

Language Matters

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

Issue no.36 @ Spring 2013



* 要 Contents 目 *

Message From the Editor 稿约.....2

Learning 学生园地

- CLC 学习心得 — 崔俊豪.....3
- 系唔系一定要买一部好嘅电脑呀? — 孔家路.....3
- 居港感言 — 唐雅岚.....4

Teaching 教师园地

- 陈 凡、张冠雄、李春普、尹嘉敏 — 普粤对比.....5
- 谢春玲 — 汉字演变6

Research 语言与文化研究

- 李兆麟 — Generic and specific topics in CSL teacher training:
Do teachers practice what they preach?7-8

Activities & News 动态与信息

- ★ 学术讲座
- ★ 人事动态
- ★ 五十周年活动 — 硬笔书法比赛.....11
- ★ 五十周年校庆启动典礼·健步行暨嘉年华.....12
- ★ 研习所五十周年网页.....12
- ★ 语言与文化研究特刊.....12
- ★ 校友来鸿.....13
- ★ 「人间小厨」感恩茶会.....14
- ★ 春季晚会.....15
- ★ 2013 calendar16
- ★ 新书推介.....9
- ★ 韩国著名影星访问本所校友.....10

Online reading

<http://www.language-matters.net>

香港中文大学
雅礼中国语文研习所



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

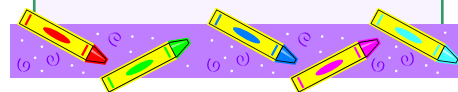
CLC activities and news in teaching Chinese as a foreign/second language.

Editor/主编
Dr. Weiping WU

Associate Editor/副主编
Dr. LEE Siu-lun

Editorial Board/编委
Ms. CHEN Fan
Ms. CHU Hsiao-mi
Ms. MAK Suet Chi
Dr. WONG Ho-put

Production/制作
Ms. Doris WONG



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

Address : Continuing Education Section
Yale-China Chinese Language Centre
The Chinese University of Hong Kong
Fong Shu Chuen Building
Shatin, New Territories, Hong Kong, SAR

University Programme Section
Yale-China Chinese Language Centre
The Chinese University of Hong Kong
LG9, K.K. Leung Building
Shatin, New Territories, Hong Kong, SAR

Tel. : (852) 3943 6727
Fax : (852) 2603 5004
Email : clc@cuhk.edu.hk
Web site : <http://www.cuhk.edu.hk/clc>



<http://www.facebook.com/CLCCUHK>

What is expressed by individual contributors only represents the writer's perspective, please note source if quoted from Language Matters.

(本刊文章均为作者一得之见, 不一定代表中心观点, 引用本刊文章者请注明出处。)

CLC 学习心得



崔竣豪 CHOI, Jun Ho
大学课程部 University Programme Section
CPTH4443 Fall Term 2011-12
Nationality: Korea

当我在参加中文大学的面试的时候我记得一个教授问我，“你为什么想在香港学习？”那时候我回答，“最大的原因是因为我特别喜欢学语言，而且在二十一世纪的国际环境中会说两到三种语言是一个非常有价值的事。我听说由于中国和英国文化的共存，香港成为一个多元化的地方，因此中文和英文都在使用。在这种环境下学习会是一个独特的机会。”

来中文大学以后，我发现大学的 Chinese Language Centre (CLC) 有很多不同的课，多样的资料，优秀的老师，而且在对汉语有兴趣的外国人当中，CLC 已经是很出名的学院了。因此我本来只需要上五门中文课，可是已经上了大约十门不同的中文课。

由于 CLC 的帮助，现在我的中文进步了很多。我觉得中文大学的 CLC 有一些独特的体系让学生们学习得更高兴，而且进步的速度也更快。第一是一个班的规模。语言课特别需要学生和老师的对话，多问问题并且多联系。听说有很多其它外国的大学中文课有几十个或几百个学生在一个班学习，很难通过练习找到自己的错误。但是 CLC 的中文课最多只有二十个学生，所以有很多机会问问题，发现自己的错误并且及时改正。第二个优点是分立不同的部门。在同样的水平下 CLC 的中文课分几种不同的班，包括口语表达、语法、词汇等等。如果这几种不同的内容都包含在一个班的话学习效率会比现在低很多。

最后一个优点是课本上包括的资料。不像其它课本，CLC 的课本包括一些很有用的材料。从课本上我们可以了解中国的文化、历史、现代的发展水平、未来工作上需要的知识等等。总之，对我来说 CLC 是我的“恩人”。没有 CLC 的学习经历，我的中文不可能进步得这么快。

系唔系一定要买一部好嘅电脑呀？

孔家路 ROJO MARDONES, Carolina
广东话组 Cantonese Programme Division
CCAN4415 Fall Term 2012-13
Nationality: Spain

而家科技日新月异，差唔多每个月电脑中心都出一部新嘅电脑。如果你买一部电脑，六个月之后，铺头有好啲嘅电脑卖，所以或者你觉得你嘅电脑就有用嘞。但系如果你哋谗我要乜嘢，唔系铺头卖乜嘢，我哋就唔会使太多钱买我哋唔需要嘅电脑。

