Language Matters

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

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✳ 要　　Contents　　目 ✳

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

香港中文大学
雅礼中国语文研习所

圣诞及新年快乐
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 / 学生园地
For CLC students and alumni to share their learning experience.

Teaching / 教师园地
For Chinese teachers to exchange views.

Research / 语言与文化研究
For discussions on language and culture.

Activities & News / 动态与信息
CLC activities and news in teaching Chinese as a foreign/second language.

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:

Editor, Language Matters
Chinese Language Centre
Fong Shu Chuen Building
The Chinese University of Hong Kong, Shatin, N.T., Hong Kong

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 2000 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.

吴所长迎新日信息

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，初夏时节，一批中大学生一路向北远赴北京，参加了为期两周的中国语言文化实践课（PRINCH）。参与学生在中央民族大学小老师们的陪伴下，展开丰富的实地探访活动，并对活动进行大量的个人口头报告，体验了地道的北京文化生活，提高了普通话口语表达能力。以下是参加本次课程的国际学生之亲身感言。

第一组学生
CPTH4412A
春季 2015
进修部
普通话组

松本迪子（日本）：　我是从日本来的，在发音方面，我提高了很多，
MATSUMOTO Michiko　每天都玩得很开心！

孔秀玫（法国）　：　我参加 PRINCH 最大的收获就是了解中国传统和
DE GUNZBOURG　现代的文化，而且我的中文水平提高了很多。
Augusta Sao Rose

陈凯仪（乌克兰）：　我从乌克兰来，我了解了每个中国人的日常的生
CHEKIRDA Kateryna　活，也学习怎么区分口语和正式书面语。

第二组学生
CPTH4412A
春季 2015
进修部
普通话组

学生自编 RAP

小刘老师　　　　：　我是小老师，每天 zhi,chi,shi,教学生很多知
LIU laoshi　　识，现在我的学生来说诗。

崔宝仪　　　　　：　我来自加拿大，每天都吃辣，你在家不闷
TSUI Paulina Po Yi　吗？快来 PRINCH 吧！

邓伟业　　　　　：　我来自印度，我发音很酷，作报告很辛苦，
DHAR Vybhav　　但觉得很幸福！

柴木兰　　　　　：　我来自泰国，我很喜欢北京的生活，这里有
CHAIDACH Kanyapach　很多苹果，但，现在我要去厕所。

卜乐智　　　　　：　我来自德国，无论你来自哪国，参加 PRINCH
VON BIENENSTAMM　有很多收获，你一定不能错过！
Christoph Romanow

第三组学生
CPTH2215
春季 2015
进修部
普通话组

王超仁（美国）　：　今年的 PRINCH 在北京。在北京，我们有很多特
HARNAGA Robert Paul　别的地方可以去。还有，我们三个同学有一个老
师，他陪我们去。所以如果我们在外边儿说错了，
我们的老师可以给我们改一改。所以我觉得
PRINCH 很好！

范曦怡（意大利）：　我是 2 班的学生，这是我第一次来北京，我非常感
VENANZI Camilla　谢中文大学和民族大学给我这个宝贵的机会。因为
在这儿我可以跟别的国家的同学做朋友，也练习了
我的普通话。我也可以去很多很有名的地方，所以
我觉得北京 PRINCH 很值得去，明年的学生应该
去！

间宫俊史（日本）：　在 PRINCH，我们去了很多地方，一方面了解了北
MAMIYA Toshifumi　京的文化，一方面学习汉语有用的表达方法。我非
常感谢中文大学和民族大学给我这么好的机会。

第四组学生
IBCE（美国）
大学课程部

孟旭文 　　　： PRINCH 让我交了很多朋友。我可以跟
STIER David Anthony　　 我的朋友用中文聊天。还有，学了更多
　　　　　　　　　　 中国的文化。

陶航 　　　　： 我在 PRINCH 每天都练习普通话，所以
DAYTON Hunter Cole　 我的中文水平越来越高，我觉得这个项
　　　　　　　　　　 目很值得去！

