmes: (1) From the week of 11 January to late March
                                          (2) From mid-April to early July
Saturday Part-time Programmes: 16 January to 30 April

Summer Term 2016

Daytime Regular (Full-time) Programmes: 2 June to 12 August. Orientation: 1 June
Application deadline: (visa sponsorship needed) 2 March. (HKID holder) 25 May
Weekday Evening Part-time Programmes: Mid-July to mid-September
Saturday Part-time Programmes: Late May to late August
CUHK International Summer School: June 29-August 1 (July session), August 8-26 (August session)

PRINCH 中国语言文化实践课
Pragmatic Internship in China

Language and Culture Immersion programme 2016 in **Beijing**.
A Ministry of China funded programme.

Programme date: 16 to 29 May, 2016 (14 days)
PRINCH Information session:
19 February 2016 (Friday)
12:30-1:20 p.m.
 @Fong Yun Wah Hall

PRINCH website: www.cuhk.edu.hk/clc/princh

HSK (Hanyu Shuiping Kaoshi) 漢語水平考試

2016 tests in CUHK: April 16 (Sat), August 13 (Sat), December 4 (Sun)
Tests opened (subject to minimum enrolment): HSK level 1 to 6.
Test site: MTR easily accessible lower campus area of CUHK.

Online registration: www.chinesetest.cn More information at www.cuhk.edu.hk/clc/HSK

HSK
Chinese Proficiency Test
汉语水平考试