如果我要电脑打 e-mail，打信同埋做会计，点解我要买有镜头，有大概内存，有好多电脑游戏嘅手提电脑呀？

好似一个亲戚嘅朋友，有一日，佢去车行买车。佢睇吓唔同嘅类型嘅车。一阵之后，佢叫售货员：「我想买呢架车，但系我唔要收音机。」嗰个售货员话：「唔紧要，价钱系一样嘅。」我嘅朋友话：「好呀！噉唔使收音机。」售货员觉得奇怪：「但系唔使钱！点解你唔要收音机呀？」我朋友话：「因为我揸车嗰阵时钟意同家人倾偈。如果自己揸，我觉得谗吓嘢好啲。如果一个人俾一件婚纱你，你会唔会用嗰件婚纱呀？」

售货员话：「我系男人，当然唔会着嗰件婚纱。」我朋友话：「但系唔使钱！点解你唔要个件婚纱呀？」售货员话：「我明白。」

我觉得我嘅朋友好啱。佢决定佢要乜，唔系第二啲人决定佢要乜。所以，我觉得唔系一定要买一部最好最新嘅电脑。我哋要买啱自己用嘅。



居港感言



唐雅岚 TOMLINSON, Annerine
普通话组 Putonghua Programme Division
CPTH4606 Fall Term 2012-13
Nationality: South Africa

我在香港这个国际城市住了差不多五年。在这段时间里我经历过很多，也长了不少见识。这开阔了我的视野，也开阔了我的胸怀。要谈感想的话，该从那儿说起呢？

我的文化背景、生活方式和思想模式和香港人的在许多方面有明显的差异。我到了这个陌生的环境，不论是语言还是工作，任何事情都得从头学习及适应。

虽然我是在农场长大的，可是我非常喜欢住在这个充满活力的都市。依我看香港在世界上真是数一数二的。既有高楼大厦，也很容易接触大自然；香港有华人，也有来自世界各国的人。在香港能享受到丰富的文化生活。

另外，在语言方面，我有机会掌握了基本的普通话。虽然多数香港人的母语是广东话，不过会说普通话的人越来越多，练习普通话的机会在与日俱增。

对我来说，香港最突出的优势之一就是自由。有新闻自由、宗教自由、言论自由，还有跟世界各地进行贸易的自由。

从我的观察中发现，这个社会也存在着一些矛盾。特别值得一提的是私人空间和人际关系，还有生活水平方面。

首先谈谈私人空间。香港的人口密度极高，坐火车时前后左右都是人，大家站得非常近，好像没有私人空间。但另一方面，人们往往在某个地方住了很久却还不认识邻居。

另外，香港人非常爱用手机。由于网络的发达，人们可以跟许多人同时保持联系。但是很多年轻人过分依赖网络，面对面的交流却越来越少，因此人与人之间的距离越来越远。

在生活水平方面，人们拼命地追求物质享受，可是却没有时间享受生活。而且，为了追求更高的生活水平，却牺牲了家庭。这实在是得不偿失。

总的来说，香港跟世界其它的大都市有一些相似之处，也有很多与众不同的地方。有机会在这个特别的都市学习和工作，我真的非常荣幸。在未来的日子里，我还想进一步了解香港，尤其想多了解香港人。我相信，人是一个城市最大的财富、最值得发掘的宝贝。

I have been living in this cosmopolitan city of Hong Kong for almost 5 years now. It has broadened horizons and enlarged my heart. During this time I have experienced and learned so much that I would not know where to start, if I am to share my impressions.

In many aspects, my cultural background, lifestyle and way of thinking are very different from the Hong Kong way of thinking and doing things. I had to adapt and learn many new things from scratch, after arriving in this unfamiliar environment. That included language and work environment.

Even though I grew up on a farm, I actually really like living in this lively big city. I really think that Hong Kong is one of the world's best. Hong Kong has a combination of high rise buildings as well as nature, it's people include Asian people as well as people from all over the world, which allows for a very rich and diverse cultural lifestyle.

In terms of language, I had the opportunity to acquire basic Mandarin proficiency. Even though Cantonese is the mother tongue of most of Hong Kong citizens, more and more people are able to converse in Mandarin, which increases the opportunity to practice Mandarin.

In my opinion, Hong Kong's freedom is one of its most outstanding advantages. Hong Kong has freedom of press, religious freedom, freedom of speech as well as free trade.

Observing this society, I have noticed a few interesting contradictions: Most notably with regards to personal space and interpersonal relations, and living standard.

Let me start with personal space and interpersonal relations. Because of Hong Kong's population density, it sometimes feels as if one has no personal space. While traveling on the train you will have people standing really close to you on all sides. But I also found that even though many people have been staying in one place for a long time, they would not know who their neighbors are.

Another interesting observation concerns Hong Kong people and their mobile phones. They are constantly using their phones. Because of the advancement in internet technology people can maintain contact with large number of people, but many young people spend so much time on the internet that face to face interaction becomes less and less, resulting in distant human relationships.