卢佳永（IUG 学生，韩国）： 我在香港的时候没有那么多
NOH Ka Young　　　　 机会练习普通话，但是，PRINCH 给我
　　　　　　　　　　 们提供很好的环境练习我们的普通话，
　　　　　　　　　　 所以我感觉我的普通话越来越好了！
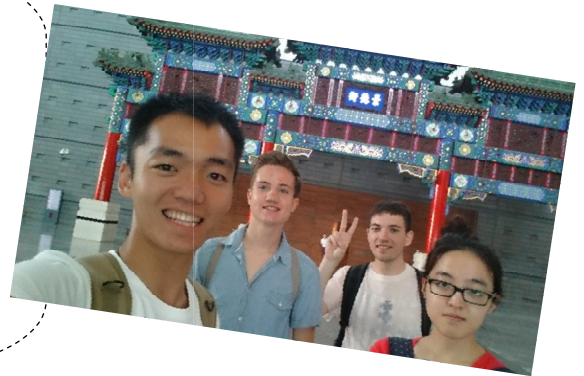
第五组学生
IBCE（美国）
大学课程部

付俐 　　　　： 我觉得学习普通话有一点儿难，但是在
FORD Allison Jean　　 PRINCH，他们有很好的环境让你进步。还
　　　　　　　　　　 有，我们的老师很好，让你知道中国的文
　　　　　　　　　　 化，我觉得 PRINCH（是）特别的经历。

浩锐 　　　　： 我觉得 PRINCH 值得去，我说了很多话，
HOGAN Ryder Wilson　 明年应该把握这个机会来北京，北京欢迎
　　　　　　　　　　 你！

石杉 　　　　： 我很喜欢 PRINCH，因为我们可以去很多的
SOLSRUD Kassandra　 有名的地方。还有，每天我跟孔雷克和我
Maria Rosa Kay　　　 的老师聊天，很好玩儿。我的老师很漂亮
　　　　　　　　　　 很聪明，她教得很好，所以，我的普通话
　　　　　　　　　　 进步很大。

孔雷克 　　　： 我觉得 PRINCH 给我很多机会看名胜古
COBHAM Alexander　 迹。我觉得我的小老师是最好的老师，第
Pinckney　　　　　　 一天我常听不懂，但是每天我都有进步。

第六组学生
IBCE（美国）
大学课程部

伊克文 　　　： 我很喜欢 PRINCH，因为北京是很好
IVKOVIC Alexander　 的城市，可以常常练习中文。我觉得
Parker　　　　　　　 一直说中文很难，但是我觉得是值得
　　　　　　　　　　 的。

艾茉莉 　　　： 我觉得 PRINCH 很好玩儿，我跟我的
BROWN Emily Walker　 同学看了很多有名的风景，学习了很
　　　　　　　　　　 多中文。我最喜欢的一天是和少数民
　　　　　　　　　　 族同学聊天儿，我也喜欢去南锣鼓
　　　　　　　　　　 巷，我很高兴参加了 PRINCH。

康含娜 　　　： 我喜欢 PRINCH，因为我们可以去很
KAHNG Hannah　　　 多著名的地方；我喜欢 PRINCH，因
　　　　　　　　　　 为我们可以去各种各样的饭馆儿吃中
　　　　　　　　　　 国菜，虽然我胖了，但是我很高兴。

青木沙惠 AOKI, Sae
大学课程部 University Programme Section
CPTH3333 Spring Term 2013-14
Nationality: Japanese

发现不一样的香港
Discover a distinctive Hong Kong

大家好，我叫青木沙惠，是早稻田大学的学生。

首先，我想问你们一个问题：提到 "香港"，你们最先想到什么？很多人可能会回答"繁忙的金融中心"、"购物天堂"、"美味的点心"或者"美丽的夜景"。是，我同意它们都是香港的主要特色，也是香港给大家的典型印象。但是我认为，越了解香港，你就越能发现它历史、文化的丰富和它体贴的一面。然后跟我一样，你也一定会被这个"发现的宝库"所吸引。我第一次来香港的时候，我觉得香港和东京很相似，没有什么特别的地方。然而我每次来香港，我的香港朋友都会把我带到各种各样的地方，所以我渐渐对香港有了更深的了解。今天我想介绍一下香港其他方面的魅力，把它在你心中形象变得更丰富。

第一，提到游览胜地，大部分游客一定会去中环、铜锣湾和尖沙咀等充满高楼、双层巴士和行人的香港中心区。除了这些，香港还有很多充满历史的地方。其中一个就是元朗的吉庆围。这里最早是邓族居住的村子，它是被石墙环绕着的。如今，客家人和那些为了自卫而筑造石墙的人的子孙们住在这里。这里给我留下了深刻的印象，因为这里跟我之前对香港的印象完全不一样。除了吉庆围以外，市中心也有一些历史建筑物，比如湾仔的蓝屋。