In terms of living standard, it seems as if people sometimes work so hard to be able to live a life of materialistic pleasure, that they end up not really having time to enjoy life. And in the process of raising their standard of living, they often sacrifice their family life, which defeats the purpose in a way.

In summary, in many aspects Hong Kong is very much like other cosmopolitans, but is also very unique in many ways. I am really honored to have the opportunity to live and have studied in such a special city. I still want to explore Hong Kong more and get to know its people. I believe that a city's real wealth and treasure are its people.

普 粤 对 比

Comparison Between Putonghua and Cantonese

陈凡老师 Ms. CHEN Fan
Putonghua Programme Division
普通话组

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

尹嘉敏小姐
Ms. WAN Ka Man

普通话 Mandarin: 迈 mài

广东话 Cantonese: 躡 naam/ laam

英文 English: to step; to stride; to step forward



词 义

迈: 抬腿向前走, 迈出步子, 跨过。例如: 「模特在天桥上迈着猫步」、「病得迈不开腿」等等。又指迈步、向前迈一大步、迈进新领域、迈过门坎等等。例如: 「进了这个中学就差不多一只脚已经迈进了大学。」中国的婚姻传统中, 保留了「迈火盆」的习俗。新娘子进门, 很多地方都有迈火盆的习惯。新娘跨过门前的火盆, 寓意婚后的生活红红火火, 也有驱除邪恶等涵义。

普通话的「迈」相当于粤语的「躡」。例如: 一脚躡过去、大步躡过。这个「大步躡过」, 字面是指大步跨过去, 但是引申义是指一个人走过困顿, 避开苦难(escape from disaster), 像以下这句粤语: 「医生话病人接受深切治疗之后, 已经有生命危险, 总算大步躡过。」(Yī sāng wah behngyáhn jipsauh sāmchit jihliuh jīhauh, yíhging móuh sāngmihng ngàihhím, júngsyun daaihboh naamgwo.)

普通话

美美: 上个礼拜我的香港朋友雪儿结婚, 我当她的伴娘。她进新房之前, 一定要先迈过火盆。听说这样会带来吉利和好运。

Shàngge líbài wǒde xiānggǎng péngyou Xuě'ér jiéhūn, wǒ dāng tāde bànniáng. Tā jìn xīnfáng zhīqián, yīdìng yào xiān màiguò huǒpén. Tīngshuō zhèyàng huì dàilái jíli hé hǎoyùn.

小明: 这张照片里那个女孩子就是你的朋友吧? 她把脸都盖着, 甚么也看不到, 不怕被火烧伤吗?

Zhèzhāng zhàopiàn lǐ nàge nǚháizi jiùshì nǐde péngyou ba? Tā bǎ liǎn dōu gài zhe, shénme yě kàn bu dào, bú pà bèi huǒ shāo shāng ma?

美美: 不用怕, 其实前一天晚上我们已经跟雪儿练习了很多次, 就是闭着眼睛走都没问题!

Bùyòng pà, qíshí qián yītiān wǎnshàng wǒmen yǐjīng gēn Xuě'ér liànxí le hěnduō cì, jiù shì bizhe yǎnjīng zǒu dōu méi wèntí.

广东话

阿 May: 上个礼拜我嘅香港朋友雪儿结婚, 我做佢嘅伴娘。佢入去新屋之前, 要躡过一个火盆先至得。听见话, 咁样会带嚟吉利同好运啫。

Seuhnggo láihbaai ngóhge Hēunggóng pàhngyáuh Syutyih gitfān, ngóh jowh kéuihge buhnéung. Kéuih yahphei sānngúk jīchih, yiu naamgwo yātgo fópūn sīnji dāk. Tēngginwah, gámyéung wúih daai làih gātleih túhng hóuwahn wóh.

明仔: 张相里面嗰个女仔就系你个朋友喎? 佢蒙住块面, 也都睇唔到, 怕唔怕俾啲火烧亲嘍?

Nījēung séung léuihbihn gógo néuihjái jauh haih néih go pàhngyáuh làh? Kéuih mūhngiyuh faai mihn, māt dōu tái hndóu, pa hpa béi dī fō sūchān ga?

阿 May: 唔使惊, 其实嚟晚我哋已经同雪儿练习咗好多次, 真系咪埋眼¹都识行嘍!

Msái gēng, kèihsaht kàhmmáahn ngóhdeih yíhging túhng Syutyih lihnjaahpjó hóudō chi, jānhaih mī màaih ngáahn dōu sīk hàahng lo!

¹ 「咪埋眼」即普通话的「闭眼睛」, 英文是 close one's eyes. 参考 Language Matters, No. 29, Autumn 2010.

“準”、“准” (zhǔn) 辨

谢春玲博士 Dr. XIE Chun Ling
University Programme Section
大学课程部

汉字演变

準 篆

准 隶

(桐柏庙碑)

准 楷

(欧阳询)

“準”字小篆左旁是水，意符，以水面之平取平之意；右旁是隼，声符，表示读音。准、隼二字古音是同韵部的，所以“準”字是一个形声字。到了隶书，声符简作“隹”，又改意符“冫”为“彡”，以区别于水名（淮河）“淮”字。楷书简体“准”就是用了沿用古体的方法，沿用汉碑写作“准”。在使用繁体字的国家和地区，“準”和“准”的使用是有分工的：“準”字本义指水准。古人释：“谓水之平也。天下莫平于水。”引申指测平器具。又引申表示：

- ① 标准，法则。比如：準绳、準则、基準、水準。
- ② 准确，正确。比如：準星、对準、音準。这一义项又再引申指确实，一定。比如：準保、準信儿、定準、一準等。
- ③ 射箭的标的。例如：瞄準。

而“准”字则只用于表示在合乎法则的情况下准许，允许。例如：准予、核准、获准等。繁体字此义不能写作“準”。简化字则全部意义都合并作“准”一个形体了。



瞄准标靶一击即中

Generic and specific topics in CSL teacher training: Do teachers practice what they preach?

(adopted from “Generic and specific topics in CSL teacher training: From beliefs to practices”, a paper presented in CARLA LTE international conference, Minnesota, USA, 21 May, 2011)

Abstract

Language institutes always concern about language teachers' views and beliefs about language. Teachers taking a structural view and teachers taking socio-cultural views may result in different classroom activities and as result affects learners' learning focus and learning outcomes. Nowadays most language teachers at university level already had formal training in linguistics, TESOL and language teaching theories. Traditional language teachers' education provides trainings in skills of teaching, for examples, how to handle questions in language classrooms, how to effective organize learning activities, etc. However, in the language teaching field, it is important for the teaching team to share consistent language views. This paper focuses on the training of language beliefs. We will look at how difficult it is to elicit teachers' language views and beliefs. We will look at how classroom observations can help in this aspect of teachers' training.

Introduction: Essentials in language teachers' training

There is a common belief that teacher education “is thus concerned with providing opportunities for trainees to develop their knowledge, awareness, beliefs, and skills, and finding ways of establishing connections among these dimensions of teaching through the experience of teaching itself and through reflecting on that experience.” (Richards, Ho & Giblin 1996)

Language teachers' trainings include three basic areas:

1. Knowledge – contains linguistic knowledge, pragmatic knowledge and cultural knowledge of the target language
2. Skills – relate to technique of handling classes, question & answer techniques, techniques of handling class time, etc.
3. Views and beliefs about language and language learning – structural, pragmatics and socio-cultural perspectives.

李兆麟博士 Dr. Siu-lun LEE
University Programme Section
大学课程部

How and how well teachers develop in these dimensions become crucial in language teaching. In this paper, I am focusing on teachers' beliefs about language through observing teaching activities, which is observing the reflection of beliefs in practices.

Teachers' beliefs: Structuralism and Socio-cultural theories about language teaching

There are lots of discussions and comparisons (Richards & Rodgers 1986) about structuralism (Noam Chomsky 1957) and socio-cultural theories about language teaching and learning (John Searle 1969, M. A. K. Halliday 1973, Dell Hymes 1972, John Gumperz 1972, Henry Widdowson 1972, 1978, Lev Vygotsky 1986) approaches in language teaching. Structuralists focus on language form. A language contains a set of rules, rules of pronunciation, rules of grammar, etc. Learning of a language means understanding and producing the language according to these rules. Teachers taking this view will consider accuracy and correctness as the main focus in classroom activities. On the other hand, socio-cultural theories focus on language use. Questions like, “Can the students use the target language to communicate”, “how fluent and proficient students can use the language in real life settings”, “how could teachers improve students' language use in different real life settings” are major concerns. Languages are learnt for communication, for establishing social network and for accomplishing real life tasks. Language views can be reflected in

language textbooks, curriculum planning and teachers' classroom activities.

Keywords in teaching Chinese as a foreign language nowadays are "proficiency based" and "pragmatic based". A series of teachers' trainings focuses on pragmatic based and proficiency based teaching techniques has been carried out. This paper focuses on teaching activities observation and how teachers' beliefs about language and language teaching show in their teaching activities. In CLC, all teachers will go through a 2-year teachers' training series. The training series focus on proficiency-based teaching. The training series consist of Micro and Macro levels. Micro-level trainings contain language specific trainings, for examples teaching of sounds & tones, vocabulary teaching, etc. Micro-level trainings also include teaching skills trainings, such as using multimedia classroom and question & answer technique, etc. Macro-level focuses on beliefs about language and about language learning.

References

- Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton, U.S.A.
- Gumperz, J., and D. Hymes (Ed.) (1972). *Directions in Sociolinguistics: The Ethnography of Communication*. Holt, Rinehart and Winston, New York, U.S.A.
- Halliday, M. A. K. (1973). *Explorations in the Functions of Language*. Edward Arnold, London, U.K.
- Hymes, D. (1972). On communicative competence. In J. B. Pride and J. Holmes (Ed.), *Sociolinguistics*, pp. 269-93. Penguin, Harmondsworth, U.K.
- Lee, Siu-lun (2012). Language teachers' treatments of grammar and pragmatics in classroom activities: An observational study of CSL speaking classes. *Taiwan Journal of Chinese as a Second Language*, Vol 4. P.51-68
- Richards, J. C., Ho, Belinda and Giblin, Karen (1996). Learning how to teach in the RSA Cert. In Freeman, Donald and J. C. Richards (Ed.) (1996). *Teacher Learning in Language Teaching*. Cambridge University Press, Cambridge, U.K.
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press, Cambridge, U.K.
- Vygotsky, L. (1986) *Thought and Language*, (translation newly revised and edited by Alex Kozulin.) MIT Press, Massachusetts, U.S.A.
- Widdowson, H. G. (1972). The teaching of English as communication. *English Language Teaching* 27(1): 15-18. Oxford University Press, Oxford, U.K.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press, Oxford, U.K.