第二，提到吃的东西，很多旅行指南推荐的是，午饭吃点心，晚上去兰桂坊喝酒。可是我推荐的地方是茶餐厅。第二次世界大战以后，西餐很受香港人的欢迎，但是很多人吃不起。所以本地厨师就开了香港式茶馆"冰室"，廉价提供西餐。比方说我经常吃的酥皮叉烧餐包和西多士，它们只要 200 日元左右。所以茶餐厅不但在今天的香港人之中有很高的人气，而且也向我们展示了香港历史的一部分。虽然外国人可能不敢进入茶餐厅（因为在那儿我没有看过外国人），但是你在那儿可以享受独特的美食和香港文化。

最后，我这么喜欢香港，主要是因为我喜欢香港人。当我告诉香港人这个理由时，他们非常吃惊，有的时候他们甚至怀疑我是不是发疯了。老实说，因为香港人很少笑、好像总是很忙的样子、有时候甚至看起来在发脾气，所以香港人给我的第一印象是非常不好的。但是如果你去当地餐厅，用很差的广东话、身体语言或者文字去跟当地人聊天儿，尝试走进当地文化中去，你会发现其实香港人都是很和善的。

总之你去香港的次数越多，越了解香港，你会发现越多的这种印象和现实的不同，你会更喜欢香港。虽然我已经非常熟悉香港了，但是我一点儿都不觉得腻，我还想发现一些新的东西。因此，虽然香港的面积只有东京的二分之一，但我相信香港会给你一个"永远讲不完的童话"。我欢迎你到香港来，开始你自己的没有终点的冒险！

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!

普粤对比
Comparison Between Putonghua and Cantonese

张冠雄老师 Mr. CHANG Kwun Hung
University Programme Section
大学课程部

李春普老师 Mr. LI Chunpu
University Programme Section
大学课程部

李姗姗老师 Ms. LI Shanshan
University Programme Section
大学课程部

普通话 Mandarin ：拔（白头发）
bá vs 拽（袖子）zhuài
广东话 Cantonese ：掹 māng
英文 English：pull out; drag; haul

词 义

「掹」是粤语动词，其基本义项有两个：第一个义项是拽；扯；拉。如：掹断咗条绳（把绳子拉断了）；咪掹住我嗰衫袖（别拽着我的衣袖）。第二个义项是拔。如：掹草、掹胡须、掹白发。

这里的「掹衫袖」、「掹白发」，普通话会根据宾语的不同而选择不同的动词，「掹衫袖」，普通话说成「拽衣袖」；「掹白发」普通话说成「拔白头发」。在普通话里，这两个短语中的动词是不能互换的。