Observing the classrooms: Differences in language beliefs observed in language classrooms

In CLC CUHK, Cantonese teachers' teaching experience ranges from over 30 years to 3 months. A cross-sectional analysis has been done. The study is published in (Lee 2012), showed different theoretical beliefs affect classroom activities and compared the differences between different classroom behaviours.

Conclusion

Teachers' beliefs about language are important in language classrooms. However, it is difficult to elicit teachers' beliefs in questionnaire survey and interviews but better reflected in classroom teaching activities. Classroom observation is an effective tool to understand our teachers' beliefs and provide data for teacher trainers to plan further trainings. The classroom observation data showing different sets of features are reflected in teachers' classroom behavior in different training stages. Teachers' language beliefs and beliefs about language learning can be changed via continuous trainings.

本所在职教师培训及相关学术活动 CLC academic workshops and seminars for teachers

学术讲座 Academic Seminar

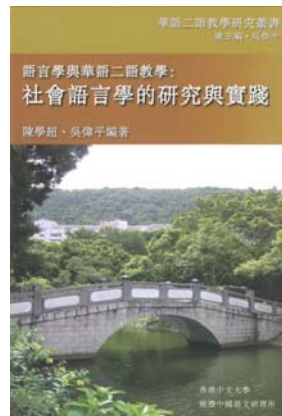
讲题：语法研究的程序问题
日期：二零一二年十二月十三日
讲者：陆丙甫教授
Prof. Lu Bingfu



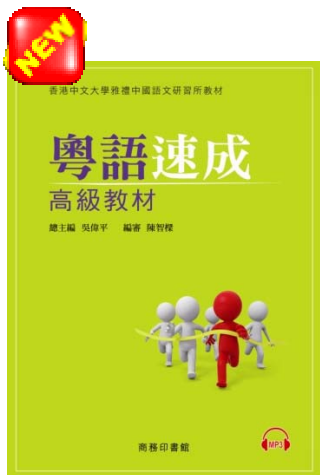
新书推介 New Book

「语言学与华语二语教学」第二册，主题「社会语言学的研究与实践」现已出版！本书分语言研究篇和课堂实践篇两大部份，前者重点是与语言教学密切相关的语言学研究，此部份论文的作者从宏观的角度提出自己华语习得的一些研究课题的看法，包括语音、语义与词汇、语用、语料的难度划分和书面语变体等。后者细分为语言本体教学、教学法与课堂活动，以及语言能力培训三个环节，各章的共同特点是有多教学经验的教师从自己的教学实践出发，与读者分享在对外汉语教学，包括粤语教学的一得之见。所有文章，刚入行的老师读起来当然受益匪浅，对有经验的教师来说也不乏启迪。

定价 HK\$100，欢迎亲临购买或邮购，邮购请备足够邮资（每本 HK\$8.2）的回邮 A4 信封，支票抬头请写「香港中文大学」。



语言学和华语二语教学第二册



粤语速成高级教材
总主编：吴伟平
编审：陈智梁
商务印书馆，2013. 连 CD HK\$110

研习所教材编写工作的近期目标是完成针对香港本地人士的普通话系列教材《南人北语》，以及针对说普通话人士的粤语系列教材《粤语速成》。经过所内上下的共同努力，2013年春季正式出版《粤语速成·高级》，整套《粤语速成》系列正式完成，在商务印书馆属下各书店有售。



粤语速成中级教材
总主编：吴伟平
编审：沈敏瑜
商务印书馆，2012.
连 CD HK\$100



粤语速成初级教材
总主编：吴伟平
编审：李兆麟
商务印书馆，2010.
连 CD HK\$98



人事动态 Personalia – New Staff

Hi! 我是陈谦, 来自中国河北, 毕业于北京广播学院(现中国传媒大学)的播音专业和河北师范大学新闻传播学院, 毕业后一直在广播电台工作, 历任广播电台 DJ、

记者、节目制作人和河北省级、国家级普通话水平测试员工作, 普通话一级、一级播音员职称。多年的普通话水平测试工作使我对普通话的语音教学研究产生了浓厚的兴趣。2012 年六月我到香港中文大学攻读普通话教育文学硕士课程, 2013 年初又有幸成为雅礼中国文化研习所的一名教师。在雅礼这个开放的学术平台上, 我愿尽自己最大的努力服务这里的学