拔：基本意思是把固定或隐藏在其他物体里的东西往外拉；抽出。

如：拔草、拔刺、拔了一颗牙、拔白头发。

拽：意思是拉。

如：一把拽住不放、拽袖子。

综上所述，普通话「拔」和「拽」是两个完全不同的动词，在普通话的「拔白头发」和「拽袖子」中，两个动词是不可以互换的，但在粤语中这两个意思用一个「掹」字就可以了。

普通话 Putonghua		广东话 Cantonese	
理发师：	先生，您的头发理好了，怎么还拽着我的袖子不放啊？	发型师：	先生，您啲头发剪好嘑，做乜仲掹住我嘅衫袖唔放呀？
Lǐfàshī：	Xiānsheng, nín de tóufa lǐ hǎo le, zěnme hái zhuàizhe wǒ de xiùzi bú fàng a?	Faatyìhngsī：	Sīnsāang, néihdī tàuhfaat jínhóu la, jouh māt juhng māngjyuh ngóh ge sāamjauh m̀fong a?
男顾客：	你看，刚才你给我染的头发没有染好，还是有几根白头发。	男顾客：	你睇，头先你帮我染嘅头发仲未染好，仲係有几条白头发嘑。
Nán gùkè：	Nǐ kàn, gāngcái nǐ gěi wǒ rǎn de tóufa méiyǒu rǎn hǎo, háishi yǒu jǐ gēn bái tóufa.	Nàahm guhaak：	Néih tái, tàuhsīn néih bōng ngóh yíhm ge tàuhfaat juhng meih yíhm hóu, juhnghaih yáuh géi tìuh baahk tàuhfaat bo.
理发师：	只有几根，不会有什么影响。您还想让我再重新染吗？	发型师：	得嗰几条，唔会有咩嘢影响嘅。您仲想我帮你染过咩？
Lǐfàshī：	Zhǐyǒu jǐ gēn, bú huì yǒu shénme yǐngxiǎng. Nín hái xiǎng ràng wǒ zài chóngxīn rǎn ma?	Faatyìhngsī：	Dāk gógéi tìuh, m̀wúih yáuh mēyéh yínghéung gé. Néih juhng séung ngóh bōng néih yíhmgwo mē?
男顾客：	可是我看着不舒服。重新染大概要多长时间呢？	男顾客：	硬係觉得睇睇吓唔舒服。再染过大概要几耐度呢？
Nán gùkè：	Kěshì wǒ kànzhe bù shūfu. Chóngxīn rǎn dàgài yào duō cháng shíjiān ne?	Nàahm guhaak：	Ngáanghaih gokdāk táitáihá m̀syūfuhk. Joi yíhmgwo daaihkoi yiu géinoih dóu nē?
理发师：	大概要半个小时左右。	发型师：	大概要半个钟头咁上下啦。
Lǐfàshī：	Dàgài yào bàn ge xiǎoshí zuǒyòu.	Faatyìhngsī：	Daaihkoi yiu bungo jūngtàuh gam seuhnghá lā.
男顾客：	时间太长了，我还要赶着去接女朋友呢。	男顾客：	要咁耐㗎？我仲要赶住接女朋友喎。
Nán gùkè：	Shíjiān tài cháng le, wǒ háiyào gǎnzhe qù jiē nǚ péngyou ne.	Nàahm guhaak：	Yiu gam noih gàh? Ngóh juhng yiu gónjyuh jip néuih pàhngyáuh wo.
理发师：	那您看怎么办好呢？	发型师：	噉您话点算好呢？
Lǐfàshī：	Nà nín kàn zěnme bàn hǎo ne?	Faatyìhngsī：	Gám néih wah dím syun hóu nē?
男顾客：	算了，你帮我把这几根白头发拔了吧。	男顾客：	算嘑，你帮我掹咗嗰几条白头发就得嘑。
Nán gùkè：	suàn le, nǐ bāng wǒ bǎ zhè jǐ gēn bái tóufa bá le ba.	Nàahm guhaak：	Syun la, néih bōng ngóh māngjó gógéi tìuh baahk tàuhfaat jauh dāk la.
理发师：	啊，好吧。	发型师：	哦，噉好啦。
Lǐfàshī：	À, hǎo ba.	Faatyìhngsī：	ah, gám hóu lā.

李兆麟博士

大学课程部中国学生组高级讲师
研习所学术活动组成员

编者按: 本所是全球及香港少数提供有系统的广东话课程的单位之一。李兆麟博士(S. Lee)是本所资深广东话老师，服务中大二十载，担当过领导岗位包括进修部广东话组组长、大学课程部中国学生组组长及学术活动组组长，现专职向非本地大学生(以中国语言为母语背景) 教授广东话、编写教材及进行教研工作，本期由 S. Lee 与大家分享他在广东话教与学方面的点滴体会。

何时与中大及广东话教育结缘？

我与中文大学的缘份，是从港大毕业后进中大读硕士研究生时开始。当时我在中大开始任教本科生语言学（包括粤语语言学）及应用语言学的导修课，并从事社会语言学的研究工作。90 年代初语言学导师不多，因此导师与学生的关系不错，令我深深体会到教学相长的道理和教学的乐趣。硕士毕业后，我继续从事语言学及英语教学相关的工作，其后在浸会大学服务时，因为一次机缘为浸大任教一系列外籍教职员粤语班。在这个过程中我发觉把粤语和粤文化介绍给对其有兴趣的学习者是一件非常有意义的事。之后我就开始从事粤语及香港文化相关的教研工作。

有人说广东话是 6 音，有人说广东话是 9 音，究竟是怎么一回事？

这是一个学术问题。粤语本体研究说粤语有 9 声，所以大部分人所认识的粤语有 9 声。在粤语教学中，6 声或 7 声是主流。6、7 声系统是把 9 声中的入声（拼音以 p, t, k 结尾为入声）有系统地归入其他声调内，有利语言学习。现代港式粤语用 6 声（高平调，高升调，中平调，低降调，低升调及低平调），广州粤语则还保留 7 声（6 声及高降调）。

有很多人说广东话不用学，在香港留得久自然会懂，更不用学粤语拼音，你有什么看法？

我想其实这个问题是问自学的可能性吧。说实话大部份技能（包括语言）都有自学成才的可能。但自学需要一定的客观环境和际遇，不是所有学习者都有机会遇上的。一般学习一种技能需要适当的学习环境，合理的动机，适用的学习工具和充分的练习。更何况英美外交部都把粤语界定为一种比较难的语言（仅在阿拉伯语之下）。其实大部分学习者都喜欢有系统地学习，先易后难，循序渐进。记得自己学打网球时，看到有人拿着球拍，见球就打，然后大声说打网球不用学。亦看到有人跟随教练或参加训练课程一步一步地练习。很快就看出这两种学习者学习成果的差别。如果想网球学得好，当然需要有教练指导。起码姿势正确，不易受伤。学习粤语（或其他语言）也是一样。有系统的粤语二语课程包含了科研成果，前人经验，专业教师们的努力，实用合理的教材及课程大纲。有系统的课程可以令学习者有效率地学习，提高学习成果。

除了教学外，未来一两年有什么学术计划？

我现在正编写一套对外粤语教材，以供研习所粤语课程使用。这套教材亦考虑出版。这套教材跟以往的不同，主要就是突显语用为纲的教学理念。这理念是希望学习者能在不同语境下活用粤语。研究方面，近年我集中做一些粤语应用语言学及语言文化的研究。

在研习所服务二十年，有什么难忘的经历？

最难忘的经历可算是香港非典（沙士 SARS）时期的教学及行政工作。非典可算是香港近代最大的危机。值得庆幸的是我们还有学生坚持留港，等待复课然后继续学习。当时教师们除了要做好教师的工作教导知识之外，还要照顾学生的心理，注意危机管理，工作实在不易。但是看到学生们对学习的热诚，对香港的喜爱，令非典时期的教学及行政工作显得很有意义。

每一个学生都给我很多回忆，他们每个都有自己的故事、经历和学习原因。他们共通点是喜爱粤语、喜爱粤文化、喜爱香港。学生给与我这个为传承粤语粤文化工作的人不少的鼓励与支持。

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.

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www.cuhk.edu.hk/clc/newsletter/SLee_Fall2015.htm

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Yuti errors of learners of Cantonese as a second language
（粤语二语学习者的语体偏误分析）[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
大学组

陈健荣老师 **Mr. CHAN Kin Wing**
Cantonese Programme Division
广东话组

Abstract:

Yuti 语体 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.

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[1] Preliminary ideas of this paper were first presented in 3rd International Conference on Chinese as a Second Language Research (第三届汉语作为第二语言研究国际研讨会), 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.

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[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 会讯：语言学与华语二语教学丛书（第四册）简介 （上）

《语言学与华语二语教学丛书》是华语二语教研学会每年一届国际研讨会论文集。丛书第四册题为《教学理论与创新实践》。沿袭前三册的体例，本册亦分语言研究篇和课堂实践篇两大部分。顾名思义，前者重在与语言教学密切相关的语言理论研究；后者则是语言学理论在教学实践中具有创新思维的教学实践研究。

本文先介绍"语言研究篇"。在本册收录的语言研究中，华东师范大学吴勇毅《第二语言教学中形式与意义的博弈：教学法与学习者的视角》一文，针对第二语言教学/外语教学淡化语法，淡化语法形式的教学，甚至不教语法（"零语法"教学）的倾向，提出第二语言教学/外语教学究竟要不要教语法，语言形式的教学还需要不需要，语法形式的操练对语言习得到底有没有用等一系列值得教学一线教师深思的问题，并从第二语言/外语教学法的导向和学习者的取向角度，以问卷调查、数据分析的方法，讨论了上述问题。文章得出结论有两点：（1）学习者重视语法的程度远远超出教师的想象。（2）正式的语法教学是必要的，也是必须的。