陈 谦 (大学组)
Mr. CHAN, Him
University Programme Division

大家好, 我是李倩征。我最怕别人问我的问题就是: “你是哪里人?” 其它人一句话可以回答的问题, 我却需要一连串的注解。我的样貌及口音都给予人北方人的第一印象, 可是我却偏偏是个南方人。我父亲是广东人; 母亲是上海人。他们在北京工作、成家, 我就自然地出生初长在北京了。之后又随父母客居广西, 江西, 上海, 广州, 香港…… 由于父母都是南方人, 说不出标准的普通话, 所以在我的成长中就被刻意地保留了那个带点京腔的普通话, 因此也诱发了我对语言的极大兴趣, 大学本科选择了当年冷门的日语。1989 年有幸被 CLC 录取为兼职导师。我热爱这份工作, 于 1991 年辞职, 前往日本深造, 攻读应用语言学硕士课程, 谁知阴差阳错却移居了美国洛杉矶 16 年, 现在很高兴又回归到 CLC 这个大家庭来了。回来后深深感受到 CLC 与时俱进, 不断进步。在此也感谢各位新旧同事这 2 个月来对我的帮助和指导, 让我很快地融入了 CLC 这个既熟悉又陌生的教学平台。最后, 藉此新春之际, 祝 CLC 全体全人: 如意吉祥! 平安健康!



李倩征老师 (普通话组)
Ms. LI, Sin Ching
Putonghua Programme Division

韩国著名影星访问本所校友 Korean TV stars visited CLC alumni

2012 年 11 月 24 日, 韩国电视节目 “My Queen” 在香港取景, 韩国著名影星金民钟及金秀路访问本所校友 (1986 年入学) 金滢泳、郑渡璟夫妇, 以及当年教过他们的老师。

Korean TV Programme “My Queen” footage production in Hong Kong. Celebrated Korean TV star Mr. KIM Min Jong and Mr. KIM Soo Ro interviewed CLC 1986 alumni couple, Mr. KIM Woon Young and Ms. JEONG Do Kyung, together with CLC teachers.



左起: 本所实习生金滢玲、金民钟先生、朱小密老师、王浩勃老师、金秀路先生、本所实习生郑宇晶及麦雪芝女士。
From left: CLC student trainee Miss Ariel KIM, Mr. KIM Min Jong, Ms. CHU Hsiao-mi, Dr. WANG H. B., Mr. KIM Soo Ro, CLC student trainee Miss JEONG Woo Jeong, Ms. Ellen MAK.



校友金滢泳(左一)及儿子 Daniel Kim (右一)在研习所普通话课堂与普通话老师合照。注: 因拍摄要求校友郑渡璟当天不在学校现场。

Alumni Mr. KIM Woon Young (left) and his son Daniel Kim (right) having a picture in the Putonghua classroom with CLC Putonghua teachers. Note: alumni Ms. JEONG Do Kyung was asked to excuse on that day by the TV programme team for a genuine interview of her teachers and family members.

五十周年活动 — 硬笔书法比赛

50th anniversary event – Chinese Penmanship Competition

硬笔书法比赛已于 2012 年底完成，一共收到 35 份有效作品，得奖名单如下：

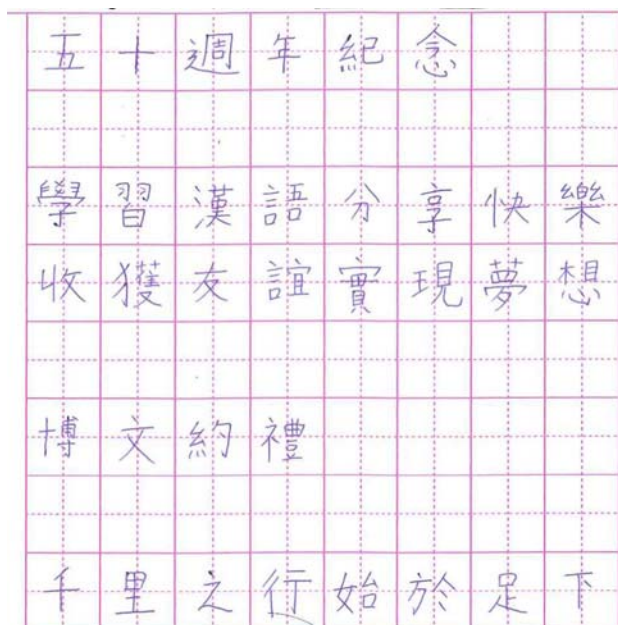
Chinese Penmanship Competition was completed in late 2012. The Centre received 35 valid submissions. List of winners is shown below:

非汉字文化圈组别

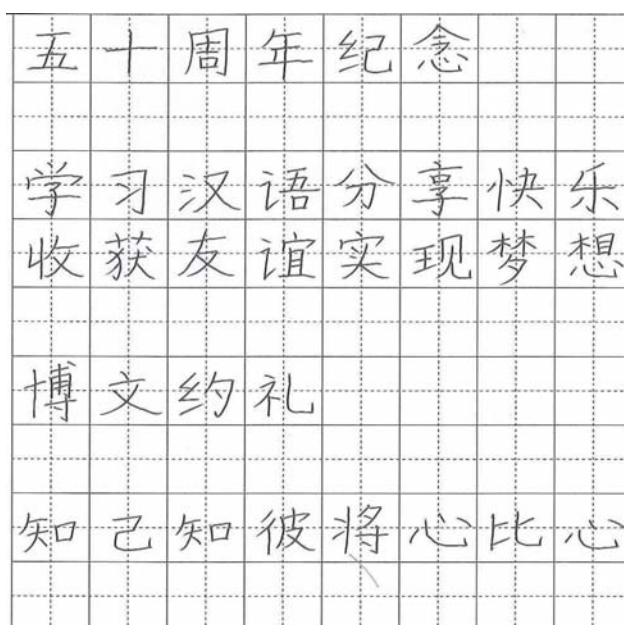
奖项	中文姓名	英文姓名	国籍
一等奖	林筠霞	LAM Jessica	英国
二等奖	胡莞琛	WOO Mandy	加拿大
三等奖	马莲娜	MAESTRI Magoalena	波兰
入围奖	梁婉德	LEUNG Elaine	加拿大
	方子碧	FEARNSIDE Chioe Kimmie	英国
	黄慧怡	WONG Maria	美国

汉字文化圈组别

奖项	中文姓名	英文姓名	国籍
一等奖	本田佑美子	HONDA Yumiko	日本
二等奖	谷口春香	TANIGUCHI Haruka	日本
三等奖	瓮庭泉	AIBA Izumi	日本
入围奖	金荣娇	KIM Young Gyo	韩国
	桑野博志	KUWANO Hiroshi	日本
	西田真树	NISHIDA Maki	日本



Ms. Jessica LAM
林筠霞 作品



Ms. Yumiko HONDA
本田佑美子 作品

其它作品可到 CLC Facebook 相片簿浏览 (facebook.com/CLCCUHK)

香港中文大学 五十周年校庆启动典礼·健步行暨嘉年华 CUHK 50th Anniversary Kick-off Ceremony Walkathon and Carnival

今年是香港中文大学创校五十周年，亦为研习所创立五十周年纪念。为庆祝这个意义重大的日子，在所长号召下本所共约四十名教职员及家眷、学生及校友参加了中大于1月27日举行的「中大五十周年校庆启动典礼·健步行暨嘉年华」，与几位中大师生校友共贺金禧。

The Chinese University of Hong Kong (CUHK) turns 50 in 2013, and so is CLC. To commemorate this significant milestone, after the call of CLC director, nearly 40 CLC teachers, staff, students and their families joined the CUHK 50th Anniversary Kick-off Ceremony · Walkathon and Carnival on 27 January, to celebrate the special moment of the golden jubilee.



研习所步行队
The CLC walking team



嘉年华中研习所摊位及主持摊位的教职员
The CLC booth and the responsible staff in the carnival

研习所五十周年网页
CLC 50th Anniversary home page
www.cuhk.edu.hk/clc/50



语言与文化研究特刊
Language Matters:
Language and Culture Research
Special Issue

收录 Language Matters 自 2002 年创刊以来至 2012 年底研习所教职员发表过的论文。

Collection of teachers' academic papers ever published in Language Matters during 2002 to 2012.

网址 Website:
www.cuhk.edu.hk/clc/newsletter



校友来鸿 Letter from alumni

Nalin SURI (印度)

广东话班 (1974-1975)

前印度驻英国最高特派专员，前印度驻北京大使，现已退休

Nalin SURI (India), Cantonese class 1974-75

Retired High Commissioner of India to UK and
ex-ambassador of India in Beijing



Dear Dr. Wu,

At the outset I would like to compliment you and your colleagues at the Yale-China Chinese Language Centre on the occasion of its 50th anniversary. As one of the older alumni I am particularly proud that the Centre has over the years grown from strength to strength.

I joined the Centre in October 1974, and even though it was a long time ago, my memories of that occasion are still quite fresh. As an Indian Foreign Service officer, at the start of my career I had opted to study Chinese as my compulsory foreign language and had expected to be asked to learn Mandarin. But just before leaving for Hong Kong I was advised that I would have to learn Cantonese. Mandarin was supposed to be tough enough to learn with its four tones but Cantonese with its seven tones sounded forbidding! As we crossed over to Kowloon on the Star Ferry on the first day of school I wondered whether I would be able to cope.

The first few weeks were not easy because mastering the intricacies of the tones was like going through a series of nightmares. But with the help of a very friendly and supportive faculty I navigated that phase till I realized that it was all in the head which I did not have to move around to articulate any particular tone in question! The greatest credit for this goes to our then class head Ms. Wong Nga Ching who along with being a tough task master was also a gentle guide who helped us foreigners wade in and then begin to confidently swim into spoken Chinese. The other faculty members were equally supportive and positive in their approach.

As the weeks passed and I moved simultaneously into the intricacies of the written language life became more complicated and my studies kept me more engrossed than before. On account of my professional requirements I had to increasingly focus on the written language. This was not quite normal for most foreigners learning Cantonese but the Centre was flexible and arranged individual classes for me for this purpose. This was a new dimension and written Chinese including newspaper reading required even harder work and application. My teachers were firm but patient and ever helpful and I was able to successfully cross this bridge too with their advice and support.