同样是语法教学论题，冯胜利的《汉语教学中的语法与操练》则关注不同的语法范畴，即：（1）形式语法（以结构主义、形式科学为基础）、（2）功能语法（语义结构和语义限制为基础）、（3）韵律语法（以韵律构词学和韵律句法学为基础）、（4）语体语法（以交际原理和语体语法为基础，如"二元对立、语体风雅颂三分"等）、（5）操练语法（以形式-功能对应律和二语习得原理为基础，如"程式记忆、操练效应"。文章指出，上述各个范畴中语法的独立性必须严格建立在"语法合法性 grammaticality"的基础之上；它们相辅相成，缺一不可，共同组成一个统一的语法体系，在二语教学中可以供"三一语法"借鉴和使用。搭建了一个从语体语境导入（问题方式）、强调功能的实现、落到形式的总结和记忆的课堂教学语法的基本模式。具体而言，教师是"从形式、到功能、再到语体语境"，而学生则是"从语体语境开始、到功能、再到形式"的模式。

语言研究也涉及华语作为第二语言的教材编写，如何处理语言交际技能和交际文化的关系，如何在设计"语法点"的同时顾及"文化点"，克服以往华语教材中文化"空载"和文化"超载"两种偏向这一纠结的问题，陈学超的《海外华语教材的文化"内化"》认为，应该确立语言文化意识，将第一语言中"习而不察"的文化适应，转为"习而必察"的文化移入，教材编写中自觉地进行文化"内化"，并结合目前华语教材编写中的问题，提出了海外华语教材编写中实现文化"内化"的若干具体策略。

针对华语二语教学中没有人、地、时等语境因素的"裸考"，以及缺乏或忽略语境中人、地、时诸方面因素的教学和教学内容的所谓"裸教"和"裸文裸语"的"三裸"现象，吴伟平以《华语二语教学中的"三裸"现象及"去裸"实践》

为题，审视多年来语言教学过程中口语语体缺失的现象，提出华语二语学习过程中必须充分注重通俗、正式和典雅语体之间的区别，让学生知道在不同语境中为什么必须用，以及如何用不同的语言形式表达自己的意思，从测试、课程、教材和教学活动等四个方面探讨各种"去裸"实践的利弊。指出，语体缺失的根本原因在于语境缺失，因为语体特征与语境互相依存，前者在语言使用中不可能离开后者单独存在。

以往几册似乎没有全面关注教材库建设的论文。广州中山大学周小兵、张鹏、高雪松的《汉语教材库建设与教材评估》，基于"全球汉语教材库"9505 册实体教材信息和相关研究成果，宏观综述了教材库中汉语教材的形式、分类、媒介语、适用对象和出版信息等方面，指出全球汉语教材开发存在的诸如多媒体教材数量少，教材类型不够丰富，中小学教材偏少，区域教材严重不足，缺少海内外合作开发等值得关注的问题。文章结合实例，探讨了汉语教材评估的具体内容和操作方法，包括：对象与目标，内容与态度，语言点与交际技能编排，教材结构，相关因素等。文章最后指出，对多类别的海量教材展开评估，能更科学、具体地指导教材研发。

（丛书第四册简介<下>将于下一期刊登）

华语二语教研学会秘书
谢春玲
二〇一五年十月二十日

中学生讲座
Talks for Secondary School Students

2015 年 7 月 2 日及 7 月 15 日，本所进修部广东话组老师，陈智梁老师、陈健荣老师、沈敏瑜老师及沈嘉仪老师前往中华基督教会全完中学举行共两场讲座，主题分别为「粤普对对碰」及「华语二语教学面面观」。老师们运用大量的例子，向中学生详细讲解粤语及普通话在语音、词汇与语法方面的异同，并且向中学生介绍了对外粤语教学的情况，并透过丰富生动的日常生活例子，讲解了本地人使用粤语时的有趣现象。

两场讲座共有 42 位中学生参加。大部份学生在问卷中均表示，本所老师的讲解清晰，讲座内容有趣实用，资料丰富详尽和具启发性，加深了他们对母语(广东话)及普通话的认识。

资料提供：沈嘉仪老师

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

大学课程部剪影
Snapshots from University Programme Section

中大暑期国际学院普通话课程欢送晚宴

2015 年 8 月 22 日

40 位国际学生在完成三星期的普通话课程后，在欢送晚宴中与老师及本地生大使享用"盆菜"(又称"围村菜")，体会南中国特色饮食文化。

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.

中大本科入学资讯日

2015 年 10 月 24 日

本所摊位设于利黄瑶碧楼。中国学生组老师指导学生应考 COPA(电脑口语水平评核)

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.

李姗姗老师 (后排) 与参观学生。
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) 汉语水平考试

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