While living in Hong Kong, to hear the language spoken and written on billboards and other public places and facilities was a great help in learning the language. For instance, I learnt a very large number of characters from advertisements and public notices!

During our stay at school our teachers organized social outings to help us get familiar with the Chinese life style, food and daily conversation. We were even taught how to order Chinese food! This was very enjoyable and a productive activity of which I have fond memories.

Before I knew it a year and a half had passed and I had to wean myself away from School and get back to full time professional work as a diplomat. The discipline, rigour and hard work that goes into learning to speak, read and write Chinese with some degree of fluency and accuracy has held me in good stead in my professional career of 38 years as an Indian diplomat. More importantly, study of the Chinese language greatly facilitated my work on China where I also served as India's Ambassador from 2003 to 2006.

I recall my time at the Yale-China Centre of the CUHK with nostalgia, pride and warmth. It helped shape my future career and develop a greater understanding of India's biggest and most important neighbor, its people and its traditions.

I wish the Centre further success in the years ahead.

「人间小厨」感恩茶会 Gratitude tea reception for pantry facilities donor

研习所大学课程部所处的梁鍊琚楼底层地下，获香港佛光道场满莲法师慷慨捐助，为茶水间购置基本设施并命名「人间小厨」。满莲法师于2013年1月28日到访中文大学并出席由研习所及人文学科研究所于「人文雅集」联合举办的感恩茶会，出席单位包括中国语言及文学系、历史系、文化及宗教研究系和拓展及筹募处。

University Programme Section of the Centre is located at the lower-ground floor of Leung Kau Kui Building (KKL). With the generous donation of Manlan Shih of Fo Guang Vihara (a master of a Buddhist organization), the pantry there is now equipped with brand new fixtures and fittings and is named “Renjian xiaochu”, literally means the kitchen for mortals. Co-hosted with the Research Institute of Humanities, we were honored to invite Manlan Shih’s presence in a gratitude tea reception held at the Arts and Humanities Hub on 28 Jan 2013. Participants included representatives from Department of Chinese Language and Literature, Department of History, Department of Cultural and Religious Studies and Office of Institutional Advancement.



香港佛光道场满莲法师（后排右六）与梁鍊琚楼底层地下的同事于感恩茶会中合照。
Manlan Shih of Fo Guang Vihara (6th right, back row) and users of KKL-LG Pantry at the tea reception.

春季晚会

Spring Party 2013

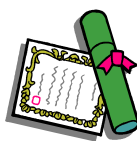


春季晚会已于三月十五日圆满结束。广东话组黄惠贞同学、柳在炯同学和普通话组梅若妍同学、张蓝同学担任晚会司仪。

表演节目包括舞狮、唱歌、民族舞、旗舞、朗诵、短剧等等。今年亦有抽奖的环节，气氛相当热闹。春季晚会得以顺利完成，全赖师生们积极参与以及所内同仁通力合作，特此谨致以万二分谢意！以下为当晚部份节目的相片。



2013 calendar



Regular credit-bearing programmes

Putonghua, Cantonese and Chinese Reading for non-native speakers

Location: CUHK Shatin campus

www.cuhk.edu.hk/clc/regular.htm

Summer term 2013	- 4 June to 23 August - Orientation: 31 May
Fall term 2013	- 16 September to 6 December - Orientation: 12 September

Hong Kong PRINCH (Language & Culture Immersion in HK), Fall 2013

A 3-credit **Putonghua/ Cantonese** course for CUHK International undergraduates and exchange students and CLC Cert./ Dip./ A. Dip/ students.

Date: September 18 to December 4, 2013 (every Wednesday. Special activities on weekend subject to further notice).

Highlights: (1) A trio of teaching modes is adopted to include language knowledge (big class), language activities (small class) and language practices (visits). Each session puts emphasis on applications and actual practices. (2) Carefully selected assistant teachers coach students at a ratio of 1:5 students.

Themes: history and tradition, business and enterprise, economy and living, modern living, education and culture.

Programme details will be available in June. A general introduction of PRINCH is available at www.cuhk.edu.hk/clc/princh



Summer intensive short programmes

www.cuhk.edu.hk/clc/summer

S2 (4 weeks)	July 4-31	PTH Level 1, CAN Level 1	Open to all
S3 (3 weeks)	August 5-23	PTH Level 1	
* International Summer School (ISS, 5 weeks)	July 2- August 5	PTH Level 1-2, CAN Level 1	For current university students and high school seniors who have received a confirmed offer from recognized universities
* International Summer School-Chinese Language Programmes (ISS-CLP, 3 weeks)	August 9-30	PTH Level 1-4	

*Programmes run by CUHK Office of Summer Programmes

Evening/ weekend part-time programmes



- Putonghua, Cantonese and Chinese Reading for non-native speakers
- Putonghua and Cantonese for native Chinese speakers

Most classes start in January, April, July and October, with some in May and September.

Location: Tsim Sha Tsui Learning Centre/ Shatin campus

www.cuhk.edu.hk/clc/part-time